SUBJECT INDEX

Activists and policy makers, China, community resources and implications for 267 schools in 5-6 Africa, child labor, orphanhood, and differing childhoods, diverse schools, educational opportunities in 7–9 and uneven attainment 4-10 Asia 133-159, see also under families, gender, family organization, and education in rural south Asia 6, see schools, and reading and Latin America, school and family also Asia effects on literacy, comparison 6–7, home environment and schooling 170 - 172for Ethiopian immigrants in Israel gender, family organization, and education in rural south Asia 6 in Asia, families, schools, and communities 163-174 Bangladesh 5, 10 lessons from new studies of 10-11 girls' schooling and marriage in 71–97, outside of schools 1-3 see also under girls' schooling Children's work and school attendance Bangladesh Rural Advancement in Ghana 177-200 Committee (BRAC) 79 child work and schooling 189-190 child work status, incidence and main Beijing 45, 49 correlates of 186-188 Bright Light school 47-51 data and choice of child work status Catholic Relief Services (CRS) 209 and explanatory variables 183–186 Chapainawabgani 79 data and descriptive analyses 183–190 Child work empirical strategy and issues 181-182 methodology and research questions and schooling 189-190 child work status, incidence and main 180 - 183correlates of 186-188 multivariate results 190-197 Childhood in Ghana 232-234 theoretical framework 180-181 Children's homes and education 266–267 work and schooling 188-189 Children's lives Children's work, health, and and schooling across societies 1-12 school demand 231-237 child labor, orphanhood, and schools at the edge of tough educational opportunities in Africa childhoods 231-235 7–9 China, community matters in 5, 11, 15-39, 164-166 childhood, family, and schooling, comparative force of 3-4 analytic sample 24

278 SUBJECT INDEX

analytic strategy 27-29 descriptive statistics 145-148 background and context 17-22 economic and educational indicators community's effect on schooling, in 134 understanding 17-19 effects of family background community resources and schooling 148-150 in rural China 20–22 hypotheses 139-140 community resources and schools in individual and family characteristics 5-6, 164-166 142-143 data and methodological approach method 144-145 22-29 private and public school differences Gansu survey of children and families 150 - 15222 - 24reading literacy 142 measurement 24-27 research questions 137-139 research findings 29-36 school characteristics 143-144 social capital formation, through school climate, effects of 154-156 Chinese school communities 43-68, school's overall socioeconomic status see also separate entry and school resources 152-154 social status and mathematics score Family, health, and childhood in Zimbabwe 234–235 32 - 37village social capital effect on economic resources available Gansu, mathematics achievement across in the community 35-36 rural villages in 29-32 Chittagong 79, 84 Gansu Survey of Children and Families Community's effect on schooling 17-19 (GSCF-1) 22-24 Core Welfare Indicators Questionnaire Gender (CWIQ) 183-184 as a social construction 103-105 gendered education 107-108 in home 105-107 Ethiopian children's education in Israel 239-261, 268-269 Gendered homes and classrooms, deprived physical setting 250–253 schooling in rural Nepal 101–128 emotional stress 255-256 gender as a social construction Ethiopian immigrants, in Israel 9–10 103-105 Israeli policy of absorption, historical gender in the home 105-107 context 244-247 gendered education 107-108 research setting and design 247-250 research design and data 109-112 social construction effects of gender results 250-256 sensory bombardment 253-255 112-123, see also separate entry theoretical orientation 242-244 student profiles 109-112 theoretical framework 103-108 Ghana 5, 7-8, 10, 177-200, Families, schools, and reading in Asia and Latin America 133-159 see also under children's data 140-142 work and school attendance data and variables 140-144 childhood in 232-234

Subject Index 279

Girls' gross enrollment ratios (GERs) Israel, Ethiopian children's education in 9-10, 239-261, see also Girls' schooling and marriage in rural separate entry Bangladesh 71-97 community factors 80 Japan 135 cultural norms and 75 Jiangxi 46 data and methods 79-82 discussion 93-94 Kanyadan 106 household factors 80-81 'Kishori Abhijan' program 79-94 individual factors 80 Korea 11, 135 outcomes 78 predicting school and marriage Latin America 133-159, see also under outcomes 83-93 families, schools, and reading private and state support for education 77 Marriage in rural Bangladesh 71–97, see school attendance, 2001 level and also under girls' schooling trends 82-83 Mexico 142, 147 theoretical framework 74-78 Girls' schooling in rural south Asia National Education Longitudinal Study 166-170 (NELS) 17-18 Guangxi 46 Nepal 5, 10-11 schooling in rural Nepal 101-128, see Hebrew 246-247 also under gendered homes and 'Heyneman-Loxley effect' 171 classrooms Hierarchical Linear Models (HLMs) 144 Organization for Economic HIV/AIDS crisis 8, 234-235 Co-operation and Development in Zimbabwe 207-215, 225-227 (OECD) 139-142, 146-148, 154 Home environs and alienation from schooling 265-269 Program for International Student Hong Kong 135, 139, 147 Assessment (PISA) 140-143, 171 Independence, Ability, Care, and School and family effects on literacy, Elegance (IACE) 55 Asia and Latin America compared Indonesia 142, 147 170-172 International Adult Literacy Survey School Leaving Certificate (SLC) 122 Schooling among orphans in Zimbabwe (IALS) 142 International Labor Organization (ILO) 207-228 232 background 209-212 International Non-Governmental data and methods 212-214 Organizations (INGOs) 102-103 data description 212–213 International Socioeconomic Index of descriptive statistics 214-218 Occupational Status (ISEI) 143 HIV/AIDS crisis 207-209

280 SUBJECT INDEX

model description 213-214 Socioeconomic Status (SES) 133, model results 219-224 137-145, 148-156 orphan status, estimation 219-224 results 214-224 Thailand 142 school attendence rates 216 TIMSS (Third International school enrollment status of orphans Mathematics and Science Study) and non-orphans 215 data 136 Schooling and marriage in Bangladesh 71-97, see also under girls' schooling United States Agency for International Sherpur 84 Development (USAID) 105 Social capital formation, through Chinese school communities 43-68 West Bend school and educational opportunity assessment 54-55 61 - 63community without bridges Bright Light school, 'First World' urban private school on the private school for the rural poor privileged periphery 47-51 51-55 portraits of four school communities Willow Path, private school for the rural 45-60 poor 51-55 social capital and educational assessment 54-55 opportunity 61–63 school community with bridges West Bend and Willow Path, private 53-54 schools for the rural poor 51–55 World Bank 4, 102 Yu Cai-Shanghai #3 Partnership Wu-Hausman-type test for 55-60 collapsibility 195 Social construction effects of gender Yu Cai-Shanghai #3 Partnership 112-123 55-60 social construction of gender at school 116-125 Zimbabwe 5, 7-8, 10 social construction of gender in the family, health, and childhood in home 113-116 Social dynamics of childhood 234-235 schooling among orphans in 207–228, 236-237 see also separate entry Social status and mathematics score Zionist ideology 244-245, 247 32 - 35