

Success and failure in secondary education: socio-economic background effects on secondary school outcome in the Netherlands, 1927–1998

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In the Netherlands, educational attainment is the result of a sequence of separate educational transitions. Because of the tracked nature of the Dutch educational system, students do not make binary stay-or-leave-decisions at each transition. After having entered one track of secondary education, students can change tracks during the entire secondary course. The initial track and the secondary school outcome therefore are incongruent for a significant proportion of the Dutch students. As social background partly predicts initial track placement, track changes and successful termination of the course, we suggest distinguishing conditional and unconditional effects of family background in the transition to secondary school outcome. This paper complements findings of previous research by taking into account the tracked structure of the Dutch educational system and the entire sequence of transitions in secondary education. For the empirical analysis, repeated cross-sections from the Family Survey Dutch Population (1992, 1998, 2000 and 2003) are used. Multinomial logistic regressions reveal that inequality in the outcome of secondary education is partly explained by the fact that initial track placement is socially selective and because this initial inequality is even enhanced by track changes during secondary education. The remaining ‘conditional’ effect of parental education, however, indicates that parental education works on top of this selection to prevent drop out. Inequality in secondary school outcome thus is a cumulative result of social background effects in a sequence of educational transitions throughout secondary education. Decreasing inequality over time is entirely explained by decreasing inequality in the transition from primary to secondary education.

Keywords: education; inequality; tracking; transitions; reforms

1. Introduction

The Dutch educational system is tracked and one of the severest selection barriers in education has to be taken during the transition from primary to secondary education at the age of 12 years (Bakker and Cremers 1994). However, initial track placement and secondary school outcome are not necessarily congruent because students can change tracks during secondary education, leave school pre-maturely or fail the final examination.¹ This would result in either a higher or lower diploma than that originally

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Success And Failure In The Secondary School

Olive Banks



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Success and Failure in the Secondary School Olive Banks, Douglas Finlayson, 1973 **Success and Failure in the Secondary Schools** Olive Banks, 1973 Successful Failure Herve Varenne, 2018-03-08 In this controversial work Herv Varenne and Ray McDermott explore education as cultural phenomena construct of artifice and reality we impose upon ourselves Questioning how the American education system defines and measures success and failure Successful Failure is a must read for anyone interested in educational reform the American educational system and the anthropology of education In this controversial work Herv Varenne and Ray McDermott explore education as cultural phenomena construct of artifice and reality we impose upon ourselves The authors discuss in five case studies how the American education system defines and measures success and failure why there is polarization between suburban schools and urban schools and what about our system leads us to focus on the negative Their exploration focuses not on the people or the activities of the system but on the institutions themselves who decided what was a success or failure How was the identification done and with what consequences This important and timely book is a must read for anyone interested in educational reform the American educational system and the anthropology of education *California Quarterly of Secondary Education* ,1928 **Yearbook of the National Association of Secondary School Principals** National Association of Secondary School Principals (U.S.), 1917 *Policy Success in Canada* Evert Lindquist, Michael Howlett, Grace Skogstad, Geneviève Tellier, Paul t' Hart, 2022-07-08 This is an open access title available under the terms of a CC BY NC ND 4 0 International licence It is free to read at Oxford Scholarship Online and offered as a free PDF download from OUP and selected open access locations In Canada many public projects programs and services perform well and many are very successful However these cases are consistently underexposed and understudied in the policy literature which for various reasons tends to focus on policy mistakes and learning from failures rather than successes In fact studies of public policy successes are rare not just in Canada but the world over although this has started to change McConnell 2010 2017 Compton Luetjens Mintrom t Hart 2019 Like those publications the aims of *Policy Success in Canada* are to see describe acknowledge and promote learning from past and present instances of highly effective and highly valued public policymaking This exercise will be done through detailed examination of selected case studies of policy success in different eras governments and policy domains in Canada This book project is embedded in a broader project led by t Hart and OUP exploring policy successes globally and regionally It is envisaged as a companion volume to OUP s 2019 offering *Great Policy Successes* Compton and t Hart 2019 and to *Successful Public Policy in the Nordic Countries* de La Porte et al 2022 This present volume provides an opportunity to analyze what is similar and distinctive about introducing and implementing successful public policy in one of the world s most politically decentralized and regionally diverse federation and oldest democratic polities **Resources in Education** ,2000-04 **Junior-senior High School Clearing House** ,1928 **The Teachers Journal and Abstract** ,1927

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