

Jaap Dronkers
Editor

Quality and Inequality of Education

Cross-National Perspectives

 Springer

Quality And Inequality Of Education Cross National Perspectives

Fazekas Mihály, Litjens Ineke



Quality And Inequality Of Education Cross National Perspectives:

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 *Re-Evaluating Education in Japan and Korea* Hyunjoon Park, 2013-07-18

International comparisons of student achievement in mathematics science and reading have consistently shown that Japanese and Korean students outperform their peers in other parts of world Understandably this has attracted many policymakers and researchers seeking to emulate this success but it has also attracted strong criticism and a range of misconceptions of the Japanese and Korean education system Directly challenging these misconceptions which are prevalent in both academic and public discourses this book seeks to provide a more nuanced view of the Japanese and Korean education systems This includes the idea that the highly standardized means of education makes outstanding students mediocre that the emphasis on memorization leads to a lack of creativity and independent thinking that students successes are a result of private supplementary education and that the Japanese and Korean education systems are homogenous to the point of being one single system Using empirical data Hyunjoon Park re evaluates the strengths and weaknesses of the existing education systems in Japan and Korea and reveals whether the issues detailed above are real or unfounded and misinformed Offering a balanced view of the evolving and complex nature of academic achievement among Japanese and Korean students this book will appeal to students and scholars of Asian international and comparative education as well as those interested in Asian society more broadly **Equity and Quality in Education Supporting Disadvantaged**

Students and Schools OECD, 2012-02-09 Across OECD countries almost one in every five students does not reach a basic minimum level of skills This book presents a series of policy recommendations for education systems to help all children

succeed *Integration and Inequality in Educational Institutions* Michael Windzio, 2013-03-12 This volume addresses questions that lie at the core of research into education It examines the way in which the institutional embeddedness and the social and ethnic composition of students affect educational performance skill formation and behavioral outcomes It discusses the manner in which educational institutions accomplish social integration It poses the question of whether they can reduce social inequality or whether they even facilitate the transformation of heterogeneity into social inequality Divided into five parts the volume offers new insights into the many factors processes and policies that affect performance levels and social inequality in educational institutions It presents current empirical work on social processes in educational institutions and their outcomes While its main focus is on the primary and secondary level of education and on occupational training the book also presents analyses of institutional effects on transitions from vocational training into tertiary educational institutions in an interdisciplinary and internationally comparative approach **Migrant, Roma and Post-Colonial Youth in Education across Europe** J. Szalai, C. Schiff, 2014-06-25 This book compares the educational experiences of adolescents from a variety of visible ethnic minority groups across Europe Focusing on underprivileged urban contexts it reveals the structural inequalities as well as the often conflicting inter ethnic relations which develop in classrooms playgrounds and larger communities **OECD Reviews of Vocational Education and Training A Skills beyond School Review of the Netherlands** Fazekas Mihály, Litjens Ineke, 2014-11-13 This report on vocational education and training programmes in the Netherlands examines how to engage employers and unions how workbased training can be used and how teachers and trainers can be effectively prepared *Frontiers in Sociology of Education* Maureen T. Hallinan, 2011-07-13 Scholarly analysis in the sociology of education has burgeoned in recent decades *Frontiers in Sociology of Education* aims to provide a roadmap for sociologists and other social scientists as they set bold new directions for future research on schools In Part 1 of this forward looking volume the authors present cutting edge research to set new guidelines for the sociological analysis of schools In Part 2 notable social scientists historians administrators and educators provide a wide ranging array of perspectives on contemporary education to insure that scholars make creative and broadly informed contributions to the sociological analysis of schools The contributors to this volume examine events currently influencing education including globalization expansion of educational access the changing significance of religion new family structures and curriculum reform *Frontiers in Sociology of Education* offers an innovative collection of research and ideas aimed at inspiring new analyses of schools better linked to changing societal conditions **Research in the Sociology of Education** Hyunjoon Park, Grace Kao, 2018-10-30 Featuring research from settings as diverse as rural China Germany and the United States as well as two cross national comparative studies this insightful volume demonstrates that many educational issues including student victimization and STEM outcomes are not limited to specific societies but are relevant worldwide **Learning of Protestant church's leaders from global encounters** Bulaya Jumapili Kakule, Eraste, 2024-07-25 **Models of**

Secondary Education and Social Inequality Hans-Peter Blossfeld, Sandra Buchholz, Jan Skopek, Moris Triventi, 2016-11-25 From an international comparative perspective this third book in the prestigious eduLIFE Lifelong Learning series provides a thorough investigation into how social inequalities arise during individuals secondary schooling careers Paying particular attention to the role of social origin and prior performance it focuses on tracking and differentiation in secondary schooling examining the short and long term effects on inequality of opportunities It looks at ways in which differentiation in secondary education might produce and reproduce social inequalities in educational opportunities and educational attainment The international perspective allows illuminating comparison in light of the different models rules and procedures that regulate admission selection and learning in different countries

The PISA Effect on Global Educational Governance Louis Volante, 2017-09-18 The Program for International Student Assessment PISA is an international achievement measure that assesses 15 year old student performance in the areas of reading mathematics and science literacy in over 70 countries and economies triennially By presenting an in depth examination of PISA s role in education governance and policy discourses this book provides the reader with a critical analysis of the educational change process within our increasingly global educational policy environment Exploring the prominent socio political drivers of large scale educational reform across the globe chapter authors examine PISA s national and global implications from a diverse range of regional contexts Through the presentation of cross disciplinary viewpoints and topical issues related to the PISA international survey this volume explains the degree to which PISA focused research is linked to national educational policy discourses and international education agendas

Research Handbook on the Sociology of Education Rolf Becker, 2019 Presenting original contributions from the key experts in the field the Research Handbook on the Sociology of Education explores the major theoretical methodological empirical and political challenges and pressing social questions facing education in current times

The Palgrave Handbook of Race and Ethnic Inequalities in Education Peter A.J. Stevens, A. Gary Dworkin, 2019-07-05 This authoritative state of the art reference work builds on its first edition to provide a cutting edge systematic review of the relationship between race ethnicity and educational inequality Studying 25 different national contexts drawn from every inhabited continent on earth and building upon material from the earlier edition the work analyses educational policies practices and research on minority students immigrants and refugees The editors and contributors explore principal research traditions from countries as diverse as Argentina China Norway and South Africa examining the factors promoting social cohesion as well as considerations regarding the use of international test score data Seamlessly integrating findings of national reviews the editors and contributors analyse how national contexts of race ethnic relations shape the character and content of educational inequalities and deftly map out new directions for future research in the area Global in its perspective and definitive in content this one stop volume will be an indispensable reference resource for a wide range of academics students and researchers in the fields of education sociology race and ethnicity studies and social policy Chapter 20 of this book is

available open access under a CC BY 4.0 license at SpringerLink https://link.springer.com/chapter/10.1007/978-3-319-94724-2_20 **Global Citizenship Education and the Crises of Multiculturalism** Massimiliano Tarozzi, Carlos Alberto

Torres, 2016-08-11 The notion of global citizenship education (GCE) has emerged in the international education discourse in the context of the United Nations Education First Initiative that cites developing global citizens as one of its goals. In this book, the authors argue that GCE offers a new educational perspective for making sense of the existing dilemmas of multiculturalism and national citizenship deficits in diverse societies, taking into account equality, human rights, and social justice. The authors explore how teaching and research may be implemented relating to the notion of global citizenship and discuss the intersections between the framework of GCE and multiculturalism. They address the three main topics which affect education in multicultural societies and in a globalized world and which represent unsolved dilemmas: the issue of diversity in relation to creating citizens, the issue of equality and social justice in democratic societies, and the tension between the global and the local in a globalized world. Through a comparative study of the two prevailing approaches—intercultural education within the European Union and multicultural education in the United States—the authors seek what can be learned from each model. **Global Citizenship Education and the Crises of Multiculturalism** offers not only a unifying theoretical framework but also a set of policy recommendations aiming to link the two approaches. **PISA, Power, and Policy**

Heinz-Dieter Meyer, Aaron Benavot, 2013-05-13 Over the past ten years, the PISA assessment has risen to strategic prominence in the international education policy discourse. Sponsored, organized, and administered by the Organization for Economic Cooperation and Development (OECD), PISA seems well on its way to being institutionalized as the main engine in the global accountability regime. The goal of this book is to problematize this development and PISA as an institution building force in global education. It scrutinizes the role of PISA in the emerging regime of global educational governance and questions the presumption that the quality of a nation's school system can be evaluated through a standardized assessment that is insensitive to the world's vast cultural and institutional diversity. The book raises the question of whether PISA's dominance in the global educational discourse runs the risk of engendering an unprecedented process of worldwide educational standardization for the sake of hitching schools more tightly to the bandwagon of economic efficiency while sacrificing their role to prepare students for independent thinking and civic participation. **Intercultural Education in**

the European Context Marco Catarci, Massimiliano Fiorucci, 2016-03-09 This book offers a comparative analysis of the intercultural theories and practices developed in the European context. Bringing together work on the United Kingdom, France, Germany, Italy, Spain, Greece, The Netherlands, and Sweden, it examines specific approaches to intercultural education. Structured around a series of core questions concerning the main features of diverse groups of migrants present within a country and within schools, the book examines the major issues raised by scientific research on the presence of migrant students and the adoption of relevant educational policies and practices to address these issues, together with examples of best practice in

each case Intercultural Education in the European Context explores the strengths and weaknesses of the intercultural education approach adopted in each context Offering a broad framework for the study of intercultural education as adopted in European settings the book highlights the contribution of education to the development of a fair democratic and pluralistic Europe As such it will appeal to scholars and policy makers in the field of sociology migration education and intercultural relations

Adjusting to a World in Motion Douglas J. Besharov, Mark Hugo López, 2016 International migration has reached new heights since the 1960s Altogether some 215 million people live in countries other than their countries of birth and according to surveys another 700 million say they would leave their homes and move to another country if they could Nations both sending and receiving have responded to this growing international migrant flow with new laws and domestic programs In receiving countries they include laws and programs to control entry encourage high skilled immigration develop refugee policy and speed assimilation In sending countries governments are implementing and experimenting with new policies that link migrant diasporas back to their home countries culturally or economically or both This volume contains a series of thoughtful analyses of some of the most critical issues raised in both receiving and sending countries including US immigration policy European high skilled labor programs the experiences of migrants to the Gulf States the impact of immigration on student educational achievement and how post conflict nations connect with their diasporas This volume will help readers draw lessons for their own countries and is thus offered in the spirit of mutual learning within a continued international dialogue of research and analysis on migration

Migrant Youths and Children of Migrants in a Globalized World Marta Tienda, Alicia Adserà, 2012-08-31 Migrant Youths and Children of Migrants in a Globalized World The ANNALS of the American Academy of Political and Social Science Series

OECD Reviews of School Resources: Austria 2016 Nusche Deborah, Radinger Thomas, Bussemeyer Marius R., Theisens Henno, 2016-06-09 The effective use of school resources is a policy priority across OECD countries The OECD Reviews of School Resources explore how resources can be governed distributed utilised and managed to improve the quality equity and efficiency of school education

Intercultural Education and Competences Carl Grant, Agostino Portera, 2017-01-06 This book primarily analyses the current situation in intercultural education and intercultural competences and addresses the challenges to and possible ways of dealing with different perspectives in intercultural education Advances in the new millennium such as the revolution in information technologies have led to a reduction in distances between people stronger ties between different geographical areas and greater mobility This volume examines how these advances seem to have given rise to profound economic environmental political social and cultural crises not just within nations but also in relations between cultures Such crises are of concern to all aspects of human life including family work and mass media but they particularly affect educational institutions The papers in this collection explain therefore why it is necessary to invest in education

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