

| | |
|-------------------------|--|
| 1. Record Nr. | UNINA9910254968403321 |
| Autore | Zhang Yu |
| Titolo | National College Entrance Exam in China : Perspectives on Education Quality and Equity / / by Yu Zhang |
| Pubbl/distr/stampa | Singapore : , : Springer Nature Singapore : , : Imprint : Springer, , 2016 |
| ISBN | 9789811005107 9811005109 |
| Edizione | [1st ed. 2016.] |
| Descrizione fisica | 1 online resource (107 p.) |
| Collana | SpringerBriefs in Education, , 2211-193X |
| Disciplina | 378.10570951 |
| Soggetti | International education Comparative education Education and state International and Comparative Education Educational Policy and Politics |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references at the end of each chapters. |
| Nota di contenuto | Chapter 1. History and Future of National College Entrance Exam (NCEE) in China -- Chapter 2. Data collection and methodology -- Chapter 3. School effects on student NCEE achievement -- Chapter 4. Household inputs and Education equity -- Chapter 5. Summary and Policy Suggestions. |
| Sommario/riassunto | This book focuses on the National College Entrance Exam (NCEE), an important measurement of education quality in China, from both education economics and education policy perspectives. It provides a better understanding and stimulates more sophisticated evaluations of NCEE-related policies in China from the perspectives of education equity, the effectiveness of education input, and education quality. This book reports inspiring findings based on high-quality individual level data, innovative measurement design, and various appropriate identification strategies. The most import conclusion is that both education equity and quality can be achieved using well-designed policies based on solid empirical evidence. This is likely the first book published in English to discuss the NCEE so extensively from multiple perspectives using concrete evidence. |

