

Equity in Education: The Case for Human Rights Education in the Era of Privatization

An Abstract of the Thesis By
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This paper explores the problems of inequality in the U.S. school system. The study proposes that the resultant achievement gap, characterized by a differential in educational outcomes by class and race, could be addressed through the implementation of human rights education and research-based practices for engagement. A history of policy initiatives around inequality in schooling provides an essential context for understanding recent trends toward privatization. The thesis challenges the promises of privatization, countering the market's conceptualization of the problem with an investigation of the root causes--inequality and poverty--for the achievement gap. As a result, it goes on to explore how research-based approaches to schooling can engage and support marginalized student populations and thus bridge the achievement gap. The thesis is primarily concerned with evaluating progressive, student-centered approaches that directly address the problem of inequality as a means of reimagining education policy.