

Unequal Schools Unequal Chances

List of Oral History and Interview Participants -- Notes -- Index

'Despite the Odds' examines five examples of education reform in South America, focusing on the political battle to secure reform in the face of powerfully entrenched opposition. It shows how strategic choices by reformers can reshape power equations & undermine institutional biases.

Understanding what and how students learn has emerged as a salient issue in Latin America, a region where the majority of children now have access to schools but few students learn the skills they need to succeed. 'Raising Student Learning in Latin America' examines recent advances in our understanding of the policies and programs that affect student learning and provides policy makers with effective options. This volume relies on indicators from national and international assessments of subject matter knowledge plus intermediate learning indicators, such as dropout and completion rates. The first part focuses on the central role of student learning in education. The second part reviews the evidence on factors and policies that affect student learning. The final part addresses policy options on education quality assurance.

This publication gives an comparative review of international adult education trends and examines their policy and research implications. It focuses on the issue of access to adult learning opportunities and discusses the various motivating factors that can explain observed inequalities in participation, by using internationally comparative data.

This book reviews of the development, implementation and practice of the disciplines of school effectiveness and school improvement. Seven main topics are addressed: History of the school effectiveness movement over the last 25 years; Changes in accountability and standards; Leadership in school effectiveness; Changes in teacher education; Impact of Diverse Populations; Education Funding and its Impact; and Best Practice Case Studies. The contributors are active in school effectiveness research worldwide.

Since the numbers of poor children have risen following welfare reform, a changing economy, and a lengthy recession, the time is ripe for a collection on child poverty.

The Destructive Path of Neoliberalism: An International Examination, a compilation of twelve essays by leading scholars and educators, sheds light on the social, political, economic, and historical forces behind the rise of neoliberalism, the dominant ideological doctrine impacting developments in schools and other social contexts across the globe for over thirty years.

Underachievement in school is one of the most widely used terms in education today. As a discourse it has been responsible for influencing government policy, staffroom discussions, as well as the pages of academic journals and the TES. It is also a subject which raises questions about what we expect from a fair and equitable education system. This book provides a critical analysis of two sides of the underachievement debate, at each of the three levels of focus - international, the UK and the individual. On the one hand, it will consider the 'crisis' account; of falling standards and failing pupils and, on the other, present an alternative account, which urges a re-evaluation of the underachievement debate in order to consider who might be underachieving and why.

Unequal Schools, Unequal Chances The Challenges to Equal Opportunity in the Americas Harvard University Press

The evolution of inequality and its causes are of crucial importance to all scholars working in the social sciences. By focusing on the divergent development of North America and Latin America in the nineteenth and twentieth centuries, Camps-Cura offers a comparative perspective of the relationship between human capital expansion and inequality in the long run. The book also explores the variables of education and inequality on children, work and gender.

As the incomes of affluent and poor families have diverged over the past three decades, so too has the educational performance of their children. But how exactly do the forces of rising inequality affect the educational attainment and life chances of low-income children? In *Whither Opportunity?* a distinguished team of economists, sociologists, and experts in social and education policy examines the corrosive effects of unequal family resources, disadvantaged neighborhoods, insecure labor markets, and worsening school conditions on K-12 education. This groundbreaking book illuminates the ways rising inequality is undermining one of the most important goals of public education—the ability of schools to provide children with an equal chance at academic and economic success. The most ambitious study of educational inequality to date, *Whither Opportunity?* analyzes how social and economic conditions surrounding schools affect school performance and children’s educational achievement. The book shows that from earliest childhood, parental investments in children’s learning affect reading, math, and other attainments later in life. Contributor Meredith Phillip finds that between birth and age six, wealthier children will have spent as many as 1,300 more hours than poor children on child enrichment activities such as music lessons, travel, and summer camp. Greg Duncan, George Farkas, and Katherine Magnuson demonstrate that a child from a poor family is two to four times as likely as a child from an affluent family to have classmates with low skills and behavior problems – attributes which have a negative effect on the learning of their fellow students. As a result of such disparities, contributor Sean Reardon finds that the gap between rich and poor children’s math and reading achievement scores is now much larger than it was fifty years ago. And such income-based gaps persist across the school years, as Martha Bailey and Sue Dynarski document in their chapter on the growing income-based gap in college completion. *Whither Opportunity?* also reveals the profound impact of environmental factors on children’s educational progress and schools’ functioning. Elizabeth Ananat, Anna Gassman-Pines, and Christina Gibson-Davis show that local job losses such as those caused by plant closings can lower the test scores of students with low socioeconomic status, even students whose parents have not lost their jobs. They find that community-wide stress is most likely the culprit. Analyzing the math achievement of elementary school children, Stephen Raudenbush, Marshall Jean, and Emily Art find that students learn less if they attend schools with high student turnover during the school year – a common occurrence in poor schools. And David Kirk and Robert Sampson show that teacher commitment, parental involvement, and student

achievement in schools in high-crime neighborhoods all tend to be low. For generations of Americans, public education provided the springboard to upward mobility. This pioneering volume casts a stark light on the ways rising inequality may now be compromising schools' functioning, and with it the promise of equal opportunity in America.

This book addresses key questions about whether inequality in incomes, wealth, and education have been widening in a consistent fashion across 30 rich nations, and whether this is exacerbating social problems and undermining the healthy functioning of democratic processes.

This book provides a comprehensive analysis of the crisis of relations between state and society in five Andean countries from the 1980s to the present.

The Encyclopedia of the Social and Cultural Foundations of Education provides a comprehensive introduction to this major discipline supported by documentary, photographic, and visual resources.

In 1987 lanceerde de Nederlandse overheid de campagne 'Kies exact' om o.a. meer meisjes ertoe over te halen ook te kiezen voor exacte studierichtingen. Deze campagne had echter niet het beoogde effect. De auteur presenteert in haar boek een aantal Nederlandse en internationale studies die de ongelijke participatie van bepaalde groepen van leerlingen, onder meer meisjes en kinderen van laaggeschoolde ouders, aan exacte studierichtingen tot thema hebben. Deze ongelijke deelname heeft ook zijn implicaties voor de latere beroepskeuze en positie op de arbeidsmarkt. Met een dreigend tekort aan wetenschappelijk en ICT-personeel op de arbeidsmarkt voor ogen, zou een toename van meisjes tot het niveau van mannen voldoende zijn om dit tekort op te lossen.

Comparative Education: The Dialectic of the Global and the Local, Third Edition brings together many of the outstanding scholars in the field of comparative and international education to provide new perspectives on the dynamic interplay of global, national, and local forces as they shape the functioning and outcomes of education systems in specific contexts. Various chapters in the book call for a rethinking of the nation-state as the basic unit for analyzing school-society relations; provide new ways of conceptualizing equality of educational opportunity and outcomes; call attention to the need to study social movements in relation to educational reform; emphasize the value of feminist, postcolonial, and culturally sensitive perspectives to comparative inquiry into the limitations as well as potential of education systems to contribute to individual development and social change; and provide detailed critical accounts of how various international financial and technical assistance agencies shape educational policy and practice in specific regions of the world.

Improving Learning Environments provides the first systematic comparative cross-national study of school disciplinary climates. In this volume, leading international social science researchers explore nine national case studies to identify the institutional determinants of variation in school discipline, the possible links between school environments and student achievement, as well as the implications of these findings for understanding social inequality. As the book demonstrates, a better understanding of school

discipline is essential to the formation of effective educational policies. Ultimately, to improve a school's ability to contribute to youth socialization and student internalization of positive social norms and values, any changes in school discipline must not only be responsive to behavior problems but should also work to enhance the legitimacy and moral authority of school actors.

Do schools work differently in deprived and privileged neighbourhoods? As segregation is on the rise in many cities, this book explores how different neighbourhood contexts shape public organisations, by using an innovative approach that combines a Bourdieusian perspective and new institutional theory. Based on interviews and ethnographic data from two primary schools in Berlin, Germany, it shows how local social compositions, symbolic meanings of urban areas, and neighbourhood-based policy interventions structure schools. Educational professionals adapt to these structural differences. The book analyses how teachers' understandings and practices vary by local context – and what that means for the reproduction of urban inequality.

Drawing upon international research, *Review of Research in Education*, Volume 35 examines the interplay between youth cultures and educational practices. Although the articles describe youth practices across a range of settings, a central theme is how gender, class, race, and national identity mediate both adult perceptions of youth and youths' experiences of schooling.

This book presents a story of school improvement activity in East Africa from 1985 to 2000, which focused on sustained teacher development. The core of the book consists of six evaluations of school- and district-wide school improvement projects (SIPs) supported by the Aga Khan Foundation in Tanzania, Kenya, and Uganda. The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles. The strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts *are school-based, *involve whole schools as the unit of change, *emphasize the ongoing professional development of teachers, *attend to school management and organizational conditions affecting the capacity of teachers to implement change, *prepare for the institutionalization of organizational structures and processes that enable continuous school development, and *evolve through partnerships among relevant education stakeholders. The book concludes with commentaries by international experts in school improvement and teacher development on the SIP project designs, implementation and outcomes, and on lessons that can be drawn from the projects and their evaluations for school improvement policy, practice and theory in developing and developed countries around the world.

School Choice in China explores the major characteristics of schooling options in China, highlighting how largely middle-class parents exploit their cultural, economic and social capital for their children's admission into choice schools. It highlights how payments such as choice fees, donations, prize-winning certificates and awards, as well as the use of *guanxi*, result in Chinese school choice as a parent-driven, bottom-up movement. The author also explores how schools and local governments cash in on the school choice fever in order to obtain significant economic returns, leading to policies that accommodate the needs of mostly middle-class families. He argues that although this system seems to create winners among the parties involved, it exacerbates the educational inequality that already exists in Chinese society. Chapters include: Positional competition for cultural capital

Download File PDF Unequal Schools Unequal Chances

Exploitation of social capital Economics of school choice Class reproduction through parental choice This book is not simply a detailed analysis of Chinese school choice practices, but also a study of the competitive middle class search for advantage for their children. As such it will be beneficial to undergraduates, postgraduates, education professionals, policy makers, and anyone with an interest in education, sociology, social policy, and the rise and future of China.

Offers a multi-disciplinary assessment of the complex interface of housing, fairness, and government programs aimed at enforcing one of the nation's hallmark civil rights laws - the right to fair and open housing.

Table of contents

Explores the issues of social justice and equity in mathematics classrooms throughout the world.

The aim of this Handbook is to present a global overview of developments in education and policy change during the last decade. It has the objective of providing both a strategic education policy statement on recent shifts in education and policy research globally and offers new approaches to further exploration, development and improvement of education and policy making. The Handbook attempts to address some of the above issues and problems confronting educators and policy makers globally. Different articles seek to conceptualize the on-going problems of education policy formulation and implementation, and provide a useful synthesis of the education policy research conducted in different countries, and practical implications. The Handbook, by focusing on such issues as - the OECD (2001) model of the knowledge society, and associated strategic challenge and 'deliverable goals' (OECD 2001:139) - UNESCO-driven lifelong learning paradigm, and its relevance to education policy makers, globally - different models of policy planning, and equity questions that are raised by centralization/decentralization, diversity/uniformity and curriculum standardization issues - the 'crises' of educational quality, the debate of standards and excellence, and good and effective teaching. - will contribute to a better and more holistic understanding of the education policy and research nexus; offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels.

In our increasingly globalized world, it is vital to explore major issues in education today through an international and intercultural lens. Thoroughly updated and expanded, this comprehensive new edition introduces students to research in comparative and international education while providing an overview of educational practices in diverse settings. Contributors draw on comparative research from the Americas, Australia, Africa, Asia, Europe, and the Middle East, and engage with such themes as the history and philosophy of comparative education, the right to education, alternative pedagogies, gender, Indigenous knowledge, peacebuilding, international assessments, and global citizenship. The updates to this edition include new chapters on human rights education and the internationalization of schooling, and a greater focus on issues of diversity and social justice education. Designed as a resource for teacher education programs, each chapter highlights the significance and the implications of the particular topic for teachers. Comparative and International Education features a vivid portrayal of global educational practices, contributions from preeminent scholars from around the world, and invaluable teaching tools, including discussion questions, video suggestions, and further readings. This essential collection will be an indispensable resource for teachers, teachers-in-training, and students of comparative and international education.

Cepal Review is the leading journal for the study of economic and social development issues in Latin America and the Caribbean. Edited by the Economic Commission for Latin America, each issue focuses on economic trends, industrialization, income distribution, technological

Download File PDF Unequal Schools Unequal Chances

development and monetary systems, as well as the implementation of reforms and transfer of technology. Written in English and Spanish (Revista De La Cepal), each tri-annual issue brings you approximately 12 studies and essays undertaken by authoritative experts or gathered from conference proceedings.

Is the United States "the land of equal opportunity" or is the playing field tilted in favor of those whose parents are wealthy, well educated, and white? If family background is important in getting ahead, why? And if the processes that transmit economic status from parent to child are unfair, could public policy address the problem? *Unequal Chances* provides new answers to these questions by leading economists, sociologists, biologists, behavioral geneticists, and philosophers. New estimates show that intergenerational inequality in the United States is far greater than was previously thought. Moreover, while the inheritance of wealth and the better schooling typically enjoyed by the children of the well-to-do contribute to this process, these two standard explanations fail to explain the extent of intergenerational status transmission. The genetic inheritance of IQ is even less important. Instead, parent-offspring similarities in personality and behavior may play an important role. Race contributes to the process, and the intergenerational mobility patterns of African Americans and European Americans differ substantially. Following the editors' introduction are chapters by Greg Duncan, Ariel Kalil, Susan E. Mayer, Robin Tepper, and Monique R. Payne; Bhashkar Mazumder; David J. Harding, Christopher Jencks, Leonard M. Lopoo, and Susan E. Mayer; Anders Björklund, Markus Jäntti, and Gary Solon; Tom Hertz; John C. Loehlin; Melissa Osborne Groves; Marcus W. Feldman, Shuzhuo Li, Nan Li, Shripad Tuljapurkar, and Xiaoyi Jin; and Adam Swift.

This handbook presents a global overview of current research in education and education policy reforms during the last decade. It provides an accessible, practical and comparative source of current research that examines the intersecting and diverse discourses of this important issue. It first examines globalisation, education and policy research and reforms in higher education, including coverage of main trends in education and policy reforms globally, as well as specific policy issues such as gender, equity, minorities and human rights. Next, the handbook offers a comparative perspective that evaluates the ambivalent and problematic relationship between globalisation, the state and education reforms globally. It features coverage on curricula issues and education reforms in schools around the world, the curriculum in the global culture, as well as globalisation and education futures, with respect to social justice and human rights. The handbook contributes to a better and a more holistic understanding of the education reforms and research nexus—offering possible strategies for the effective and pragmatic policy planning and implementation at the local, regional and national levels. It will serve as a vital sourcebook of ideas for researchers, practitioners and policy makers in education.

The "Latino Education Crisis" not only threatens to dash the middle class aspirations of the nation's largest immigrant group, it is also an ominous sign for democratic engagement and global competitiveness for U.S. society as a whole. This timely book argues that this crisis is more aptly characterized as a "Mexican Education Crisis." This book brings together voices that are rarely heard on the same stage—Mexican and U.S. scholars of migration, schooling, and human development—to articulate a new approach to Mexican-American schooling: a bi-national focus that highlights the

interpersonal assets of Mexican-origin children. Contributors document the urgency of adopting this approach and provide a framework for crossing national and disciplinary borders to improve scholarship, policy, and practice associated with PreK–12 schooling. Contributors: James D. Bachmeier, Frank D. Bean, Susan K. Brown, Benilde García Cabrero, Cynthia García Coll, Regina Cortina, Ivania de la Cruz, Guadalupe Ruiz Cuéllar, Claudia Galindo, Francisco X. Gaytán, Edmund T. Hamann, Nadia Huq, Mark A. Leach, Gabriela Livas Stein, Carmina Makar, Mary Martinez-Wenzl, Vilma Ortíz, María Guadalupe Pérez Martínez, Leslie Reese, Rosaura Tafoya-Estrada, Edward Telles, Ernesto Treviño, Víctor Zúñiga “This volume is one of a kind. . . . It represents a first step in what we hope will be an ongoing relationship between the institutions and the researchers on both sides of the border who have both an appreciation for the importance of this work and a dedication to improving the educational opportunities of those students that we share in time, space, and culture.” —From the Foreword by Patricia Gándara and Eugene García “A fresh, eye-opening array of essays that highlights how the economic and cultural vitality of the U.S. and Mexico is so tightly interwoven in colorful and breathtaking ways. Setting aside strident allegations of how immigrants differ from mainstream society, the authors illustrate our commonalities, how Mexican parents are among the most pro-family, hardest working families in our society. ‘Bien educado’ is not just metaphor: it animates how immigrant parents raise engaged children, along with a vibrant optimism about getting into America.” —Bruce Fuller, Professor, Education & Public Policy, University of California, Berkeley “Regarding Educación is an extraordinary achievement. World-class scholars from both the U.S. and Mexico come together to engage one of the most important developments in education in the 21st century: How do we educate the children we share across transnational borders to thrive in an ever more interconnected, miniaturized, and fragile global world? The answers they provide are timely, riveting, and humane. It is a book every teacher, every policymaker, and every engaged citizen interested in globalization and education must read.” —Marcelo M. Suárez-Orozco, Dean and Distinguished Professor of Education, UCLA Graduate School of Education and Information Studies Most nineteenth and early-twentieth-century European immigrants arrived in the United States with barely more than the clothes on their backs. They performed menial jobs, spoke little English, and often faced a hostile reception. But two or more generations later, the overwhelming majority of their descendants had successfully integrated into American society. Today's immigrants face many of the same challenges, but some experts worry that their integration, especially among Latinos, will not be as successful as their European counterparts. Keeping the Immigrant Bargain examines the journey of Dominican and Colombian newcomers whose children have achieved academic success one generation after the arrival of their parents. Sociologist Vivian Louie provides a much-needed comparison of how both parents and children understand the immigrant journey toward education, mobility, and assimilation. Based on Louie's own survey

and interview study, *Keeping the Immigrant Bargain* examines the lives of thirty-seven foreign-born Dominican and Colombian parents and their seventy-six young adult offspring—the majority of whom were enrolled in or had graduated from college. The book shows how they are adapting to American schools, jobs, neighborhoods, and culture. Louie discovers that before coming to the United States, some of these parents had already achieved higher levels of education than the average foreign-born Dominican or Colombian, and after arrival many owned their own homes. Significantly, most parents in each group expressed optimism about their potential to succeed in the United States, while also expressing pessimism about whether they would ever be accepted as Americans. In contrast to the social exclusion experienced by their parents, most of the young adults had assimilated linguistically and believed themselves to be full participants in American society. *Keeping the Immigrant Bargain* shows that the offspring of these largely working-class immigrants had several factors in common that aided their mobility. Their parents were highly engaged in their lives and educational progress, although not always in ways expected by schools or their children, and the children possessed a strong degree of self-motivation. Equally important was the availability of key institutional networks of support, including teachers, peers, afterschool and other enrichment programs, and informal mentors outside of the classroom. These institutional networks gave the children the guidance they needed to succeed in school, offering information the parents often did not know themselves. While not all immigrants achieve such rapid success, this engrossing study shows how powerful the combination of self-motivation, engaged families, and strong institutional support can be. *Keeping the Immigrant Bargain* makes the case that institutional relationships—such as teachers and principals who are trained to accommodate cultural difference and community organizations that help parents and children learn how to navigate the system—can bear significantly on immigrant educational success.

Based on quantitative comparisons of colleges since the 1970s, Charles Clotfelter reveals that despite the civil rights revolution, billions spent on financial aid, and the commitment of colleges to greater equality, stratification in higher education has grown starker. He explains why undergraduate education--unequal in 1970--is even more so today. The contributors to this volume discuss current policies and issues in Argentina, Chile, Colombia, Mexico, Peru, and the United States, as they explore the nature of the relationship among education, poverty, and inequality. The book provides evidence linking school participation, the quality of education for poor children in the Americas, and the impact of education policies to promote social justice.

From the skyrocketing AIDS rate in Haiti to the oppressive pollution in industrial China, from the violent street culture of Nigeria to the crippling poverty in Nicaragua, from child trafficking in Thailand to child marriages in India, this jam-packed six-volume set explores all these issues and more in an unprecedented look at the world's children at the dawn of the

21st century. In recent years, while many countries have enjoyed a higher standard of living and improved working conditions, others have been torn apart by war and incapacitated by famine, and are struggling to improve life for their children and their future. Recent concern over the world's children has resulted in a global attempt to define what constitutes an acceptable childhood. New attention has been paid, not only to healthcare and secondary education, but also to the right to play and increased access to technology. The UN's codification of children's rights has done much to expand our understanding of what is needed for healthy growth and development of children and youth. Organized by region, The Greenwood Encyclopedia of Children's Issues Worldwide is the first globally focused set of this magnitude, offering extensive, up-to-date coverage of these critical issues. Original chapters accessibly synthesize current data on key topics, including education, play and recreation, child labor, family, health, laws and legal status, religious life, abuse and neglect, and growing up in the 21st century.--Provided by publisher.

[Copyright: b4224cabd30fcce00b723a90bd76cc8f](#)