

International student mobility and attitudes towards inequality

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Propositions accompanying the PhD thesis

International Student Mobility and Attitudes Towards Inequality: Essays about the Brazilian case

By Cintia Denise Granja

1. Race and education are important elements of inequality preferences in Brazil. (Chapter 2)
2. Going abroad does not affect students' preference to reduce within-country inequality in Brazil. (Chapter 3)
3. International student mobility affects how individuals perceive current inequality in Brazil, as students who participate in mobility programs believe within-country inequality is smaller than their non-mobile counterparts. (Chapter 3)
4. The timing and duration of an international student mobility experience can significantly affect students' academic performance. (Chapter 4)
5. We should not consider internationalization as an end in itself but as a means to an end.
6. Education is both an end and a means. It is one of the basic human rights and a developmental goal in its own right, and it also contributes to the realization of other developmental goals. (Adam Szirmai)
7. Rising inequality is not inevitable, there are steps that can be taken by governments, acting individually or collectively, by firms, by trade unions and consumer organizations, and by us as individuals to reduce the present levels of inequality. (Anthony B. Atkinson)
8. There is a pressing need to evaluate the impacts of international student mobility programs in order to achieve sustainable outcomes for organizations, individuals, and nations, while also mitigating unintended consequences such as widening disparities among students.