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Quality and equity in mathematics education: a Swedish perspective.

Atweh, Bill (ed.) et al., Mapping equity and quality in mathematics education. Dordrecht: Springer (ISBN 978-90-481-9802-3/hbk; 978-90-481-9803-0/ebook). 341-350 (2011).

Summary: Discussions about quality and equity in education around the world often focus on the disadvantaged, the students for whatever reason do not have the resources to make the most of public education, or to get an education at all. In Sweden, where there is a fairly even economic playing field, the discussion—which is not always made public—addresses another type of inequity, namely that bright and talented students are not given sufficient education, particularly in math and science, to help them reach their potential. We describe some of the historical and cultural background for this inequity, and offer a modest, but not unbiased, account of what we claim is a false dilemma involved in promoting excellence in a democratic society.

Classification: C90 B10 A40

Keywords: egalitarianism; democracy; historical perspective; mathematics education; Sweden; special education (gifted); history of gifted education; talented; reform of mathematics education; equal opportunities; educational policy

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