

1. Record Nr.	UNINA9911022279803321
Autore	Schneider Ben Ross
Titolo	Routes to Reform : Education Politics in Latin America
Pubbl/distr/stampa	Oxford : , : Oxford University Press, Incorporated, , 2024 ©2024
ISBN	9780197758885 0197758886
Edizione	[1st ed.]
Descrizione fisica	1 online resource (246 pages)
Disciplina	379.8
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Cover -- Routes to Reform -- Copyright -- Dedication -- Contents -- Preface -- Acknowledgments -- Abbreviations -- PART I THEORY AND ARGUMENTS -- 1. Introduction: The Contentious Politics of Education -- I. Introduction: Actors and Factors -- II. From Quantity to Quality -- III. Why Learning Lags: An Empty Policy Space -- IV. Bottom-Up and Top-Down Routes to Reforming Teacher Careers -- V. Country Cases of Reforms to Teacher Careers -- VI. Conclusions: Underdeveloped Theory -- 2. Theorizing on Education Politics: Macro to Micro -- I. Introduction: Thin and Disjointed Literatures -- II. Democracy Boosts Quantity but Not Quality -- III. Social Class and Education as Redistribution -- IV. Education as Human Capital: Business, Skills, and Varieties of Capitalism -- V. Education as Political Fodder I: Clientelist Politicians -- VI. Education as Political Fodder II: Political Machine Unions -- VII. Micro Drivers: Technocracy -- VIII. Micro Shapers: Civil Society and Policy Networks -- IX. Conclusions: Most but Not All -- PART II REFORM CASES -- 3. Bottom-Up Reform in Chile: Electoral Mobilization, Policy Networks, and Civil Society -- I. Introduction -- II. Summary of the National Teacher Policy -- III. Key Stakeholders in Policy Debates -- IV. Reform Unfolding: Electoral Mobilization and Policy Networks -- V. Finishing Touches: Civil Society and the Teacher Union -- VI. Conclusions -- 4. From Bottom Up to Top Down in Ecuador -- I. Introduction -- II. Teacher Career Reforms, 2006-2017 --

III. Fewer Main Stakeholders -- IV. Reform Dynamics -- V. Conclusions -- 5. Top-Down Reform: Unions and Technocrats in Colombia and Peru -- I. Introduction -- II. Colombia: Slowing Reform to Bypass the Union -- III. Peru: Staying Alive through Turbulent Times -- IV. Conclusions. 6. Union Blockage and Clientelist Backlash in Mexico, South Africa, and Rio de Janeiro -- I. Introduction: Filling the Empty Space -- II. Reform in Mexico: Imposed from above, Dismantled from above -- III. Stymied Reforms in South Africa -- IV. Clientelism Redux in Rio de Janeiro -- V. Conclusions -- PART III COMPARISONS AND CONCLUSIONS -- 7. Brazil: Innovating in the States -- I. Introduction -- II. Principal Protagonists: Business Philanthropy, Political Parties, and Teacher Unions -- III. Ceará: Scaling Up Sobral -- IV. Pernambuco: Leveraging New Schools to Improve Quality -- V. Merit Reforms in São Paulo -- VI. National Reforms: Redistributive Finance and Common Curriculum -- VII. Comparisons and Conclusions -- 8. Parties, Coalitions, and Routes to Technical Education -- I. Introduction: An Emptier Policy Space -- II. Cross-National Variations and the Middle-Class Slant in Latin America -- III. Markets and Left Parties in Chile -- IV. Left Parties and Ramping Up in Brazil -- V. The SME Alliance in Turkey -- VI. Conclusions -- 9. Conclusions -- I. Introduction: A Summary Guide to Routes -- II. Moving Masses and Problematizing Organizations, Bureaucracies, and Networks -- III. Back to Inequality and Development -- Appendices (B-E online) -- A. Interviews -- B. Ministers of Education: Technocrats or Politicians -- C. Governors and Parties in Brazil, 1999- 2022 -- D. Protests and Demands in Education -- E. Civil Society in Education -- Bibliography -- Index.

Sommario/riassunto

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 on the Oxford Academic platform and offered as a free PDF download from OUP and selected open access locations. In *Routes to Reform*, Ben Ross Schneider examines education policy throughout Latin America to show that reforms to improve learning--especially making teacher careers more meritocratic and less political--are possible. He contends that the first bottom-up route to reform is electoral. The second route was more top-down and technocratic, with little support from electorates or civil society. By framing education policy in a much broader comparative perspective, Schneider demonstrates that contrary to much established theory, reform outcomes in Latin America depended less on institutions and broad coalitions, but rather--due to the emptiness of the education policy space--on more micro factors like civil society organizations, teacher unions, policy networks, and technocrats.
