
The Right To Higher Education Beyond Widening Participation Foundations And Futures Of Education

Gender, Power and Higher Education in a
Globalised World

The Human Rights-Based Approach to Higher
Education

The Right to Education and Access to Higher
Education

The Right to Higher Education

Higher Education And Social Justice

Socially Responsible Higher Education

Education as a Human Right

Handbook on the Politics of Higher Education

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The Politics of Widening Participation and
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The Right to Higher Education
Educating for Professional Life
The Marketisation of Higher Education and the
Student as Consumer
Why Public Higher Education Should Be Free

The Right to Higher Education
Learning from Experience
Free Speech and Campus Civility

*The Right To
Higher
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Beyond
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Foundations from
And Futures ns1.galaxy.mui
Of Education by guest*

**LESTER
BRODERICK**

Gender, Power
and Higher
Education in a
Globalised
World The
Stationery
Office
The Universal
Declaration of
Human Rights
endorsed in
1948 by
member
states of the
United Nations
continues to
remain very
much valid as
it provides the
solid
foundation for

most actions
and activities
that are aimed
at
guaranteeing
the rights of
everybody.
The rights
enunciated in
the
Declaration
are
comprehensiv
e and two that
are relevant to
the content of
this book are
the right to
education and
the right to
learn. The
right to
education and
the right to
learn are
known to have
been hotly
debated by

politicians,
policy makers,
and
implementers.
Sometimes,
the rights in
question here
have found
their way into
political
parties'
manifestoes,
and advocates
of the right to ed
ucation
and the right to l
earn have been
quick to bring in
to judgment
politicians
who have not
lived up to
their
promises.
Even at that,
many member
states of the
United Nations

have taken steps to ensure that access to learning is jealously guarded. For education and lifelong learning remain among the primary forces that can guarantee individual, community and national development, as they had always been from time immemorial. Globally, there has been ample evidence of efforts made by governments to promote the widening of access to

participation in learning activities. Even so, the literature on the subject of access and participation has not captured sufficiently what has happened across the world in terms of providing access outside national boundaries in the context of globalization and the rapid creation of the knowledge-based economies of the 21st century. The Human Rights-Based Approach to Higher Education

UNESCO Publishing "Is higher education a right, or a privilege? This author argues that all citizens in a free and open society should have an unconditional right to higher education. Such an education should be costless for the individual and open to everyone regardless of talent. A readiness and willingness to learn should be the only qualification. It should offer opportunities that benefit

citizens with different interests and goals in life. And it should aim, as its foundational moral purpose, to help citizens from all walks of life live better, freer lives. Using concepts and ideas from liberal political philosophy the author argues that access to educational goods and services is something to which all citizens have a right over a full life. Such goods, it is argued, play a key role in helping

citizens realize self-determined goals. Higher education should therefore be understood a basic social institution responsible for ensuring that all citizens can access such 'autonomy-supporting' goods. The book examines the implication of this justification of the right to higher education for questions of educational justice, political authority, distributive justice, civic

education, and personal autonomy"--
The Right to Education and Access to Higher Education
Oxford University Press
Although Ireland was one of the first European countries to grasp the economic importance of education, its higher education sector is now at a crossroads with significant challenges to overcome. High levels of investment are needed for

a major expansion of postgraduate studies and capacity for research, development and innovation. Mechanisms should be established to achieve the right balance between different components of the tertiary education system, which includes universities, institutes of technology and colleges that provide post-secondary level instruction. This report addresses the

full range of higher education issues, offers recommendations for action within the framework of the government's ambitions for the sector, and suggests policy approaches to developing required additional sources of funding. *The Right to Higher Education* Oxford University Press
A trend has emerged of not defining education as a "human right" anymore, but

of rather calling it a "human need". This has paved the way for an ever increasing commercialisation of education, excluding the poor from access to education. A problem at a different level is that states often do not know what is expected of them when realising the right to education as protected by international law. This relates to the complex nature of this right, which is

simultaneously a civil and political and an economic, social and cultural right. This book seeks to affirm education as a "human right" and to describe the various state duties flowing from the right to education. It refers to the provisions on the right to education found in instruments of international law and systematically analyses article 13 of the International Covenant on Economic,

Social and Cultural Rights. The book is of interest to students, teachers, researchers, legal practitioners and state and international officials dealing with international human rights law. **Higher Education And Social Justice** Oxford University Press This book addresses essential educational dimensions of the university that are often overlooked,

not only by prevailing discourses and practices but also by standard critical approaches to higher education. Each chapter takes a different approach to the articulation of a 'post-critical' view of the university, and focuses on a specific dimension, including lectures, academic freedom, and the student experience. The 'post-critical' attitude offers an affirmative

approach to the constitutive educational practices of the university. It is 'post-' because it is a movement in thought that comes after the critical, which, in its modern and postmodern forms is considered, in Latour's terms, to have 'run out of steam'. It is an attempt to articulate new conceptual and methodological tools that help us grasp our current conditions. It is not anti-critique; but

rather than seeking to debunk current practices, this affirmative approach offers perspectives that shed new light on what we do as educators, on the essence of our educational practices, and on their immanent value. The focus on the educational, then, applies not only to practices that happen to take place in the educational space of the university, but also to those

practices whose value we can understand in educational terms. Socially Responsible Higher Education Routledge Many assume that a person's right to education terminates with high school, and that higher education is a luxury addition. The conversation about education changes in palpable ways once we focus on higher education rather than the education

we ordinarily think that citizens are due when they are children and teenagers. We see more talk about competition for university places, standardized testing, and elite admissions. We parse out the differences between the benefits of education for the individual and the burdens of public financial support for such an education. The move from

educational provision for children to educational provision for adults marks a troubling transformation in this public conversation: from one about how it can improve the lives of all individuals, to one preoccupied with fairness, competition, merit, personal responsibility, and the sharing of benefits and burdens. Problems of status, stratification, and selectivity capture as much, if not

more, of our attention than the question of what higher education institutions should aim to achieve. But why should it be so different, when it is no less essential? Obtaining a higher education degree can change the course of a person's life, providing them with vast opportunities that they could not access otherwise--in fact for many it is a prerequisite for fulfilling

their personal and professional goals, or even being able to just make a living. Yet it is almost always framed as privilege, not a right--and a privilege many spend years or even decades paying for after their studies have ended. Our higher education systems are built on the presumption that this is all as it should be: that pursuing higher education is a choice some people make,

but not something to which all of us are entitled. Christopher Martin turns this view on its head by arguing that higher education is in fact an unconditional, absolute right of all citizens in a free and open society. As he argues, a closer look at the value of education in a free and open society reveals that many of the challenges we see in higher education today can be attributed to the failure to recognize

higher education as an individual right. Using concepts and ideas from liberal political philosophy, Martin shows that access to educational goods play a key role in helping citizens realize their self-determined goals. Higher education should be understood as a basic social institution responsible for ensuring that all citizens can access these goods. The necessary corrective, Martin argues, is simple: we

need to stop allocating higher education to some, and allocate it to all who choose to pursue it. A readiness and willingness to learn should be the only qualification. Higher education should offer opportunities that benefit citizens with different interests and goals in life. Its foundational moral purpose should be to help citizens of all backgrounds to live better, freer lives. *Education as a*

Human Right
Routledge
« As one of the pioneers and leading advocates of neoliberalism, Britain, and in particular England, has radically transformed its higher education system in recent decades. What was once a public good has turned into a market in which universities are required to perform like businesses, with students being increasingly referred to as customers.

The Idea of Higher Education and the Student investigates precisely this relation between the changing function of higher education and how we see the student. But instead of offering yet another critique of neoliberalism and marketisation, it widens the view beyond the present » -
- *Handbook on the Politics of Higher Education*
BRILL
Written for Higher

Education managers and administrators, *A Practical Guide to University and College Management* is a highly accessible text that offers practical guidance on how to manage the day-to-day life of universities. The authors take a proactive approach and offer a range of good practice examples and solutions, designed to resolve the dilemmas that arise in today's rapidly changing higher education environment. Drawing on a wealth of management experience, this edited collection pulls together advice and practical guidance from expert managers working in the field of Higher Education. Each chapter is underpinned by theoretical perspectives to support invaluable pragmatic hints, mini-case studies, practical examples, and sample guidelines. The book covers four main areas: Selecting and inducting students: This section outlines the essential process for targeting, attracting, and inducting students throughout the university year: Advice on the student experience, from the admissions process right up to graduation Assuring the quality of the student learning experience:

How to manage course administration, student learning through assessment, student complaints and issues of quality assurance Maximising staff and student engagement: This section looks at how to maximise commitment and involvement by both staff and students, and includes approaches and examples of engagement implementation at other universities A Practical Guide to College and University Management will be of interest to Higher Education managers, administrators, and anyone looking for a pragmatic "how to" navigational guide that informs the working life of a university, from attracting students through to graduation. It offers managers and administrators essential training and support required to promote highly successful and efficient Higher Education Institutions, and is essential reading for anyone who works in university administration or aspires to do so. Sally Brown is Pro-Vice-Chancellor for Assessment, Learning and Teaching at Leeds Metropolitan University. She has published widely on innovations in teaching, learning and

particularly assessment. Steve Denton is Pro-Vice-Chancellor and Registrar and Secretary at Leeds Metropolitan University bringing together University-wide student administrative and support services, including governance and legal matters, the academic registry, planning, student services, communication and marketing and widening access and participation.

Higher Education Reform Routledge
Young people with tenuous relationships to schooling and education are an enduring challenge when it comes to addressing social inclusion, yet their experiences remain overlooked in efforts to widen participation in higher education. *The Politics of Widening Participation and University Access for Young People* examines the

existing knowledges and feelings these young people have about higher education, and, through the authors' empirical research, demonstrates how sustained connections to educational futures can be created for them. Drawing from an empirical study with nearly three hundred young people who have precarious relationships to schooling and live in disadvantaged communities, this book

offers new insights into their subjects' experiences of educational disadvantages . It explains the different ways the university is constructed as impossible, undesirable, or even risky, by young people experiencing educational disadvantage. The book brings their stories into focus to offer new ways of thinking about the educational consequences of alienation from school. It shows how our

understanding of the politics of experience of these young people has an important impact on our ability to develop appropriate means through which to engage them in higher education. This book challenges and significantly advances the popular frames for international debate on widening participation and the ethical right to educational participation in

contemporary society. As such, it will be of be of key interest to academics, researchers and postgraduate students in the fields of higher education, sociology of education, anthropology of education, cultural studies of education, sociology as well as to those concerned by the impact of disadvantage on young people's understanding s of, and aspirations towards,

education and attending university. Political Correctness and Higher Education Pearson UK Forging closer links between university research and teaching has become an important way to enhance the quality of higher education across the world. As student engagement takes centre stage in academic life, how can academics and university leaders engage with their students

to connect research and teaching more effectively? In this highly accessible book, the contributors show how students and academics can work in partnership to shape research-based education. Featuring student perspectives, it offers academics and university leaders practical suggestions and inspiring ideas on higher education pedagogy, including

principles of working with students as partners in higher education, connecting students with real-world outputs, transcending disciplinary boundaries in student research activities, connecting students with the workplace, and innovative assessment and teaching practices. Written and edited in full collaboration with students and leading educator-researchers from a wide spectrum of

academic disciplines, this book poses fundamental questions about learning and learning communities in contemporary higher education.

The Nature of Higher Education

Routledge
How to Recruit and Retain Higher Education Students is an invaluable resource for academic staff, administrators and policy makers involved in student recruitment

and improving student retention. It offers practical advice on how universities can influence the expectations of prospective students, allowing them to make sensible decisions about careers, courses and institutions. Many surveys of students who drop out of university show that most do so out of disappointment. Failing to understand what higher education was about quickly

enough, they become confused and frustrated. Dropping out seems the best solution. This book describes a series of practices proven to encourage students to stay on, discussing the background research on student attrition. By preparing students better for their higher education experience, the practices in this book are effective not only in recruiting students but

also in matching them to the right institutions and programmes. The practices described range from those reaching out in a broad way to communities of potential students, to university support for pre-entry examinations, to enhanced communication between institutions and applicants. All are described in sufficient detail to allow judgments to be made

about how to use and adapt them to suit local needs. **How to Recruit and Retain Higher Education Students** provides a sound theoretical foundation for research into student retention and provides the necessary underpinning for those academic staff embarking on courses and assists in preparing them for their roles in both teaching and student support. **Leading Higher**

Education As and For Public Good Springer Nature
In a changing world, what is the social purpose of higher education? Combining a critique of contemporary universities, a manifesto for the future and a provocation to stimulate change, **The New Power University** examines how higher education can flourish in the 21st century. Using the framing of 'new power', Jonathan Grant

illustrates how a different purpose for universities is necessary, through the application of a new set of values that puts social responsibility at the core of the academic mission, allowing the university to become an advocate of the policy and political issues that matter to its communities. The New Power University offers both a warning against the complacency of old power and a voice

for many who see the opportunity and necessity for radical change in higher education. 'Jonathan Grant examines the trends and urges the shedding of old shibboleths in order to embrace a new future. Insightful and engaging, this book will spur and shape the urgent debates learning communities need to have and resolve to avoid being left behind.' Julia Gillard,

Former Australian Prime Minister and Minister for Education; Chair-elect of the Wellcome Trust 'A must-read for anyone interested in the transformative power of higher education.' Ed Byrne, Former President King's College London; co-author of The University Challenge 'The New Power University is essential material for anyone wondering what universities

are for and how they can help provide the answers to the most pressing challenges of our times.' Jo Johnson, Chairman of Tes Global; former UK Minister for Universities, Science and Innovation
The Order of Learning GRIN Verlag
 Until recently government policy in the UK has encouraged an expansion of Higher Education to increase participation and with an express aim of creating a

more educated workforce. This expansion has led to competition between Higher Education institutions, with students increasingly positioned as consumers and institutions working to improve the extent to which they meet 'consumer demands'. Especially given the latest government funding cuts, the most prevalent outlook in

Higher Education today is one of business, forcing institutions to reassess the way they are managed and promoted to ensure maximum efficiency, sales and 'profits'. Students view the opportunity to gain a degree as a right, and a service which they have paid for, demanding a greater choice and a return on their investment. Changes in higher education have been

rapid, and there has been little critical research into the implications. This volume brings together internationally comparative academic perspectives, critical accounts and empirical research to explore fully the issues and experiences of education as a commodity, examining: the international and financial context of marketisation the new purposes of universities

the implications of university branding and promotion league tables and student surveys vs. quality of education the higher education market and distance learning students as 'active consumers' in the co-creation of value changing student experiences, demands and focus. With contributions from many of the leading names involved in Higher

Education including Ron Barnett, Frank Furedi, Lewis Elton, Roger Brown and also Laurie Taylor in his journalistic guise as an academic at the University of Poppleton, this book will be essential reading for many.

**Race,
Capital, and
Equity in
Higher
Education**

Taylor & Francis
Understanding the politics of Higher Education is becoming more important as the sector is

increasingly recognised as a vital source of innovation, skills, economic prosperity, and personal wellbeing. Yet key political differences remain over such issues as who should pay for higher education, how should it be accountable, and how we measure its quality and productivity. Particularly, are states or markets the key in helping to address such matters. The Handbook provides framing

perspectives and perspectives, chapters on funding, governance and regulation, and pieces on the political economy of higher education and on the increased role of external stakeholders and indicators. *Reviews of National Policies for Education* *Reviews of National Policies for Education: Higher Education in Ireland 2006* Routledge "Is higher education a

right, or a privilege? This author argues that all citizens in a free and open society should have an unconditional right to higher education. Such an education should be costless for the individual and open to everyone regardless of talent. A readiness and willingness to learn should be the only qualification. It should offer opportunities that benefit citizens with different interests and goals in life.

And it should aim, as its foundational moral purpose, to help citizens from all walks of life live better, freer lives. Using concepts and ideas from liberal political philosophy the author argues that access to educational goods and services is something to which all citizens have a right over a full life. Such goods, it is argued, play a key role in helping citizens realize self-determined goals. Higher

education should therefore be understood a basic social institution responsible for ensuring that all citizens can access such 'autonomy-supporting' goods. The book examines the implication of this justification of the right to higher education for questions of educational justice, political authority, distributive justice, civic education, and personal autonomy"--
How to Recruit

and Retain Higher Education Students
Manchester University Press
At a time in history when global challenges are becoming more intractable and threatening, it makes sense to draw on the specialist expertise of our universities. Much of government interest in doing so has typically focused on the major research institutions with their

records of new discovery and invention. However, there is extensive evidence that the greatest opportunities are at regional level. Despite globalisation, regions are becoming more and more important as sites of identity and policy intervention. Regions can take their futures into their own hands, and their local universities are a crucial resource of expertise to support these

initiatives. However, there have been significant barriers to effective cooperation between universities and their regional authorities. This book provides an analysis of these circumstances and draws on an international research project to point academics, policy makers and practitioners in the right direction. It provides extensive

evidence from this project to support its argument. Right to higher education BRILL Listen to the podcast! Is the university contributing to our global crises or does it offer stories of hope? Much recent debate about higher education has focussed upon rankings, quality, financing and student mobility. The COVID-19 pandemic, the climate crisis, the calls for decolonisation, the persistence of

gender violence, the rise of authoritarian nationalism, and the challenge of the United Nations Sustainable Development Goals have taken on new urgency and given rise to larger questions about the social relevance of higher education. In this new era of uncertainty, and perhaps opportunity, higher education institutions can play a vital role in a great

transition or civilisational shift to a newly imagined world. Socially Responsible Higher Education: International Perspectives on Knowledge Democracy shares the experiences of a broadly representative and globally dispersed set of writers on higher education and social responsibility, broadening perspectives on the democratisation of knowledge. The editors have

deliberately sought examples and viewpoints from parts of the world that are seldom heard in the international literature. Importantly, they have intentionally chosen to achieve a gender and diversity balance among the contributors. The stories in this book call us to take back the right to imagine, and 'reclaim' the public purposes of higher education. *Higher education*

Taylor & Francis
The landscape of higher education has undergone change and transformation in recent years, partly as a result of diversification and massification. However, persistent patterns of under-representation continue to perplex policy-makers and practitioners, raising questions about current strategies, policies and approaches to widening participation. Presenting a comprehensive review and critique of contemporary widening participation policy and practice, Penny Jane Burke interrogates the underpinning assumptions, values and perspectives shaping current concepts and understandings of widening participation. She draws on a range of perspectives within the field of the sociology of education – including feminist post-structuralism, critical pedagogy and policy sociology – to examine the ways in which wider societal inequalities and misrecognitions, which are related to difference and diversity, present particular challenges for the project to widen participation in higher education. In particular, the book: focuses on the themes of difference and diversity to shed light on the operations of inequalities and the

politics of access and participation both in terms of national and institutional policy and at the level of student and practitioner experience. draws on the insights of the sociology of education to consider not only the patterns of under-representation in higher education but also the politics of mis-representation , critiquing key discourses of widening participation. interrogates assumptions

behind WP policy and practice, including assumptions about education being an unassailable good provides an analysis of the accounts and perspectives of students, practitioners and policy-makers through in-depth interviews, observations and reflective journal entries. offers insights for future developments in the policy, practice and strategies for widening

participation
The book will be of great use to all those working in and researching Higher Education. *A Practical Guide to University and College Management* Organisation for Economic Co-Operation and Development Leading Higher Education As and For Public Good asserts that the purpose of higher education is twofold: for public good and as public good.

Acknowledging that the notion of public good increasingly cannot be taken for granted, the book argues that leading, teaching and learning must be directly connected to its pursuit. It avers and demonstrates how this may be accomplished, articulating specific approaches and dispositions that require cultivation within university communities. This volume argues that

leading higher education occurs within competing and sometimes conflicting webs of commitments, necessitating a capacity to negotiate legitimate compromises. Its empirical chapters expand on this, providing examples of academic developers who use deliberate communication as a method in cultivating leading and teaching praxis. What emerges is the potential of deliberative

leadership to be transformative in building sustainable leadership in higher education, while simultaneously renewing commitments to education and contributing to public good. Leading Higher Education As and For Public Good is essential reading for policy-makers, university leaders and administrators, academics, students and all those interested in building a

sustainable future for higher education that also contributes to public good.

Higher Education
UNESCO House
The Order of Learning considers the problems facing higher education by focusing on main underlying factors: the relationship of higher education to government, academic freedom, and the responsibilities of the academic profession,

among others. Edward Shils argues that higher education has a central role in society, and that distractions, such as pressures from government, disinterest of students and faculty in education, and involvement of institutions of higher learning in social questions, have damaged higher education by deflecting it from its commitment to teaching,

learning, and research. Shils believes that the modern university must be steadfast in its commitment to the pursuit of truth, the education of students, and the provision of research. Universities should not be all things to all people. On one hand, the academic community must understand the essential mission of the university and resist distractions. On the other, government must provide the necessary

support to higher education, even when the immediate "pay-off" is not self-evident. This book provides a refreshing new perspective precisely by taking a

traditional stance on the role of higher education in modern society. It includes carefully researched and elegantly written essays on many of the central issues facing

education today. This work will be of great interest to educators and students alike, as well as those interested in the future of higher education in the United States.