



SWEDISH  
COLLEGIUM  
for ADVANCED STUDY

## REGULAR SESSION INFORMATION

**Session:** Higher Education in the 21<sup>st</sup> Century: Conceptualization and Performance beyond Legacy and the Market II

**Session Convener(s):** Walter R. Allen, University of California, Los Angeles: Andrey V. Rezaev, St. Petersburg State University

**Chair:** Andrey V. Rezaev, St. Petersburg State University

**Comments:** -

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I) *Reinforcing Hierarchy: Mechanisms of Dominance and Debilitation in Higher Education*

Walter R. Allen, University of California, Los Angeles

Uma Jayakumar, University of San Francisco

II) *Class and Gender Segregation: The Case of the Chilean Higher Education System*

Jeannette Silva-Flores, University of Warwick

III) *Sociological Study on Iranian Women's Higher Education and its Future Impacts*

Fatemeh Javaheri, Teacher Training University of Tehran

Mohammad Roozkhosh, Teacher Training University of Tehran

IV) *Dalits and Higher Education in India: Issues and Concerns*

G. Chandraiah, University of Hyderabad

V) *Transformation of Marginalized Society in Education: the case of Te Wananga o Aotearoa (TWOA) in New Zealand*

Shahul Hameed, School of Applied Social Sciences (Aronui) Te Wananga o Aotearoa(TWOA), Hamilton

Gaylene Roberts, School of Applied Social Sciences (Aronui) Te Wananga o Aotearoa(TWOA), Hamilton

## ABSTRACTS

### Session description

(I) Higher education in the 21st Century must respond to a dual imperative (at least). On the one hand, it must find ways and forms to make people in academia ready for both technological and socio-economic changes. On the other hand, it must identify the public needs for higher education in the Age of Multiculturalism and the ways to best meet these needs?

(II) The Goal of our session at the 40th IIS Congress is to reposition theoretical and empirical research on higher education within current social theory, comparative sociology, cultural studies, and to outline the changing context in which inquiry of such a social construction as higher education takes place in the 21st century.

(III) The session we propose to organize is oriented to explore several issues. First it tries to examine why we should look for alternatives in higher education conceptualization and performance in the 21st Century? Is the traditional, entrepreneurial model the only one that fits the goals of the new Age?

The second issue will be higher education systems and inequality. What creates differences in higher education participation and achievement around the Globe today? (We plan to look closely at such social components as social inclusion and social exclusion, transnational migration, race and diversity, gender, economic disparity, etc.)

The third, having in mind comparative perspective for the papers, will be to observe in more detail higher education processes and structures in Africa, Latin America, South-East Asia and Eurasian countries of the former Soviet Union.

Critical assessment of a predominant economic rationalism in evolving international higher education policies will be the starting theoretical and methodological point for the session.

### Papers

I) *Reinforcing Hierarchy: Mechanisms of Dominance and Debilitation in Higher Education*

Walter R. Allen, University of California, Los Angeles

Uma Jayakumar, University of San Francisco

In California and the US demographics are changing dramatically as the previous White majority becomes a minority population. Despite the rapid growth among students of color in K- 12 early years of school- they have become a flood, - the drought continues for these students in universities where they are considerably under-represented. This lecture presentation examines patterns, causes and policies related to the continued under-representation of students of color in California higher education.

II) *Class and Gender Segregation: The Case of the Chilean Higher Education System*

Jeannette Silva-Flores, University of Warwick

The purpose of this paper is to analyse main features of the Chilean Higher Education in terms of class and gender segregation. It pays attention to the structure of the system, enrolment, graduation rates, among other aspects in one of the most unequal countries in the region (World Bank, 2007)

The Chilean Higher Education is a highly diversified institutional platform which is made up of 209 institutions of different types such as: universities that form part of the Council of Chancellors of the Universities of Chile

(Consejo de Rectores de Universidades Chilenas-CRUCH) and private universities (61 in total); 43 professional learning institutes and 105 technical training centres. Institutions are categorized as public (state) and independent and dependent private institutions; 88 per cent of the total is independent private institutions; of these, the majority of universities have full autonomy as do most professional institutes. In contrast, only 15 per cent of the technical training centres have achieved full autonomy. All professional institutes and technical training centres are private independent institutions (Brunner, 2008, p.207).

Access to the programs and institutions that make up the higher education system shows segmentation based on the socioeconomic background of the students, for instance, the National Characterization Socio-economic Survey led by the Chilean Ministry of Planning (CASEN-MIDEPLAN) from 2009 indicates that 74 % of higher income families enter higher education, but only 9.9 % of low income families.

According to official figures from the Chilean Ministry of Education-MINEDUC, female enrolment went from 53.477 in 1975 to 241.360 in 2002, obtaining 47.3 % of the total enrolment in that year. Nonetheless, a gap between the enrolment of male and female students persists.

### III) *Sociological Study on Iranian Women's Higher Education and its Future Impacts*

Fatemeh Javaheri, Teacher Training University of Tehran

Mohammad Roozkhosh, Teacher Training University of Tehran

During three last decades the number of Iranian educated women has considerably increased. It is obvious that the university education will cause significant changes on women's cognitive structure, value system and behavior pattern. Those changes can be followed on three following levels:

- Micro level including women's personality and identity,
- Meso level including family life and related issues,
- Macro level including socio-cultural system of society.

It is important to know how contemporary trends of women's life can produce future realities of Iran society. The current report is supposed to explain and forecast the different impacts and various consequences of women's higher education.

According to research purpose the following information will be explain:

- Representing statistical profile of Iranian women's higher education rate during last 30 years,
- Providing different scenarios about the future society of Iran regarding to women's higher education,
- Introducing pathological or problematic effects of increasing in women's higher education.

In order to forecasting the future events, the research will apply Delphi method and Future study which relay on a panel of experts also it is based on documentary analysis.

### IV) *Dalits and Higher Education in India: Issues and Concerns*

G. Chandraiah, University of Hyderabad

The entry of Dalits in higher education effectively started in recent past. This entry is also carrying the new dimension of life experience and pedagogical practices and objective realities into class rooms and institutions. Therefore it demands the more inclusive pedagogical practices which will be helpful to understand the new

dimension of interpretations and analysis of their lives. Given this fact that in the higher learning there are clear cut conditions where one could see the very dominant and hegemonic teaching practices on one side and the new assertive voices which often question those undemocratic unequal institutional castiest/hierarchical embodied attitudes. This often creating rapture in class room in particular on the campus in general. It finally reflects in students' suicides, humiliation and academic exclusion. So, in this paper it is attempted to see the caste discrimination in higher learning institutions, the hegemonic pedagogical and research practices and undemocratic higher learning institutional space.

V) *Transformation of Marginalized Society in Education: the case of Te Wananga o Aotearoa (TWOA) in New Zealand*  
Shahul Hameed, School of Applied Social Sciences (Aronui) Te Wananga o Aotearoa(TWOA), Hamilton  
Gaylene Roberts, School of Applied Social Sciences (Aronui) Te Wananga o Aotearoa(TWOA), Hamilton

The gradual resurrection of the Maori kaupapa (epistemology of Indigenous collective knowledge) among the Maori people in New Zealand especially after 1980s and its application of some of the elements in the field of education by Te Wananga o Aotearoa (one of the largest multi-sited tertiary Institutions in New Zealand) had challenged some of the Eurocentric bodies of knowledge and pedagogies within the mainstream Institutions in New Zealand. This process of (transformation of knowledge) embedding elements of Maori kaupapa in its curriculum by the TWOA can be seen and compared through the lens of critical theories imbuing the cultural perspective of the Indigeneity. Planning and development of any quality education policies in a society may have to include 'critical' form of classroom discourse where the learners are in position to challenge/question and deconstruct /re-construct mainstream knowledge based on their own traditional knowledge in knowing and learning.

The critical theories no doubt have opened up interpretation and debates to cater the human and social need(s) of the oppressed and marginalized people in their homeland. It reminds (us) the Freire's scholarly work in education (which) promotes ideology critique, an analysis of culture, attention to discourse, and a recasting of the teacher as an intellectual or cultural worker. Te Wananga o Aotearoa's educational movement in New Zealand (may) be seen through the lens of critical theory analysis since its pedagogy like AKO can be seen as 'critical' within the mainstream educational framework of teaching and learning.

This paper will be largely be normative and descriptive basing its interpretations from the theoretical knowledge base of critical theories and Maori kaupapa in relation to the obligatory role of the crown commitment to honor the Treaty of Waitangi signed by Maori people and the crown in 1840 towards the transformation of the Maori community in New Zealand.