

# EDUCATION INEQUALITY



# Education And Inequality

**Michael Rajnik**



## **Education And Inequality:**

Education, Inequality and Social Class Ron Thompson, 2019-02-25 Education Inequality and Social Class provides a comprehensive discussion of the empirical evidence for persistent inequality in educational attainment. It explores the most important theoretical perspectives that have been developed to understand class based inequality and frame further research. With clear explanations of essential concepts, this book draws on empirical data from the UK and other countries to illustrate the nature and scale of inequalities according to social background, discussing the interactions of class based inequalities with those according to race and gender. The book relates aspects of inequality to the features of educational systems, showing how policy choices impact on the life chances of children from different class backgrounds. The relationship between education and social mobility is also explored using the concepts of social closure, positionality and social congestion. The book also provides detailed discussions of the work of Pierre Bourdieu and Basil Bernstein, two important theorists whose contributions have generated thriving research traditions much used in contemporary educational research. Education Inequality and Social Class will be essential reading for postgraduate and advanced undergraduate students engaged in the study of education, childhood studies and sociology. It will also be of great interest to academics, researchers and teachers in training.

International Studies in Educational Inequality, Theory and Policy Richard Teese, Stephen Lamb, Marie Duru-Bellat, 2007-06-03 Inequality is a marked and persistent feature of education systems both in the developed and the developing worlds. Major gaps in opportunity and in outcomes have become more critical than in the past thanks to the knowledge economy and globalization. More and more populations, both rich and poor, depend on successful use of school and on gaining post school qualifications. But access to high quality schooling, success at school and chances of higher education all remain socially divided, with implications for economic opportunities, personal growth and civic and community development. What causes these divisions in how education systems work? Have decades of public investment brought about at least some improvements, even if major gaps remain? If not, what are the barriers, the social processes which have frustrated the efforts of government? The pursuit of equity as a goal of public policy is examined in this book through a series of national case studies covering many different global contexts, from the wealthiest to some of the poorest nations on earth. What have we learnt from the policy experience globally? Do we know more today than yesterday about the origins of social inequality? Are our policies better framed, better designed to tackle inequality? And which way forward? What does the evidence suggest in terms of future approaches and emphasis? This work is published in three volumes which together form a 3 volume set.

**Inequality in Education** Donald B. Holsinger, W. James Jacob, 2009-05-29 Inequality in Education: Comparative and International Perspectives is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up to date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement.

on recent shifts in education inequality and new approaches to explore develop and improve comparative education and policy research globally Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services In addition to case perspectives from 18 countries across six geographic regions the volume includes six conceptual chapters on topics that influence education inequality such as gender disability language and economics and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education The book offers 1 a better and more holistic understanding of ways to measure education inequalities and 2 strategies for facing the challenge of inequality in education in the processes of policy formation planning and implementation at the local regional national and global levels

**Educational Inequalities** Kalwant Bhopal, Uvanney Maylor, 2013-11-07 While there is considerable literature on social inequality and education there is little recent work which explores notions of difference and diversity in relation to race class and gender This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK Australia USA New Zealand and Europe Contributors investigate the ways in which dominant perspectives on difference intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas and seek to locate the dimensions of difference within recent theoretical discourses with an emphasis on race class and gender as key categories of analysis

*Growing Gaps* Paul A. Attewell, Katherine S. Newman, 2010-11-05 Outlining the world wide race for educational advantage this book takes a comparative approach Covering almost every continent this book provides an overarching examination of who is actually able to benefit from economic growth and who because of the educational demands it brings about it shuts out

**High Stakes Education** Pauline Lipman, 2004 What are the implications of education accountability reforms particularly in urban schools in a political economic and cultural context of intensifying globalization and increasing social inequality and marginalization along lines of race and class High Stakes Education provides a cogent and critical examination of such questions investigating concretely the political economy of neoliberal education reforms and the cultural politics of race Using Chicago a standard bearer for high stakes testing and centralized regulation of schools as a case study noted scholar Pauline Lipman argues there is a strategic relationship between these policies and processes of economic restructuring racialized social control and globalization

*Social Class and Educational Inequality* Iram Siraj, Aziza Mayo, 2014-06-05 Social class is often seen as an intractable barrier to success yet a number of children from disadvantaged backgrounds still manage to show resilience and succeed against the odds This book presents the findings from fifty Child and Family Case Studies CFCS conducted with 13 16 year olds The authors look specifically at the roles that people and experiences at home in schools and in the wider community have played in the learning life courses of these children how these factors have affected their achievement and explanations and meanings given by respondents to the unique

characteristics experiences and events in their lives Featuring the voices of real parents and children and backed up by a decade of quantitative data this is a compelling record that will help readers to understand the complex nature of social disadvantage and the interplay between risk and protective factors in homes and schools that can make for a transformational educational experience      Measuring Education Inequality in Developing Countries Nichole Torpey-Saboe,2018-06-19 This book constructs a measure of education inequality using time series cross national data and utilizes real world examples based on author interviews It provides insights into how classic trade theory might be applied more broadly to generate expectations not only about income distribution but also about investment in human capital The project explores the ways in which global trends toward urbanization and democratization might be expected to impact education inequality The author addresses contemporary issues in politics such as growing income inequality the backlash against globalization and free trade and concerns that democratic institutions are elite dominated and unresponsive to the needs of common citizens      **Educational Inequality** Feyisa Demie,2019 What if disadvantage need not correlate with poor academic achievement If instead of researching the underachieving groups minorities children for whom English is not their home language and children of families in poor socioeconomic circumstances you look at what works in schools to raise the attainment of all these groups the results are compelling This inspiring book is grounded in Feyisa Demie s meticulous research and analysis of the high expectations and targeted interventions by schools in one poor inner city local authority LA Schools once in special measures are transformed to Outstanding by gifted leadership effective teachers who mirror the school s intake and a governing body and community of parents all working towards the same goals This LA s schools raise their children s attainment at Key Stage 2 and GCSE to levels that far surpass the national average and allow students to access top universities Back cover      *The Sociology of Educational Inequality* William Tyler,2011-12-08 What is the most significant factor for explaining why some individuals are more successful than others genetic inheritance privileged background or luck Although conventional approaches stress the prime importance of one of these Tyler argues that such theories fail to deal adequately with the complexity of educational inequality and suggests that Boudon s model of opportunity and mobility would provide us with a more productive explanation By applying this model to post war British education he shows how we might effectively think our approaches to the cycle of deprivation comprehensive reform and educational spending      **Educational Inequality and School Finance** Bruce D. Baker,2018 In *Educational Inequality and School Finance* Bruce Baker a scholar of education finance and the economics of education offers a comprehensive examination of how U S public schools receive and spend money      **Law & Education Inequality** Susan C. Bon,Jeffrey C. Sun,2015-07-01 Over the past decade No Child Left Behind Common Core Race to the Top data mining initiatives Title IX gender equity Individuals with Disabilities Education Act Americans with Disabilities Act and executive actions on immigration illustrate key federal initiatives that have redefined standards priorities and practices within educational

institutions Similarly state policies in terms of school funding school choice teacher qualifications student bullying and other measures have added another layer of complexity to the education law and policy dialogue particularly when addressing matters of education inequality These emergent policies beget the question how have these policies contributed to easing the effects of educational inequality The purpose of this book is to examine the role of law as potentially countering or impeding desirable education reforms and it calls on readers to consider how policymakers lawyers social scientists and educators might best alter the course in an effort to advance a more just and less unequal educational system

*Youth and Inequality in Education* Michael Heathfield, Dana Fusco, 2015-07-30 The transition to adulthood for many is mediated by class culture and local global influences on identity This volume analyzes the global injustices that create inequities and restrict future opportunities for young people during this transitional time including poverty unemployment human rights race ethnicity and location It critically examines global instances of youth discrimination offering positive strategies and practices such as youth work that successfully remediate these injustices With international contributions from Aotearoa New Zealand Australia England Malaysia Peru Philippines Portugal Morocco Jordan and the U S this volume is particularly important to researchers and scholars in the fields of youth studies education and social work

**Constructing Educational Inequality** Peter Foster, Roger Gomm, Martyn Hammersley, 1996 The issue of educational opportunity has long been of public concern and a major focus for educational research This work relates to various levels of the educational system and to different categories of student

**The Roots of Educational Inequality** Erika M. Kitzmiller, 2021-12-03 The Roots of Educational Inequality chronicles the transformation of one American high school over the course of the twentieth century to explore the larger political economic and social factors that have contributed to the escalation of educational inequality in modern America In 1914 when Germantown High School officially opened Martin G Brumbaugh the superintendent of the School District of Philadelphia told residents that they had one of the finest high schools in the nation Located in a suburban neighborhood in Philadelphia s northwest corner the school provided Germantown youth with a first rate education and the necessary credentials to secure a prosperous future In 2013 almost a century later William Hite the city s superintendent announced that Germantown High was one of thirty seven schools slated for closure due to low academic achievement How is it that the school like so many others that serve low income students of color transformed in this way Erika M Kitzmiller links the saga of a single high school to the history of its local community its city and the nation Through a fresh longitudinal examination that combines deep archival research and spatial analysis Kitzmiller challenges conventional declension narratives that suggest American high schools have moved steadily from pillars of success to institutions of failures Instead this work demonstrates that educational inequality has been embedded in our nation s urban high schools since their founding The book argues that urban schools were never funded adequately Since the beginning of the twentieth century urban school districts lacked the tax revenues needed to operate their schools Rather than raising taxes these school districts relied on

private philanthropy from families and communities to subsidize a lack of government aid Over time this philanthropy disappeared leaving urban schools with inadequate funds and exacerbating the level of educational inequality

**Education, Inequality, and National Policy** Nelson F. Ashline, Thomas R. Pezzullo, Charles I. Norris, 1976 **Quality and Inequality of Education** Jaap Dronkers, 2010-07-03 This cogent analysis of data on education and society from a variety of sources sets out to provide answers to scientific and policy questions on the quality of education and the way it relates to various forms of inequality in modern societies particularly in Europe The authors examine not only the well known cross national PISA datasets but also the European Social Survey and TIMSS going further than many researchers by folding into their analyses economic legal and historical factors Most research up to now using the PISA data is restricted to educational research Interesting as that educational question is the chapters here use the PISA and other data to explore more profoundly the relationship between education and the various forms of inequality in European and other modern societies The work comes from two different perspectives one that looks at how the different characteristics of societies their economies and their educational systems influence the average educational achievements of specific groups of pupils such as immigrants in those societies and a second which explores how and in what degree the characteristics of schools educational systems and labour markets either hardens or softens differences in the educational outcomes of various groups of pupils With a special feature of the book being its emphasis on comparing Asian and European countries and with the content free of the political constraints that can often attend studies of these datasets this book will be an vital resource for educationalists and policy makers alike Cracks in the Schoolyard—Confronting Latino Educational Inequality Gilberto Q. Conchas, 2015-11-13 In Cracks in the Schoolyard Conchas challenges deficit models of schooling and turns school failure on its head Going beyond presenting critical case studies of social inequality and education this book features achievement cases that depict Latinos as active actors not hopeless victims in the quest for social and economic mobility Chapters examine the ways in which college students high school youth English language learners immigrant Latino parents queer homeless youth the children of Mexican undocumented immigrants and undocumented immigrant youth all work in local settings to improve their quality of life and advocate for their families and communities Taken together these counternarratives will help educators and policymakers fill the cracks in the schoolyard that often create disparity and failure for youth and young adults Contributors Nancy Acevedo Gil Alejandra S Albarran Edeline M Burciaga Leo R Chavez Gilberto Q Conchas Isiaah Crawford Cindy Cruz Briana M Hinga Eduardo Mosqueda Leticia Oseguera Louie F Rodriguez Kip T Ilez and Irene I Vega Conchas provocative and compelling case studies in education position him once again as a leading voice in challenging commonsense notions of Latino school failure Kris D Gutierrez professor of Education University of California Berkeley Conchas has provided readers with an important gift authentic stories authentic struggles authentic strategies and authentic success This work debunks the deficit discourse around Latino education with a complex analysis of how race

community strengths and identity become assets for educational excellence The cases presented are rich powerful compelling and inspiring Essential reading for social justice advocates Tyrone Howard professor of Education at the University of California Los Angeles and author of *Why Race and Culture in Matters in Schools* In this groundbreaking volume Conchas ushers in a new paradigm for understanding Latina o student achievement The authors in this volume collaboratively and compellingly demonstrate the importance of understanding Latina o educational achievement by analyzing assets and agency in the lives of youths and their families This volume provides educators policymakers and scholars the critical hope and pragmatic agenda for developing a more just educational system the authors cogently teach us to identify and understand the plethora of contributions that Latina o students make to our educational system on a day to day basis Victor M Rios professor of Sociology and author of *Punished*

**Socioeconomic Inequality and Educational Outcomes** Markus Broer,Yifan Bai, Frank Fonseca,2019-05-15 This open access book focuses on trends in educational inequality using twenty years of grade 8 student data collected from 13 education systems by the IEA s Trends in Mathematics and Science Study TIMSS between 1995 and 2015 While the overall positive association between family socioeconomic status SES and student achievement is well documented in the literature the magnitude of this relationship is contingent on social contexts and is expected to vary by education system Research on how such associations differ across societies and how the strength of these relationships has changed over time is limited This study therefore addresses an important research and policy question by examining changes in the inequality of educational outcomes due to SES over this 20 year period and also examines the extent to which the performance of students from disadvantaged backgrounds has improved over time in each education system Education systems generally aim to narrow the achievement gap between low and high SES students and to improve the performance of disadvantaged students However the lack of quantifiable and comprehensible measures makes it difficult to assess and monitor the effect of such efforts In this study a novel measure of SES that is consistent across all TIMSS cycles allows students to be categorized into different socioeconomic groups This measure of SES may also contribute to future research using TIMSS trend data Readers will gain new insight into how educational inequality has changed in the education systems studied and how such change may relate to the more complex picture of macroeconomic changes in those societies

**A Relational Approach to Educational Inequality** R. Nazli Somel,2019-05-15 In her research R Nazli Somel focuses on the topic of educational inequality both from a theoretical perspective and through an empirical analysis After a review of prominent approaches to educational inequality and their criticism she offers a novel strategy to study the issue based on Relational Sociology and using the relational approaches of Charles Tilly and Pierre Bourdieu Three relational characteristics of educational inequality are identified that are its relativity cumulativeness and being an organized practice The author then applies this relational perspective to an in depth study on an Istanbul primary school analyses students teachers and school organization in relation to each other and to



Turkish education system and society

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