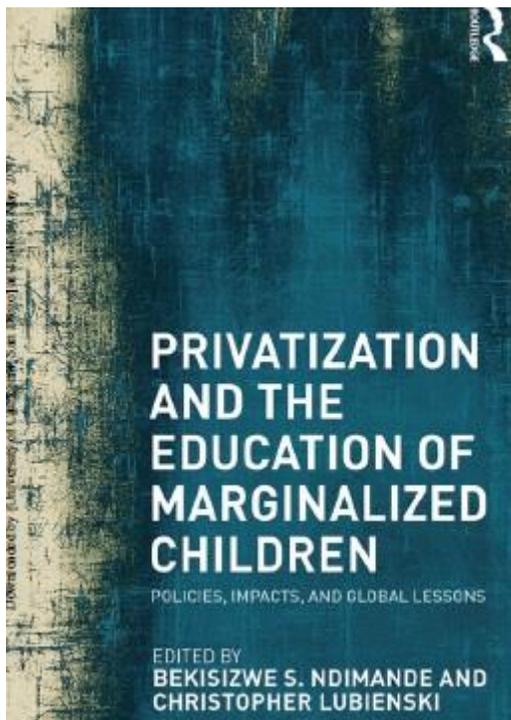


Book Review

Policies, Impacts, and Global Issues

“Privatization and the Education of Marginalized Children” edited by Bekisizwe S. Ndimande & Christopher Lubienski

By Eric Martone



Bekisizwe S. Ndimande and Christopher Lubienski’s edited collection, *Privatization and the Education of Marginalized Children*, explores how the issue of markets in education impacts the level of educational opportunities available for disadvantaged children around the world. The collection is composed of ten chapters divided into three parts.

Part I, “Conceptual and Theoretical Evidence,” discusses the arguments underlying market-oriented education reforms.

It opens with Lubienski and Ndimande’s chapter, “The Politics of Market Mechanisms in Education,” which serves as an introduction to the book. The authors argue that while “state-sponsored education has the theoretical potential to create opportunity,” all too often, education policies “entrench inequalities through inequitable systems of schooling” (3). Education policies often reflect underlying social and political forces. Consequently, the late twentieth and early twenty-first centuries have seen an increase of such policies that both encourage the privatization of education and enhanced access to quality education. By exploring these policies and their implications, the editors hope the volume will “shed light on what is sometimes a contradiction, but also perhaps a creative tension, between the individualism and uneven advantages often manifested in markets in other sectors, and the desire to provide equitable educational opportunities for all, and especially for disadvantaged children, which is reflected in the design of mass educational systems” (5). While the introduction of market principles and privatization to the education sector has been intended to improve education for all students, research shows that in the long term, it has the potential to perpetuate existing social inequalities.

Pauline Lipman’s “Economic Crisis, Charter School Expansion, and Coercive

Neoliberalism in the U.S.” continues the discussion, providing an examination of Chicago to explore the acceleration of market-driven restructuring efforts in the educator sector with the United States.

Chapter three present Ee-Seul Yoon’s “Disadvantaged Youth’s Imagined Futures and School Choice: A Critical Socio-phenomenological Approach,” which examines the trend of school choice in Vancouver, Canada.

The section concludes with Alvaro Moreira Hypolito’s “Managerialism, Schools, and Teachers’ Work: Education Reforms in Brazil.”

Part II collects chapters addressing market-oriented reforms as “Emerging Market Models.” Each chapter illuminates emerging market approaches in different countries and contexts used to develop education markets.

The section begins with Keith Lewin’s “Making Rights Realities: Does Privatizing Educational Services for the Poor Make Sense?” Lewin surveys increased interest among for-profit providers of educational services in creating greater access to basic education in several developing Asian and African countries.

Rita Verma’s “Cultural Politics, Neoliberal Markets, and the Privatization of the Urban ‘Other’: Educating India’s Children of Poverty” continues the discussion.

Closing this section is Patricia Burch’s “Equal Scrutiny: The Promise of Digital Education in Disadvantaged Communities and How Markets Corrupt This Potential.” Burch analyzes the growing popularity of digital education in K-12 public education and the commercial interests driving it.

Part III, “Established Market Models,” addresses the role of education markets. Consequently, this section examines market mechanisms in education in countries and contexts that have established histories of state administration of public education.

Javier Gonzalez’s “Putting Social Rights at Risk: Assessing the Impact of Education Market Reforms in Chile” launches part III. This section continues with Joel Austin Windle’s “The Burdens of Marketized Schooling in Australia: Cherry Picking, Poaching, and Gaming the Curriculum.” Completing part III is Ndimande and Lubienski’s “The Influence of Neoliberalism in South Africa and U.S. Education Reform: Desegregation, Choice, and Inequalities.”

Targeted toward researchers and students of education-focused public policy, sociology, and international economics, *Privatization and the Education of Marginalized Children* also reveals the larger issues pertaining to social exclusion and segregation in the communities in which these schools are located. Presenting cases and data from nearly every continent, the book provides a well-researched and comprehensive contribution to overlapping studies in these fields.

“Privatization and the Education of Marginalized Children: Policies, Impacts, and Global Issues.”

Edited by Bekisizwe S. Ndimande & Christopher Lubienski.
New York: Routledge, 2017. ISBN: 978-1138636620

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