

1. Record Nr.	UNINA9910823771503321
Autore	Kariya Takehiko <1955-, >
Titolo	Education reform and social class in Japan : the emerging incentive divide // Takehiko Kariya ; translation edited by Michael Burtscher
Pubbl/distr/stampa	Abingdon, Oxon : , : Routledge, , 2013
ISBN	1-135-12884-7 0-203-07699-0 1-283-89410-6 1-135-12885-5
Descrizione fisica	1 online resource (241 p.)
Collana	Routledge/University of Tokyo series ; ; 3
Classificazione	POL000000
Altri autori (Persone)	BurtscherMichael
Disciplina	370.951
Soggetti	Education - Japan Educational change - Japan Education - Social aspects - Japan Education - Japan - History Japan Social conditions
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 and index.
Nota di contenuto	Cover; Education Reform and Social Class in Japan: The Emerging Incentive Divide; Copyright; Contents; List of Illustrations; Editorial Note; Introduction: The Complex of Class and Education in a Changing Society; 1. Education and Social Mobility in Post-War Japan; 2. The Age of Meritocracy; 3. Meritocracy, Ability Orientation and 'Discrimination'; 3.1. The Irony of Egalitarianism in Post-War Japan; 3.2. A Double Standard of Inequality and 'Meritocratic Discrimination'; 4. Education Reform and Elite Education; 5. Inequality of Effort Under the Meritocracy 6. Pitfalls of the 'Self-Responsible Society' - Is Opportunity Equal?7. The Structure of Self-Confidence - Educational Inequality and Self-Esteem; 8. The Incentive Divide - Selecting the Society of the Future; Afterword; Notes; Bibliography; Index
Sommario/riassunto	Until the early 1990s, Japanese education was widely commended for achieving outstanding outcomes in global comparison. At the same time, it was frequently criticized for failing to cultivate 'individuality'

and 'creativity' in students. Wide-ranging education reforms were enacted during the 1990s to remedy these perceived failings. However, as this book argues, the reforms produced a different outcome than intended, contributing to growing disparity in learning motivation and educational aspiration of students from different class backgrounds instead. Takehiko Kariya demonstrates by
