

ARTICLE OUTLINES: HIGHER EDUCATION
EDITOR-IN-CHIEF: PROFESSOR W. JAMES JACOB

BLOOMSBURY EDUCATION AND CHILDHOOD STUDIES

UNESCO's International Standard Classification of Education (ISCED) 6, 7, and 8

Word count: 1000 – 1500 words

All articles for the HIGHER EDUCATION section need to be written in accordance with:

1. Guidelines for Contributors

Please refer to this separate document supplied with your contract.

2. Relevant Article Outline

Please refer to the relevant outline in this document and cover the themes listed using the prescribed subheadings in the order they appear in the outline. If you feel some themes/topics are more relevant than others to your region, please write more or less under each subheading as appropriate. If you feel that there are themes not listed in the description that should be covered in your article, or that the structure does not work well for your region, please contact your Regional Editor.

- [Overview](#)
- [Access to Higher Education](#)
- [Assessment in Higher Education](#)
- [Curricula: Domestic HE](#)
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- [Trends in Higher Education](#)

3. UNESCO ISCED 2011 classification

Higher Education section of the resource is defined according to UNESCO ISCED 2011 classification.

When writing your article please refer to the ISCED manual and ensure that in your article you cover the correct stages of education. Both the ISCED manual and ISCED mappings for a number of countries are available here: <http://uis.unesco.org/en/isced-mappings>

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Higher Education: ISCED 6, 7, and 8

Programmes at ISCED level 6, or Bachelor's or equivalent level, are longer and usually more theoretically-oriented than ISCED level 5 programmes. They are often designed to provide participants with intermediate academic and/or professional knowledge, skills and competencies, leading to a first degree or equivalent qualification. They are traditionally offered by universities and equivalent tertiary educational institutions. Programmes classified at ISCED level 6 may be referred to in many ways, for example: Bachelor's programme, licence or first university cycle. For international comparability purposes, the term 'Bachelor's or equivalent level' is used to label ISCED level 6.

Programmes at ISCED level 7, or Master's or equivalent level, have a significantly more complex content than programmes at ISCED level 6 and are usually more specialised. The content of ISCED level 7 programmes is often designed to provide participants with advanced academic and/or professional knowledge, skills and competencies, leading to a second degree or equivalent qualification. Programmes at this level may have a substantial research component but do not yet lead to the award of a doctoral qualification. The cumulative duration of studies at the tertiary level thus lasts from usually five to eight years or even longer. Programmes classified at ISCED level 7 may be referred to in many ways, for example: Master programmes or Magister studies. For international comparability purposes, the term 'Master's or equivalent level' is used to label ISCED level 7.

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Programmes at ISCED level 8, or doctoral or equivalent level, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented tertiary educational institutions such as universities. Doctoral programmes exist in both academic and professional fields. Programmes classified at ISCED level 8 may be referred to in many ways, for example: PhD, DPhil, D.Lit, D.Sc, LL.D, Doctorate or similar terms. For international comparability purposes the term, 'doctoral or equivalent level' is used to label ISCED level 8.

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OVERVIEW

This article should provide an overview of Higher Education (HE) in your country. Please address the following aspects in your overview, emphasize areas of particular importance to your country, and explain the reasons.

1. **HE structure:** Describe the **HE structure** in your country. What are the different types of HE systems that exist, such as vocational, community college, and research intensive HE institutions? How are HE institutions structured?
2. **National strategic framework:** If applicable, describe the **national strategic framework** related to HE in your country. The national strategic framework is established by the government to help set policies and guidance for higher education in the country.
3. **Student ages:** What are the traditional ages of students attending HE in your country?
4. **Hierarchy of HE rankings:** Provide an overview of the **hierarchy of HE rankings** within your country. This should include location, program-specific, and international ranking systems.
5. **Government role:** What role does the **government** play in providing HE in your country? How prestigious are government-sponsored HE institutions compared to private HE institutions? Provide a historical overview of both **public and private HE** in your country.
6. **HE policies:** Provide a brief historical overview of **HE policies** in your country. This should include the most current and guiding government policies at the local, national, and international levels.
7. **Accreditation:** Describe the **HE accreditation process** in your country. What is/are the primary accrediting agency/ies? What national and/or international agencies are involved in accrediting HE programs and institutions in your country? What quality assurance measures are in place to ensure HE student graduates are able to best meet the workforce development needs within your country?
8. **HE mobility and internationalization:** Provide an overview of **HE mobility** both within your country and with international contexts. What is the **internationalization** of HE like in your country? Provide an overview of the numbers of students studying abroad from your country as well as students who come to your country from international contexts.

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ACCESS TO HIGHER EDUCATION

Access to Higher Education (HE) highlights the challenges people have in your country in striving for and attending HE. It considers the challenges related to HE access in terms of age, gender, geography, and other areas. This article should provide an overview of HE access in your country.

1. **HE enrolments:** Provide a historical and longitudinal overview of **HE enrolments** over the past 50 years in your country, if possible.
2. **Student ages:** What are the **various ages of students entering and exiting HE** in your country?
3. **HE opportunities:** How **equitable are HE opportunities** for all? This section should include a description noting access limitations that exist for **the most disadvantaged groups** (including minority groups and those from low socioeconomic status backgrounds).
4. **Cost of HE:** What role does **cost of HE** play in limiting access to students?
5. **Urbanicity:** What role does **urbanicity** play in promoting and/or limiting access to HE in your country? Urbanicity refers to HE in urban, peri-urban, rural, and remote locations, specific to your country.
6. **Parental education background:** What role does **parental education background** play in helping students attend HE in your country?
7. **Key challenges:** What are the **key challenges of access to HE** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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ASSESSMENT IN HIGHER EDUCATION

Higher Education (HE) assessment takes into consideration ways in which students, faculty members, staff members, administrators, and other relevant stakeholders are evaluated. The end-goal focus of HE assessment should be on quality, yet this often falls short. This article examines the assessment of HE in your country.

1. **Faculty member evaluation:** Describe the **various ways in which faculty members are evaluated** (e.g., by administrators, their peers, and students) in your country. How often do these evaluations occur? How do they impact their promotion and tenure (if applicable)?
2. **HE assessment procedures:** What are the strengths and weaknesses of the **HE assessment procedures** that exist in your country?
3. **Promotion and tenure system:** Describe the **promotion and tenure system** that exists for faculty members, staff, and administrators in your country. How are HE personnel assessed and promoted?
4. **Learning assessment:** How is **student learning assessed in HE**? What are the most common types of assessments? How often do they occur?
5. **Assessment, performance and the workforce:** How closely are **student assessments linked to high performance in the labor market upon graduation and workforce development needs**?
6. **Impact of assessment on faculty:** How does **student assessment affect faculty training and professional development initiatives**?
7. **Key challenges:** What are the **key challenges of assessment in HE** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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CURRICULA: DOMESTIC HE

The curricula of Higher Education (HE) often hinges on the type of institution, degrees, and job offerings available in your country. This article examines the various types of curricula offered in your country.

1. **Designing, approving, and implementing HE curricula:** Describe the **process in designing, approving, and implementing HE curricula** in your country. How much involvement is there with local, national, and international industry leaders in helping to shape curricula?
2. **Stakeholders and labor/economic market sources:** Describe the **key stakeholders and labor/economic market sources** that are (or should be) engaged in helping to determine current and future workforce needs in your country.
3. **Degrees and workforce development:** Which **degree offerings in your country are most closely aligned with workforce development needs**? Which degree offerings are not? What are the degree/program areas of projected growth and decline?
4. **Key challenges:** What are the **key challenges of the domestic HE curricula** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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CURRICULA: INTERNATIONAL HE

International influences on Higher Education (HE) curricula are tremendous, especially in terms of issues related to mobility, job placement, and meeting international standards of quality assurance. This article should provide an overview of how international influences have and continue to shape the HE curricula in your country.

1. **The role of internationalization:** Describe the **role internationalization has played in shaping the HE curriculum** in your country.
2. **Impact of international quality standards:** How have **international quality standards** influenced HE program offerings in your country?
3. **Role of the Bologna Process, Brisbane Communiqué, and/or US accrediting agencies:** What role, if any, have the **Bologna Process, Brisbane Communiqué, and/or US accrediting agencies** played in shaping HE in your country?
4. **International degree offerings:** What role has **international degree offerings** played in shaping HE in your country?
5. **Key challenges:** What **key international challenges have influenced the HE curricula** in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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DIGITAL TECHNOLOGIES AND ONLINE LEARNING

Technology continues to evolve and outpace the rate of Higher Education (HE) change. Of especial relevance to HE is how technology has transformed delivery mediums and provide optimal platforms for online learning. This article should provide an overview of the digital technologies and online HE learning in your country.

1. **IT infrastructure**: Describe the **IT infrastructure** that exists in your country in providing HE through digital technologies. What are the strengths and weaknesses of this infrastructure system? How can HE institutions help overcome the weaknesses and take advantage of existing strengths?
2. **Unique challenges**: What are the **unique challenges** that your country faces in terms of delivering HE to its citizens via technology? Identify relevant issues and indicate how these issues have been evolving in your country.
3. **The role of technology**: What role does technology play in providing HE opportunities to those who live in the most rural and remote locations of your country?
4. **Online platforms**: Which **online platforms** are the most preferred by HE administrators in offering HE courses?
5. **Technology and HE delivery**: How is technology changing **HE delivery** in your country?

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FUNDING OF HIGHER EDUCATION

Public funding sources are increasingly under pressure to reduce allocations towards Higher Education (HE) while at the same time raise outcome expectations. Unfortunately, this financial outlook is projected to continue well into the future, and in many instances it is deemed unsustainable in the long run. This article should provide an overview of HE financing in your country.

1. **Best practice models**: What are some of the **good and best practices of HE finance models** in your country?
2. **HE financing models**: How can **optimal HE financing models** help render HE degrees more affordable, and enhance employability of graduates in your country?
3. **Government policies**: Describe an **overview of government policies related to HE financing** in your country.
4. **Key challenges**: What are the **key challenges of funding of HE** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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GLOBALIZATION

Global influences continue to shape Higher Education (HE) that contribute in positive and sometimes negative ways. This article examines the impact of globalization on HE in your country.

1. **Role of globalization:** Describe the **role globalization plays in shaping HE** in your country. What have been the positive and negative impacts of globalization on HE? Some positive examples may include greater expansion, access, and mobility for HE students and graduates. Challenges include coping with national and international ranking systems, challenges in competing with international markets, and the tendency to standardize curriculum based on global rather than local needs.
2. **Global influences on HE:** What **countries have the greatest influence** on HE in your country? How has this changed over time?
3. **Technology and globalization:** What role does **technology** play in the globalization of HE in your country?
4. **Government policies:** What **government policies** exist to help facilitate/hinder the internationalization of HE in your country?
5. **Key challenges:** What are the **key globalization challenges on HE** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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GOVERNMENT, POLICY AND THE ROLE OF THE STATE

The mode and manner in which governments influence Higher Education (HE) differ substantially worldwide. This article should provide an overview of government HE policies and the role of the state in HE in your country.

1. **Government policies:** Provide an overview of **current government policies related to HE** in your country.
2. **Accreditation:** What role does the government play in **accrediting HE** in your country?
3. **Autonomy of HE institutions:** How much **autonomy** are HE institutions afforded in terms of selfgovernance, faculty freedom to research and publish, and student voice?
4. **Triple helix model:** How well do HE institutions in your country use the **triple helix model** (HE institution, community, and government) in community engagement in HE? Please provide specific examples of how HE institutions work with the government, public institutions, and the private sector at local, national, and international levels.
5. **Key challenges:** What are the **key challenges related to government HE policies and the role of the state** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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HISTORICAL CONTEXT

This history of Higher Education (HE) ranges from several decades to several millennia, depending on the context. Only from a historical context can contemporary HE be fully understood. This article should provide a historical over view of HE in your country.

1. **Changes in HE over time:** How has **HE changed over time** in your country? Provide a brief historical overview of **HE expansion** in your country.
2. **History of government policies:** What is the **history of government policies and major initiatives** related to HE in your country? How have these policies and major initiatives helped shape the current status of HE in your country?
3. **HE structural changes:** What **HE structural changes** have occurred in your country? In many country contexts, HE institutions have expanded program offerings and/or merged with other institutions to form more comprehensive institutions.
4. **HE trends:** What are several of the major **HE trends** over the past 20 years? What trends are projected to continue in your country in the future?
5. **Impact of technology:** How has **technology** influenced HE in your country?
6. **Key challenges:** What are the **most prominent challenges related to the history of HE** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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INCLUSION AND MARGINALISATION

Being able to meet the needs of all Higher Education (HE) learners can be difficult, especially when it comes to the most marginalized and disadvantaged populations. This article should provide an overview on both the inclusion and marginalization of HE learners in your country.

1. **Policies on access and opportunities:** What **policies** exist to help provide HE access and opportunities to the most marginalized people in your country? What role does the government play in helping to meet the needs of the most marginalized groups?
2. **Inequalities in HE:** Describe the **inequality of HE** that exists in your country in relation to the most marginalized groups. Provide especially attention to indigenous, minority, and other disadvantaged groups. Minority groups include those from ethnic, religious, political, sexual, migrant, displaced, and/or other minorities.
3. **Scholarships and financial assistance:** What **scholarships/financial assistance** are available to help provide HE opportunities to the most marginalized groups?
4. **Successful programs:** What are some of the **most successful HE programs** that provide HE learning opportunities to the most marginalized people in your country?
5. **Key challenges:** What are the **key challenges of the most marginalized HE learners** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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MANAGEMENT, LEADERSHIP AND GOVERNANCE

Higher Education (HE) leadership and management models differ significantly within each country. Management styles are often linked to the type of HE institution (e.g., private, public, semi-public, etc.). Some leadership models are based on democratic processes, while others are government appointments. This article examines the overview of HE management, leadership, and governance in your country.

1. **Administrative and governance models:** Describe the **major administrative and governance model(s)** that exist in HE in your country. What are the historical roots of these administrative models? How have these administrative models shifted over time?
2. **Administrator or leadership models:** Describe the **senior administrator or leadership model(s)** that exist within HE institutions in your country. How are senior leaders appointed/elected? How long do they serve for? Is there a governing board of directors that oversee HE institutions in your country? Is there representation from the faculty, staff, and/or students in the governance and decisionmaking of HE institutions in your country (e.g., academic senate, etc.)? What role does the government play in providing oversight to the HE governance model?
3. **Organizational structures:** Provide an overview of the **organizational structure(s) of HE institutions** in your country. What are the major units (e.g., faculty, school, college) and subunits (e.g., departments, centers, institutes, etc.) within HE institutions?
4. **Student leadership and governance models:** Describe the **HE student leadership and governance model(s)** that exist in your country. How are student leaders selected/elected? How long do they serve for? What formal authority are they granted?
5. **Leadership/governance strengths and weaknesses:** What are the **strengths and weaknesses** of the leadership/governance models in your country?
6. **Key challenges:** What are the **key challenges related to HE management, leadership, and governance** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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PROFESSIONAL DEVELOPMENT IN HIGHER EDUCATION

Higher Education (HE) institutions often excel in training students for workforce development, but too often they neglect the professional development of their own personnel (e.g. faculty members, staff members, and administrators). Often HE administrators are brought into positions of leadership with little or no prior training, thus highlighting the need for professional development. This article should provide an overview of professional development in HE in your country.

1. **Professional development offerings:** Describe the **professional development offerings** that exist within HE institutions in your country. What role do leaders play in providing professional development of research and/or teaching at HE institutions? Do HE institutions have institutionwide professional development centers?
2. **Strategic initiatives:** Describe the **strategic initiative HE institutions have to develop the quality of teaching and research** among their faculty members, students, and administrators at HE institutions in your country.
3. **Technology:** How is **technology** used within HE professional development in your country?
4. **Types of faculty member:** Describe the various types of faculty member (and/or student) trainings, seminars, classes, technical assistance/support, etc. that exist within HE in your country.
5. **Challenges in providing development opportunities to faculty:** What are the **greatest challenges** HE leaders have in providing professional development opportunities to faculty members, administrators, staff, and students) in your country? How are these challenges overcome?
6. **Evolving challenges in HE professional development:** What are the **key challenges related to HE professional development** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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ROLE OF RESEARCH AND KNOWLEDGE CREATION

Higher Education (HE) institutions have traditionally played prominent roles in the producing original research and knowledge creation worldwide. This article should provide an overview of the role HE plays in research and knowledge creation in your country.

1. **HE, research and knowledge creation**: Describe the **role HE plays in research and knowledge creation** in your country.
2. **Government policies**: What **government policies** have helped facilitate/hinder research and knowledge creation in your country? What are some areas that could be further explored to help facilitate greater research and development in your country?
3. **HE community engagement**: What role does **HE community engagement** play in the development of research and knowledge creation in your country?
4. **Partnerships with industry**: Provide specific examples of where **industry** (public, private, and public/private organizations) **partnering with HE institutions** have helped play a lead role in research and knowledge creation in your country.
5. **Autonomy**: What amount of **autonomy** is granted to individual faculty members and HE institutions in developing ideas, patents, and businesses?
6. **Key challenges**: What are the **key challenges related to the role of HE research and knowledge creation** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Meeting the needs of all Higher Education (HE) learners is a key priority of governments and HE administrators, including special educational needs and those of people with disabilities. This article should provide an overview of how your country has met (or not met) these needs.

1. **Meeting the needs of students with disabilities:** Describe the **role HE institutions play in meeting the special education and disability needs** of citizens in your country.
2. **Impact of government policies:** What **government policies** exist to facilitate/hinder HE from being able to best meet these special education and disability needs?
3. **Training of special education specialists:** **Which HE institutions are charged with training** special education teachers, physical therapists, doctors, counsellors, and other specialists who are best able to meet the needs of those with disabilities? Provide some background statistics on what the current workforce demand is for special education and disability specialists and how HE institutions are able to meet these needs.
4. **Key challenges:** What are the **unique challenges** that HE institutions face in meeting the special education and disability needs of citizens in your country over the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.

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TRENDS IN HIGHER EDUCATION

This article should provide an overview of the most prominent Higher Education (HE) trends in your country.

1. **Major recent transitions in HE:** Describe some of the **major transitions that have occurred in HE** over the past few years in your country. How have these transitions impacted the current state of HE?
2. **HE trends:** What are the top **HE trends** in your country that will continue in the near and long-term?
3. **The impact of Internationalization:** How has internationalization influenced the top HE trends in your country?
4. **HE and workforce development:** How have these HE trends impacted the workforce development from secondary education to HE in your country?
5. **Technology:** What role has technology played (or not) in the development of these HE trends in your country?
6. **Key challenges:** What are the **key challenges related to the noted HE trends** being discussed in your country during the past ten years? Identify relevant issues and indicate how these issues have been evolving in your country.