

Special Issue

Access to Higher Education in European Colonial Empires: Citizenship, Social Structures and Globalisation

Message from the Guest Editors

In contemporary societies, access to higher education is largely dependent upon social characteristics: gender, social class, ethnicity, religion, etc., which combine to produce variable opportunities to study. All in all, the same social characteristics tend to be associated with the same hierarchization of access opportunities, albeit with local specificities. How did this happen? By digging into the uses of higher education in European colonial empires, this Special Issue proposes to test the hypothesis that *higher education has contributed to the globalization process by connecting some fractions of the social structures of the colonized, and colonizers, through the intersection of higher education access policies and citizenship policies.*

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Social Sciences is an international open access peer-reviewed journal publishing the latest research across all disciplines of the social sciences including anthropology, criminology, economics, education, geography, history, law, linguistics, political science, psychology, social policy, social work, sociology and related areas. The journal is especially interested in interdisciplinary research, and aims to facilitate the interaction and communication between different social scientific disciplines. The journal welcomes conventional length articles as well as shorter Research Notes or short articles, as long as they meet the journal's standards of quality and originality.

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