



# The Conditions For Educational Equality



**CWDS**

## **The Conditions For Educational Equality:**

*The Conditions for Educational Equality* James Louis Jarrett, 1971      *Conditions for Educational Equality* Sterling M. McMurrin, 1971-06-01      **The Conditions for Educational Equality** Sterling M. McMurrin, James L. Jarrett, Jerome S. Bruner, Staten W. Webster, James S. Coleman, Larry L. Leslie, Ronald C. Bigelow, Clark S. Knowlton, 1971      *Education, Equity and Inclusion* Diane B. Hirshberg, Mhairi C. Beaton, Gregor Maxwell, Tuija Turunen, Janette Peltokorpi, 2023-01-01 This open access book provides a current view on education equity and inclusion within the lens of education for a sustainable North. The first book published by the University of the Arctic Thematic Network for Teacher Education for Social Justice and Diversity. Including the North A comparative study of the policies on inclusion and equity in the circumpolar North 2019 highlighted policies of inclusion and equity in education in national and regional contexts. This new book explores in more depth the provision of education across the north focusing on challenges and innovations in meeting the needs of diverse learners in remote and rapidly changing contexts. While many texts address issues of equity inclusion and diversity they are almost all focused on the global South and miss the lessons that can be learned from Northern regions. This book offers an extended essay on teaching and learning through various perspectives and experiences with the aim of creating a more sustainable North. It is structured around two main themes 1 Supporting Teachers for Diversity and Inclusion in the Classroom including consideration of language and identity issues 2 Engendering community solutions to structural and geographical challenges in education in the circumpolar north      **Education, Equality, and Meritocracy in a Global Age** Takehiko Kariya, Jeremy Rappleye, 2020 Kariya and Rappleye focus on the Japanese model looking at the country's educational history and policy shifts. They show how the Japanese experience can inform global approaches to educational reform and policymaking and how this kind of exploration can reinvigorate a more rigorous discussion of meritocracy equality and education. This book is made available as an open access electronic publication with the generous support of the Suntory Foundation      *Educational Equity Policy in China* Eryong Xue, Jian Li, 2021-02-15 This book investigates the educational equity in China from multiple perspectives including rural and urban educational equity interschool educational equity Eastern and Western educational equity and administrative policies related to the educational equity. All those perspectives concentrate on examining the comprehensive development of the educational equity in contemporary China. In addition, this book also presents specific historical and cultural shifts for policymakers and stakeholders to offer an in-depth understanding of the educational equity strategy in a long term      *Actionable Research for Educational Equity and Social Justice* Wang Chen, Xu Li, Edward P. St. John, Cliona Hannon, 2018-06-14 Actionable Research for Educational Equity and Social Justice advances a unique engaged approach to promoting educational equity and social justice in higher education across China and beyond. Developed as a joint venture of senior and junior scholars in China and the United States, this book documents Chinese Latin American U.S. and European examples of engaged scholarship supporting the development of

strategies for expanding educational opportunities for low income families Drawing from collaborative research workshops and field investigations chapter authors propose and test new methods and practices for reducing educational inequality and provide examples of successful practices that have improved access for low income students across the globe *Education, Equity and Transformation* Crain Soudien, Peter Kallaway, 1999-12-31 The papers for this special issue were selected from a pool of nearly 700 presentations which were made at the 10th Congress of the World Council of Comparative Education Societies WCCES which was held in Cape Town South Africa from 12 to 17 July 1998 The congress was hosted by the Southern African Comparative and History of Education Society SACHES and held on the campuses of the University of the Western Cape and the University of Cape Town The papers were selected by the convenors of the conference s standing commissions which provided a significant focus for the conference proceedings These commissions were on the following themes Teachers and teacher education Curriculum Higher education Lifelong learning Language literacy and basic education Gender and education Policy Theory and theory shifts Basic education in Africa Peace and Justice Dependency European Education Policy Research in Africa Culture Indigenous Knowledge and Learning The papers presented as the discussion below makes clear ranged widely in subject matter and theoretical perspective and addressed issues of concern both to individual countries and to regions of the world While some of the papers use comparison as an approach it remains a matter of concern that the comparative perspective is so little in evidence It is hoped that the comparative research approach will be more in evidence in the future *Monitoring Educational Equity* National Academies of Sciences, Engineering, and Medicine, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Board on Testing and Assessment, Committee on Developing Indicators of Educational Equity, 2019-09-30 Disparities in educational attainment among population groups have characterized the United States throughout its history Education is sometimes characterized as the great equalizer but to date the country has not found ways to successfully address the adverse effects of socioeconomic circumstances prejudice and discrimination that suppress performance for some groups To ensure that the pursuit of equity encompasses both the goals to which the nation aspires for its children and the mechanisms to attain those goals a revised set of equity indicators is needed Measures of educational equity often fail to account for the impact of the circumstances in which students live on their academic engagement academic progress and educational attainment Some of the contextual factors that bear on learning include food and housing insecurity exposure to violence unsafe neighborhoods adverse childhood experiences and exposure to environmental toxins Consequently it is difficult to identify when intervention is necessary and how it should function A revised set of equity indicators should highlight disparities provide a way to explore potential causes and point toward possible improvements Monitoring Educational Equity proposes a system of indicators of educational equity and presents recommendations for implementation This report also serves as a framework to help policy makers better understand and combat inequity in the United States education system Disparities in educational opportunities

reinforce and often amplify disparities in outcomes throughout people's lives. Thus it is critical to ensure that all students receive comprehensive supports that level the playing field in order to improve the well-being of underrepresented individuals and the nation.

**The Antiracist Roadmap to Educational Equity** Avis Williams, Brenda Elliott, 2023-12-08 A practical way forward for those who refuse to accept the status quo as the best we can do. In 1966 the Coleman report assessed conditions in U.S. schools and identified barriers that prevented Black students from accessing high quality education. Since that time and despite federal efforts to close gaps in achievement between students who are Black Indigenous or people of color BIPOC and their White peers not much has changed. Racial gaps exist in almost every school related outcome measure from attendance and graduation rates out of school suspensions honors and Advanced Placement course enrollment and passing rates identification for special education and college enrollment and graduation. In *The Antiracist Roadmap to Educational Equity* award winning school leaders Avis Williams and Brenda Elliott shine the spotlight on the education system's various stakeholders teachers school and district leaders the central office team and the wider community and identify what the members of each group can do to replace the structures that hold back so many BIPOC students from academic success and overall well-being. This is an essential book for anyone interested in curious about or committed to creating antiracist schools and school districts ones where academic outcomes can't be predicted by race and students of color are seen heard and empowered to bring their whole selves into the classroom. Whether you are already a champion for equity or new to the work you will find the practical guidance you need to make key changes to curriculum and instruction navigate the expected roadblocks and objections and accelerate your school or school system's progress toward educational equity.

**The Strategy of Equality** Julian Le Grand, 2018-07-20 Originally published in 1982 *The Strategy of Equality* examines public expenditure on the social services as a strategy for promoting social equality. Today there is a widespread belief that the strategy has worked and that public spending on the social services primarily benefits those less well-off. However there have been few attempts to examine whether this belief is founded in reality. This book attempts to rectify this. Examining four areas of social policy health care education housing and transport the book looks at the distribution of public expenditure and the outcome of that expenditure as well as the implications for various conceptions of equality.

**Education, Equality and Development: Persistent Paradoxes in Indian Women's History** CWDS, 2011 *Education Equality and Development Persistent Paradoxes in India Women's History*

[The Encyclopedia of Educational Equity](#) Shannon D. Holder, 2025-04-18 Unlock the language of educational equity to create meaningful change in schools. As educators professors policymakers and advocates work to dismantle systemic barriers and advance equity in education they must begin with a common understanding of the words that shape their actions. *The Encyclopedia of Educational Equity* offers over 650 carefully curated terms concepts and strategies essential for productive conversations about equity. This powerful tool will provide readers with a deep understanding of fundamental concepts in equity like color blindness gender

expansive and meritocracy enabling them to identify challenges and craft solutions to improve educational outcomes for all Key features include Micro Checks to reflect and interrogate personal beliefs Equity timeline notes embedded throughout which provide essential historical context for many terms Supplemental resources including tips for bias free language a list of frequently misused terms critical thinking prompts for professional learning communities PLCs and a guide to further reading Evidence based strategies and best practices for achieving equity in education interwoven throughout the text Whether you are a novice or a veteran this encyclopedia is user friendly and accessible to anyone working toward equity from educators and students to administrators researchers and community advocates

**The Women's Educational Equity Act, Hearings Before the Subcommittee on Equal Opportunities of the ...** United States. Congress. House. Committee on Education and Labor,1973

Equity Issues in Chinese Higher Education Policy Hongzhi Zhang,2024-06-14 Investigating the highly influential enrolment expansion policy in Chinese higher education this book outlines how educational equity issues were understood and addressed in the formulation and implementation of the policy and its impacts on the socio economic fabric of China in the past decades Drawing on Chinese policy documents and interviews with government and university representatives Zhang examines the education system under the Mao era and the post Mao era and outlines the different approaches to equity that have characterized education in China in the 20th and 21st centuries Stephen Ball s policy cycle is used as a framework to analyse the various contexts text discourse and social practice in which policy is formed Zhang argues that education policy was not simply driven by concerns of equity but also by economic interests and political discourse Zhang further goes on to analyse how education policy was implemented by provincial governments and highlights the tension between central policy and on the ground implementation Bringing analysis of Chinese policy and research to a wider audience this text will interest education policymakers and academics in the field of educational equity and higher education research

**Education, Equality and Justice in the New Normal** Inny Accioly,Donaldo Macedo,2021-09-09 Written by leading scholars and activists from Brazil Chile Greece Italy Malta the UK and the USA this book shows how vitally important education is in addressing the complex social and political problems which have been exacerbated by the coronavirus pandemic The growing protest and demonstrations worldwide including the Black Lives Matter and environmental movements have served as platforms to unmask the embedded racism sexism classism and discrimination which are rooted in neo colonial forms of exploitation People are recognizing the intensification of the genocide of black youth indigenous peoples peasants and traditional communities in the global ghettos The rising level of conscientization reached through these protests and demonstrations makes it clear that critical educators must refuse the return to neoliberal normality after pandemic The chapters cover the tensions and contradictions that fuel debates in education concerning social distancing collective illness increasing social and economic inequality and privatization reforms The contributors argue for social and environmental justice the importance of educators and teacher unions the role of

environmental education the need to guarantee cultural diversity and the strengthening of ancestral cultures The book includes chapters by Noam Chomsky Amy Goodman and Henry A Giroux and a Foreword by Antonia Darder **The Women's Educational Equity Act: Held in Washington D.C. July 25, 26; September 12, and 13, 1973** United States. Congress. House. Committee on Education and Labor. Subcommittee on Equal Opportunities,1973 Improving Educational Equity in Urban Contexts Carlo Raffo,2013-12-17 An enduring educational concern that has plagued researchers and policy makers in a number of affluent countries is the endemic nature of educational inequalities These inequalities highlight distinct differences in the educational skills knowledge capabilities and credentials between learners demographic characteristics They also point to issues of educational disadvantage that emanate from a combination of factors including family life communities the geographies of space and place gender and ethnicity This book examines some of the causes and responses to educational inequalities and focuses upon poor urban contexts where educational disadvantage is at its most concentrated and where educational policy and practice has over time proliferated It questions how wider inequities experienced by young people in urban contexts generate educational inequalities and disadvantage detailing explicitly what an equitable approach to education might look like Included in the book is an innovative educational equity framework and toolkit with illustrative policy and practice case studies bringing together unique scholarship and analysis to examine future educational policy in a holistic comprehensive and equitable way It will be valuable reading for postgraduate students researchers and policy makers with an interest in education and educational equity Resources in Women's Educational Equity ,1980 *Routledge Library Editions: Welfare and the State* Various,2021-07-14 The volumes in this set originally published between 1940 and 1994 draw together research by leading academics in the area of welfare and the state and provide a rigorous examination of related key issues The volume examines the concepts of welfare in relation to the state through the areas of policy making social administration class division and social inequality social policy and privatization whilst also exploring the general principles and practices of the welfare state in various countries This set will be of particular interest to students of sociology politics economics social work respectively

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