

# World Education News & Reviews



A PUBLICATION OF WORLD EDUCATION SERVICES, INC.

VOLUME II NUMBER 1 FALL/WINTER 1988

## COUNTRY DATABANK

### AUSTRALIA

● A new tax on Australian higher education students has been approved, although in a different form than originally proposed. As noted in this column in the Summer 1988 issue, a three-tiered system was recommended, with the amount of tax apportioned according to the cost of the program in which the student is enrolled. Consequently, graduates of higher cost programs, such as medicine, would pay more tax than those enrolled in less costly programs in general arts and humanities. The new plan institutes a flat rate of AUS\$1800 annually for all programs. A discount of 15% will be applied to those who pay the tax at the beginning of their course of study. All income from this new tax will be used for the funding of more student places in higher education according to Mr. Dawkins, Minister for Employment, Education and Training. (*Times Higher Education Supplement*, August 12, 1988)

### FRANCE

● The 1988 *baccalauréat* results have shown a 5.8% increase in the number of successful candidates. The overall success rate was 71.9%, with the highest rate, 74%, in the academic *baccalauréat de l'enseignement général*. Candidates in the scientific "C" section were the most successful: 83.7% of those attempting the examination passed. The rate on the *baccalauréat de technicien* was somewhat lower at 67.1%, while 76.5% of the candidates who took the new *baccalauréat professionnel* passed.

These results are regarded as encouraging by a government committed to raising the number of *baccalauréat* holders to 80% of the age group by the year 2000. (*Le Monde de l'Education*, September, 1988)

### ITALY

● The results of a study conducted by IBM-Italy and entitled *I Nuovi Laureati, domanda e offerta di laureati diplomati in Italia* (The New Graduates, Supply and Demand of Graduates in Italy) were presented at the Polytechnical University of Milan in October 1987. The study was based on a statistical analysis tracking movement in the job market of university graduates since 1960. Reporting on the results, Mr. Ennio Presutti, Chief Executive of IBM-Italy, stressed the shortage of university graduates in science, engineering and technology. The study also found that university education remained highly theoretical and lacking in professional, scientific and technological disciplines. While acknowledging the value of a strong liberal education, Mr. Presutti called for more emphasis on professional and technical education. The shortage of engineers is particularly felt in all the major industrial centers of Italy.

The IBM-Italy study also demonstrated that uni-

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versity graduates, who for the most part were not trained for specific professions, chose administrative jobs in the public or private sectors. In the highly industrialized North, only one out of 10 university graduates is presently employed in production. The current distribution of students by discipline does not favor industry: the largest numbers are enrolled in law, business or medicine. There were more than 13,000 graduates in medicine in 1985, as many as in business and engineering combined.

Italian business leaders believe the country is entering a new phase of economic development which calls for a work force trained in science and technology. The government has taken measures to address the situation. A law enacted in 1980 allows universities to establish formal links with business and industry, permits universities to hire part-time faculty and to create three-year pre-*laurea* diploma programs. The first university and business consortia have led to the creation of post-*laurea* diplomas. For instance, the Polytechnical University of Milan belongs to two consortia: one with the insurance industry; the other with 30 other businesses, and offers programs designed to meet the specific needs of its partners.

The new measures are also aimed at curbing the heavy rate of attrition at Italian universities where an average of 73% of the students never graduate. The three-year programs were designed to help address this problem; however, many have encountered resistance from students who regard them as cut-rate qualifications. The current emphasis will be on post-*laurea* programs. (*Le Monde de l'Education*, January 1988)

● Trieste is the seat of two new "special aim" schools. The first school's program is in business administration and auditing. Its goal is to train specialists in business with an emphasis on auditing and certification for accountants.

Maurizio Fanni, director of the school, has indicated that its sights are set on 1992, the year when borders "fall" within the European Community (EC).

To prepare students for EC certification as public accountants, the school offers a two-year, full-time program comprising 500 hours of theoretical instruction and more than 400 hours of practical and technical work. This component will be followed by a one-year internship under the guidance of a school faculty member.

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published quarterly by  
**World Education Services, Inc.** **Mariam Assefa**  
 P.O. Box 745 Old Chelsea Station **Executive Director**  
 New York, N.Y. 10113-0745

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*World Education News & Reviews* is a quarterly publication of World Education Services, Inc., a private, non-profit organization founded and incorporated in 1974. The annual subscription rate is \$35.00 per year. (Add \$10.00 for subscriptions outside of the U.S.; all foreign subscriptions must be paid in U.S. dollars.) Domestic subscriptions are mailed third-class bulk rate.

Readers are invited to submit materials for publication in *World Education News & Reviews*. Acceptance of material will be at the discretion of the Editorial Advisory Board. Submissions should be addressed to *World Education News & Reviews*, World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, N.Y. 10013-0745. Full editorial guidelines are available to authors upon request.

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The second institution has opened for managers in the tourist sector. Its program also comprises two years of full-time study (400 hours of classroom instruction and 400 hours of guided practical activities) followed by an internship of almost 200 hours at a tourist agency or business. Year-long courses will be offered in economics, geography, tourist legislation, psychology, sociology, the history of tourism, data processing, statistics, and two foreign languages. The practical activities will include travel in Italy and abroad. Like the business administration school, the tourist school has a mandatory attendance policy.

Italy's special aim schools are two- or three-year university-level institutes attached to universities and employing university professors as faculty. They require upper secondary school diplomas for admission and often employ entrance examinations as well. Although they do not grant a *laurea*, some of their courses are transferrable to university *laurea* programs. In recent years, special aim schools (like upper-secondary vocational institutes) have seen a notable increase in students because they award a diploma that provides ready access to the world of work. (*Il Corriere della Sera*, September 19, 1988)

### SRI LANKA

● North Colombo Medical College has settled the dispute regarding its status. The college's board of governors announced that the college will dissolve its affiliation with Colombo University and will award its own degrees. The Scottish University of Aberdeen will assist in monitoring the college's examinations, and faculty members from Sri Lankan universities have been invited to act as examiners as well. The college is seeking affiliation with Monash University (Australia) and the University of Aberdeen. (*Times Higher Education Supplement*, August 26, 1988)

### SUDAN

● A severe economic crisis has led the Sudanese government to declare that secondary education would no longer be free. However, students from families unable to afford secondary school tuition would receive assistance. The government also has reaffirmed that

pre-primary and primary education would continue to be free. (*Le Monde de l'Education*, September 1988)

### TUNISIA

● The number of students who earned the *baccalauréat* in 1988 jumped by 11,600 in one year, causing the Tunisian Minister of Higher Education to question whether all holders of that diploma should continue to be admitted to university. Tunisian universities, which had spaces for 7,600 students for the 1988/89 academic year, received 15,600 applications. There were 50,000 students enrolled in Tunisian universities in 1987/88, and some 10,000 others were attending universities abroad, mainly in France. (*Le Monde de l'Education*, September 1988)

### UNITED KINGDOM

● City of London Polytechnic, Cambridgeshire College of Arts and Technology and Essex Institute of Higher Education expect to merge in a plan that could create the first regional polytechnic in England. If the plan is approved the new institution would have the largest business school in Europe, with its other areas of construction, art and design, electronics, social sciences and humanities also strengthened. (*Times Higher Education Supplement*, July 29, 1988)

● Thames Polytechnic and two major companies are joining together in a program offering accredited in-company training. The first program, in conjunction with Sainsburys food retailers, will offer a certificate in retail management recognized by the Council for National Academic Awards (CNAA). The certificate will count as one-third of a degree. The second program, offered through the Woolwich Building Society, will result in a bachelor's degree in business studies. Both programs incorporate in-company training, formal course work and individual projects. The Woolwich program also requires passing the Associateship examination of the Chartered Building Societies Institute or its equivalent. (*Times Higher Education Supplement*, August 26, 1988)

● Queens University, Belfast (Northern Ireland) is launching the United Kingdom's first Bachelor of Science BSC in applied microbiology. This new degree

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will help fill anticipated needs in the job market for employees with expertise in crop protection, animal health and food processing. (*Times Higher Education Supplement*, September 9, 1988)

● Brighton Polytechnic has introduced a Master of Engineering (MEng) degree. The program will help fill the need for industrial managers possessing a broad appreciation across the entire spectrum. The program will be open to students from the Bachelor of Engineering (BEng) programs in the areas of civil, electrical and electronic, mechanical, and production engineering. (*Times Higher Education Supplement*, August 12, 1988)

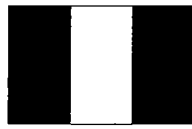
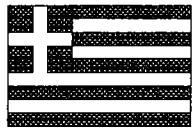
● Middlesex Polytechnic has instituted a new Bachelor of Science Honours program in environmental technology. The goal of this four-year sandwich course (a British term meaning cooperative study) is to meet in-

dustry demands for graduates who understand the interdependence of the environment and technology. (*Times Higher Education Supplement*, August 12, 1988)

USSR

● A university is to be established in Ulyanovsk, Lenin's hometown. Ulyanovsk was formerly known as Simbirsk. Lenin established the University of Simbirsk in 1920, but that institution was closed after the famine and devastation of the civil war. To honor Lenin after his death, the town was renamed Ulyanovsk after Lenin's original surname (Ulyanov), and the new university will be known as the University of Ulyanovsk. Initially, the university will operate as a subsidiary branch of Moscow University, becoming fully independent in 1992. (*Times Higher Education Supplement*, August 5, 1988)

IN BRIEF



Representatives of engineering organizations in the 12 member-states of the European Community (EC) met in Brussels this year and unanimously agreed upon a mutual standard for the highest levels of engineer to be recognized in each country. This was done so that engineers moving within the Community countries would not secure a title of higher standing than that to which they were entitled in their own country. All engineers in EC countries will now be placed in one of the two following categories: 1. Engineers with the highest level title in each country, as described below. 2. Other engineers not possessing the highest title of their own country.

HIGHEST LEVEL TITLES OF ENGINEER IN EUROPEAN COMMUNITY

BELGIUM            ingénieur civil  
 ingénieur agronome  
 ingénieur chimiste & des industries agricoles  
 (all abbreviated "ir")

DENMARK	civilingenior
GERMANY	diplom-ingénieur(THU)*/University)
GREECE	qualified engineer (translation)
SPAIN	ingenior superior
FRANCE	ingénieur diplômé
ITALY	ingegnere
IRELAND	chartered engineer
U.K.	chartered engineer
NETHERLANDS	ingénieur (abbreviation "ir")
PORTUGAL	engenheiro
LUXEMBURG	titles of the neighboring countries (no national university)

Source: Prof. Dr.ir.L.Gelders  
 Royal Flemish Society of Engineers

\*Technische Hochschule

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# EDUCATION IN THE PHILIPPINES

## Part I

by ROBERT P. COONEY

At first glance, the structure of the Philippine education system appears to be a twin of that of the United States; elementary grades precede high school, followed by baccalaureate training and graduate opportunities. Professional, vocational-technical, adult, and non-formal education programs, as in the United States, are woven into the fabric of public and private education. In almost every structural respect, Philippine education resembles that of the United States, but at the same time it operates under distinct characteristics shaped by a history of academic and economic impoverishment.

When Spain colonized the Philippines early in the sixteenth century, the society was comprised largely of agrarian tribes, separated by rugged topography and the shores of some 7,000 islands, as well as by the diversity of over a hundred dialects within eight major languages. The Spaniards conducted an effective, 300-year campaign of Christianization and economic exploitation of most of the population.

Education as a social institution was virtually nonexistent prior to Spain's conquest. Under the Spanish regime, organized learning for most people consisted of little more than religion lessons in ungraded parish schools, while other kinds of knowledge were essentially denied to them,

including the Spanish language.

*Colegios*, which provided secondary level education and novitiate preparation for Spanish youth, were operated by the clergy, but less than a dozen of any significance were established between 1589 and 1892.

Higher learning centered on the University of

in the conflict did not signal Philippine independence.

By the turn of the century, the country was under the colonial control of the United States. The Americans, while considering foremost their own economic and military interests, immediately embarked upon the development of a centralized system of public elementary and secondary schools and the inculcation of English as the language of business and social unification.

Higher education was left to the private sector, often that of non-profit, sectarian organizations, but including proprietary corporations as well. Graduate education was essentially ignored. A notable exception to these developments was the creation of the public University of the Philippines in 1908.

By the time an independent Republic of the Philippines emerged in 1946, a United States-like educational structure was firmly in place throughout the nation, providing basic literacy skills for almost the entire population. Given the scarcity of schools at all levels less than 50 years before, this in itself was a substantial and significant accomplishment. The prevailing atmosphere

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Santo Tomas, founded in 1611 to perpetuate Spanish culture and colonial administration. University instruction was conducted in Spanish and limited to Spaniards, and, later, a small, upper class of Filipinos.

A formal system of public education was established by Royal edict in 1863, but never significantly developed. In 1898, Manila was occupied by United States troops in the course of the Spanish-American War, but Spain's fall

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SPECIAL REPORT



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and curricula of most institutions within this structure, however, were marked by the effects of colonial domination and the abject poverty of the nation. Adequately prepared teachers and appropriate teaching materials were in short supply. The foreign orientation of the curricula, and cultural confusion stemming from European and American influences on native life added further to the situation. Moreover, educational institutions, like the nation itself, were restrained from rapid development by severe limitations of resources.

### THE PHILIPPINE SCHOOLS

The Constitution of the Re-

public of the Philippines vests in the national government full authority for the provision and regulation of education at all levels and in all sectors, public and private.

Executive power for this resides primarily in the Department of Education, Culture and Sports (DECS) under the leadership of a cabinet-level Secretary appointed by the President of the Republic. The central offices of the DECS are in Metro-Manila, but the Department maintains decentralized offices in each of the 12 administrative regions of the nation.

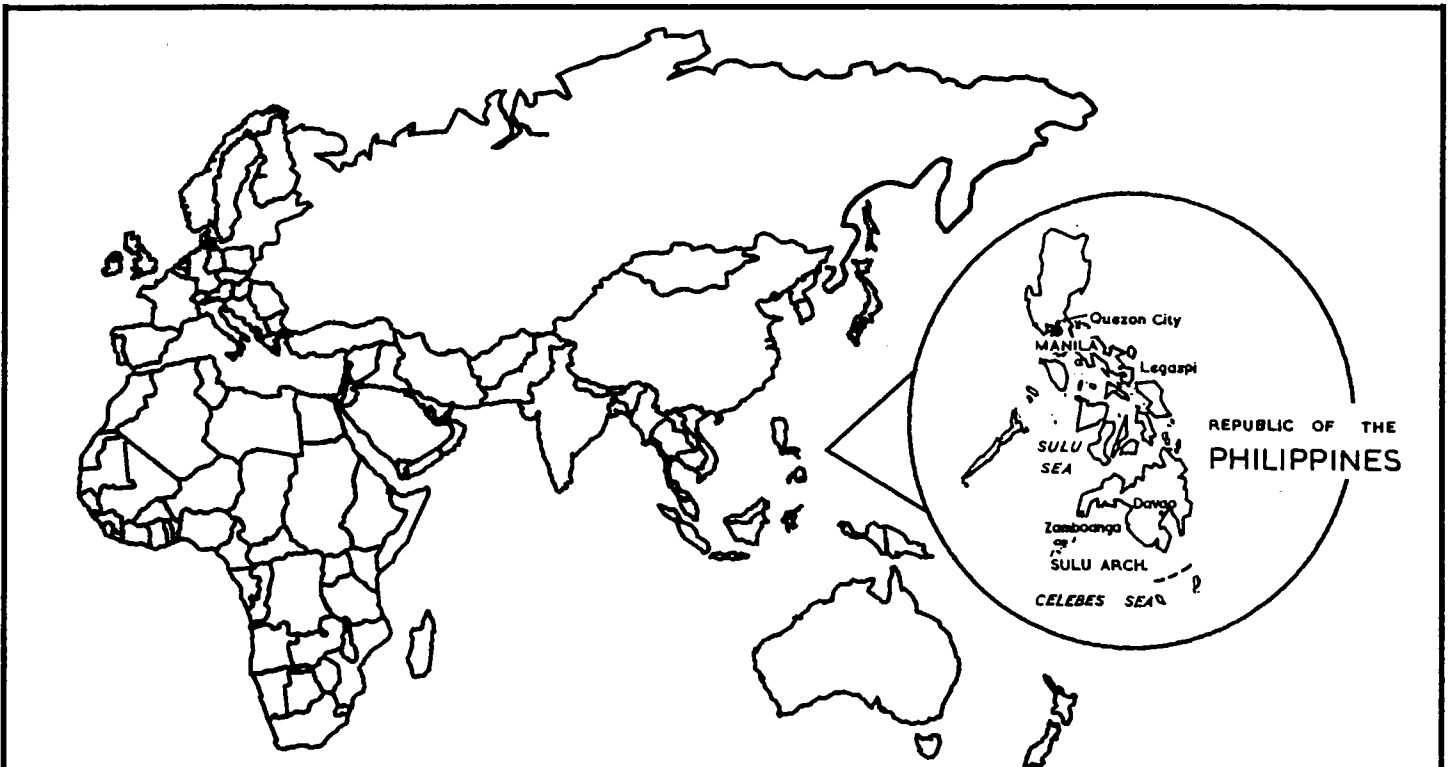
There are some 39,400 schools, colleges and universities in the Philippines, enrolling over 14 million students between June, the start of the academic year, and March.

The national government his-

torically has been unable to fund the needs of education at all levels and concentrates its resources on the 8.8 million students at the elementary level, leaving private institutions to serve almost half of the nation's 3.3 million secondary students and fully 85 percent of its 1.6 million tertiary level students.

In 1940, grade seven, which was then the last year of elementary school, was abolished to accommodate the government's fiscal retrenchment policy. Although mandated for public schools, the six-year elementary program was adopted in almost all private schools and still is in effect. Students enter high school, therefore, with only six years of elementary instruction.

Typically, college freshmen



### THE PHILIPPINES AT A GLANCE

An archipelago of 7,100 islands stretching for nearly 1,000 miles between the southern tip of Formosa and the northern parts of Borneo and Indonesia, with a breadth of 700 miles, the Philippines has a total land area about the size of Arizona. Fewer than 1,000 of the islands are inhabited. It is the only predominantly Christian country in Asia, and the third largest English-speaking country in the world. The indigenous Malay culture has been infused through the centuries with foreign migrants from India, China, Japan, Arabia, Spain and America, resulting in a diversified population of over 58 million people (a 1986 estimate) speaking eight major languages with over a hundred dialects. After nearly 400 years of colonial rule, the Philippines became an independent republic on July 4, 1946.

