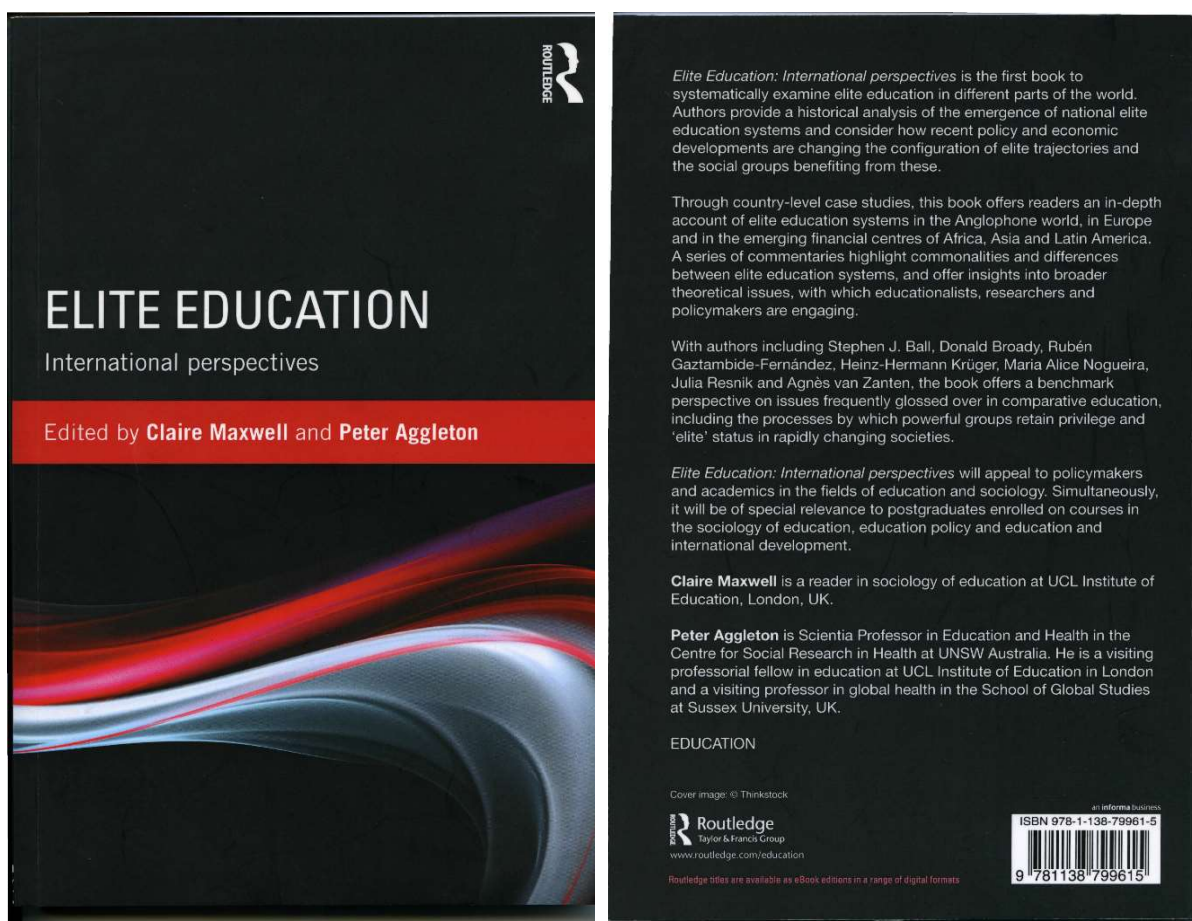


Faksimil

Claire Maxwell & Peter Aggleton (eds.),
Elite Education. International perspectives,
Routledge, Oxon/New York 2016, 202 p.

Kapitlet Mikael Börjesson, Donald Broady, Tobias Dalberg & Ida Lidegran
”Elite Education in Sweden: a contradiction in terms?”, pp. 92–103,
är arkiverat i serie B.



ELITE EDUCATION

Elite Education: International perspectives is the first book to systematically examine elite education in different parts of the world. Authors provide a historical analysis of the emergence of national elite education systems and consider how recent policy and economic developments are changing the configuration of elite trajectories and the social groups benefiting from these.

Through country-level case studies, this book offers readers an in-depth account of elite education systems in the Anglophone world, in Europe and in the emerging financial centres of Africa, Asia and Latin America. A series of commentaries highlights commonalities and differences between elite education systems, and offers insights into broader theoretical issues, with which educationalists, researchers and policymakers are engaging.

With authors including Stephen J. Ball, Donald Broady, Rubén Gaztambide-Fernández, Heinz-Hermann Krüger, Maria Alice Nogueira, Julia Resnik and Agnès van Zanten, the book offers a benchmark perspective on issues frequently glossed over in comparative education, including the processes by which powerful groups retain privilege and 'elite' status in rapidly changing societies.

Elite Education: International perspectives will appeal to policymakers and academics in the fields of education and sociology. Simultaneously, it will be of special relevance to postgraduates enrolled on courses in the sociology of education, education policy and education and international development.

Claire Maxwell is a reader in sociology of education at UCL Institute of Education, London, UK.

Peter Aggleton is Scientia Professor in Education and Health in the Centre for Social Research in Health at UNSW Australia. He is a visiting professorial fellow in education at UCL Institute of Education in London, and a visiting professor in global health in the School of Global Studies at Sussex University, UK.

ELITE EDUCATION

International perspectives

Edited by Claire Maxwell and Peter Aggleton

First published 2016
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

and by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2016 Claire Maxwell and Peter Aggleton

The right of Claire Maxwell and Peter Aggleton to be identified as the authors of the editorial material, and of the authors for their individual chapters, has been asserted in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data

A catalog record for this book has been requested

ISBN: 978-1-138-79959-2 (hbk)

ISBN: 978-1-138-79961-5 (pbk)

ISBN: 978-1-315-75598-4 (ebk)

Typeset in Bembo
by Book Now Ltd, London



Printed and bound in Great Britain by
TJ International Ltd, Padstow, Cornwall

CONTENTS

<i>Contributors</i>	<i>ix</i>
<i>Acknowledgements</i>	<i>xvii</i>

Introduction: elite education – international perspectives <i>Claire Maxwell and Peter Aggleton</i>	1
--	---

PART I

Developments in the Anglophone world: England, Scotland, Australia and North America 13

1 The historical construction of an elite education in England <i>Claire Maxwell and Peter Aggleton</i>	15
2 'Independent' in Scotland: elite by education? <i>Joan Forbes and Gaby Weiner</i>	29
3 Elite education in the Australian context <i>Sue Saltmarsh</i>	42
4 'Private schools in the public system': school choice and the production of elite status in the USA and Canada <i>Rubén Gaztambide-Fernández and Julie Garlen Maudlin</i>	55
5 The future of elite research in education: commentary <i>Stephen J. Ball</i>	69

PART II

**European perspectives: similarities and differences
in Scandinavia, France and Germany 77**

- 6 A sound foundation? Financial elite families
and egalitarian schooling in Norway 79
Helene Aarseth
- 7 Elite education in Sweden: a contradiction in terms? 92
*Mikael Börjesson, Donald Broady, Tobias Dalberg
and Ida Lidegran*
- 8 Elite education in Germany? Trends, developments
and challenges 104
Ulrike Deppe and Heinz-Hermann Krüger
- 9 Promoting equality and reproducing privilege
in elite educational tracks in France 114
Agnès van Zanten
- 10 Elite education and class reproduction: commentary 126
Magne Flemmen

PART III

**Emerging financial powers in Latin
America, Asia and Africa 133**

- 11 'Eliteness' in Chinese schooling: towards
an ethnographic approach 135
Peidong Yang
- 12 'Eliteness' and elite schooling in contemporary Nigeria 148
Pere Ayling
- 13 The education of Brazilian elites in the twenty-first
century: new opportunities or new forms of distinction? 162
Maria Alice Nogueira and Maria Teresa G. Alves
- 14 Servicing elite interests: elite education in post-neoliberal
Argentina 173
Howard Prosser

15	Elite education systems in the emerging financial powers: commentary <i>Julia Resnik</i>	186
	Some final reflections <i>Claire Maxwell and Peter Aggleton</i>	192
	<i>Index</i>	197

CONTRIBUTORS

Helene Aarseth is a researcher at Norwegian Social Research Oslo and Akershus University College of Applied Sciences. Her main research interests are family cultures, class and gender. Helene's work focuses on feminist social theory and psycho-social concepts. She is the author of two books and several articles on changing masculinities, everyday life of the late modern family and parenting and social class. Recent publications in English include 'Enriching intimacy: The role of the emotional in the "resourcing" of middle-class children' (with Kari Stefansen) in the *British Journal of Sociology of Education*, 2011, 'Conflicts in the habitus: The intergenerational emotional work of becoming modern', forthcoming in *The Sociological Review*, and 'Eros in the field? Bourdieu's double account of socialized desire', also forthcoming in *The Sociological Review*.

Peter Aggleton is Scientia Professor in Education and Health in the Centre for Social Research in Health at UNSW Australia and an associate professor in the Australian Research Centre in Sex, Health and Society at La Trobe University, Australia. He is a visiting professorial fellow in education at University College London (UCL) Institute of Education in London, and a visiting professor in global health in the School of Global Studies at Sussex University, UK. He has worked for over 30 years in the sociology of education, among other specialities, and was co-director (with Claire Maxwell) of the Economic and Social Research Council (ESRC) funded *Top Girls* project, which brought together a number of the contributors to this volume.

Maria Teresa G. Alves is Professor of Educational Assessment and Research Methodology and leader of the School Inequalities research group at the Federal University of Minas Gerais (UFMG), Brazil. She is Associate Editor of *Educação em Revista*, a Brazilian journal in the field of education. Her research areas included

the sociology of education, measures of educational outcomes and school effects. Maria Teresa leads research projects supported by national (CNPq, Fapemig) and international (UNESCO) funding agencies and has published many articles in peer-reviewed journals including *Cadernos de Pesquisa*, *Educação e Pesquisa*, *Ensaio: Avaliação e Políticas Públicas em Educação* and *Estudos em Avaliação Educacional*. She is currently a board member of the Brazilian Association of Educational Assessment.

Pere Ayling is a lecturer and a researcher at the University Campus Suffolk (UCS), Ipswich, UK. She is a trained sociologist with seven years of teaching experience in higher education. Her areas of specialisation include consumption, race, elite education and class (re)production strategies. She is particularly interested in how social class, gender and race intersect to (re)produce 'privilege' and 'inequality' in education and society in general. Her recent work examines the consumption of British private schooling by elite Nigerian parents, revealing the strategies through which parents reproduce their social positioning while acquiring valuable identities for their children at the same time. Her other publications include 'Diversity, equality and rights in early years' (forthcoming in *The early years practitioner's handbook*, Routledge) and 'Embodying "Britishness": The (re)making of the contemporary Nigerian elite child' (forthcoming in *Curriculum Inquiry*).

Stephen J. Ball is the Karl Mannheim Professor of Sociology of Education at the UCL Institute of Education in London. He is a Fellow of the British Academy and managing editor of the *Journal of Education Policy*. Stephen's main areas of interest are in education policy analysis and the relationships between education, education policy and social class. He engages with tools and concepts from 'policy sociology' in his work, particularly the methods of Michel Foucault and Pierre Bourdieu. Recent books include *How schools do policy* (2012), *Global education inc.* (2012), *Networks, new governance and education* (with Carolina Junemann) (2012) and *Foucault, power and education* (Routledge, 2013). He is currently leading two research projects (funded by the British Academy and Leverhulme Foundation), which explore the spread and impact of a global education policy network, specifically in Africa and India. He is also working on an international study of philanthropy and education policy with Antonio Olmedo (University of Roehampton, London).

Mikael Börjesson is Professor of Sociology of Education at Uppsala University, Sweden and co-director of the Sociology of Education and Culture (SEC) research unit. His areas of expertise include upper secondary school and higher education, transnational strategies and the internationalisation of higher education, elites and elite education. He is directing a comparative project on higher education across the Nordic countries and a study of the internationalisation of higher education in Sweden. He has recently published, together with Andreas Melldahl, 'Charting the social space: The case of Sweden in 1990' in Philippe Coulangeon and Julien Duval (Eds.) *The Routledge companion to Bourdieu's 'Distinction'* (2014), and will contribute a chapter on the

marketisation of Swedish higher education ('Oraison funèbre du modèle suédois: Trois dimensions de la marchandisation de l'enseignement supérieur') to Christophe Charle and Charles Soulié's 2015 book *L'Université à l'heure de la marchandisation des savoirs*.

Donald Broady took up a professorship at Uppsala University, Sweden in 1997 where he is now an emeritus professor at the Department of Sociology and co-director of the Sociology of Education and Culture (SEC) research unit. His areas of expertise include cultural fields, elites and education, history of science, history of education, students' trajectories, transnational educational strategies and markup languages. His non-Swedish language publications include *Les élites: formation, reconversion, internationalisation* (Ed. with Monique de Saint Martin and Mikael Palme, 1995), *Formation des élites et culture transnational* (Ed. with Natalia Chmatko and Monique de Saint Martin, 1997) and, with Mikael Börjesson and Dag Blanck, 'Étudiants et chercheurs suédois aux États-Unis et en France: Stratégies transnationales collectives et individuelles' in *Les mondes universitaires face au marché* (Eds. Michèle Leclerc-Olive, Grazia Scarfò Ghellab and Anne-Catherine Wagner, 2011).

Tobias Dalberg is a doctoral student in the sociology of education at Uppsala University, Sweden. He has assisted in research projects focusing on upper secondary schooling and higher education in Sweden, globalisation and internationalisation processes and the political views of upper secondary school pupils. Tobias has also researched the formation of sustainable development as a field of study in higher education. He is currently finalising a dissertation on differentiation processes within the fields of social sciences and humanities in higher education – documenting increases in the number of disciplines observed, the expansion of these fields and the changing nature of students and university lecturers. Together with Ylva Bergström, he has recently published 'Education, social class and politics: The political space of Swedish youth in Uppsala' in Michael Grenfell and Frédéric Lebaron (Eds.) *Bourdieu and data analysis: Methodological principles and practice* (2014).

Ulrike Deppe is a postdoctoral research fellow at the Centre for School and Educational Research at the Martin Luther University Halle-Wittenberg, Germany. She has worked with the German Research Foundation funded Mechanisms of Elite Formation in the German Education System Research Unit since 2011. Her research mainly utilises qualitative methods as part of larger data triangulation processes. Ulrike's main areas of interest include the study of childhood and youth, particularly schooling experiences and the creation of relations of social inequality. Most recently, her research has focused on processes of elite formation within the Germany education system and the impact this has on student identities and processes of hierarchicalisation within and between educational institutions.

Magne Flemmen is a post-doctoral research fellow in the Department of Sociology and Human Geography at the University of Oslo, Norway. His research interests are primarily focused on social class stratification, and especially combining insights from

the work of Pierre Bourdieu with the more traditional concerns of class analysis. He is currently working on a Research Council of Norway funded project on social closure in the service class, as well as various studies of class, social space, culture and politics. Recent publications include 'The structure of the upper class: A social space approach' in *Sociology*, 2012; 'Putting Bourdieu to work for class analysis: Reflections on some recent contributions' in the *British Journal of Sociology*, 2013; and 'The politics of the service class: The homology of positions and position-takings' in *European Societies*, 2014.

Joan Forbes is a reader in education at the University of Aberdeen, Scotland. Her research interests include elite schooling, poverty and social justice. A recent book (with Cate Watson) is *The Transformation of Children's Services: Examining and Debating the Complexities of Inter/Professional Working* (2012). She currently co-leads a Scottish Universities Insight Institute funded Knowledge Exchange Programme on *Children and Young People's Experiences and Views of Poverty and Inequalities*. With Claire Maxwell and Agnès van Zanten she organized a double symposium on *Elite and Private Education – European Perspectives* at The European Educational Research Association conference, University of Oporto, Portugal, 2014. Her recent publications include 'Gender power in elite schools: methodological insights from researcher reflexive accounts' in *Research Papers in Education*, 2014 (with Gaby Weiner); and 'Assured optimism in a Scottish girls' school: habitus and the (re)production of global privilege' in *British Journal of Sociology of Education*, 2015 (with Bob Lingard).

Rubén Gaztambide-Fernández is an associate professor at the Ontario Institute for Studies in Education of the University of Toronto, Canada, where he teaches courses on curriculum theory, cultural studies and the arts in education. His book, *The best of the best: Becoming elite at an American boarding school* (2009), is based on two years' ethnographic research at an elite boarding school in the USA. He is co-editor with Adam Howard of *Educating elites: Class privilege and educational advantage* (2010). His current research focuses on the experiences of young artists attending urban arts high schools in Canada and the USA. He is the principal investigator of *Proyecto Latin@*, a participatory action research project with Latin@ youth in Toronto, where his work focuses on the relationship between creativity, decolonisation and solidarity. He is particularly interested in the pedagogical and creative possibilities that arise from the social and cultural dynamics characteristic of urban centres.

Heinz-Hermann Krüger is Professor of General Education Science at the Institute of Pedagogy in Martin Luther University Halle-Wittenberg (MLU), Germany. He was Chair of the Review Board for the Research Council for Education Science at the German Research Foundation between 2004 and 2012. He has been Chair of the Graduate School in 'Education and Social Inequality' (since 2008) and of the German Research Foundation funded research unit 'Mechanisms of Elite Formation in the German Education System' (since 2011) at MLU. His fields of expertise include theories and methods in education science, research on childhood and youth, processes of schooling and higher education trajectories.

Ida Lidegran is a senior lecturer in the sociology of education at Uppsala University, Sweden, and member of the Sociology of Education and Culture (SEC) research unit. Her research covers areas such as elite formation, elite education and educational strategies of elite families, gender differences in education and the development of new transdisciplinary areas, such as sustainable development and educational sciences. She is currently directing a research project entitled 'The emergence and consolidation of a multidisciplinary subject: sustainable development as a course of study in Swedish higher education. A study in the sociology of education', funded by the Swedish Research Council. She has recently edited a special issue of the Scandinavian journal *Praktiske Grunde* on sustainable development in Swedish higher education.

Julie Garlen Maudlin is an associate professor of education in the Department of Teaching and Learning at Georgia Southern University, USA, where she teaches courses in early childhood education, curriculum and instruction and curriculum studies. A former classroom teacher and instructional coach in rural south Georgia, she is the founder and co-chair of the Curriculum Studies Summer Collaborative, an annual academic conference sponsored by Georgia Southern University's College of Education. She has written extensively on popular culture, critical pedagogy and curriculum theory, and is currently co-editing two volumes on Disney and education. Her most recent article, 'The abandonment of hope: Curriculum theory and white moral responsibility', appeared in the *Journal of Curriculum and Pedagogy*.

Claire Maxwell is a reader in the sociology of education at UCL Institute of Education, London. Together with Peter Aggleton she has led two projects exploring the experiences of young women being privately educated in England – focusing on the possibilities for agentic practice, theorising the ways in which privilege, affect and agency are mutually constituted, and considering further what is elite about the private education sector in England today. Claire has collaborated with others to bring together colleagues working in the field of elite education at a number of different conferences since 2013, including the 'Knowledge, Status and Power. Elite Education, Training and Expertise' event held at Sciences Po, Paris in October 2014. She co-edited *Privilege, agency and affect* (with Peter Aggleton, 2013, Palgrave Macmillan), has a chapter in the *2015 World Yearbook of Education*, 'Elites, privilege and excellence', and a paper (with Agnès van Zanten) in the *British Journal of Sociology of Education* 2015 special issue on elite education.

Maria Alice Nogueira is professor of sociology of education and the coordinator of Social Observatory Family–School (OSFE) at the Federal University of Minas Gerais (UFMG), Brazil. Her research has focused on family–school relationships, elite schooling and social advantage in education. She has published many articles in Brazil and abroad in peer-reviewed journals, such as the *British Journal of Sociology of Education*, *International Studies of Sociology of Education*, *Éducation et Sociétés*, *Revue Internationale d'Éducation* and *Cahiers de la Recherche sur l'Éducation et les Savoirs*. She has co-edited

two books: *Família & Escola – trajetórias de escolarização em camadas médias e populares* (2000) and *A escolarização das elites – um panorama internacional da pesquisa* (2002).

Howard Prosser researches and teaches in the Faculty of Education at Monash University, Australia. He has taught history in Australian secondary schools and universities. His research interests include pedagogy, social theory, the history of ideas and ethnography. He has recently completed a study of the shifting political culture at an elite school in Argentina. As co-editor of *In the realm of the senses: Social aesthetics and the sensory dynamics of privilege* (2015), he has helped to introduce the concept of social aesthetics to educational research on elite schooling.

Julia Resnik is a senior lecturer in sociology of education at the School of Education, Hebrew University of Jerusalem. Her main research areas are the globalisation of education policy, comparative education, multiculturalism, migrant children, international education and the third sector. She edited a special issue of *International Studies of Sociology of Education* on the sociology of international education (2012) and a special issue of the journal *Globalisation, Societies and Education* on 'The power of numbers and networks: Understanding the mechanisms of the diffusion of educational models'. Julia has authored many articles in peer-reviewed journals, such as *Comparative Education Review*, *Journal of Education Policy*, *British Journal of Sociology of Education* and *British Journal of Educational Studies*, and has published many articles in francophone journals (*Education Compare*, *Recherches en Education* and *Carrefours de L'Education*). She is currently the president of the Israel Comparative Education Society.

Sue Saltmarsh is an associate professor of educational studies at the Australian Catholic University in Sydney, Australia. She has undertaken a range of ethnographic, social semiotic and discourse analytic studies in the fields of early childhood, primary, secondary and tertiary educational settings, focusing primarily on the connections between economic discourse, cultural practices and subjectivities. Her research on elite education brings together cultural and poststructural theories of consumption, subjectivity and everyday life, to consider how institutional cultures can be implicated in the production of unequal relations of power and violence. Sue serves on a number of national and international research committees and is founding editor of the journal *Global Studies of Childhood*. Her recent publications include: 'Michel de Certeau, everyday life and education policy', in Kal Gulson, Matthew Clarke and Eva Bendix Petersen (Eds.) *Education policy and contemporary theory: Implications for research* (2015) and Sue Saltmarsh, Kerry Robinson and Cristyn Davies (Eds.) *Rethinking school violence: Theory, gender, context* (2012).

Agnès van Zanten is a senior research professor in the Observatoire sociologique du changement at Sciences Po, Paris. Her main research areas are class, elites and education, school segregation and school choice, transition to higher education, widening

participation and education policies. She has published widely on these topics including her books *Choisir son école* (2009), *L'école de la périphérie* (2nd edition, 2012) and her edited volume (with Stephen Ball and Brigitte Darchy-Koechlin) *Elites, privilege and excellence: The national and global redefinition of educational advantage* (2015). She is currently directing two research projects on 'Transition to higher education: the role of institutions, markets and networks' and 'Accountability and new modes of governance of educational systems'. She is co-director of the group on educational policies at the Laboratoire interdisciplinaire d'évaluation des politiques publiques at Sciences Po, and directs the *Education et société* series of books published by Presses Universitaires de France.

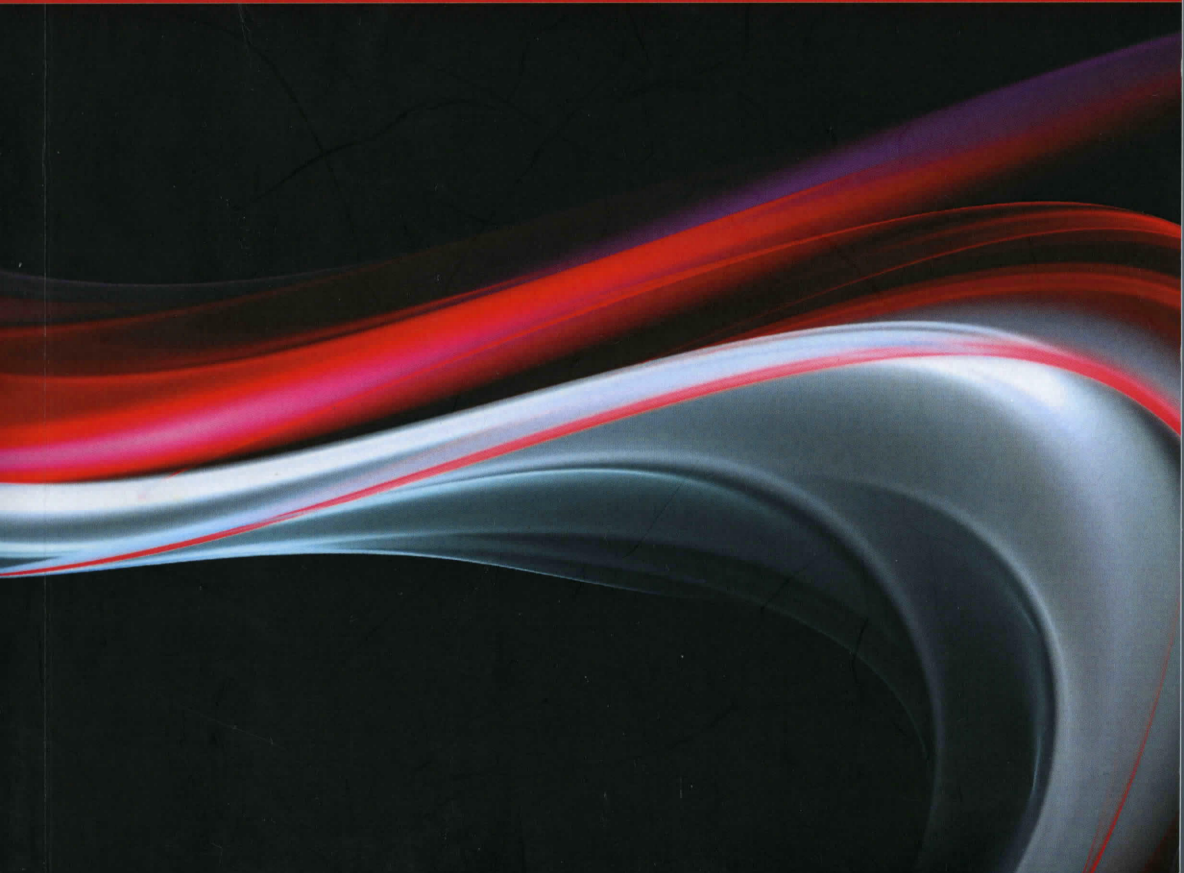
Gaby Weiner has worked at various universities in the UK and Sweden and is a visiting professor in the School of Education and Social Work at Sussex University and a visiting professorial research fellow at Manchester Metropolitan University. She has written and edited many publications on gender and social justice in education. Her most recent book (with Lucy Townsend) is entitled *Deconstructing and reconstructing lives: Auto/biography in educational settings* (2011). She has taken part in several EU-funded projects including the Eurokid Antiracist website project (with Chris Gaine) and, more recently, projects mapping gender differences in education across Europe, identifying 'good practice' on gender equality. Her chapter in this collection draws on her work (with Joan Forbes and others) on independent schools in Scotland, their utilisation of social and other capitals and their gendered regimes and practices.

Peidong Yang is a postdoctoral fellow in the Division of Sociology, School of Humanities and Social Sciences (HSS), Nanyang Technological University, Singapore. He received his doctorate from the University of Oxford in 2014 for a dissertation on mainland Chinese student-migrants and Singapore's 'foreign talent' policy/programmes. Previously, Peidong undertook research in sociology at Cardiff University, under a Nippon Foundation Fellowship, studying seafarers' trade unionism in India. His current scholarly interests include migration (especially student and talent migration), education and media/internet culture in China. Parts of Peidong's doctoral work have appeared as journal articles in *SOJOURN*, *Asian Journal of Social Science* and *Frontiers of Education in China*. He has also published articles on Indian maritime trade unionism and Chinese media/internet culture in journals such as *Global Labor Journal* and *Media, Culture and Society*.

ELITE EDUCATION

International perspectives

Edited by **Claire Maxwell** and **Peter Aggleton**



Elite Education: International perspectives is the first book to systematically examine elite education in different parts of the world. Authors provide a historical analysis of the emergence of national elite education systems and consider how recent policy and economic developments are changing the configuration of elite trajectories and the social groups benefiting from these.

Through country-level case studies, this book offers readers an in-depth account of elite education systems in the Anglophone world, in Europe and in the emerging financial centres of Africa, Asia and Latin America. A series of commentaries highlight commonalities and differences between elite education systems, and offer insights into broader theoretical issues, with which educationalists, researchers and policymakers are engaging.

With authors including Stephen J. Ball, Donald Broady, Rubén Gaztambide-Fernández, Heinz-Hermann Krüger, Maria Alice Nogueira, Julia Resnik and Agnès van Zanten, the book offers a benchmark perspective on issues frequently glossed over in comparative education, including the processes by which powerful groups retain privilege and 'elite' status in rapidly changing societies.

Elite Education: International perspectives will appeal to policymakers and academics in the fields of education and sociology. Simultaneously, it will be of special relevance to postgraduates enrolled on courses in the sociology of education, education policy and education and international development.

Claire Maxwell is a reader in sociology of education at UCL Institute of Education, London, UK.

Peter Aggleton is Scientia Professor in Education and Health in the Centre for Social Research in Health at UNSW Australia. He is a visiting professorial fellow in education at UCL Institute of Education in London and a visiting professor in global health in the School of Global Studies at Sussex University, UK.

EDUCATION

Cover image: © Thinkstock

 **Routledge**
Taylor & Francis Group
www.routledge.com/education

Routledge titles are available as eBook editions in a range of digital formats

an informa business

ISBN 978-1-138-79961-5



9 781138 799615