

Education Policy & Social Inequality

Volume 1

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This series publishes monographs and edited collections that investigate relations between education policy and social inequality. Submissions that provoke new and generative ways of thinking about and acting on relations between education policy and social inequality are particularly invited from early career, emerging and established scholars.

While education policy has often been understood as having a normative function and is proposed as the solution to social inequality, the series is interested in how education policy frames, creates and at times exacerbates social inequality. It adopts a critical orientation, encompassing (1) innovative and interdisciplinary theoretical and conceptual studies—including but not exclusively drawing on sociology, cultural studies, social and cultural geography, history—and (2) original empirical work that examines a range of educational contexts, including early years education, vocational and further education, informal education, K-12 schooling and higher education.

The series sees critique and policy studies as having a transformative function. It publishes books that seek to re-articulate policy discourses, the realm of research, or which posit (1) new dimensions to understanding the role of education policy in connection with enduring social problems and (2) the amelioration of social inequality in ways that challenge the possibility of equity in the liberal democratic state, as well as in other forms of governance and government.

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Policy and Inequality in Education

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