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Africa

MALAWI

The government said it will drop 21 of its institutions from the public budget at the end of the current financial year as a way of cutting expenses.

Among the institutions to be dropped from government funding are: the University of Malawi, the newly-formed National Research Council, the Commission for the Establishment of a University in the North (Comesun) and the Malawi Industrial Research Technology Development Centre. Others include the Medical Council of Malawi and the Malawi College of Accountancy.

The government will stop funding these at the end of the 1997/98 financial year.

Deputy Secretary to the President and Cabinet Kamphambe Nkhoma said the institutions will have to find alternative funding or close. Others, he said, may have to be privatized. He said the move was in line with ongoing financial reforms. Nkhoma said the government will have to find a niche for those whose institutions will fold in the wake of the reforms.

- *Malawi News Roundup*
(*Afrika News Network*)
June 9, 1998

NAMIBIA

Some 60 aspiring students have already applied for placement at the Flying Training School, which is due to open at Keetmanshoop later in 1998.

Christiaan Zel, chief air traffic control officer of the Directorate of Civil Aviation, said all interested Namibian students who wish to enter the aviation profession should apply as soon as possible.

Zel said students with a good background in mathematics and proficiency in English stood a better chance of securing a place.

He explained that one of the aims of the school is to attract potential students from Europe who normally undergo training in the United States due to frequently bad weather in Europe.

The school will offer courses in aircraft maintenance, air traffic control and airport operations and management.

Additional training and the necessary flying hours to obtain an instrument flight regulations rating, a commercial pilot license and a private helicopter pilot license will also be accommodated at the school, Zel said.

A German private flying school, Fliegerschule Schwabenflug, and Donier International Logistics are backing the project. Other stakeholders are the Municipality of Keetmanshoop, Air Namibia, the Ministry of Defense and the private aviation industry.

- *Panafrican News Agency*
July 3, 1998

TANZANIA

Four new private universities are set to open this year, increasing the number of registered Tanzania universities to 12. The new institutions are the University of Zanzibar, the University of Buko-

ba, the Medical University of Kilimanjaro and St. Augustine University at Nyegezi, Mwanza.

The four universities have already received interim accreditation to start offering programs.

The University of Zanzibar, to be run by the Dar Al Iman Charitable Association, will be the first institution offering degree programs on Zanzibar Island. It plans to start with programs in business administration.

The university was initially to open last year but technical hitches forced a delay. However, some students started classes in April, according to the Vice-Chancellor, Professor Shamsel Din.

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Regional News

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Regional News

Din said he was highly encouraged by the recommendations of the Higher Learning Accreditation Council of Experts.

At the University of Bukoba, located in Kagemu in northwestern Tanzania, plans are in the final stages.

“Over 90 percent of preparations are complete, and we are confident we will open the college in September,” said a university official.

The institution will initially offer undergraduate programs in education.

The Moshi-based Kilimanjaro Christian Medical Centre referral hospital, which has been conducting a course for medical assistants, plans to upgrade to offer undergraduate degrees in medicine and dentistry.

St. Augustine University grew out of the Nyegezi Social Training Institute, which has been offering journalism courses at diploma level since 1957.

The new university will offer an undergraduate journalism degree beginning in September.

The four new universities join a number of others in providing higher education in Tanzania under a liberalized and broadened universities policy.

Others include the University of Dar es Salaam, Sokoine University of Agriculture, Muhimbili College of Health, the International Medicine and Technology University, Lutheran University College of Theology, Waldorf College and the Open University of Tanzania.

- *The East African (Kenya)*
 June 23, 1998

ZAMBIA

The government will transform the National College for Development and Management Studies into a university.

In June, Vice-President Christon Tembo said the cabinet had approved a proposal to turn the former President's Citizenship College into a university because of the rising demand for tertiary education at that level.

Tembo was speaking at the ninth graduation ceremony of the college. Its programs include disaster management, business studies and human resources management.

Tembo said the government was concerned with the rising number of school leavers who were languishing in the streets because they were unable to get jobs.

“We want the school leavers and in-service personnel to get acquainted with knowledge, especially in the disaster-management sector,” Tembo said.

He said the college was very conducive for studies because of its location outside the city of Kabwe.

The principal of the college, Dr. Joseph Bwalya,

appealed to the government to provide more funds because the institution could not survive with the present allocations.

- *Times of Zambia, June 27, 1998*

Asia-Pacific

AFGHANISTAN

In June, the fundamentalist Taliban's army shut down more than 100 private schools in Afghanistan that were educating girls in defiance of the regime's ban.

Taliban Religious Affairs Minister Haji Khulimuddin warned that violators would be punished.

The Taliban had allowed the schools to operate without official recognition.

It was not clear what caused the clampdown now. But Khulimud-

ty-based programs for girls and women," said an international aid worker.

The Taliban's brand of Islamic law bans women from working and girls from attending schools. It also bans music and most forms of light entertainment. It requires men to grow beards, wear a head covering and attend mosque.

Khulimuddin said school operators had to apply for a license so "we can control them."

- *Cape Times
(Independent Online)
June 17, 1998*

AUSTRALIA

Australia's oldest public provider of visual-arts education, the National Art School (NAS), has for the first time been granted the right to offer a bachelor's degree in fine

was granted by a committee of art academics, practicing artists and representatives of the state Vice-Chancellors' Committee.

The decision makes NAS the second non-university art school, along with the private KvB School of Visual Communication, to be allowed to issue degrees. The current NAS advanced diploma in fine arts will be phased out, with continuing students having the chance to transfer into the degree program.

Students will take drawing and art history/theory as core subjects.

In later years, they'll be able to specialize in painting, printmaking, photography, sculpture or ceramics. Graduate-level degrees are now under consideration, as well.

- *Campus Review, July 1-7, 1998*

CHINA

Beginning in September 1998, Hong Kong Baptist University will offer Hong Kong's first full-time degree program in Chinese medicine. The five-year program will have cross-cultural coverage of the essence of Chinese and Western medicine, and interdisciplinary integration with social science subjects within medical perspectives.

The program will initially enroll 30 students. Graduates can plan careers in clinical practice, further studies or related disciplines in Chinese medicine.

- *Campus Review
June 24-30, 1998*

INDIA

The Indira Gandhi National Open University will start a one-year vocational course in translation from Hindi to English, and vice-versa, beginning in January 1999.

The one-year program will be targeted at people in remote areas who do not have access to institutions where they can effectively learn the skills of translation.

The course, leading to a post-graduate diploma in translation,

In June, the fundamentalist Taliban's army shut down more than 100 private schools in Afghanistan that were educating girls in defiance of the regime's ban.

din complained they had discovered several girls, ages 14 and 15, receiving education in private homes.

An international aid group survey in January found about 107 so-called informal schools for more than 6,500 children, half of them girls.

When the Muslim fundamentalist army swept into Kabul in September 1996, it shut down schools for girls, saying the curriculum was against the tenets of Islam.

The Taliban have allowed girls younger than nine to study only the Qur'an.

The Taliban shut down vocational training programs for girls, "seriously affecting all communi-

arts. This milestone makes NAS New South Wales' newest higher-education institution.

The NAS, which formerly operated under the state's Technical and Further Education Authority, was granted its independence in 1996 by the New South Wales government. This followed a promise given in 1995, after students, staff and arts-community activists marched at Parliament House in Sydney to oppose the imposition of competency-based training at the school.

The NAS is now an independent, publicly funded institution.

In accreditation arrangements made under the state Higher Education Act, approval for the degree

has been prepared in view of the importance of translation in the sociocultural life of India and its utility in the professional areas, said the director of the School of Humanities.

Students enrolling in the course will be taught through printed material, audiovisual lessons and teleconferencing sessions.

The program will be divided into four parts: theory of translation; linguistic and social aspects of translation; practical translation; and translation in officialese with a project comprising practical translation.

Graduates with Hindi and English as subjects at the degree level will be eligible to apply for the program. It will enable students to enhance their qualification for employment in the fields of teaching, translation, journalism, official language and tourism.

In addition to the translation diploma, the university will also introduce a Bachelor of Education degree program and three new certificate programs (in participatory forest management, disaster management and writing for radio).

- *University News*
June 1 & July 6, 1998

The Maharashtra University of Medical Sciences was founded in Nashik this year. One hundred thirty-five colleges will offer education in medical and allied disciplines under the auspices of this first medical university in the state.

The new university will decide the issues related to examinations, faculties and the content of medical and related syllabuses being taught in Maharashtra.

Speaking at an inaugural function, the state governor of Maharashtra suggested the university should conduct research on the most effective way to provide medical facilities to the rural population.

He added that special attention

should be given to the training of doctors.

The state public health and education minister said the decision to establish a separate university for medical sciences was made to bring uniformity to medical education in Maharashtra.

He said branches of the university would be set up in each revenue division of the state.

- *University News*
June 29, 1998

JAPAN

As many as 700 Japanese schools have applied for a government subsidy to pay for rooms in

As many as 700 Japanese schools have applied for a government subsidy to pay for rooms in which students can relax or receive counseling.

which students can relax or receive counseling.

Half these schools plan to construct the rooms over the summer break, according to Education Ministry officials.

The ministry is keen to promote these relaxation areas after a series of incidents in which stress and uncontrollable rage were cited as the causes of junior high school students attacking their peers or teachers.

The Education Ministry will use this year's supplementary budget to help furnish unused classrooms with air conditioning — usually not permitted in public schools — and carpeting or tatami mats, so students can take off their shoes and feel more at ease.

Most classrooms have wooden floors and require indoor shoes.

There will also be space for students to talk to counselors in private.

Computers linked to the Inter-

net will be set up in schools with more than 15 classes.

The ministry hopes to install the relaxation rooms in half of all junior high schools in the next three years, starting with 2,000 schools this fiscal year.

The ministry's budget will also be used to install counseling rooms next to the school nurses' rooms.

Students who want to escape the stress of the classroom are increasingly seeking solace in the nurses' rooms, occupying beds that should be used for those who are physically ill or injured.

The counseling rooms will give these students a place where they

can talk to someone about their problems.

However, Yasutaka Koku-bu, the chairman of the Japan Counseling Society, said teachers, and not counselors, should be given a larger role in the development of children's emotional stability.

He suggested all teachers be trained in counseling.

The government subsidies will be available to projects that cost more than 4 million yen. One-third of the costs will be borne by the Education Ministry. The rest will be paid through bonds issued by municipal governments.

- *Asahi Shimbun*, July 24, 1998

NEPAL

The High Level National Education Commission (HLNEC) recommended strict implementation of a plan to phase out the two-year post-secondary Proficiency Certificate program from universities by next year.

It also recommends introduction of one-year Master of Philosophy degree programs as a prerequisite for doctoral study.

The HLNEC, formed under the chairmanship of the education minister, recently submitted its report to the prime minister after working on it for more than a year.

In 1992, the National Education Commission had recommended introduction of a 12-year (10 + 2) primary/secondary education cycle. It also recommended the phasing out of proficiency level — currently offered by universities

regional universities on the basis of people's participation and government grants.

The report pointed out that higher education in Nepal is full of problems.

Because clear objectives for higher education are lacking, its expansion has been driven by social demand rather than the country's needs.

At present, only 2.5 percent of the total eligible population between ages 18 and 22 have access to higher education. This accounts for 13 percent of the annual education budget.

The bulk of higher education students study general subjects, and only 4 percent have the opportunity to study technical subjects, thus adding to the number of educated unemployed.

Though five universities have already been established in the country, 98 percent of the students are

Accordingly the department moved for the approval of Sindh's chief minister.

The Education Department source noted that 100 million rupees had already been earmarked by the Sindh government for this purpose.

Sources said documents regarding establishment of a degree-awarding institute would be prepared as soon as the chief minister gave approval. And after careful review, the documents would be placed before the provincial assembly.

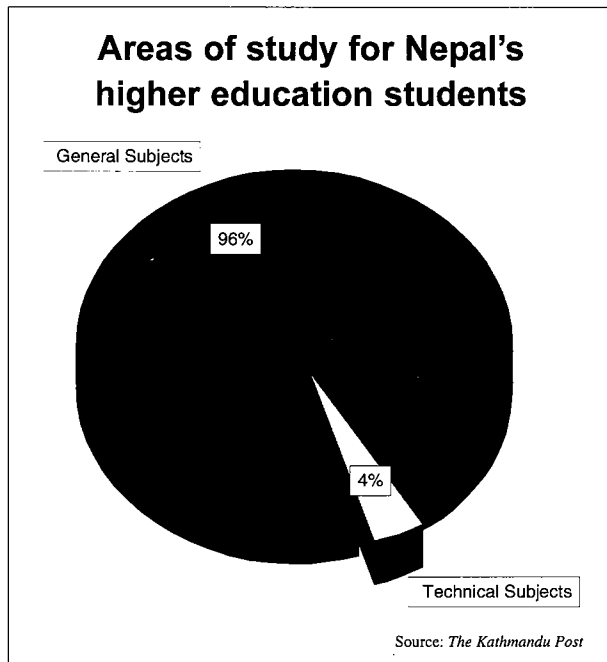
In the first stage, admission would be given for bachelor's and master's degree programs in computer science and food science — the subjects already being taught at the proposed institution.

Initially, the college would have no power to grant affiliation to other institutions.

Fresh appointments of teachers and other staff would be made while the ongoing degree and intermediate classes at Adamjee Science College continue in order to supply students for higher-level classes there.

The proposed science and technology institute would start functioning by the end of 1998 with a fresh intake for its degree programs, added the source.

- *The News International*
July 9, 1998



after 10 years of primary/secondary education — by the year 1998.

Under the heading of general higher education, the report suggested establishing an open university with its own curriculum, self-study materials and an examination system.

Among its other recommendations, the HLNEC also suggested a gradual increase in tuition fees to reduce dependency upon the government and entrance exams for every level of study.

The report suggests that Eastern University and Pokhara University should be developed as

enrolled in Tribhuvan University and its campuses.

- *The Kathmandu Post*
July 22, 1998

PAKISTAN

The University Grants Commission (UGC) has given its clearance for the upgrading of Government Adamjee Science College, Karachi, to the status of a degree-awarding institution.

Sources in the Sindh Education Department report that the UGC informed the department it would have no objection if the college were to be granted the status.

Europe

GREECE

The Greek Supreme Court has ruled that degrees from foreign universities are invalid if part of the studies take place at a branch in Greece.

The ruling directly blocks the way for the establishment of private universities.

Many foreign universities, particularly British, have set up outposts called liberal studies

workshops, which are allowed under Greek law.

Students spend two years there before going on to graduate from the university itself.

The Supreme Court decided by 22 votes to five that, according to article 16 of the Greek constitution, "graduate titles where part of the study has been carried out in a branch or a department of a university whose headquarters is in another European member state, are not valid."

The daughter of a deputy parliamentary speaker brought the case when the Transuniversity Degree Validation Authority refused to recognize her degree from a French university on the grounds that she had studied in Greece at a liberal studies workshop.

The court upheld the decision and set a precedent that supporters of private universities in Greece will find extremely difficult to overturn.

- *Times Higher Education Supplement*
June 19, 1998

ITALY

The latest, and possibly worst, of a long history of corruption scandals is rocking the credibility of Europe's largest university. The institution, La Sapienza ("Knowledge") University, is located in Rome and has 180,000 students.

Investigating judges denounced more than 70 people — mostly former students, but also some lecturers and administrative staff — for suspected involvement in buying and selling exam passes.

At least 600 exams are believed to have been bought and sold in the sociology department between 1983 and 1995.

There are also rumors that some female students traded sexual services for passes in exams that they never took or failed.

The suspicion is supported by the fact that two-thirds of the students involved are women.

The investigation began after a lecturer happened to see a number of students' exam certificates with his own signature forged to confirm passes.

He informed the police, and an investigating judge then ordered more than 600 suspect exam certificates to be scrutinized.

Police found that 10 students bought 15 out of the 19 exams required for a sociology degree. On average, students bought only four of the exams.

Degrees and exams in Italy have official legal standing.

Besides the 70 charged with "corruption" and "fraud in a public act," another 30 students, suspected of similar violations, have been identified but not formally accused.

Many have obtained posts in schools and the civil service using their degree.

Among those suspected of buying exams are several employees of La Sapienza itself, who obtained promotions.

Giuseppe D'Ascenzo, rector of La Sapienza, immediately declared: "If there are any officials of the university involved, they will be immediately suspended."

He added that the new computerization of the exam-certification system "will put an end to any future temptation of fraud."

Cases of false exams at La Sapienza have cropped up with depressing regularity over the past decade, along with substantial evidence of a black market in pre-written, ready-to-use exam theses.

This scam is made possible by the fact that it is highly improbable that the same professor will examine the same thesis if it is re-used.

One La Sapienza lecturer, who preferred to remain anonymous, commented: "This could be just the tip of an iceberg."

- *Times Higher Education Supplement*
June 5, 1998

SERBIA

In May, the Serbian Parliament approved a law reducing university autonomy by giving the Education Ministry the power to appoint rectors and deans.

Universities in the Yugoslav Republic traditionally have had the authority to elect their own administrators.

Students and faculty members reacted angrily to the new law.

Police wielding batons broke up a protest by several thousand students and academics in front of the parliament building in Belgrade.

According to press reports, police injured 10 students and arrested three.

The rector of the University of Belgrade, Dragan Kuburovic, announced he was resigning in protest of the law.

Zarko Korac, a professor of psychology at the University of Belgrade, said the law was part of an attack by the government on the two main centers of opposition to the policies of Yugoslav President Slobodan Milosevic: the universities and the independent broadcast media.

Recently, the government refused to renew the licenses for 35 of 38 independent radio or television stations.

"The government wants to get control over the universities and turn professors into clerks," said Korac, a former member of parliament and a peace activist.

The new law also gives government-appointed deans the right to hire and fire faculty members. "There is genuine fear" among academics, said Korac. "For eight years, living standards have been falling. People are afraid of losing their jobs. There is much bitterness and resignation."

In addition to Belgrade, demonstrations against the new law were staged at the three other main universities in Serbia: Novy Sad, Nis and Kragujevac.

Continued on page 7

Education in Bangladesh today

by Bonnie Rosenthal
Assistant Director
World Education Services

Education in Bangladesh is under the auspices of the Ministry of Education (MOE).

The Directorate of Secondary and Higher Education, directly under the MOE, is responsible for secondary and higher secondary education.

The subdistricts are responsible for primary education.

The Directorate of Technical Education is responsible for vocational education.

Islamic schools are under supervision of the Madrasah Education Board, an autonomous institution established in 1982. Education spending accounts for 1.5 percent of the total gross national product.

Primary/secondary education

The pattern of education consists of five years of primary, three years of junior secondary, two years of secondary and two years of higher-secondary education.

The academic year in primary/secondary schools begins in January and ends in December.

Primary education

In 1992, primary education became compulsory. Students begin primary school at age six. The language of instruction is Bangla. Primary education comprises grades one through five.

The curriculum is standard throughout the country and includes Bangla, arithmetic, social studies and science. In third grade, physical education, arts and crafts, music, religion and English language are introduced.

Promotion from grade two onward is based on internal examinations given at the end of the year. There are no public examinations given at the end of grade five.

Secondary education

Secondary education is divided into three stages: junior secondary, secondary and higher secondary. The four di-

Degree programs

Degree	Entry Requirements	Length
Bangladesh Agricultural University		
Bachelor of Science in Agriculture (Honours)	HSC	4 years
Bachelor of Science in Animal Husbandry (Honours)	HSC	4 years
Bachelor of Science in Agricultural Economics (Honours)	HSC	4 years
Bachelor of Science in Agricultural Engineering	HSC	4 years
Bachelor of Science in Fisheries (Honours)	HSC	4 years
Doctor of Veterinary Medicine	HSC	4 years
Master of Science (Agricultural Economics)	4-year Bachelor's degree	1 year
Master of Science (Animal Husbandry)	4-year Bachelor's degree	1 year
Master of Science in Veterinary Medicine	Doctor of Veterinary Medicine	1 year
Master of Science (Agriculture Extension Education)	4-year Bachelor's degree	1 year
Master of Science (Agricultural Engineering)	4-year Bachelor's degree	1 year
Master of Science (Fisheries)	4-year Bachelor's degree	1 year
Master of Science (Agricultural Statistics)	4-year Bachelor's degree	2 years
Doctor of Philosophy	Bachelor's degree	3 years
Bangladesh Asian University		
Bachelor of Arts (Honours)	HSC	4 years
Bachelor of Arts (Pass)	HSC	2.5 years
Master of Arts	4-year Bachelor's degree	1 year
Bachelor of Business Administration	HSC	4 years
Bangladesh Open University		
Bachelor of Education	2-year Bachelor's degree	2 years
Bachelor of Agricultural Education	2-year Bachelor's degree	2 years
Bangladesh University of Engineering and Technology		
Bachelor of Science (Engineering)	HSC	4 years
Bachelor of Architecture	HSC	5 years
Master of Architecture	Bachelor of Architecture	1.5 years
Master of Engineering or Master of Science (Engineering)	Bachelor of Engineering	1.5 years
Master of Urban and Regional Planning	4-year Bachelor's degree	2 years
Master of Philosophy	Master's degree	2 years
Doctor of Philosophy	Master's degree	2 years
University of Chittagong		
Bachelor of Arts (Honours)	HSC	3 years
Bachelor of Science (Honours)	HSC	3 years
Bachelor of Social Sciences (Honours)	HSC	3 years
Bachelor of Fine Arts (Honours)	HSC	3 years
Bachelor of Laws (Honours)	HSC	4 years
Bachelor of Medicine and Bachelor of Surgery	HSC	5 years
Master of Arts	3-year Bachelor's degree	1 year
Master of Social Science	3-year Bachelor's degree	1 year
Master of Fine Arts	3-year Bachelor of Fine Arts	1 year
Master of Commerce	3-year Bachelor of Commerce	1 year
Master of Science	3-year Bachelor of Science	1 year
Master of Business Administration	3-year Bachelor of Business Administration	1 year
Master of Philosophy	Master's degree	2 years
Doctor of Philosophy	Master's degree	2 years
University of Dhaka		
Bachelor of Commerce (Pass)/Bachelor of Arts (Pass)		
Bachelor of Science (Pass)/Bachelor of Home Economics (Pass)	HSC	2 years
Bachelor of Science in Technology (Textiles)	Diploma in Textiles	2 years
Bachelor of Science in Technology (Leather Technology)	Diploma in Leather Technology	2 years
Bachelor of Nursing Science (Pass)	HSC	3 years
Bachelor of Nursing Science (Post-Basic)	Diploma in Nursing	2 years
Bachelor of Arts (Honours)/Bachelor of Science (Honours)		
Bachelor of Commerce (Honours)	HSC	3 years
Bachelor of Pharmacy (Honours)	HSC	3 years

Continued, next page

visional Boards of Intermediate and Secondary Education set the curricula and administers examinations for the secondary and higher secondary stages.

Instruction for the junior secondary stage takes place at junior secondary schools. The language of instruction is Bangla.

The curriculum up to grade eight is uniform and consists of Bangla, English, mathematics, general science and social and religious studies. Internal examinations are held each year.

Students must pass the prescribed number of marks to be promoted to the next year. Instruction at the secondary level takes place at high schools. In grades nine and 10, students enter either the science or humanities stream. In both streams, students must take compulsory courses in Bangla, English, mathematics and geography.

Students who choose the science stream take courses in science. Those who choose the humanities stream take courses in history, economics and civics. In addition, all students must take two elective subjects.

Upon completion of the program, students take examinations to earn the Secondary School Certificate (SSC). After completing this stage, students may continue into an academic higher secondary program or enter vocational programs in agriculture, engineering technology or commerce at polytechnics or technical/vocational institutes.

The higher secondary level of education consists of grades 11 and 12, and instruction takes place at intermediate colleges. Bangla is the language of instruction. English is taught as a compulsory subject.

Students study in a specific stream and may choose from science, humanities, commerce, home economics, agriculture or music. The Higher Secondary Certificate (HSC) is awarded by examination following grade 12 and qualifies students for university education.

Secondary technical/vocational education

The Technical Education Board is responsible for secondary technical programs. It designs curricula, conducts examinations and awards all certificates

Degree programs
(continued from previous page)

Degree	Entry Requirements	Length
University of Dhaka (continued)		
Bachelor of Social Sciences (Honours)	HSC	3 years
Bachelor of Science in Home Economics (Honours)	HSC	3 years
Bachelor of Homeopathic Medicine	HSC	4 years
Bachelor of Laws (Honours)	HSC	4 years
Bachelor of Fine Arts	SSC	5 years
Bachelor of Medicine and Bachelor of Surgery	HSC	5 years
Bachelor of Dental Surgery	HSC	5 years
Bachelor of Unani Medicine/Ayurvedic Medicine	HSC	5 years
Bachelor of Education	2-year Bachelor's degree	1 year
Bachelor of Laws	2-year Bachelor's degree	2 years
Master of Library Science	Diploma in Library Science	1 year
Master of Arts/Master of Commerce/Master of Science	2-year Bachelor's degree/3-year Bachelor's degree	2 years/1 year
Master of Arts in Education	Bachelor of Education	1 year
Master of Philosophy	Master's degree	2 years
Master of Statistics	3-year Bachelor's degree	1 year
Master of Business Administration	Bachelor's degree	2 years
Master of Fine Arts	Bachelor of Fine Arts	2 years
Master of Science in Orthotics	Bachelor's degree	3.5 years
Master of Social Sciences	3-year Bachelor's degree/2-year Bachelor's degree	1 year/2 years
Master of Laws	Bachelor of Laws	2 years
Master of Science (Ophthalmology or Cardiology)	Bachelor of Medicine & Bachelor of Surgery	3 years
Doctor of Philosophy	Master's degree	2 years
Doctor of Laws	Master of Laws	3 years
Doctor of Literature/Doctor of Science	Doctor of Philosophy	3 years
Independent University, Bangladesh		
Bachelor of Business Administration (Honours)	HSC	4 years
Bachelor of Science (Honours)	HSC	4 years
Bachelor of Arts (Honours)	HSC	4 years
Bachelor of Science/Social Science	HSC	4 years
International University of Business Agriculture and Technology		
Bachelor of Business Administration	HSC	5 years
Master of Business Administration	Bachelor's degree	2.5 years
Bachelor of Computer Science	HSC	5 years
Bachelor of Science in Engineering	HSC	5 years
Bachelor of Arts in Economics	HSC	4 years
Bachelor of Science in Agriculture	HSC	5 years
Bachelor of Science in Nursing	HSC	4 years
Associate Degree in Nursing	HSC	2 years
Islamic University		
Bachelor of Arts (Honours)	HSC	3 years
Bachelor of Business Studies (Honours)	HSC	3 years
Bachelor of Laws (Honours)	HSC	3 years
Master of Arts/Master of Social Sciences/		
Master of Business Studies	3-year Bachelor's degree	1 year
Master of Laws	Bachelor of Laws (Honours)	1 year
Master of Philosophy	Master's degree	being formulated
Doctor of Philosophy	Master's degree	being formulated
Jahangirnagar University		
Bachelor of Arts (Honours)/Bachelor of Social Science (Honours)/		
Bachelor of Science (Honours)	HSC	3 years
Master of Arts/Master of Science/Master of Social Science	3-year Bachelor's degree	1 year
Master of Philosophy	Master's degree	2 years
Doctor of Philosophy	Master's degree	3 years
Khulna University		
Bachelor of Architecture	HSC	5 years
Bachelor of Science in Engineering	HSC	4 years
Bachelor of Science (Honours)	HSC	4 years

Continued, next page

and diplomas.

Students who complete grade eight may take two-year vocational courses at vocational-technical institutes.

Polytechnics, commercial training institutes and agriculture training institutes offer two- and three-year certificate and diploma programs. Admission requires the SSC.

Three-year diploma programs are offered in the fields of civil technology, mechanical technology, electrical technology, power technology, electronics technology, architectural technology, chemical and food technology, ceramic technology, surveying, marine engineering technology and agriculture.

Two-year certificate programs are offered in secretarial sciences. Two-year diploma programs are offered in printing technology and commerce.

Students who complete the Diploma in Technology may enter bachelor of engineering programs.

University education

Before 1947, all colleges in Bangladesh were affiliated with the University of Calcutta in India. From 1947 on, the colleges have been affiliated with the University of Dhaka.

There are three types of universities in Bangladesh: general, special and open.

General universities have defined territorial jurisdictions, and all colleges that come within the territory are automatically under the control of the university.

Universities in Bangladesh are both teaching and affiliating institutions.

Affiliating institutions are not teaching institutions. Instruction is conducted at colleges; however, universities design the syllabuses and conduct the examinations.

The academic year runs from September through August.

The University Grants Commission (UGC) was established in 1973 by presidential order.

The UGC's primary responsibility is coordinating academic programs, promoting research activities, acting as a liaison between the universities and the government, and allocating funds and

Degree	Entry Requirements	Length
Khulna University (continued)		
Bachelor of Science in Pharmacy	HSC	4 years
Bachelor of Business Administration	HSC	4 years
National University		
Bachelor of Arts (Pass)/Bachelor of Science (Pass)/ Bachelor of Social Science (Pass)/Bachelor of Commerce (Pass)	HSC	2 years
Bachelor of Arts (Honours)/Bachelor of Science (Honours)/ Bachelor of Commerce (Honours)	HSC	3 years
Bachelor of Education	2-year Bachelor's degree	1 year
Bachelor of Laws	2-year Bachelor's degree	2 years
Master of Arts/Master of Science/Master of Social Sciences/ Master of Commerce	2-year Bachelor's degree/ 3-year Bachelor's degree	2 years/1 year
Master of Philosophy	Master's degree	2 years
Doctor of Philosophy	Master's degree	3 years
North South University		
Bachelor of Business Administration	HSC	4 years
Master of Business Administration	Bachelor's degree	2 years
Bachelor of Science in Computer Science	HSC	4 years
Bachelor of Science in Economics	HSC	4 years
Master of Arts/Science in Economics	Bachelor's degree	1 year
Bachelor of Arts in English	HSC	4 years
Bachelor of Arts/Science in Environmental Studies	HSC	4 years
Shahjalal University of Science and Technology		
Bachelor of Science (Honours)	HSC	3 years
Bachelor of Social Science (Honours)	HSC	3 years
University of Rajshahi		
Bachelor of Arts (Honours)/Bachelor of Science (Honours)/ Bachelor of Commerce (Honours)/ Bachelor of Social Sciences (Honours)	HSC	3 years
Bachelor of Laws (Honours)	HSC	4 years
Bachelor of Medicine and Bachelor of Surgery	HSC	5 years
Bachelor of Laws	2-year Bachelor's degree	2 years
Master of Laws	Bachelor of Laws (Honours)/ Bachelor of Laws	1 year/2 years
Master of Arts/Master of Commerce/Master of Science/ Master of Social Sciences	2-year Bachelor's degree/ 3-year Bachelor's degree	2 years/1 year
Master of Philosophy	Master's degree	2 years
Doctor of Philosophy	Master's degree	3 years
University of Science and Technology, Chittagong		
Bachelor of Medicine and Bachelor of Surgery	HSC	5 years
Bachelor of Pharmacy	HSC	3 years
Bachelor of Business Administration	HSC	4 years

grants to universities.

The commission is also responsible for assessing the needs of individual universities and advising the government on future developments in higher education.

In 1986, the four engineering colleges (Rajshahi, Chittagong, Khulna and Dhaka) were changed to the Bangladesh Institutes of Technologies (BITs). The BITs are autonomous and award their own degrees. They operate outside the UGC system and have a council of in-

stitutes with a "minister-in-charge" of education in the government of Bangladesh.

Each BIT has separate boards of governors and academic councils.

In 1992, the government authorized the establishment of private universities in Bangladesh. Private universities were permitted to operate in response to the growing demand for higher education and the lack of space at public universities.

Currently 16 private universities have

opened. They are modeled after higher education in the United States: bachelor's degree programs are four-years long, they use a credit hour system and follow the U.S. academic calendar.

English is the medium of instruction in all but two private universities: Darul Ihsan University and Islamic University of Chittagong, which are funded by Muslim sources.

Admission

Admission to a university requires the HSC or its equivalent. There are admission tests required for medical colleges, the BITs and university departments.

Bachelor's degrees

General universities offer courses in arts, social sciences, sciences and commerce.

There are two different bachelor's degrees: a two-year pass degree and a three-year honours degree.

Pass degrees consist of three subjects studied over two years. Honours degrees require two subsidiary subjects and one principal subject studied over three years.

With a few exceptions, pass degrees are taught at colleges and honours degrees are taught at universities.

There are three-year bachelor's degrees in pharmacy and religious studies.

Bachelor's degrees in agriculture, engineering, dentistry, law, nursing and veterinary medicine are four years long. Those in architecture and medicine are five years.

Second bachelor's degrees

Holders of the two-year pass degree may continue into a second bachelor's degree program.

The bachelor of laws is two years and the bachelor of education is one year.

Master's degrees

Master of arts (MA), science (MSc) and commerce (MCom) degrees are awarded at general universities.

The length of the program is two years after a pass degree or one year after an honours degree.

Master's degrees in engineering, architecture, agriculture and urban and regional planning require a relevant four-year first degree.

The length of these programs is 1.5 years.

Research degrees

The master of philosophy (MPhil) is two years after the MA or the MSc. Doctoral programs require a minimum of two years after the MSc in engineering, MPhil or the MSc in agriculture.

Teacher education

Primary teachers are trained at primary training institutes. The program is one year and requires the SSC for admission for women and the HSC for men.

The National Academy for Primary Education is responsible for conducting examinations at the conclusion of the one-year course.

Upon successful completion of the examination, primary teachers are awarded a certificate in education.

Vocational teacher training is offered at the Vocational Teacher Training Institute. The institute offers two-year programs. The Technical Teacher's Training College offers short-term, 4-week training courses.

Physical education teachers are trained at physical education colleges. The colleges offer a one-year junior diploma in physical education and a one-year bachelor of physical education.

Admission to the junior diploma program requires the HSC, and the bachelor of physical education requires a two-year bachelor's degree.

Technical teacher training is offered at the Technical Teacher's Training College. The college offers a one-year diploma in technical education and a two-year bachelor of education (technology).

The diploma in technical education requires a diploma in technology for admission and the bachelor of education (technology) requires the diploma in technical education.

Secondary teachers must complete a two-year bachelor's degree, followed by a one-year bachelor's degree. There are also master's degrees and doctoral programs in education.

Recognized private institutions established between 1992-1996

- ◆ Comilla University
- ◆ Asian University of Bangladesh
- ◆ University of Asia Pacific
- ◆ Queens University
- ◆ People's University of Bangladesh
- ◆ North South University
- ◆ Independent University of Bangladesh
- ◆ Central Women's University
- ◆ Gono University
- ◆ International University of Business, Agriculture and Technology
- ◆ University of Science and Technology
- ◆ Ahsanullah University of Science and Technology
- ◆ East West University
- ◆ Darul Ihsan University
- ◆ Islamic University of Chittagong
- ◆ AMA International University

Recognized public institutions

- ◆ Bangladesh Institute of Technology, Gazipur
- ◆ Bangladesh Institute of Technology, Rajshahi
- ◆ Bangladesh Institute of Technology, Khulna
- ◆ Bangladesh Institute of Technology, Chittagong
- ◆ College of Textile Technology (Under MOE)
- ◆ College of Leather Technology (Under MOE)
- ◆ Islamic Centre for Technical and Vocational Training and Research (founded by the Organization of Islamic Countries)

Continued, from page 6

Korac said the universities were appealing to foreign institutions to send letters of protest to the Yugoslav authorities.

- *Chronicle of Higher Education*
June 12, 1998

UNITED KINGDOM

Edinburgh's Queen Margaret College has won the right to confer its own research degrees. By order of the Privy Council, the college was granted full research degree awarding powers on June 1.

This decision makes Queen Margaret the first Scottish higher education college to make the same full range of academic awards as universities.

- *Times Higher Education Supplement*
May 29, 1998

The University of Oxford will offer degree courses over the Internet under plans that could transform the prestige of distance learning.

The plan is backed by Microsoft cofounder Paul Allen, whose virtual education foundation will fund the online courses that are to be launched next year.

The course will be offered to postgraduates in medicine, computing and software engineering.

Oxford teachers will supervise study using e-mail, Internet discussions and voice-based conferencing. There will also be occasional face-to-face meetings.

The courses will be phased in over five years.

- *Financial Times*
July 20, 1998

Latin America

BRAZIL

In June, 138,600 graduating seniors at Brazilian universities were given a special test designed to evaluate the country's university system.

The purpose of the National

Examination of Courses is to help gauge the success of various degree programs in preparing students for careers.

Degree programs receive grades of "A" through "E," based primarily on the results of the exams.

The grades are widely publicized. Institutions receiving poor marks are visited by committees of experts appointed by the ministry to help identify problems and suggest solutions.

If test scores continue to be unsatisfactory, or the institution fails to act on the recommendations of the experts, programs can be de-certified, and an institution can even lose its accreditation.

The first such exams were administered in 1996 to students completing law, civil engineering and management programs.

A year later, exams were given in a total of six fields, and this year, exams were given in 10 fields.

Eventually, all students will take the exams.

The results have not been encouraging.

Programs at only 11 percent of universities got top marks, and those at one-third of all institutions — many of them private — were judged to be below standard.

Brazil wants to develop ways to regulate postsecondary education. The nation's system is made up primarily of federal and state universities, but large numbers of private institutions have been added to the mix in recent years.

Up to now, the country has not had a systematic way of evaluating institutions.

This situation has contributed to the proliferation of private colleges and universities — many of them proprietary institutions that pay more attention to the bottom line than to

academic quality.

Students say the exams have helped bring about improvements.

- *Chronicle of Higher Education*
July 17, 1998

Middle East

EGYPT

South Valley University, which began operation as a branch of Assiut University in 1970, was established as an independent institution on Jan. 2, 1995 by government decree.

The university's headquarters is located in Qena, 600 kilometers south of Cairo. There are three campuses in Sohag, Qena and Aswan.

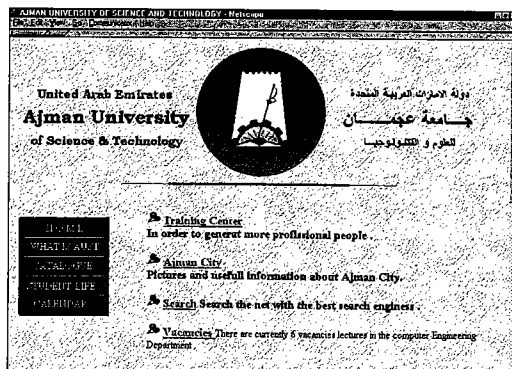
The university has seven faculties: arts, commerce, education, engineering, medicine and surgery, and science.

- *South Valley University*
<<http://www.frcu.eun.eg/www/universities/html/j-wadi.html>>

UNITED ARAB EMIRATES

The Ajman University of Science and Technology, founded in 1988 by decree of the Supreme Council Ruler of Ajman, was recognized by the Ministry of Higher Education and Scientific Research on May 3, 1994.

The university consists of seven departments: business administration; computer science and engineering; dentistry; education;



Ajman University's Website address is:
www.ajman.ac.ae

engineering; foreign languages and translation; and pharmacy.

Programs leading to bachelor's degrees include: computer science; computer engineering; electrical engineering (with concentrations in electronic engineering or communications engineering); business administration; English and translation; and education (with teaching specializations in Arabic language and Islamic studies; mathematics and science).

- *Ajman University of Science and Technology*
<<http://www.ajman.ac.ae>>

Newly Independent States

MONGOLIA

In March 1994, the Ministry of Science and Education approved a resolution conferring a new charter to Mongolian State University. The institution has been renamed the National University of Mongolia.

- *Correspondence from the National University of Mongolia*
June 22, 1998

RUSSIA

On March 28, 1997, the Ministry of General and Professional Education reorganized the Sochi branch of the St. Petersburg-based Russian State Pedagogical University.

It is now called the Pedagogical Institute of the Sochi State University of Tourism and Recreation.

In July 1998, the ministry also renamed the State Academy of Management, located in Moscow. The new name of the institution is State University of Management.

- *Correspondence from Sochi State University of Tourism & Recreation and the State University of Management*

North America

UNITED STATES

For the first time, the percentage of young black adults who earned a high school diploma last year equaled that of young whites, according to a report from the U.S. Census Bureau.

And for the second consecutive year, the percentage of young women who had earned high school and bachelor's degrees surpassed that of young men.

The Census Bureau issues a report every two years on Americans' levels of education.

In the 25 to 29 age group, 86 percent of blacks were high school graduates last year, compared with 87 percent of whites.

The bureau considers those figures statistically equal.

"In the last decade, the number of white (high school graduates) has leveled out," said Jennifer Day, the chief of the education and social-stratification branch of the Census Bureau. "Blacks were trailing, but they've ... caught up."

Blacks still lag behind whites when it comes to college degrees, however.

Thirteen percent of young

blacks had obtained a bachelor's or advanced degree as of last year, compared with 25 percent of whites and 42 percent of Asian-Americans in the same age group, according to the report *Educational Attainment in the United States: March 1997*, released in July.

Women surpassed men in educational attainment for the first time in 1996.

As of last year, 89 percent of young women had completed high school, and 29 percent had earned a bachelor's, graduate or postgraduate degree. The figures for men were 86 percent and 26 percent, respectively.

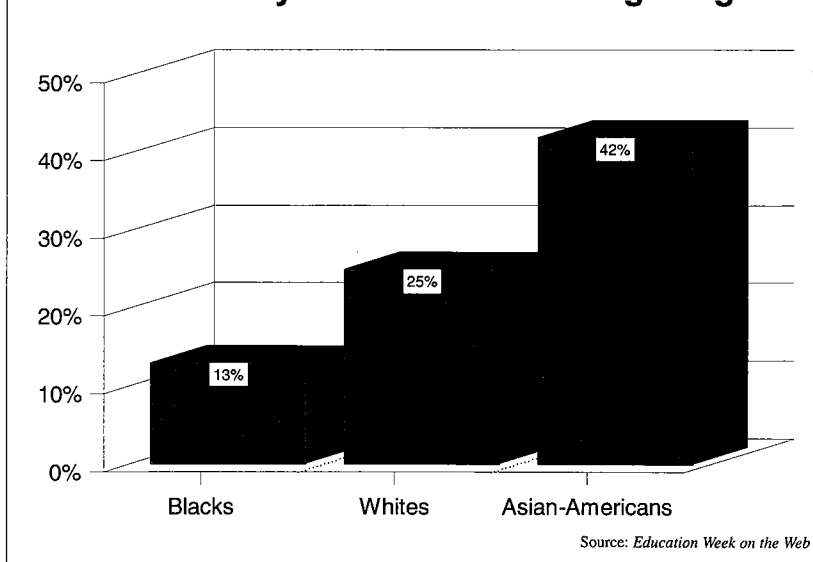
"For women, it has been a steady haul upwards," Day said. "In the 1960s and 1970s, women were going to college but not necessarily finishing."

Hispanics had the lowest levels of educational attainment of any group tracked as of last year, the report says.

Some 62 percent of young Hispanic adults had completed high school, 33 percent had finished some college or more, and 11 percent had completed a bachelor's degree or more.

- *Education Week on the Web*
July 8, 1998

U.S. 25- to 29-year olds with a college degree



Vocational credentials and higher education: Closer relations ahead

Once a topic of little concern outside its own domain, vocational education now holds a central place in reform debates raging in dozens of countries.

Politicians, employers and reformers of every stripe have called for new broad-policy initiatives and major funding commitments to raise the standard of academic and technical competence at every level of education.

During the last decade, some ambitious programs have been launched in several countries.

U.S. admission officers can therefore expect to see a number of new vocational credentials from their international applicants in addition to the academic certificates they have come to expect.

How should these credentials be treated for admission and transfer purposes?

To begin answering this question, it may be helpful to outline the major ideas that have driven policy reforms in most countries.

During the last 30 years, governments and employers have responded to economic crisis and labor force restructuring with criticism of both academic and vocational education.

A series of reports published in the 1970s and 1980s found existing vocational programs failed both students and employers.

Programs were judged to be too narrowly defined and lacking in curricula, which were not rigorous enough to equip students with an analytical foundation for further learning or the flexibility necessary to deal with changes in the workplace.

Criticism of academic programs focused on their lack of relevance to real-world contexts.

These two lines of criticism

suggested a new framework in which the greatest strengths of academic and vocational education could be integrated and made mutually beneficial to students and — as reformers hope — to the economy as a whole.

As such, the main emphasis in reform programs to date has been to enrich the vocational curriculum with additional (and more demanding) academic content, leading to more general-purpose credentials.

The common practice of “streaming” vocational students into special institutions effectively removes them from the general high school population.

General or academic high schools reinforce this segregation by making only a few vocational courses available to students.

And although differences in curriculum were to be expected under these circumstances, they could be severe.

In the United States for example, a formula developed by the Federal Vocational Board and adopted by state educators for most of this century called for only 25 percent of vocational student time to be given to academic subjects.

In other countries, the outcome of vocational streaming often resulted in students receiving final credentials that could not be used for entry into higher education.

All of this is changing, however, and in many countries articulation agreements worked out at the national level make it possible for students with vocational credentials to proceed to higher education with less difficulty.

In the United Kingdom, for example, the new Advanced General National Vocational Qualification can be used for university admission.

In Ireland, the recently intro-

duced National Vocational Certificate Level Two can admit students to postsecondary programs at regional technical colleges and institutes of technology.

In Australia, South Africa and New Zealand, reform is taking place through the development of national qualification frameworks in which credentials of every type can be understood as falling within a unified structure of educational progress.

Similar ideas are present in the “Tech Prep” initiative introduced in the United States by the Perkins Act of 1990. Tech Prep programs are designed to begin in high school and continue in two- and four-year colleges.

When reviewing vocational credentials, then, admission/transfer officers should always consider the following questions:

- Is the curriculum exclusively or narrowly vocational (e.g., trade education, certification of competency in a limited number of skill areas)? Or is it an integrated program containing general/academic subjects as well?

- Will the credential admit the student to any sector of postsecondary education in the home country? If so, which one? Would placement in your institution represent a comparable educational pathway?

- What is your own institution’s policy for U.S. vocational-technical high school graduates? Are you applying this policy to international applicants in a consistent way?

By keeping these questions in mind, you can better identify the growing number of foreign vocational qualifications that serve as appropriate preparation for higher education.

Berufsakademien: Neither here nor there?

by Axel Markert
 Director, International Relations
 University of Tübingen

The title of an article in the *Deutsche Universitätszeitung* in 1996 ("Weder Fisch noch Fleisch")^[1] would lead one to believe that Berufsakademien (BAs) are hybrid institutions, belonging neither to the business nor to the higher educational sector.

In a way this is true, and their dual structure does entail strengths as well as weaknesses.

These "university-level academies of professional education" (to quote from a sponsored section of the *International Herald Tribune*) were formally established in 1974 in the German state of Baden-Württemberg as a complement to the existing institutions of higher education: universities, teacher-training institutions (Pädagogische Hochschulen) and polytechnics (Fachhochschulen).

Their aim was to "integrate training facilities of the employment sector and activities of state higher educational institutions in a joint effort at cooperative education of the highest standards"^[2].

The BAs remained a Baden-Württemberg peculiarity for nearly two decades, and therefore their graduates often ran into problems of recognition in the other federal states.

Meanwhile BAs, modeled after the Baden-Württemberg institutions, exist in Berlin and Saxony as well, and will be established in Thüringen as of the coming academic year.

In September 1995, the Standing Conference of Ministers of Education of the German states (Kultusministerkonferenz, or KMK for short) finally agreed that the "final qualifications awarded by Berufsakademien ... are final

qualifications at the tertiary level." Therefore, they are considered to be equivalent to Fachhochschule degrees if a number of prerequisites are met:

- The entrance requirements are to be identical to those of the other higher educational institutions. Therefore, the general Abitur is the entrance ticket for the BAs and it is interesting to note that Fachhochschulreife (the admissions requirement for the Fachhochschulen) is not sufficient for BAs.

- A minimum of 40 percent of the total teaching duties have to be fulfilled by full-time professors of the BA.

- Individual BAs must offer at least two different degree programs with a number of special subjects.

- A final thesis has to be completed within a period of three months. It is to be evaluated by an examiner from one of the state Studienakademien (for instance, the academic components of the BAs) who must be a professor.

- Quality assessment and teaching standards are to be controlled by the Studienakademie.

Germany has always taken pride in what has been called its "dual system" — the combination of academic and practical training in secondary and higher education.

In higher education, the Fachhochschulen introduced a cooperative model by making internships a mandatory part of their curriculum.

The BAs went one step further: periods of course work alternate about every 10-14 weeks with on-the-job training throughout the curriculum.

Students at BAs have about 30-34 contact hours per week during their academic semesters, for a total of 2,100 (business administration and social work) to 2,400 (engineering) contact hours — a figure which is roughly equivalent

to the course load at Fachhochschulen.

Some BAs have had even higher course loads (up to 3,000 in engineering). But it seems that, for economic reasons, they will eventually have to settle for loads which are 5 to 15 percent lower than at Fachhochschulen.

A Berufsakademie, then, is a joint venture of the state higher educational system and private business.

Several of Baden-Württemberg's globally-oriented companies originally joined forces with the state administration, represented by the Ministry of Science, Research and the Arts to create this new type of institution in 1972.

Dissatisfaction with the existing higher educational institutions certainly played a role in launching this initiative. As elsewhere in the world, industry had long complained about the lack of practical training at traditional universities.

In Germany, the establishment of Fachhochschulen after the 1960s (Baden-Württemberg has more than 20 of them) resulted from that discontent.

Meanwhile there are now eight BAs in Baden-Württemberg (including two with branch campuses) enrolling about 13,000 students who are educated and trained in cooperation with nearly 4,000 companies.

What does the Berufsakademie have that a Fachhochschule doesn't?

Above all, the difference is characterized by a very direct influence of the companies involved.

On the state level, subject commissions (Fachkommissionen) were created that set the curriculum for the different subject areas in business administration, engineering and social work.

One-half the members of these commissions are representatives of

the companies.

The same is true for the liaison and coordination committees (Koordinierungsausschüsse), and the companies are also represented on the examination boards.

It is a unique feature of the BAs that private business is thus granted a say in all matters, practical as well as academic.

To qualify as a "training company," a business must meet specific requirements regarding its size, the qualifications of its training staff and the quality of its training facilities.

A student at one of the BAs is always a company intern at the same time.

In fact, a contract with a company is a prerequisite for enrollment. This contract provides for periods of release by the companies to the Studienakademie for the trainees' study terms.

The companies also provide the students with training allowances of varying amounts for both the academic and the practical periods of their course of study.

On average, companies annually invest close to 70,000 Deutsche marks per student.

The big advantage of this scheme is that a job for the BAs' graduates is practically a built-in feature.

In 1995, 84 percent of the graduates were employed immediately, two thirds of them with the company where they interned.

This very direct relationship between graduation and employment, however, also hides a serious flaw. Student numbers are dictated by industrial demand, and if the general economy slows down, the BAs' enrollment will also decline.

The numbers of first-year students dropped by nearly 20 percent in the period of relative recession between 1990 and 1995.

Some of the BAs have never actually attained the enrollment figures for which they were

planned, but most of them are growing again.

It remains to be seen whether a recovering economy will produce the desired numbers.

It is fair to say the BAs could not exist without the universities and the Fachhochschulen from which they recruit, on a part-time basis, the vast majority of their professors.

Many others are practitioners from business.

The high percentage of part-time teachers was obviously a matter of concern for the KMK (see above) when they agreed to give the BAs their stamp of approval.

This is why they have asked that at least two-fifths of the faculty be full-timers.

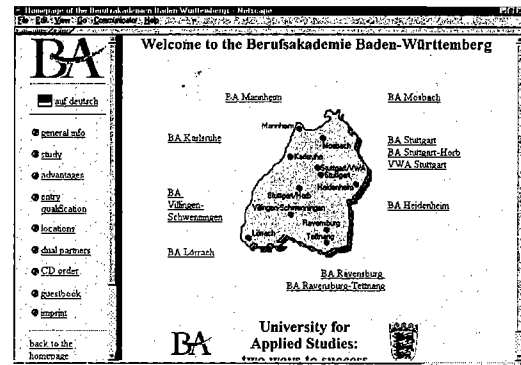
The BAs, on the other hand, see the employment of part-time faculty as one of their major assets because it provides a maximum of flexibility, practical orientation and up-to-date content.

Upon completion of their program, BA graduates are awarded a degree such as Diplom-Ingenieur (BA), Diplom-Betriebswirt (BA) or Diplom-Sozialpädagoge (BA) for engineering, business administration and social work. According to the KMK's ruling, these degrees are considered to be equivalent to the corresponding Fachhochschule qualifications, which carry the abbreviation (FH) following the degree title.

Thus, the internal pecking order of German higher education institutions is not quite as clear as it used to be.

The designation "university," however, remains very much in demand with all of them.

While the Fachhochschulen aspire to be "Universities of Applied Science," some of the BAs would like to be called "Universities for Applied Studies."



For more information, see the BA Website at: www.ba-bw.de.

One man's owl is another man's nightingale, as we say in Germany.

Note: I am grateful to Dr. Ludwig Spielmann of the Berufsakademie Mosbach for letting me have his draft manuscript of an English-language brochure on the "Berufsakademie Baden-Württemberg" [3]. His institution also plays a central coordinating role in international cooperation for all the BAs in Baden-Württemberg. The contact address is:

Berufsakademie Mosbach Arnold Janssen-Strasse 9-13 D 74821 Mosbach, Telephone: 011-49-6261-87-112, Fax: 011-49-6261-87-123, Electronic Mail: ipc@ba-mosbach.de

[1] Markus Collati, "Weder Fisch noch Fleisch," *Deutsche Universitätszeitung*, 1-2, 1996 (pp.14 f).

[2] Rudolf Mann, *Berufsakademie — An Alternative to University Studies*, Stuttgart, 1991 (p.4)

[3] It may be somewhat confusing for the outsider that, in Baden-Württemberg, the term *Berufsakademie* is used both for the whole network of state BAs (The *Berufsakademie Baden-Württemberg*) as well as for individual institutions — the *Berufsakademie Mosbach*. It bears repeating: All BAs have an academic part, the *Studienakademie* and a training company for each student. The building(s), however, will invariably be called *Berufsakademie* (not *Studienakademie*).

► See the back page for a directory of **Berufsakademien.**

A Directory of Berufsakademien

Also see the BA home page on the World Wide Web:
<http://www.ba-bw.de>.

Berufsakademie Heidenheim Wilhelmstraße

10 89518 Heidenheim
 Telephone: 011-49-7321-38-19-41 Fax: 011-49-7321-38-19-47
 World Wide Web: <http://www.ba-heidenheim.de/>
 Electronic Mail: ott@ba-heidenheim.de

Berufsakademie Karlsruhe Erzbergerstraße

121 76133 Karlsruhe
 Telephone: 011-49-721-9-73-55 Fax: 011-49-721-9-73-56-00
 World Wide Web: <http://www.ba-karlsruhe.de/>
 Electronic Mail: ihle@ba-karlsruhe.de

Berufsakademie Lörrach Hangstraße

48 79539 Lörrach
 Telephone: 011-49-7621-2071-0 Fax: 011-49-7621-2071-119
 World Wide Web: <http://www.ba-loerrach.de/>
 Electronic Mail: info@ba-loerrach.de

Berufsakademie Mannheim Coblitzweg

7 68163 Mannheim
 Telephone: 011-49-621-41-05-0 Fax: 011-49-621-41-05-101
 World Wide Web: <http://www.ba-mannheim.de/>
 Electronic mail: info@ba-mannheim.de

Berufsakademie Mosbach Lohrtalweg

10 74821 Mosbach
 Telephone: 011-49-6261-8-71-00
 Fax: 011-49-6261-8-75-04
 World Wide Web: <http://www.ba-mosbach.de/>
 Electronic Mail: info@ba-mosbach.de

Berufsakademie Ravensburg Außenstelle Tettnang

Hofkammerstraße
 40 88069 Tettnang
 Telephone: 011-49-7542-5-28-11
 Fax: 011-49-7542-5-35-89

Berufsakademie Ravensburg Marienplatz

2 88212 Ravensburg
 Telephone: 011-49-751-8-06-27-00
 Fax: 011-49-751-1-76-95
 World Wide Web: <http://www.ba-ravensburg.de/>
 Electronic Mail: info@ba-ravensburg.de

Berufsakademie Stuttgart Außenstelle Horb Florianstraße

5 72160 Horb a. N.
 Telephone: 011-49-7451-5-21-0
 Fax: 011-49-7451-5-21-111
 World Wide Web: <http://www.ast-horb.ba-stuttgart.de/>
 Electronic Mail: info@ast-horb.ba-stuttgart.de

Berufsakademie Stuttgart Jägerstraße

56 70174 Stuttgart
 Telephone: 011-49-711-18-49-660
 Fax: 011-49-711-18-49-719
 World Wide Web: <http://www.ba-stuttgart.de/>
 Electronic Mail: info@ba-stuttgart.de

Berufsakademie Villingen-Schwenningen Erzbergerstraße

17 78054 Villingen-Schwenningen
 Telephone: 011-49-7720-3-90-60
 Fax: 011-49-7720-39-06-21
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