

Tekst 6

# Dollars For Scholars

R. Kelley

1 **P**AYING KIDS FOR GOOD grades is a popular (if questionable) parenting tactic. But when school starts next week, New York City (NYC) will try to use the same enticement to get parents in low-income neighborhoods more involved in their children's education and overall health. Mayor Michael Bloomberg has raised more than \$40 million to pay families a modest amount for small tasks (\$50 for getting a library card or \$100 to take a child to the dentist) that could make a big difference.

2 The experimental program, called Opportunity NYC, is modeled on a 10-year-old Mexican program called Oportunidades, which has been so successful in reducing poverty in rural areas that it has been adopted by more than 20 countries. International studies have found that these programs raise school enrollment and vaccination rates and lower the number of sick days students take. Bringing this idea to Harlem and the South Bronx may not make a radical difference, concedes Linda Gibbs, the deputy mayor for Health and Human Services. But, she adds, "It makes these activities matter in a new way."

3 Gibbs thinks that the money could also make parents more active in asking for services that might not exist in their neighborhoods. "A mother might demand an early-intervention evaluation for a child (to look for developmental or learning disabilities – R.K.) for which she would get the \$150 payment," Gibbs says. "If she

can't find a doctor to do it, the cash incentive might make Mom more likely to ask why those services aren't available in her community." Schools chancellor Joel Klein hopes that the money will get students more interested in performing well at school, and that the positive reinforcement they receive will get them excited about learning.

4 The idea behind Opportunity NYC is called conditional cash transfer, and the program is the first of its kind in this country. It's also the exact opposite of traditional social services for the poor, which hand out money without demanding much in return. In order to find out whether this reversal works, the city is enlisting 5,000



**BELIEVER:** Bloomberg is putting up his own money

families to take part in the social experiment. They are being chosen randomly from lists of people needing housing assistance from the city.

5 Since the initial announcement in March, conservatives have denounced the program as a waste of money that should be given to teachers willing to work in tough schools, while liberals have called the idea insulting and patronizing to the people it aims to help. But some skeptics are hopeful. “At first blush, this offends every sensibility I have,” says James Oddo, the Republican minority leader of the New York City Council. “But then the fiscal conservative in me takes over and I think maybe it will cost me less as a taxpayer to pay a little on the front end.”

6 At this point, taxpayers aren’t being asked to pay anything. Bloomberg decided to set up Opportunity NYC with private funds—much of it from his own money and the Rockefeller Foundation—in order to evaluate the program for two years without having to endure what could have been a bruising political battle.

One potential foe, Randi Weingarten, president of the United Federation of Teachers, says she generally opposes any pay for good behavior, even giving teachers more money if their students do well.

7 But if it can help families who live in the city’s poorest neighborhoods, it may be a risk worth taking. Some of the Opportunity NYC participants will come from East New York, a predominantly black and Hispanic corner of Brooklyn where half of the residents live below the poverty level and only half of all adults are high-school graduates. The local high school was shut down in June after years of abysmal academic performance and a graduation rate hovering around 29 percent. “The lack of education and of significant wage earners are the biggest challenges,” says Bill Wilkens, coordinator of East New York’s Local Development Corporation. “This is the last frontier.” A bold experiment could be just what East New York needs.

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- 1p 23 What is the main purpose of paragraph 2?
- A To criticise the background of the programme introduced in paragraph 1.
  - B To highlight the achievements brought about in NYC by the programme introduced in paragraph 1.
  - C To make clear what inspired NYC to adopt the programme introduced in paragraph 1.
  - D To show that there is considerable discussion about the impact of the programme introduced in paragraph 1.
- 1p 24 What becomes clear about Opportunity NYC from paragraph 3?
- A Any negative comments on its methods are ignored.
  - B It could achieve more than its Mexican forerunner.
  - C It might succeed in getting people going.
  - D Its ambitions are unrealistic.
  - E The public might expect too much from it.
- 1p 25 Which of the following does “this reversal” (paragraph 4) refer to?
- A “it has ... countries” (paragraph 2)
  - B “Bringing this ... difference” (paragraph 2)
  - C “Gibbs thinks ... neighborhoods.” (paragraph 3)
  - D “Schools chancellor ... learning.” (paragraph 3)
  - E “It’s also ... return.” (paragraph 4)
- “maybe it will ... on the front end” (end of paragraph 5)
- 1p 26 What does James Oddo make clear about Opportunity NYC by saying this?
- A He does not like the fact that it is exclusively financed by charity.
  - B He objects to the fact that educators and teachers’ organisations hardly benefit from the money provided by it.
  - C He reasons that the money it is handing out now may save bigger expenses later on.
- 1p 27 What is the function of paragraph 6?
- A To appeal to Opportunity NYC to invest more money in teachers.
  - B To explain why taxpayers are not involved in supporting Opportunity NYC.
  - C To prove that Opportunity NYC will eventually run out of money.
  - D To sum up a wide variety of reactions to Opportunity NYC.
- 2p 28 Geef voor elk van de volgende personen en/of groeperingen aan of deze wel of niet overwegend positief staan tegenover “Opportunity NYC” (alineea 2).
- 1 Linda Gibbs (alineea 2)
  - 2 Joel Klein (alineea 3)
  - 3 ‘liberals’ (alineea 5)
  - 4 Randi Weingarten (alineea 6)
- Noteer het nummer van elke persoon of groepering, gevolgd door “wel” of “niet”.

Een auteur kan diverse middelen gebruiken om zijn argumenten te ondersteunen, zoals:

- 1 De mening van medestanders benadrukken en die van tegenstanders weglaten.
- 2 Feiten die niet overeenkomen met zijn gezichtspunten anders voorstellen.
- 3 Het oordeel van externe deskundigen citeren.
- 4 Zijn eigen ervaring met het onderwerp naar voren brengen.

2p **29** Geef voor elk van bovenstaande middelen aan of de auteur deze in het artikel wel of niet gebruikt.

Noteer het nummer van elk middel, gevolgd door “wel” of “niet”.