

CALL FOR CHAPTER PROPOSALS

Chapter Proposal Submission Deadline: March 20th, 2019

Final Full Chapters Due: July 20th, 2019

Target Book Release: July 20th, 2020

Book Title: HUMAN RIGHTS IN HIGHER EDUCATION: INTERNATIONAL PERSPECTIVES

Tentative Volume Titles (topic areas):

Note: The series editors expect to receive enough chapter proposals across the range of subtopics in *Human Rights and Higher Education: International Perspectives* to publish more than one volume. At present, the editors are expecting to produce at least three potential volumes under the subheadings of:

- 1) Human rights in higher education: International perspectives in integrating human rights education into the curriculum and classroom
- 2) Human rights in higher education: International perspectives in social justice programs at the institutional and community levels
- 3) Human rights in higher education: International perspectives university partnerships for human rights development

An edited volume by

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This book series is entitled:

Innovations in Higher Education Teaching and Learning

Series Editor, Patrick Blessinger

Associate Series Editor, Enakshi Sengupta

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Submissions should be submitted electronically to:

<https://www.hetl.org/emerald-human-rights-in-higher-education-submission-form/>

Keywords: Higher Education, Lifelong Learning, Adult Learning, Human Dignity, Social Justice, Service Learning, Democracy, Sustainable Development Goals, Social Responsibility, University-Community Partnerships, Student Rights

Introduction

The Universal Declaration of Human Rights or UDHR was the first universal declaration that clearly defined the rights that all humans are entitled to by virtue of being human. As such, human rights are considered moral rights and they contain at least four key qualities: they are natural rights, they are equal rights, they are inalienable rights and they are universal rights. Although these qualities are distinct, they also overlap. Equal means that everyone is entitled to be treated the same with respect to these rights, regardless of race, ethnicity, sex, gender, class, religion or any other characteristic. Inalienable means that they cannot be denied or taken away. Universal means that they are common rights for everyone, regardless of nationality, culture or location. Natural means that their validity or existence is not contingent upon legal rules or cultural norms of a nation but rather they are derived from and based on moral reasoning and ethical principles. In other words, these rights are inherent to being human.

The modern human rights movement can be traced to two key political revolutions in the late 18th century: the American Revolution and the French Revolution. The two key documents to emerge from these revolutions were the US Bill of Rights and the French Declaration of the Rights of Man and of the Citizen. Both documents emphasized political and civil rights.

Article 26 of UDHR states that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children. These rights have huge implications for how educational resources are allocated, the roles of all parties within the educational system and how all parties are treated within the educational system. Thus, understanding education as a human right provides the moral and legal basis for inclusion and diversity in education at all levels.

Yet the truth is very different from the ideal state of being. Many children and adults remain deprived of educational opportunities and lead a life of abject poverty. Normative instruments of the United Nations and UNESCO (United Nation Economic and Social Council Organization) lay down international legal obligations for the right to education. These instruments promote and develops that every individual is entitled to enjoy access to education of good quality, without discrimination or exclusion.

It is the duty of individual governments to fulfil their obligations, legally, politically, and morally, to provide education for all and implement effective strategies towards education for all. Education (both formal and non-formal) is the primary tool, which can help economically and socially marginalized adults and children to move out of poverty and lead a better life.

This volume will explore why higher education and lifelong learning opportunities should be treated as human rights. The chapters in this volume will be based on how social and economic inequalities are bridged through higher education and lifelong learning opportunities which are essential components of a just and developed society. The need to promote lifelong learning as a human right rests on the idea that human beings are bound by certain moral and social obligations to each other, thus serving as the foundation of the right to education as universal.

Goal

The world of academia has witnessed an unprecedented demand for diversification and inclusion in higher education. There has been an increased awareness of its vital importance for sociocultural and economic development with an aim to build the future generation where the younger generations will be equipped with new skills, knowledge and ideals necessary for the 21st century and beyond. The role and demand for higher education has seen an over six-fold increase in student enrolments worldwide, from 13 million in 1960 to 82 million in 1995 and is expected to grow to 262 million students by 2025. The 21st century has also seen a great surge of migrants and displaced individual who have put a different dimension to the need and accessibility of education and viewing education as a part of their human rights. Countries with regard to access and resources for higher learning and research, are stretched beyond their capability. Higher education is confronted therefore with formidable challenges which are new in nature and requires radical change and renewal so that society, which is now undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and social justice.

There has been an increasing calls to widen participation by removing unnecessary access barriers and by eliminating the monopolization of higher education by historically privileged groups and by improving practices that facilitate the free flow of higher education services across borders.. As a result, over the last few generations we have experienced, in many countries, a shift from elitist higher education systems towards mass and universal systems.

Traditional boundaries for higher education institutions have become increasingly fluid as they try to adapt to the rapidly changing conditions of an increasingly hyper-connected, globalized world. Higher education is entering a brave new era – an era where lifelong (and life-wide) learning is increasingly viewed as a basic human right. The notion of lifelong learning as a human right (and post-secondary education as a major vehicle for delivering those lifelong learning opportunities) has started to gain more traction because of its growing importance in the work and social lives of people.

This series intends to explore, through a set of case studies and other empirical research, the relevant issues of accessibility of education, partnerships, strategies, and programs undertaken by higher education, and other organizations in this field. This series will discuss the different theoretical frameworks and models utilized, the benefits gained, and the challenges encountered. The information will benefit educators, decision-makers, policymakers as well as leaders in international development, practitioners, think tanks and non-profit education organizations.

Possible topic areas:

- Right to Education

- Education for peace
- Equality in Education
- Accessibility of Education
- Global Citizenship Education
- Freedom of Thought and Expression
- Fostering Mutual Respect through Education
- Democracy and Higher Education
- Societal Value Creation
- Empowerment through Education
- Partnership with Local and International Communities
- Transformative Education
- Student Rights
- Faculty Rights

The above topic areas can also be grouped under the following categories (taxonomy):

- Policies and Practices
- Research
- Affirmative action plans
- Curriculum and Pedagogical changes
- Democratization and Inclusion

Audience

This volume will benefit anyone involved directly in the following categories:

- Academic Library
- Teaching (Graduate Level)
- Teaching (Post Graduate Level)
- Student (Graduate Level)
- Student (Post Graduate Level)
- Practitioners:

- Independent researchers
- Think tanks
- Activist Groups
- Governmental Departments – Policy Makers

Chapter Proposal Submissions

Researchers and practitioners are invited to submit on or before **March 20th, 2019** a one (1) page chapter proposal that explains how the proposal fits into the book's goals and scope.

Tentative Important Dates

- Acceptance Notices Sent: April 10st, 2019
- Volume One Complete Chapters Due to Editors: July 20th, 2019
- Volume One Peer Reviews Due to Editors: August 30th, 2019

Submissions should be submitted electronically to:

<https://www.hetl.org/emerald-human-rights-in-higher-education-submission-form/>

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