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1 The Palgrave Handbook of Race and Ethnic  
2 Inequalities in Education  
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1	<i>Also by A. Gary Dworkin</i>
2	NEW INTERNATIONAL HANDBOOK OF RESEARCH ON TEACHERS AND
3	TEACHING ( <i>co-author</i> )
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1   **The Palgrave Handbook of**  
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5   **in Education**  
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8   Edited by

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# Proof

*To Dr Rosalind J. Dworkin, my wife, best friend, and  
frequent co-author*

*A.G.D.*

*To Alexia, for your inspiration and love and the dreams  
we make come true*

*P.A.J.S.*

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## Preface and Acknowledgments

In the spring of 2010, Peter Stevens initiated a series of email conversations with Gary Dworkin about the development of a handbook that addressed research on racial and ethnic inequality in education around the world. Stevens had recently published two journal articles on research traditions in the UK and the Netherlands on the Handbook's topic, while Dworkin had written 11 books on various aspects of inequality, including race, ethnicity, and gender. These conversations culminated in a proposal to produce the present Palgrave Handbook. During the International Sociological Association's XVII World Congress of Sociology, held in Gothenburg, Sweden in the summer of 2010, the editors recruited several of the contributors to the project. After the conference additional contributors were recruited with the result that the Handbook represents the first systematic review of how sociologists have studied the relationship between race/ethnicity and educational inequality in 18 different national contexts: Argentina, Australia, Austria, Belgium, Brazil, Canada, China, Cyprus, Finland, France, Germany, Ireland, Japan, Russia, South Africa, the Netherlands, the UK, and the USA. Through the use of a similar methodology developed by Stevens in his key journal articles the contributors critically review the relevant literature over the past 30 years.

Each of the contributors was provided with a model that replicated the methodology developed by Stevens, thereby permitting the editors to develop a typology that summarizes the findings reported cross-nationally. The final chapter of this Handbook contains that typology and specifies trends and future directions for the study of racial and ethnic inequality in education that the reader could use in studying nations not included in the current Handbook. While the contributors tended to focus their analyses on research published in English over the past 30 years, the Handbook includes considerable literature published earlier and in other languages when such research helped to clarify issues or to inform the more current state of the field.

Every effort was made by the editors to include a broad swath of countries in this Handbook, with the result that works for all continents are included in the final product. Countries included represent those where the key minority groups are indigenous peoples or peoples brought into the country because of slavery, as well as those countries where the minority groups are refugees either from former colonies or from political and economic upheavals in their own countries. Examples of the latter include European countries that once had colonies or have experienced the migration of peoples following the turbulent eras during the collapse of the Soviet Union, the break-up of Yugoslavia, and

the chaos of Somalia. The nations presented in this Handbook include many that are wrestling with issues of multiculturalism and some that have adopted that policy as part of their national agenda. Other nations included in the Handbook have adopted a policy that ignores the cultural heritages of different minority populations, assuming that all peoples in their countries are citizens in common and share in the pervasive national culture. Both the multicultural and the assimilationist strategies have numerous implications and create numerous issues of concern. The final chapter of this Handbook addresses some of the issues of either national strategy.

It is entirely appropriate that a handbook addressing research on racial and ethnic inequality in education is published at this time. Scholars, educators, and national political actors are currently addressing the extent to which the world has met the conclusion of the timetable for the attainment of the United Nations' Millennium Development Goals first proposed in 1999. By 2015 two goals that are relevant to the Handbook should have been attained. Goal number two calls for universal primary education, while goal number three calls for gender equity and the empowerment of women. Within the next two years the nations of the world, in order to attain the goals, must ensure that no racial or ethnic group should be denied access to at least a primary education and that educational opportunities should not be restricted only to male children. Sadly, the goals, while approaching some level of fruition in much of the world, will not be met universally within the next two years. Some of the nations discussed in the Handbook face the deadline even though the editors did not include the most impoverished of nations in the project. One hundred per cent literacy has been attained by only some of the nations in this Handbook and not by even the richest of them. It would have been preferred that some of the most disadvantaged nations could have been included in this Handbook. However, such disadvantages also mean that those nations have been unable to afford the kind of research tradition that could be reported here. In other instances, the study of racial and ethnic inequality in education might be met with some level of official oppression and hence not available to scholars. Nevertheless, the 18 countries presented in this Handbook do present a broad perspective on educational inequality and an array of insights that can be used to study yet other countries.

Finally, we would like to thank Palgrave and their outstanding team for supporting and assisting us with so much patience throughout the whole process.

*A. Gary Dworkin  
Peter A. J. Stevens  
June 2013*

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