

Global Inequalities And Higher Education Whose Interests Are We Serving Universities Into The 21st Century

Moving interviews with 100 students at the two institutions highlight how American higher education reinforces the same inequities it has been aiming to transcend.

This book focuses on the voices and experiences of non-traditional students in European higher education. It examines the impact that access to higher education is having on these students' lives and discusses what this tells us about European education and society. In particular, it explores the multi-dimensional nature of inequality in varied national contexts focusing on the issues of class, gender, ethnicity, age and disability. The book contributes to the on-going debate about the changing nature of European higher education and argues that research based on the experiences of non-traditional students can be used to improve policy and practice in tertiary education. Drawing on biographical narrative interviews with 'non-traditional' students, the book covers topics including: • the contemporary nature of inequality and how the various forms of inequality intersect and overlap in higher education and society • the formation and transformation of learner identities • the structural barriers faced by non-traditional students • the sources of student resilience and agency • a comparison of patterns of inequality, access and retention in various European countries • the implications of these findings for practice and policies. Student Voices on Inequalities in Higher Education will appeal to academics, researchers, policy-makers and practitioners working in higher education institutions as well as people working in the field of widening participation, adult education, access and centres for teaching and learning. It will also be of interest to postgraduate students in higher education.

"A book that both taught me so much and also kept me on the edge of my seat. It is an invaluable text from a supremely talented writer." —Clint Smith, author of *How the Word is Passed* The definitive history of the pervasiveness of racial inequality in American higher education America's colleges and universities have a shameful secret: they have never given Black people a fair chance to succeed. From its inception, our higher education system was not built on equality or accessibility, but on educating—and prioritizing—white students. Black students have always been an afterthought. While governments and private donors funnel money into majority white schools, historically Black colleges and universities (HBCUs), and other institutions that have high enrollments of Black students, are struggling to survive, with state legislatures siphoning away federal funds that are legally owed to these schools. In *The State Must Provide*, Adam Harris reckons with the history of a higher education system that has systematically excluded Black people from its benefits. Harris weaves through the legal, social, and political obstacles erected to block equitable education in the United States, studying the Black Americans who fought their way to an education, pivotal Supreme Court cases like *Plessy v. Ferguson* and *Brown v. Board of Education*, and the government's role in creating and upholding a segregated education system. He explores the role that Civil War-era legislation intended to bring agricultural education to the masses had in creating the HBCUs that have played such a major part in educating Black students when other state and private institutions refused to accept them. *The State Must Provide* is the definitive chronicle of higher education's failed attempts at equality and the long road still in front of us to remedy centuries of racial discrimination—and poses a daring solution to help solve the underfunding of HBCUs. Told through a vivid cast of characters, *The State Must Provide* examines what happened before and after schools were supposedly integrated in the twentieth century, and why higher education remains broken to this day.

This book offers in-depth analyses of how education interacts with social inequality in Southern contexts. Drawing on a range of disciplinary frameworks, it presents new analyses of existing knowledge and new empirical data which define the challenges and possibilities of successful educational reform. It is a tribute to the work of the late Christopher Colclough, who, as a leading figure in education and international development, played a key role in the global fight for education for all children. The book critically engages with international evidence of educational access, retention and outcomes, offering new understandings of how social inequalities currently facilitate, mediate or restrict educational opportunities. It exposes the continuing influence of wealth and regional inequalities and caste and gendered social structures. Researchers in Ethiopia, Ghana, India, Pakistan and Uganda highlight how the aspirations of families living in poverty remain unfilled by poor-quality education and low economic opportunities and how schools and teachers currently address issues of gender, disability and diversity. The book highlights a range of new priorities for research and identifies some necessary strategies for education reform, policy approaches and school practice, if educational equality for all children is to be achieved. The book will be of great interest to researchers, scholars, educational practitioners and policy-makers in the fields of economics, politics and sociology of education, international education, poverty research and international development.

Redistribution of the world's wealth, not only among nation. states but among cultural, class, and sexual groups, has become increasingly a major issue of concern. This book examines existing inequality in both the domestic and international arenas. Its multidisciplinary approach facilitates an understanding of the complex structure of global distr

Competitive strategies and higher education-industry collaboration policies are playing an important role in fostering the reputation and international rankings of higher education institutions. The positive impact of these policies may best be observed in economic and social outputs of many countries such as the USA, Singapore, South Korea, EU countries, and Turkey. However, the number of academic publications that specifically concentrate on the impact of these policies on higher education institutions and authorities remains relatively limited. *Digital Transformation and Internationalization Strategies in Organizations* covers a wide range of issues and topics, including employment systems, quality management systems, international ranking systems in higher education, education and language policies in higher education, and business models employed in techno-parks. This book helps higher education institutions manage their manpower and become cognizant of the factors that may exert a drastic impact on their success. It is ideal for managers, executives, IT consultants, researchers, practitioners, academics, professors, and undergraduate and postgraduate students.

Policy makers are increasingly searching for ways to allow more disadvantaged students to access and complete higher education. The quickly growing (quasi-)experimental literature on policy interventions in higher education provide the opportunity to identify the causal effects of these interventions on disadvantaged students and discuss inequality mechanisms at the last stage of the educational system. The paper reviews 75 studies and rigorously compares more than 200 causal effects of outreach and financial aid interventions on the access and completion rates of disadvantaged students in higher education. The paper finds that outreach policies are broadly effective in increasing access for disadvantaged students when these policies include

active counseling or simplify the university application process, but not when they only provide general information on higher education. For financial aid, the paper finds that need-based grants do not systematically increase enrollment rates but only lead to improvements when they provide enough money to cover unmet need and/or include an early commitment during high school. Still, need-based grants quite consistently appear to improve the completion rates of disadvantaged students. In contrast, the evidence indicates that merit-based grants only rarely improve the outcomes of disadvantaged students. Finally, interventions combining outreach and financial aid have brought promising results, although more research on these mixed interventions is needed.

Inequality in Education: Comparative and International Perspectives is a compilation of conceptual chapters and national case studies that includes a series of methods for measuring education inequalities. The book provides up-to-date scholarly research on global trends in the distribution of formal schooling in national populations. It also offers a strategic comparative and international education policy statement on recent shifts in education inequality, and new approaches to explore, develop and improve comparative education and policy research globally. Contributing authors examine how education as a process interacts with government finance policy to form patterns of access to education services. In addition to case perspectives from 18 countries across six geographic regions, the volume includes six conceptual chapters on topics that influence education inequality, such as gender, disability, language and economics, and a summary chapter that presents new evidence on the pernicious consequences of inequality in the distribution of education. The book offers (1) a better and more holistic understanding of ways to measure education inequalities; and (2) strategies for facing the challenge of inequality in education in the processes of policy formation, planning and implementation at the local, regional, national and global levels.

'Honorable Mention' 2016 PROSE Award - *Education Practice* Education is fundamental to every aspect of development and there is widespread support across the world for policies that affirm that all children, regardless of their circumstances, have a right to quality schooling. Yet despite concerted efforts from national governments, multilateral organisations and NGOs over many decades we are still far from achieving education for all. In addition, while education can enhance human development, it is also associated with persistent inequalities. *Education and International Development* provides a comprehensive introduction to the field, giving an overview of the history, influential theories, important concepts and areas of achievement, and presenting a critical reflection on emerging trends in policy, practice and research. With chapters that review key challenges and inspiring initiatives in countries around the globe - focusing on critical issues such as language, conflict and teachers - this book serves both as a companion to graduate studies in international education and a concise reference book for practitioners and educators in the field.

As a major, public flagship university in the American South, so-called "Diversity University" has struggled to define its commitments to diversity and inclusion, and to put those commitments into practice. In *Diversity Regimes*, sociologist James M. Thomas draws on more than two years of ethnographic fieldwork at DU to illustrate the conflicts and contingencies between a core set of actors at DU over what diversity is and how it should be accomplished. Thomas's analysis of this dynamic process uncovers what he calls "diversity regimes": a complex combination of meanings, practices, and actions that work to institutionalize commitments to diversity, but in doing so obscure, entrench, and even magnify existing racial inequalities. Thomas's concept of diversity regimes, and his focus on how they are organized and unfold in real time, provides new insights into the social organization of multicultural principles and practices.

This open access book is a collection of short essays, accessible through open access, takes the interested reader on a tour across the global higher education landscape and addresses pertinent themes and challenges in higher education. To mark the 70th anniversary of the International Association of Universities (IAU) and its role in higher education since 1950, experts from around the world share their insights into higher education's recent past, present and future. The book is divided into six parts: Part I - "70 years of Higher Education Cooperation and Advocacy" looks back at key events in IAU's history, its mission and significant activities over time, and remarks on the current global context informing its quest to promote academic partnerships and solidarity on a global scale. Part II - "Facilitating International Cooperation" provides for different perspectives on the transformation of the internationalisation of higher education and the contribution of higher education to international cooperation. Part III - "Coding the Values" debates the values upon which higher education was, is and will have to be built to provide for a democratic and inclusive society. Part IV - "The Changing Landscape" analyses various aspects of the transformation of higher education in an evolving context across the globe. Part V - "The Promise of Education" reflects on the role of higher education, its ideals and shortfalls and what it must do to stay true to its promise to help shape our societies. Part VI - "Opening up - The Future of Higher Education" focuses on future scenarios of higher education and call on the reader to envision a different kind of higher education and reimagine the contribution of higher education to society, as well as future roles for the IAU. The book will be of interest to higher education policy makers and academics. It is also of interest to the general public, as it provides a comprehensive overview of the challenges higher education institutions currently face and suggests scenarios for the future of education.--

Winner of the Bruno Kreisky Prize, Karl Renner Institut A Financial Times Best Economics Book of the Year An Economist Best Book of the Year A Livemint Best Book of the Year One of the world's leading economists of inequality, Branko Milanovic presents a bold new account of the dynamics that drive inequality on a global scale. Drawing on vast data sets and cutting-edge research, he explains the benign and malign forces that make inequality rise and fall within and among nations. He also reveals who has been helped the most by globalization, who has been held back, and what policies might tilt the balance toward economic justice. "The data [Milanovic] provides offer a clearer picture of great economic puzzles, and his bold theorizing chips away at tired economic orthodoxies." —The Economist "Milanovic has written an outstanding book...Informative, wide-ranging, scholarly, imaginative and commendably brief. As you would expect from one of the world's leading experts on this topic, Milanovic has added significantly to important recent works by Thomas Piketty, Anthony Atkinson and François Bourguignon...Ever-rising inequality looks a highly unlikely combination with any genuine democracy. It is to the credit of Milanovic's book that it brings out these dangers so clearly, along with the important global successes of the past few decades. —Martin Wolf, Financial Times

A university education has long been seen as the gateway to upward social mobility for individuals from lower socio-economic backgrounds, and as a way of reproducing social advantage for the better off. With the number of young people from the very highest socio-economic groups entering university in the UK having effectively been at saturation point for several decades, the

expansion witnessed in participation rates over the last few decades has largely been achieved by a modest broadening of the base of the undergraduate population in terms of both social class and ethnic diversity. However, a growing body of evidence exists in the continuation of unequal graduate outcomes. This can be seen in terms of employment trajectories in the UK. The issue of just who enjoys access to which university, and the experiences and outcomes of graduates from different institutions remain central to questions of social justice, notably higher education's contribution to social mobility and to the reproduction of social inequality. This collection of contemporary original writings explores these issues in a range of specific contexts, and through employing a range of theoretical and methodological approaches. The relationship between higher education and social mobility has probably never been under closer scrutiny. This volume will appeal to academics, policy makers, and commentators alike. Higher Education and Social Inequalities is an important contribution to the public and academic debate.

"What makes this book stand out for me is that, as well as being theoretically informed and clearly written, its structure lends itself unmistakably to teaching... If our aim is to teach truly engaged students, it should be our job to provide truly engaging materials. This is what you will find with this particular book. It will help to inform your disciplinary teaching of social inequality across the social sciences and it will provide a solid basis for your seminar work with students." - Helen Jones, Higher Education Academy "Warwick-Booth has provided a highly readable introductory text that will be accessible to everyone interested in this area of study, and I highly recommend it for those embarking on studies of social inequality." - LSE Review of Books What is the state of social inequality today? How can you situate yourself in the debates? This is an essential book that not only introduces you to the key areas, definitions and debates within the field, but also gives you the opportunity to reflect upon the roots of inequality and to critically analyse power relations today. With international examples and a clear interdisciplinary approach throughout, the book encourages you to look at social inequality as a complex social phenomenon that needs to be understood in a global context. This book: Looks at social divisions across societies Explores global processes and changes that are affecting inequalities Discusses social inequality in relation to class, gender and race Examines current social policy approaches to explore how these relate to inequality Reflects upon the potential solutions to inequalities This engaging and accessible introduction to social inequality is an invaluable resource for students across the social sciences. Louise Warwick-Booth is Senior Lecturer in Health Policy at Leeds Metropolitan University, UK.

For two years, beginning in 1988, Jonathan Kozol visited schools in neighborhoods across the country, from Illinois to Washington D.C., and from New York to San Antonio. He spoke with teachers, principals, superintendents, and, most important, children. What he found was devastating. Not only were schools for rich and poor blatantly unequal, the gulf between the two extremes was widening—and it has widened since. The urban schools he visited were overcrowded and understaffed, and lacked the basic elements of learning—including books and, all too often, classrooms for the students. In *Savage Inequalities*, Kozol delivers a searing examination of the extremes of wealth and poverty and calls into question the reality of equal opportunity in our nation's schools.

Based on theoretical developments in research on world-systems analysis, transnational migration, postcolonial and decolonial perspectives, whilst considering continuities of inequality patterns in the context of colonial and postcolonial realities, *Global Inequalities Beyond Occidentalism* proposes an original framework for the study of the long-term reproduction of inequalities under global capitalism. With attention to the critical assessment of both Marxist and Weberian perspectives, this book examines the wider implications of transferring classical approaches to inequality to a twenty-first-century context, calling for a reconceptualisation of inequality that is both theoretically informed and methodologically consistent, and able to cater for the implications of shifts from national and Western structures to global structures. Engaging with approaches to the study of class, gender, racial and ethnic inequalities at the global level, this innovative work adopts a relational perspective in the study of social inequalities that is able to reveal how historical interdependencies between world regions have translated as processes of inequality production and reproduction. As such, it will be of interest to scholars of sociology, political and social theory and anthropology concerned with questions of globalisation and inequality. Well-educated populations are important aspects of any contemporary society, as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases. Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources, opportunities, and treatment, which ensures success for every person. Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups. *Policy and Practice Challenges for Equality in Education* takes a multifaceted look at issues of equality and inequality in education as related to policy, practice, resource access, and distribution. As such, this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities. The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education-related matters. This book is ideal for sociologists, administrators, instructors, policymakers, data scientists, community leaders, practitioners, stakeholders, researchers, academicians, and students interested in educational equality and the unique challenges being faced worldwide.

The higher education industry might seem like it's booming, with over 200 million students in universities and colleges worldwide and funds flowing in like never before. But the truth is that these institutions have never been unhappier places to work. Corporate-style management, cost-cutting governments, mobilisations by angry students and strikes by a disgruntled workforce have taken their toll — in almost every country around the world. It's no wonder that there is talk of 'universities in crisis.' But what should a 'good university' look like? In this inspiring new work, Raewyn Connell asks us to consider just that, challenging us to rethink the fundamentals of what universities do. Drawing on the examples offered by pioneering universities and educational reformers around the world, Connell outlines a practical vision for how our universities can become both more engaging and more productive places, driven by social good rather than profit, helping to build fairer societies.

Global Inequalities and Higher Education Whose interests are you serving? Macmillan International Higher Education

This book focuses on higher education in Ethiopia, analysing persisting inequalities and policy responses against the backdrop of the extensive expansion and reform that the system has experienced in recent years. Drawing on empirical data generated through interviews, policy reviews and focus-group discussions, it explicates factors of structural inequality ranging from neoliberal policy orientations to

repressive gender culture and geo-political peripherality. In a departure from conventional studies that consider policy a response to social problems, the book takes a critical perspective to show the constitutive role of policy, and explains how the representation of the problem of social inequality undermines equity policy outcomes in Ethiopian higher education. Not only does the book problematise the framing of the problem of inequality in the system, it also outlines strategies for designing transformative equity instruments. In explaining structural factors of inequality and equity provisions, the book productively combines sociological concepts with historical accounts and political economy insights. Given the increased economic optimism associated with higher education in sub-Saharan Africa and the neoliberal ideals underpinning much of the restructuring of the system in the region, this is a timely and important contribution that sheds light on the social justice implications and consequences of such changes. It offers fresh accounts of largely neglected qualitative cases of inequality, making it a valuable read for students and researchers in the areas of Ethiopian education policy studies, international and comparative education, and international development.

“The best book yet on the complex lives and choices of for-profit students.” —The New York Times Book Review As featured on The Daily Show, NPR’s Marketplace, and Fresh Air, the “powerful, chilling tale” (Carol Anderson, author of *White Rage*) of higher education becoming an engine of social inequality “p>Lower Ed is quickly becoming the definitive book on the fastest-growing sector of higher education at the turn of the twenty-first century: for-profit colleges. With sharp insight and deliberate acumen, Tressie McMillan Cottom—a sociologist who was once a recruiter at two for-profit colleges—expertly parses the fraught dynamics of this big-money industry. Drawing on more than one hundred interviews with students, employees, executives, and activists, Lower Ed details the benefits, pitfalls, and real costs of the expansion of for-profit colleges. Now with a new foreword by Stephanie Kelton, economic advisor to Bernie Sanders’s presidential campaign, this smart and essential book cuts to the very core of our nation’s broken social contracts and the challenges we face in our divided, unequal society.

The book studies transformations of European universities in the context of globalization and Europeanization, the questioning of the foundations of the «Golden Age» of the Keynesian welfare state, public sector reforms, demographic changes, the massification and diversification of higher education, and the emergence of knowledge economies. Such phenomena as academic entrepreneurialism and diversified channels of knowledge exchange in European universities are linked to transformations of the state and changes in public sector services. The first, contextual part of the book studies the changing state/university relationships, and the second, empirically-informed part draws from several recent large-scale comparative European research projects.

During its 500-year history, the modern world-system has seen several shifts in hegemony. Yet, since the decline of the U.S. in the 1970s, no single core power has attained a hegemonic position in an increasingly polarized world. As income inequalities have become more pronounced in core countries, especially in the U.S. and the U.K., global inequalities emerged as a "new" topic of social scientific scholarship, ignoring the constant move toward polarization that has been characteristic of the entire modern world-system. At the same time, the rise of new states (most notably, the BRICS) and the relative economic growth of particular regions (especially East Asia) have prompted speculations about the next hegemon that largely disregard both the longue durée of hegemonic shifts and the constraints that regional differentiations place on the concentration of capital and geopolitical power in one location. Authors in this book place the issue of rising inequalities at the center of their analyses. They explore the concept and reality of semiperipheries in the 21st century world-system, the role of the state and of transnational migration in current patterns of global stratification, types of catching-up development and new spatial configurations of inequality in Europe’s Eastern periphery as well as the prospects for the Global Left in the new systemic order. The book links novel theoretical debates on the rise of global inequalities to methodologically innovative approaches to the urgent task of addressing them.

This report examines the links between inequality and other major global trends (or megatrends), with a focus on technological change, climate change, urbanization and international migration. The analysis pays particular attention to poverty and labour market trends, as they mediate the distributional impacts of the major trends selected. It also provides policy recommendations to manage these megatrends in an equitable manner and considers the policy implications, so as to reduce inequalities and support their implementation.

Higher education is in a current state of flux and uncertainty, with profound changes being shaped largely by the imperatives of global neoliberalism. *Changing Pedagogical Spaces in Higher Education* forms a unique addition to the literature and includes significant practical pointers in developing pedagogical strategies, interventions and practices that seek to address the complexities of identity formations, difference, inequality and misrecognition. Drawing on research studies based across California, England, Italy, Portugal and Spain, this book analyses complex pedagogical re/formations across competing discourses of gender, diversity, equity, global neoliberalism and transformation, and aims: to critique and reconceptualise widening participation practices in higher education to consider the complex intersections between difference, equity, global neoliberalism and transformation to analyse the intersections of identity formations, social inequalities and pedagogical practices to contribute to broader widening participation policy agendas to develop an analysis of gendered experiences, intersected by race and class, of higher education practices and relations. *Changing Pedagogical Spaces in Higher Education* will speak to those concerned with how theory relates to everyday practices and development of teaching in higher education and those who are interested in theorising about pedagogies, identities and inequalities in higher education. Engaging readers in a dialogue of the relationship between theory and practice, this thought-provoking and challenging text will be of particular interest to researchers, academic developers and policy-makers in the field of higher education studies.

Why—contrary to much expert and popular opinion—more education may not be the answer to skyrocketing inequality. For generations, Americans have looked to education as the solution to economic disadvantage. Yet, although more people are earning degrees, the gap between rich and poor is widening. Cristina Groeger delves into the history of this seeming contradiction, explaining how education came to be seen as a panacea even as it paved the way for deepening inequality. The Education Trap returns to the first decades of the twentieth century, when Americans were grappling with the unprecedented inequities of the Gilded Age. Groeger’s test case is the city of Boston, which spent heavily on public schools. She examines how workplaces came to depend on an army of white-collar staff, largely women and second-generation immigrants, trained in secondary schools. But Groeger finds that the shift to more educated labor had negative consequences—both intended and unintended—for many workers. Employers supported training in schools in order to undermine the influence of craft unions, and so shift workplace power toward management. And advanced educational credentials became a means of controlling access to high-paying professional and business jobs, concentrating power and wealth. Formal education thus became a central force in maintaining inequality. The idea that more education should be the primary means of reducing inequality may be appealing to politicians and voters, but Groeger warns that it may be a dangerous policy trap. If we want a more equitable society, we should not just prescribe more time in the classroom, but fight for justice in the workplace.

Ô. . . the Handbook constitutes an essential reference source for everyone interested in studying the current meaning, scope and implications of globalization. Strongly recommended.Ô Æ Higher Education Review Higher education has entered centre-stage in the context of the knowledge economy and has been deployed in the search for economic competitiveness and social development. Against this backdrop, this highly illuminating Handbook explores worldwide convergences and divergences in national higher education systems resulting from increased global co-operation and competition. The expert contributors reveal the strategies, practices and governance mechanisms developed by international and regional organizations, national governments and by higher education institutions themselves. They

analyse local responses to dominant global templates of higher education and the consequences for knowledge generation, social equity, economic development and the public good. This comprehensive and accessible Handbook will prove an invaluable reference tool for researchers, academics and students with an interest in higher education from economics, international studies and public policy perspectives, as well as for higher education policymakers, and funding and governance bodies.

Drawing on research from around the world, this atlas gives shape and meaning to statistics, making it an indispensable resource for understanding global inequalities and an inspiration for social and political action. Inequality underlies many of the challenges facing the world today, and The Atlas of Global Inequalities considers the issue in all its dimensions. Organized in thematic parts, it maps not only the global distribution of income and wealth, but also inequalities in social and political rights and freedoms. It describes how inadequate health services, unsafe water, and barriers to education hinder people's ability to live their lives to the full; assesses poor transport, energy, and digital communication infrastructures and their effect on economic development; and highlights the dangers of unclean and unhealthy indoor and outdoor environments. Through world, regional, and country maps, and innovative and intriguing graphics, the authors unravel the complexity of inequality, revealing differences between countries as well as illustrating inequalities within them. Topics include: the discrimination suffered by children with a disability; the impact of inefficient and dangerous household fuels on the daily lives and long-term health of those who rely on them; the unequal opportunities available to women; and the reasons for families' descent into, and reemergence from, poverty.

This book examines the changing nature of global inequalities and efforts that are being made to move toward a more egalitarian world society. The contributors are world historical sociologists and geographers who place the contemporary issues of unequal power, wealth and income in a global historical perspective. The geographers examine the roles of geopolitics and patterns of warfare in the historical development of the modern world-system, and the sociologists examine endeavours to improve the situations of poor peoples and nations and to engage the challenges of sustainability that are linked with global inequalities. Overcoming Global Inequalities contains cutting-edge research from engaged social scientists intended to help humanity deal with the challenges of global inequality in the 21st century.

Examines how higher education has contributed to widening inequalities and might contribute to change. By exploring questions of access, finance and pedagogy, it considers global higher education as a space for understanding the promises and pressures associated with competing demands for economic growth, equity, sustainability and democracy.

This book offers an innovative, interdisciplinary approach to thinking about inequality, and to understanding how inequality is produced and reproduced in the global South. Without the safety net of the various Northern welfare states, inequality in the global South is not merely a socio-economic problem, but an existential threat to the social contract that underpins the democratic state and society itself. Only a response that is firmly grounded in the context of the global South can hope to address this problem. This collection brings together scholars from across the globe, with a particular focus on the global South, to address broad thematic areas such as the conceptual and methodological challenges of measuring inequality; the political economy of inequality in the global South; inequality in work, households and the labour market; and inequalities in land, spaces and cities. The book concludes by suggesting alternatives for addressing inequality in the global South and around the world. The pioneering ideas and theories put forward by this volume make it essential reading for students and researchers of global inequality across the fields of sociology, economics, law, politics, global studies and development studies.

Education systems and inequalities compares different education systems and their impact on creating and sustaining social inequalities.

This book systematically examines the nature of inequalities in access to, and success in, higher education across the globe and considers how they are being addressed. It makes both a theoretical and practical contribution to the understanding of HE participation worldwide, featuring case studies on a range of countries from six continents.

This book analyzes how recent welfare state transformations across advanced democracies have shaped social and economic disparities. The authors observe a trend from a compensatory paradigm towards supply oriented social policy, and investigate how this phenomenon is linked to distributional outcomes. How – and how much – have changes in core social policy fields alleviated or strengthened different dimensions of inequality? The authors argue that while the market has been the major cause of increasing net inequalities, the trend towards supply orientation in most social policy fields has further contributed to social inequality. The authors work from sociological and political science perspectives, examining all of the main branches of the welfare state, from health, education and tax policy, to labour market, pension and migration policy. /div

While there is considerable literature on social inequality and education, there is little recent work which explores notions of difference and diversity in relation to "race," class and gender. This edited text aims to bring together researchers in the field of education located across many international contexts such as the UK, Australia, USA, New Zealand and Europe. Contributors investigate the ways in which dominant perspectives on "difference," intersectionality and institutional structures underpin and reinforce educational inequality in schools and higher education. They emphasize the importance of international perspectives and innovative methodological approaches to examining these areas, and seek to locate the dimensions of difference within recent theoretical discourses, with an emphasis on "race," class and gender as key categories of analysis.

Globally, universities are the subject of public debate and disagreement about their private benefits or public good, and the key policy vehicle for driving human capital development for competitive knowledge economies. Yet what is increasingly lost in the disagreements about who should pay for university education is a more expansive imaginary which risks being lost in reductionist contemporary education policy. This is compounded by the influences on practices of students as consumers, of a university education as a private benefit and not a public good, of human capital outcomes over other graduate qualities, and of unfettered markets in education. Policy reductionism comes from a narrow vision of the activities, products, and objectives of the University and a blinkered vision of what is a knowledge society. Human Development and Capabilities, therefore, imaginatively applies a theoretical framework to universities as institutions and social practices from human development and the capability approach, attempting to show how universities might advance equalities rather than necessarily widen them, and how they can contribute to a sustainable and democratic society. Picking through the capability approach for human development, in relation to Universities, this book highlights and explores three main ideas: theoretical insights to advance thinking about human development and higher education Policy implications for the responsibilities and potential contributions of universities

in a period of significant global change Operationalising a New Imaginary This fresh take on the work and purpose of the University is essential reading for anyone interested in university education, capability approach and human development; particularly postgraduates, University policy makers, researchers and academics in the field of higher education.

Though colleges and universities are arguably paying more attention to diversity and inclusion than ever before, to what extent do their efforts result in more socially just campuses? Intersectionality and Higher Education examines how race, ethnicity, class, gender, sexuality, sexual orientation, age, disability, nationality, and other identities connect to produce intersected campus experiences. Contributors look at both the individual and institutional perspectives on issues like campus climate, race, class, and gender disparities, LGBTQ student experiences, undergraduate versus graduate students, faculty and staff from varying socioeconomic backgrounds, students with disabilities, undocumented students, and the intersections of two or more of these topics. Taken together, this volume presents an evidence-backed vision of how the twenty-first century higher education landscape should evolve in order to meaningfully support all participants, reduce marginalization, and reach for equity and equality.

This book is open access and discusses the re-imagining of the higher education sector. It exposes problems that relate to the way that universities have become over-managed business enterprises which may not reflect societal, national, or global educational needs. From there, it proposes some solutions, including three innovative programs, that make universities more responsive to needs, as well as reduce their impact on the environment. The central idea of this book is developing the 'Distributed University,' which distributes education to where it is needed, reducing local and global inequalities in access, and emphasizing local relevance in place of large centralized campuses, with a low impact on the environment. It emphasizes the distribution of trust in place of managerialism and collaboration in place of competition. By focusing on distributing education online, this book discusses how the higher education sector can be set up to adapt to the changes in the ways we work and learn today, and which will be required to adapt to and take advantage of the Fourth Industrial Revolution.

This book investigates and critically interprets the underrepresentation of the global South in global knowledge production. The author analyses the serious bias towards scholars and institutions from this region: he argues that this phenomenon causes serious disadvantages not only for authors and institutions, but global science as well by impeding the flow of fresh, innovative scholarship. This book uses a combination of field theory and world-systems analysis to explain the motives and dynamics behind the geopolitical and societal inequalities in the system of global knowledge production. Subsequently, the author offers several solutions by which these inequalities could be reduced, or even eliminated. This book will be of interest and value to scholars of knowledge inequalities, and knowledge production in the global South. "Márton Demeter's monograph invokes rich anecdotal, empirical and scientometric evidence to delineate the contours of a world system that preserves the dominance of Western knowledge and scholars and the westernisation or peripheralisation of the rest – a system defined by geopolitical and material inequalities, socio-economic class differences, institutional elitism and publishing biases. Demeter's work counters narratives that present academia as meritocratic and that justify disparities in world publications on the basis of pure rigour, exposing rather norms and values that perpetuate a western elitist system and peripheralise those who happen to lack this cultural capital. Demeter's work adds to an expanding field of research documenting how Anglophone standards and biases in journal indexing, peer review and editorial board recruitment marginalise consistently the Global South. His practical and concrete suggestions to subvert this system of horizontal and vertical inequalities could not be timelier and provides momentum to decolonisation movements in higher education across the world." —Dr Romina Istratii, SOAS University of London, UK "Márton Demeter is a scholar dedicated to revealing the inequality in academic publishing and a strong advocate for scholars from the Global South. This book is an epitome of his effort on this cause. Demeter utilizes his wealth of data including authorships, citations, journal publishers, editorial review board compositions, the reviewers and the editors of journals as strong evidence of inequality with his three-dimensional model of academic stratification. This book is a must-read for scholars both in the Global North and the Global South to reflect on the current state of academic knowledge gatekeeping and production. It will spark a dialogue between scholars to address the dominance of the Global North especially in the field of communication." —Professor Louisa Ha, Bowling Green State University, USA "Márton Demeter's analysis and critique of the unequal structure of global knowledge production is a powerful contribution to the global justice movement with dramatic implications for what academics in both the Global North and the Global South can do to help science and the humanities live up to their claims of meritocracy and universality. Demeter employs a useful critical combination of the world-systems perspective and Bourdieusian field theory to organize the results of his careful and sophisticated empirical studies of global knowledge production. He is an intrepid protagonist of a more egalitarian human future." —Professor Christopher Chase-Dunn, University of California, Riverside, USA

Bringing together a range of contributions from diverse international scholars, this edited volume explores issues of inequality in student mobility to consider how schools, universities, and colleges can ensure equitable access to international study and exchange. Featuring evidence-based accounts of students' experiences and exploring opportunities for study abroad in school and university contexts, Inequalities in Study Abroad and Student Mobility analyses how pedagogy and student support services can be designed to accommodate linguistic, cultural, ethnic, and socio-economic differences. Chapters foreground issues of access and opportunity and offer unique insights to inform institutional policy in developing more effective, inclusive, and equitable ways to internationalize exchange and study abroad programs and initiatives for all. This timely volume will benefit researchers, academics, and postgraduate students in the fields of international and comparative education, as well as educators and school leaders working within secondary and higher education settings concerned with multicultural education.

This book critically examines the overall interplay between globalisation, social inequality and education. It explores conceptual frameworks and methodological approaches applicable in the research covering the State, globalisation, social stratification and education. The book, constructed against this pervasive anti-dialogical backdrop, aims to widen, deepen, and in some cases open, discourse related to globalisation, and new dimensions of social inequality in the global culture.

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