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

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LUCAS DARIO

The Right to Higher Education

Manchester University Press
 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 comprehensive 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 education and the right to learn 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. [All You Need to Know Before Commencing Higher Education](#) Brill
 In view of the trend of demoting education from "human right" to "human need" and the accompanying commercialisation of education, and the complex nature of the right to education under international law, entailing a freedom and a social aspect, this book seeks to affirm education as a "human right" and to describe the various

state duties flowing from the right to education, by referring to the provisions on the right to education found in instruments of international law and by systematically analyzing article 13 of the International Covenant on Economic, Social and Cultural Rights.

U.S. Power in International Higher Education Routledge

How do we ensure that people undertake higher education (HE) only when they have adequate information? Why are there higher numbers of people enrolling into HE studies than ever before? Why are there so many students dropping out of so many institutions? How do we balance learning in HE with our private life? What skills are acquired in HE? What are the challenges associated with learning in HE? These are among the questions the book will attempt to respond to. Indeed, several people begin HE with little or no information about the structure, changes, and practices in HE. Some are not even aware of the skills they desire to acquire and that will be required of them in the job market. People commence HE blindly, partly due to external pressure and partly due to the availability of financial support through scholarships, among other things. This unawareness of what it takes to be a student and the current complexity of HE learning environment have become a stumbling block for many students. This book is designed to provide HE stakeholders (parents, students, institutions, supervisors, teachers, governments, and donor agencies) with information on HE that is otherwise missing. It will help people to make better decisions on whether they need a degree in the first place, and if they do, what kind of skills they will require. The book consists of information that no institution, counsellor, academic supervisor, or scholarly literature will provide to you. (This is the main reason which motivated the author to write this book.) The author has collected useful data from diverse sources and from people who are responsible for implementing the required practices in HE. Moreover, she was able to capture testimony from students who dropped out of higher education. Their experiences will educate and inform readers about situations that may lead to failure or success in higher education learning. It is important to have the right information at the right time and from a reliable source such as this book, and the information in this book will surely benefit the readers to make better decisions before engaging in high-demand HE business, as well as supporting those who decide to join HE to be more conscious

about what they need and what is expected of them. Similarly, by reading this book, some may find that they probably do not need the degree they are about to embark on. Information is power! Choosing the Right College 2014-15 Open Road Media

This monograph contains 14 papers on the role of higher education in the developing world stimulated by discussion of that issue in "Higher Education: The Lessons of Experience" (World Bank, 1994). The first two papers offer background on the World Bank paper: "World Bank Traditions of Support to Higher Education and Capacity-Building: Reflections on 'Higher Education: The Lessons of Experience'" (Kenneth King) and "Shaping the World Bank's Higher Education Paper: Dialogue, Consultation and Conditionality" (Alison Girdwood). The next three papers explore related fundamental issues: "The Implications of Globalisation for Higher Education" (Noel F. McGinn); "Higher Education-Business Partnerships: The Dilemma of Competitiveness and Equity" (Wim E. Biervliet); and "The Challenge to the Liberal Vision of Universities in Africa" (David Court). The next four papers address World Bank reform areas: "Redefining the Role of Government in Higher Education: How Realistic is the World Bank's Prescription?" (Keith Watson); "Diversifying the Funding of Tertiary Institutions: Is the Bank's Agenda the Right One?" (Christopher Colclough); "Institutional Diversification of Higher Education" (Peter Williams); and "Responding to Ambiguity: A Critique of the World Bank's Analysis of Quality Assurance, Responsiveness and Equity" (H. R. Kells). The next three papers present empirical perspectives on the World Bank paper. They are: "Higher Education in India at a Cross-roads" (Jandhyala B. G. Tilak); "A Chinese Model of Higher Education? Lessons from Reality" (Kai-ming Cheng); and "Equity, Access and Excellence in South Africa Higher Education" (Pundy Pillay). The final two papers look at other policies and practices in aid to higher education and are "The Power of Knowledge: A Comparison of Two International Policy Papers on Higher Education" (Berit Olsson) and "French Aid and the Crisis of Higher Education in Francophone Africa" (Francois Orivel). (Many papers contain extensive references.) (JB)

On the Philosophy of Higher Education Springer
Right to higher education UNESCO Publishing
The Right to Higher Education Education as a Human Right UNESCO Publishing

This book examines the power relationships that organize and facilitate quality assurance in higher education. It investigates power in terms of macro systems of accountability, surveillance and regulation, and uncovers the ways in which quality is experienced by academics and managers in higher education. Louise Morley reveals some of the hidden transcripts behind quality assurance and poses significant questions: * What signs of quality in higher education are being performed and valued? * What losses, gains, fears and anxieties are activated by the procedures? * Is the culture of excellence resulting in mediocrity? *Quality and Power in Higher Education* covers a wide range of issues including: the policy contexts, new managerialism, the costs of quality assurance, collegiality, peer review, gender and equity implications, occupational stress, commodification and consumer values in higher education, performance, league tables, benchmarking, increasing workloads and the long-term effects on the academy. It draws upon Morley's empirical work in the UK on international studies and on literature from sociology, higher education studies, organization studies and feminist theory. It is important reading for students and scholars of higher education policy and practice, and for university managers and policy-makers.

The Protection of the Right to Education by International Law
UNESCO House

"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"--

Gender, Power and Higher Education in a Globalised World UNESCO

This publication is based on the discussions of the 2004 Global Colloquium on Research and Higher Education Policy of the UNESCO Forum for Higher Education, Research and Knowledge, held in Paris in December 2004. It contains contributions from 17 international experts in the field of higher education which explore the global rise of the 'knowledge society' and its implications for higher education and for sustainable human development in the future.

The Myth of Political Correctness

Sourcebooks, Inc.

The current context in higher education is becoming increasingly complex. Coupled with this organizational complexity of operations is a climate of diminishing resources and funding for education in general. Calls for educational reform and limited resources make collaborative responses an attractive option because of the ability to pool talent and resources. Collaborative efforts take many forms. Partnerships may emerge from institutions working together, departments working across institutions or with community partners, or colleges and universities pairing across national borders. Likewise, collaborations may emerge between and among faculty members that resemble more traditional research projects. From these faculty collaborations, organizational partnerships may then develop. This monograph explores the key building blocks required to create successful joint ventures. One section reviews partnerships from an institutional perspective, another covers individual collaborations, and a section on future issues identifies threats to partnerships, emergence of international partnerships, and steps to create strategic partnerships. The target audience for this volume includes those interested in developing partnerships or better supporting existing alliances. Administrators with a goal of using partnerships to parlay organizational strengths while saving resources can anticipate problems with the formation of partnerships, understand the elements that provide support for group work, and learn how to frame the partnership to leverage commitment through a shared vision. Faculty interested in collaboration will find many valuable insights regarding the right questions to ask before committing to a project. And policymakers and grant-funding agencies can use the information to craft mandates and grant language to best support successful partnerships.

ultimately, understanding the process of developing partnerships can result in more successful collaborations. This is Vol 36 Issue 2 of the Jossey Bass Ashe Higher Education Report. Each monograph in the series is the definitive analysis of a tough higher education problem, based on thorough research of pertinent literature and institutional experiences. Topics are identified by a national survey. Noted practitioners and scholars are then commissioned to write the reports, with experts providing critical reviews of each manuscript before publication.

The Right to Higher Education A&C Black 2021 ASHE/CIHE Award for Significant Research on International Higher Education U.S. Power in International Higher Education explores how internationalization in higher education is not just an educational endeavor, but also a geopolitical one. By centering and making explicit the role of power, the book demonstrates the United States's advantage in international education as well as the changing geopolitical realities that will shape the field in the future. The chapter authors are leading critical scholars of international higher education, with diverse scholarly ties and professional experiences within the country and abroad. Taken together, the chapters provide broad trends as well as in-depth accounts about how power is evident across a range of key international activities. This book is intended for higher education scholars and practitioners with the aim of raising greater awareness on the unequal power dynamics in internationalization activities and for the purposes of promoting more just practices in higher education globally.

Accountability in Higher Education

Routledge

Make sure you have a copy on your bookshelf. The Law of Higher Education, Fifth Edition, is the most up-to-date and comprehensive reference, research source, and practical legal guide for college and university administrators, campus attorneys, legal counsel, and institutional researchers, addressing all the major legal issues and regulatory developments in higher education. In the increasingly litigious environment of higher education, William A. Kaplin and Barbara A. Lee's clear, cogent, and contextualized legal guide proves more and more indispensable every year. Over 3,000 new cases related to higher education have been decided since the publication of the previous edition, and scores of changes to higher education law are made each year. Every section of the fifth edition contains new material,

including those related to: Hate speech and free speech rights of faculty in public universities Sharing of research with international colleagues Intellectual property and peer-to-peer file sharing Student suicide Campus safety Police and administrators' right to search students' residence hall rooms Governmental support for religious institutions and religious autonomy rights of individual public institutions Collective bargaining and antidiscrimination laws Nondiscrimination and affirmative action in employment, admissions, and financial aid Family and Medical Leave Act and workers' compensation FERPA (Family Educational Rights and Privacy Act)

The Right to Education and Access to Higher Education Oxford University Press

Drawing from a case study of the Universidad Nacional Autónoma de México, this work analyses the connection between political processes and change in higher education. The author explains that while there are increasing demands these have not produced rapid responses from the university and tries to understand why this lack of response has generated internal and external tensions and conflictive dynamics.

Education Across Borders McGraw-Hill Education (UK)

Education is widely recognized as a fundamental human right, yet the nature of the right remains unclear. Is it an entitlement to go to school, to acquire particular forms of knowledge or develop particular skills or attributes? And why exactly is education so important that we might defend all people's right to it? This book provides a much-needed exploration of this key contemporary issue. Highlighting limitations in the approaches of both the Education for All initiative and existing international law, the book presents a radical new vision of how the right can be understood. As well as basic education, there are discussions of higher and lifelong education, of human rights education, and of the intersection of rights-based approaches with others such as Amartya Sen's 'capabilities'. The work serves as a stirring defense of the universal right to education against instrumental conceptions of learning, the inactivity of national governments and the abrogation of responsibility of the international community.

The Human Rights-Based Approach to Higher Education Routledge

Higher education is a central institution in U.S. democracy. In the 2010s, however, many states that spent previous decades building up their higher education systems

began to tear them down. Growing hostility toward higher education reflected changing social forces that remade the politics of U.S. higher education. The political Right became increasingly reliant on angry white voters as higher education became more racially diverse. The Republican party became more closely connected to extremely wealthy donors as higher education became more costly. In *Wrecked*, Barrett J. Taylor shows how these social changes set a collision course for the Right and higher education. These attacks fed a policy agenda of deinstitutionalization, which encompassed stark divestment from higher education but was primarily characterized by an attack on the institution's social foundation of public trust. In response to these attacks, higher education officials have offered a series of partial defenses that helped higher education to cope in the short-term but did nothing to defend the institution itself against the long-term threat of declining public trust. The failure to address underlying issues of mistrust allowed conflict to escalate to the point at which many states are now wrecking their public higher education systems. *Wrecked* offers a unique and compelling perspective linking higher education policymaking to broader social and political forces acting in the twenty-first century.

How to Recruit and Retain Higher Education Students BRILL

"A first-rate introduction."—Booklist
 The College Application Guide That Will Walk You Through Figuring Out Which College is Right For You and Help You Get Accepted
 Everyone has their own idea of the perfect college. The Fiske Guide to Getting into the Right College is the only admissions guide that starts with an in-depth assessment of your priorities, then takes you step-by-step through the process of applying to the schools you actually want to get into. The latest edition is fully updated with information on standardized testing, financial aid, online applications, and more. In this college application guide, the #1 expert on America's colleges will show you how to: Choose the right kind of school for you Filter out the hype Navigate the financial aid process Earn the test scores colleges want you to see Write authentic essays (even if you're not a great writer) Submit an application that shows off your best features Ask the right questions during campus visits Know how admissions officers rank candidates Get off the waiting list and get accepted Attract and even negotiate the best financial aid package The most trusted resource for helping students get into the schools of

their choice. The perfect companion to The Fiske Guide To Colleges 2021 or other college guides or college directory.

Higher Education Access in the Asia Pacific
 Austin Macauley

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.

Fiske Guide to Getting Into the Right College
 New York : Praeger

In his introduction, former drug czar William J. Bennett supports this reference for its "tough-minded analysis of the quality of instruction, the level of academic standards, the campus political atmosphere, and the extent to which the liberal arts tradition is respected...." These

evaluations are intended to help conservative parents and students steer away from colleges whose programs lean too heavily toward the political left; in effect, conversely, it can also help liberal-minded folk find the less tradition-bound schools. Entries describe and assess 110 top colleges and universities in essays of about 3,000 words, focusing on the school's academic, political, and social climates. They name outstanding professors, describe curricula, comment on the administration's policies towards issues such as sexual harassment and free speech, and describe the range of student organizations and activities found on campus. Quotes from students and professors are included. Entries also include information on tuition, enrollment, and SAT scores. This second edition contains 10 more essays, updated coverage of every school, a new essay on liberal learning, and increased coverage of student life. c. Book News Inc.

Assessing Post-School Studies
 Routledge

This book examines persistent gender inequality in higher education, and asks what is preventing change from occurring. The editors and contributors argue that organizational resistance to gender equality is the key explanation; reflected in the endorsement of discourses such as excellence, choice, distorted intersectionality, revitalized biological essentialism and gender neutrality. These discourses implicitly and explicitly depict the status quo as appropriate, reasonable and fair: ultimately impeding efforts and attempts to promote gender equality. Drawing on research from around the world, this book explores the limits and possibilities of challenging these harmful discourses, focusing on the state and universities themselves as levers for change. It stresses the importance of institutional transformation, the vital contribution of feminist activists and the importance of women's deceptively 'small victories' in the academy.

Public Need and Private Right in Higher Education
 Springer Nature

Discussions on globalization now routinely focus on the economic impact of developing countries in Asia, Africa, the Middle East, the former Soviet Union and Latin America. Only twenty-five years ago, many developing countries were largely closed societies. Today, the growing power of "emerging markets" is reordering the geopolitical landscape. On a purchasing power parity basis, emerging economies now constitute half of the world's economic activity. Financial markets too are seeing growing integration: Asia now accounts for 1/3 of world stock markets,

more than double that of just 15 years ago. Given current trajectories, most economists predict that China and India alone will account for half of global output by 2050 (almost a complete return to their positions prior to the Industrial Revolution). How is higher education shaping and being shaped by these massive tectonic shifts? As education rises as a geopolitical priority, it has converged with discussions on economic policy and a global labor market. As part of the Routledge Studies in Emerging Societies series, this edited collection focuses on the globalization of higher education, particularly the increasing symbiosis between advanced and developing countries. Bringing together senior scholars, journalists, and practitioners from around the world, this collection explores the relatively new and changing higher education landscape.

A new imperative Oxford University Press

A human right to higher education was included in the International Covenant on Economic Social and Cultural Rights (ICESCR), which came into force in 1976. Yet the world has changed significantly since the ICESCR was drafted. State legislation and policies have generally followed a neoliberal trajectory, shifting the perception of higher education from being a public good to being a commodity able to be bought and sold. This model has been criticized, particularly because it generally reinforces social inequality. At the same time, attaining higher education has become more important than ever before. Higher education is a prerequisite for many jobs and those who have attained higher education enjoy improved life circumstances. This book seeks to determine: Is there still a place for the human right to higher education in the current international context? In seeking

to answer this question, this book compares and contrasts two general theoretical models that are used to frame higher education policy: the market-based approach and the human rights-based approach. In the process, it contributes to an understanding of the likely effectiveness of market-based versus human rights-based approaches to higher education provision in terms of teaching and learning. This understanding should enable the development of more improved, sophisticated, and ultimately successful higher education policies. This book contends that a human rights-based approach to higher education policy is more likely to enable the achievement of higher education purposes than a market-based approach. In reaching this conclusion, the book identifies and addresses some strategic considerations of relevance for advocates of a human rights-based approach in this context.

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