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Essential reading for policy makers, institutional leaders, managers, advisors, and scholars in the field of higher education, International Perspectives on the Governance of Higher Education analyzes how the governance of higher education systems has evolved in recent years. This volume is an authoritative overview with contributions from authors from the U.K., the Netherlands, Denmark, Portugal, Norway, Italy, Ireland, Austria, Germany, Canada, the U.S. and Australia.

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The International Journal of Multidisciplinary Perspectives in Higher Education (Print ISSN 2474-2546 & Online ISSN 2474-2554) is a

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scholarly publication that seeks to create conversations about education, especially policy, practice, and research of teaching, among scholars across the academic disciplines and across national and cultural borders. Behind this rigorously peer-reviewed journal is a vision that defines scholarship – its function, process, and view of quality – differently.

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Responding to the ever-increasing demands of the higher education climate, International Perspectives on Leadership in Higher Education is a vital resource for anyone occupying leadership positions in higher education institutions and any researchers or students looking to explore the landscape of critical thinking.

International Perspectives on Leadership in Higher Education

Higher education systems around the world are undergoing fundamental change and reform due to external pressures including internationalization of higher education, increased international competition for students, less reliance on public funding, and calls to create greater access opportunities for citizens.

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K.M. Joshi is Professor of Economics of Higher Education in the Maharaja Krishnakumarsinhji Bhavnagar University, India. Saeed Paivandi is Professor at the University of Lorraine, France. His areas of research and specialisation are sociology of education, higher education policy, learning and teaching in higher education and adult education.

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Global in perspective, this book argues strongly for the value of open education in both the developed and developing worlds. Through a mixture of theoretical and practical approaches, it demonstrates that open education promotes ideals of inclusion, diversity, and social justice to achieve the vision of education as a fundamental human right.

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