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Nota di contenuto	Introduction -- Part I - Foundations: theoretical grounds, literature reviews and empirical balance. Chapter I. What's wrong with segregation in schools? Ethical perspectives -- Chapter II. Understanding school markets in order to transform them? -- Chapter III. Education markets and mechanisms of reproduction: dimensions of variability and political -- limitations for educational reform -- Chapter IV. The educational market as a source of school segregation: paths of problematization and reform -- Chapter V. Educational Markets and Socioeconomic segregation: An international overview -- Part II - Roots of segregation and attempts to desegregate in two contexts. Chapter VI. School segregation in Belgium -- Chapter VII. School desegregation policies in Belgium -- Chapter VIII. School segregation in Chile -- Chapter IX. Policies of school desegregation in Chile: tensions between

market and non-selection policies -- Part III - Emerging issues. Chapter X. The education of the elite: A legitimized school segregation in Chile -- Chapter XI. The segregation of migrant students in Chile -- Chapter XII. Beyond socioeconomic segregation across schools: Research on ability-grouping within schools in Chile -- Chapter XIII. Does the extreme secondary school segregation in Chile extend to its higher education? -- Chapter XIV. Objectives and practices of socialisation in schools: towards a fragmentation of the school field? -- Conclusions: What can we learn from Belgium and Chile?.

Sommario/riassunto

This edited volume highlights the deep issues of the educational markets and school segregation from its origins to its effects. The book discusses both global trends as well as focalized examples. It's based on a comprehensive review of existing literature and an in-depth analysis of two educational systems: The French-speaking community in Belgium and Chile. Both contexts are characterized by a high degree of segregation, a structural environment of free choice of schools and competition between public and private schools financed with public resources. This book provides an up-to-date synthesis of scientific knowledge on the issue of segregation and rigorous analyses of recent policies aimed at reducing segregation in educational systems. It highlights the complexity of a process of change, the importance of its legitimacy among the population and the need of identifying the ethical and social justice issues surrounding school segregation. By providing a solid theoretical and empirical synthesis, this book is a great resource to students, researchers and academics in education, as well as social scientists and policy-makers.
