



Samuel Neaman Institute  
FOR ADVANCED STUDIES IN SCIENCE AND TECHNOLOGY



Technion  
Israel Institute of Technology

# PRIVATIZATION IN HIGHER EDUCATION

GURY ZILKHA



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PRIVATIZATION  
IN  
HIGHER  
EDUCATION

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## **Acknowledgements**

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**The main sources of information for this paper were gathered from data published by OECD, CEPES, PROPHE, official sites of several universities and government.**

## **Introduction**

**The private higher education sector has emerged gradually in recent years.**

**This evolution occurred alongside the rapid growth in the demand for academic studies and degrees.**

**Public support for higher education has severely declined in the last two decades due to mass expansion and soaring expense resulting in rapid growth in private higher education in countries that could not adapt to the rising demand.**

**This paper will present and examine these changes considering also the country specific nature of privatized higher education.**

## **1. Background**

The trend for higher education grew rapidly in the Post World War II atmosphere of the mid 20<sup>th</sup> century, as soldiers returned with the ambition to claim their rightful place and participate in a society forever transformed as result of the war.

Enrollment in a university or college was recognized as a status symbol and key to social mobility. During the 1950<sup>'s</sup> and 1960<sup>'s</sup>, many universities and colleges were established in North America and Western Europe. Expenditure for higher education grew rapidly with the majority of the funding provided by government sources and in some countries students received grants to cover daily expenses.

These policies continued until the early 1980<sup>'s</sup> when the average citizen demanded access to higher education. Governments, mainly those of Western Europe, succumbed to public pressure and opened their gates to higher education for all. In some countries these changes increased the percentage of those entering higher education by nearly 100%.

By 1980, most developed countries had more than 25% of the population studying in tertiary education.

In the early 1990<sup>'s</sup>, an additional increased occurred when higher education was perceived as an attractive investment. This was evident in various areas of studies, but mainly in the professional disciplines, such as business administration, law, and computer studies.

This development led to enormous growth in the demand for higher education that could not be met by the public sector, much less in underdeveloped countries.

The private sector in higher education increased in accordance to the overall growing demand. In some countries the private sector's upward slope included almost half of the tertiary system.

This was true in Latin America, Eastern Europe, and South East Asia.

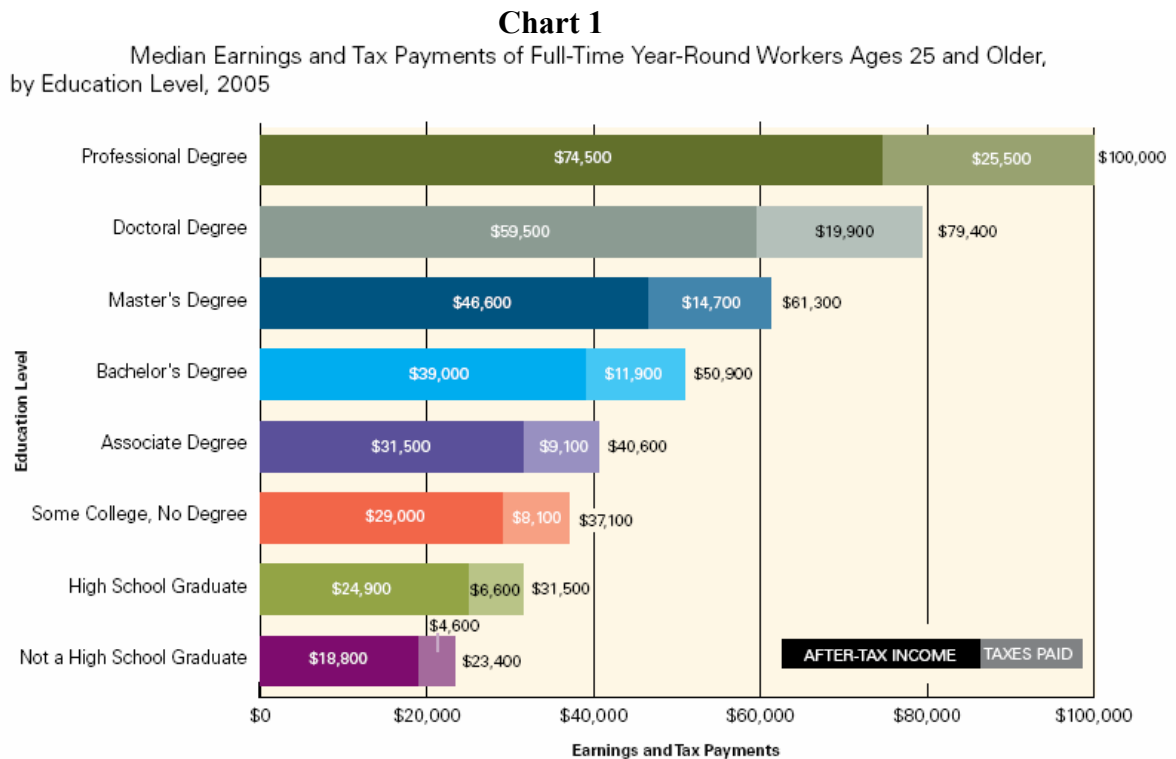
Most countries in Western Europe were not affected by this trend and their educational systems still relied on the public sector.

## 2. The Growing Demand for Private Higher Education

The growing demand for higher education begun in the 1980's and still continuing today is the key reason for the expansion in private tertiary education. This shift is due to the following socio-economic developments:

- A. Higher education – An attractive investment for individuals. There is a direct positive link between higher education and higher wages.

The following chart presents data from the United States and illustrates the connection between higher education and higher earning capability.



**Note:** Taxes paid include federal income, Social Security, and Medicare taxes, and state and local income, sales, and property taxes.

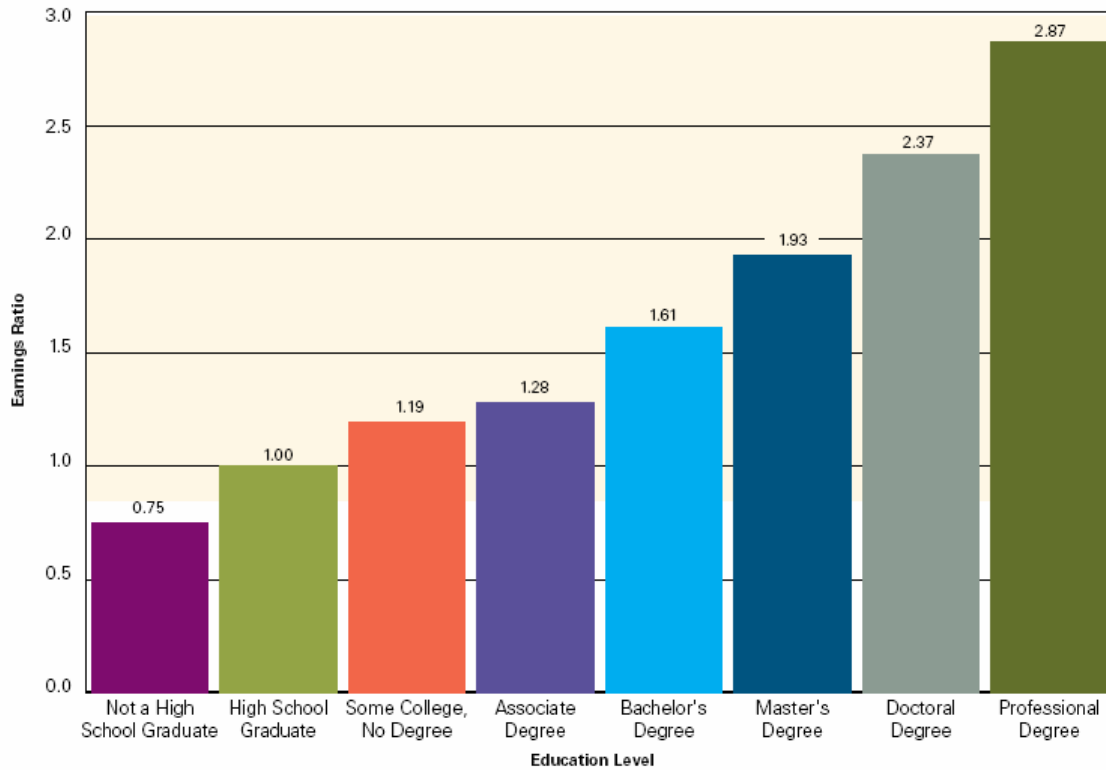
**Sources:** U.S. Census Bureau, 2006, PINC-03; Internal Revenue Service, 2006; McIntyre et al., 2003; calculations by the authors.

*The bars in this graph show median earnings at each education level. The lighter segments represent the average federal, state, and local taxes paid at these income levels. The darker segments show after-tax income.*

The following chart illustrates the relative earnings as a result of the level of education where professional degrees are as much as 2.87 % higher than high school studies.

**Chart 2**

Expected Lifetime Earnings Relative to High School Graduates, by Education Level



Notes: Based on the sum of median 2005 earnings from ages 25 to 64 for each education level. Future earnings are discounted using a 3 percent annual rate to account for the reality that, because of foregone interest, dollars received in the future are not worth as much as those received today.  
Sources: U.S. Census Bureau, 2006. PINC-03; calculations by the authors.

**Source: Education Pays, the Benefits of Higher Education for Individuals and Society, Sandy Baum and Jennifer Ma, Trends in Higher Education Series, College Board, 2007.**

**The following OECD data shows the expansion in tertiary education in the OECD countries. The aggregate numbers increased by almost 25% within 7 years.**

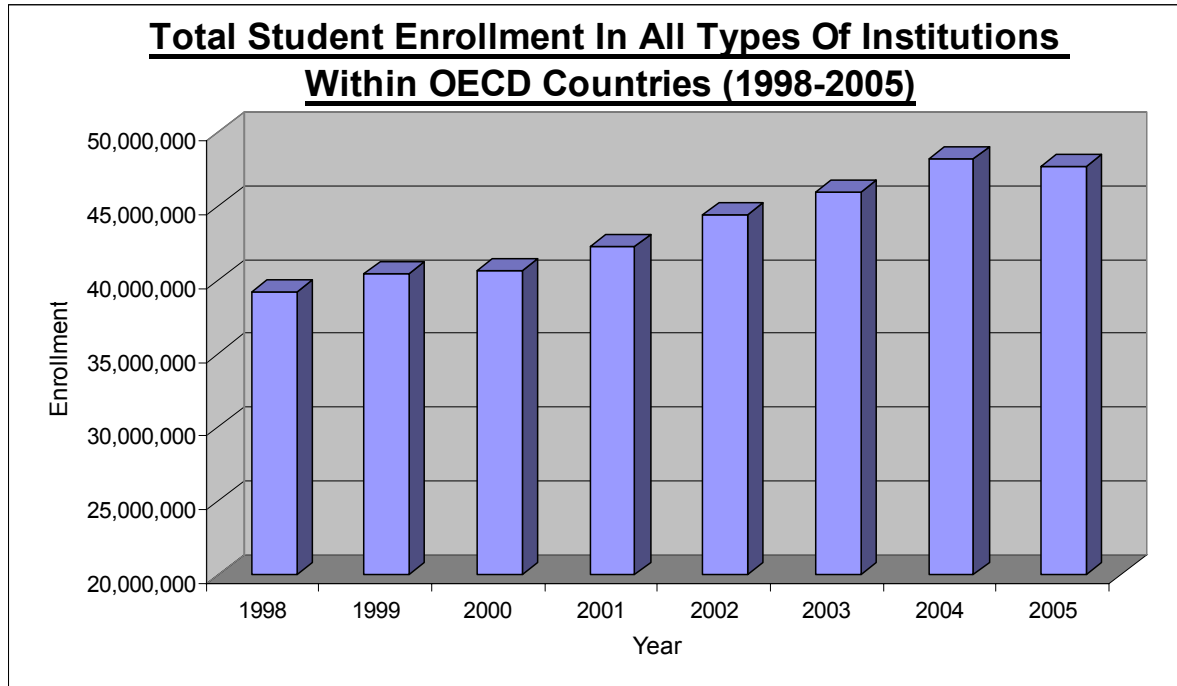


**Table 1 :Students Enrolled in Tertiary Education**  
**(all types of institutions)**

<b>Year</b>	1998	1999	2000	2001	2002	2003	2004	2005
<b>Country</b>								
<a href="#">Australia</a>	869172	845636	845132	868689	1012210	1005977	1002998	1024589
<a href="#">Austria</a>	247498	252893	261229	264669	223735	229802	238522	244410
<a href="#">Belgium</a>	..	351788	355748	359265	366982	374532	386110	389547
<a href="#">Canada</a>	1179395	1192570	1220651	1212161	..	..	1254833	0
<a href="#">Czech Republic</a>	215041	231224	253695	260044	284485	287001	318858	336307
<a href="#">Denmark</a>	183274	189970	189162	190791	196179	201746	217130	232255
<a href="#">Finland</a>	250047	262890	270185	279628	283805	291664	299888	305996
<a href="#">France</a>	2027422	2012193	2015344	2031743	2029179	2119149	2160300	2187383
<a href="#">Germany</a>	2097694	2087044	2054838	2083945	2159708	2242397	2330457	2268741
<a href="#">Greece</a>	374122	387859	422317	478205	529233	561468	597007	646587
<a href="#">Hungary</a>	254693	279397	307071	330549	354386	390453	422177	436012
<a href="#">Iceland</a>	8100	8462	9667	10184	11584	13347	14710	15169
<a href="#">Ireland</a>	142774	151137	160611	166600	176296	181557	188315	186561
<a href="#">Italy</a>	1869101	1797241	1770002	1812325	1854200	1913352	1986497	2014998
<a href="#">Japan</a>	3963658	3940756	3982069	3972468	3966667	3984400	4031604	4038302
<a href="#">Korea (Republic of)</a>	2636388	2837880	3003498	3129899	3210142	3223431	3224875	3210184
<a href="#">Luxembourg</a>	1835	2717	2437	2533	2965	3077	0	0
<a href="#">Mexico</a>	1727484	1837884	1962763	2047895	2147075	2236791	2322781	2384858
<a href="#">Netherlands</a>	461374	469885	487649	504042	516769	526767	543396	564983
<a href="#">New Zealand</a>	161288	167308	171962	177634	186864	195511	243425	239983.27
<a href="#">Norway</a>	183026	187482	190943	189947	197062	212395	213845	213940
<a href="#">Poland</a>	1191099	1399090	1579571	1774985	1906268	1983360	2044298	2118081
<a href="#">Portugal</a>	351784	356790	373745	387703	396601	400831	395063	380937
<a href="#">Slovak Republic</a>	..	122886	135914	143909	152182	158089	164667	181419
<a href="#">Spain</a>	1746170	1786778	1828987	1833527	1832760	1840607	1839903	1809353
<a href="#">Sweden</a>	280712	335124	346878	358020	382851	414657	429623	426723
<a href="#">Switzerland</a>	152653	156390	156879	163373	170085	185965	195947	199696
<a href="#">Turkey</a>	1409627	953295	1015412	1607388	1677936	1918483	1972662	2106351
<a href="#">United Kingdom</a>	1938423	2080960	2024138	2067349	2240680.2	2287833	2247441	2287541
<a href="#">United States</a>	13284002	13769362	13202880	13595580	15927987	16611711	16900471	17272044

Source: OECD

Chart 3



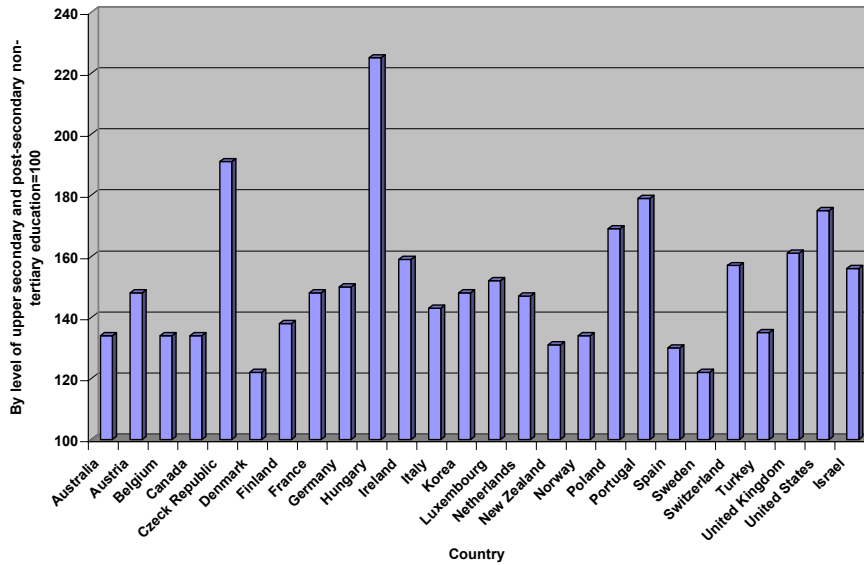
**B. Strengthening a knowledge oriented economic policy: With the expansion of the Hi-Tech industry a "knowledgeable society" became crucial and significant. Higher education transformed into the main tool for growing economies and the private higher education sector the most responsive support for professional development in tertiary education.**

<b>Table 2: Relative Earning Of The Population With Income From Employment (2005 or latest available years) - All Tertiary Education</b>		
<b>By level of upper-secondary and post-secondary non-tertiary education=100</b>		
<b>Country / Age</b>	<b>25-64</b>	<b>30-44</b>
Australia	131	134
Austria	152	148
Belgium	134	134
Canada	138	134
Czech Republic	181	191
Denmark	126	122
Finland	149	138
France	144	148
Germany	156	150
Hungary	215	225
Ireland	164	159
Italy	160	143
Korea	141	148
Luxembourg	145	152
Netherlands	148	147
New Zealand	132	131
Norway	136	134
Poland	163	169
Portugal	179	179
Spain	132	130
Sweden	127	122
Switzerland	156	157
Turkey	141	135
United Kingdom	155	161
United States	175	175
Israel	151	156

Source: OECD

**Chart 4**

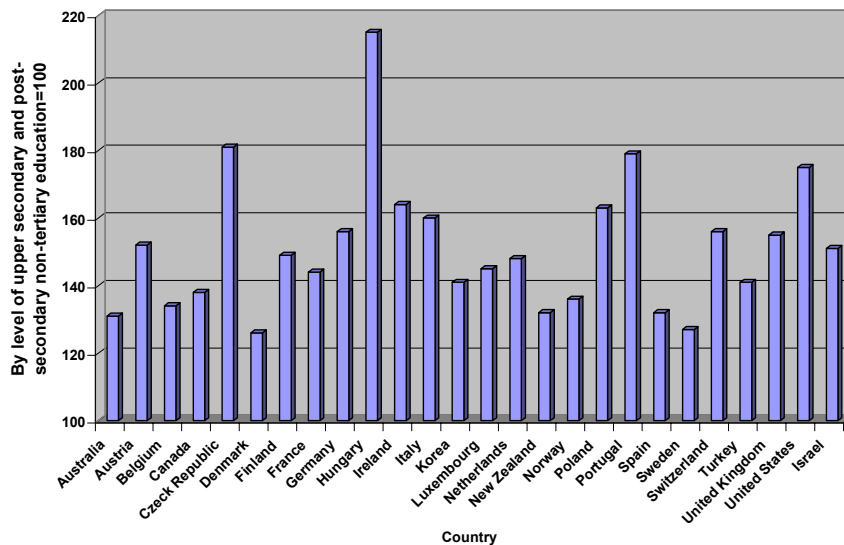
**Relative Earnings Of The Population With Income From Employment (2005 or latest available years)  
- All tertiary education - 30-44**



Source: OECD

**Chart 5**

**Relative Earnings Of The Population With Income From Employment (2005 or latest available years)  
- All tertiary education - 25-64**

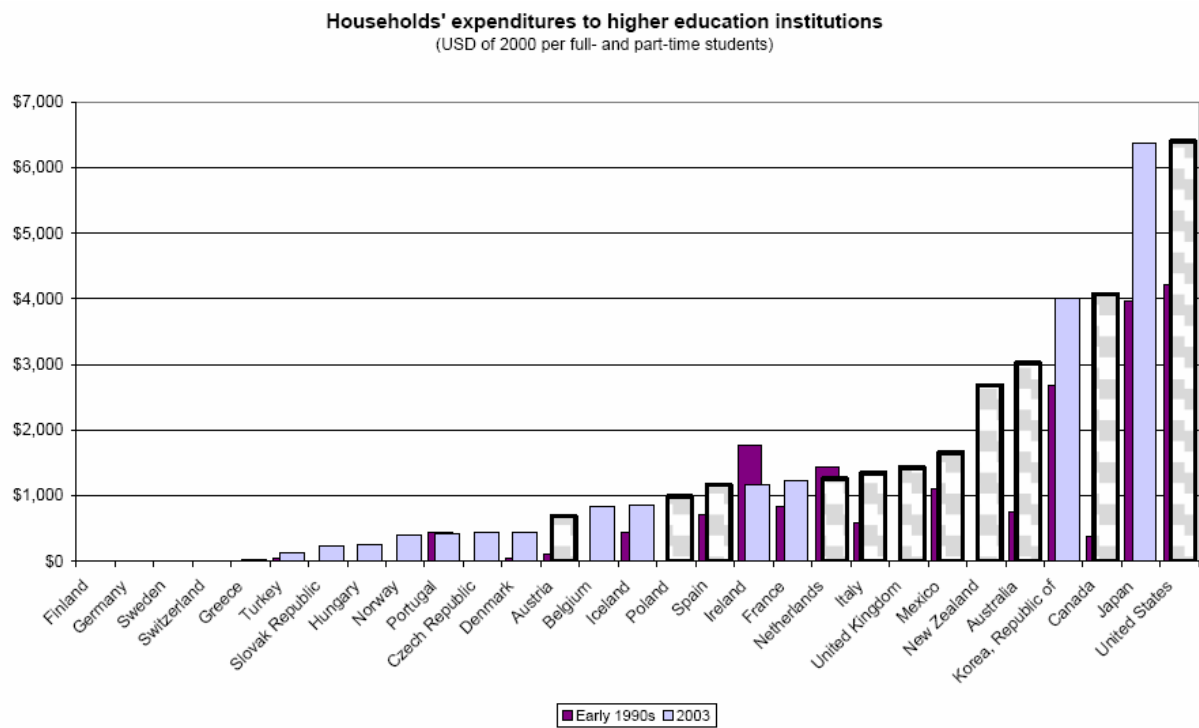


Source: OECD

C. The government commitment to public investment in higher education has declined along with the expansion of higher education that grew rapidly over the last two decades. The public expenditure per capita grew and the number

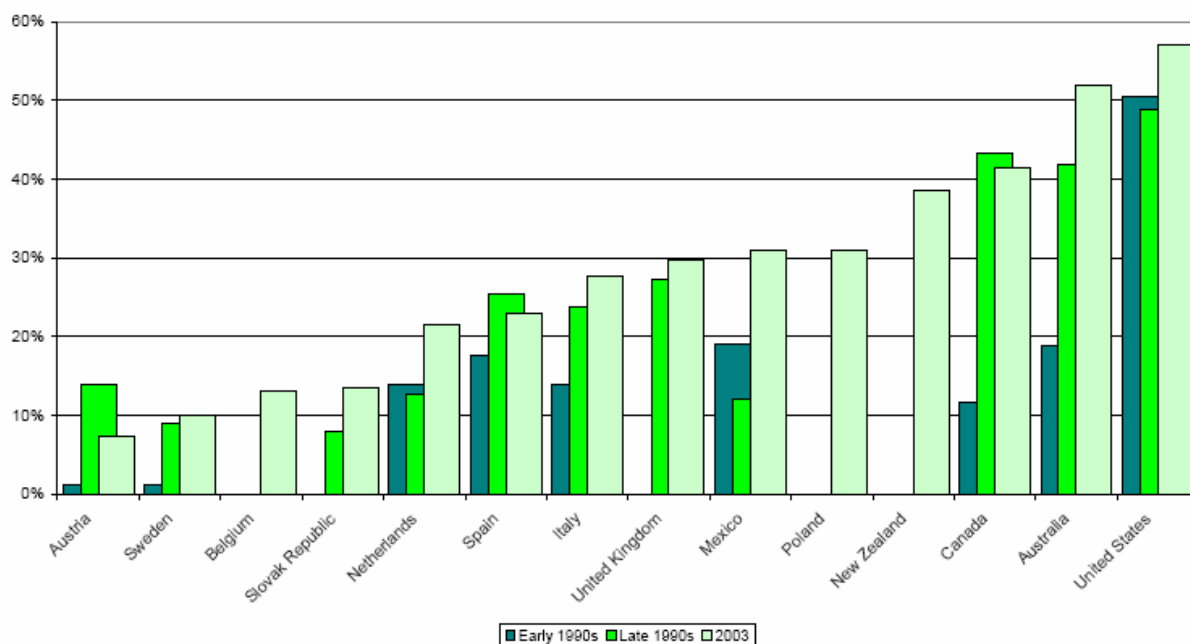
of students went far beyond the traditional 25% of the population. Funding was scarce and the expansion of higher education was dependent on private initiatives.

**Chart 6**



### Chart 7

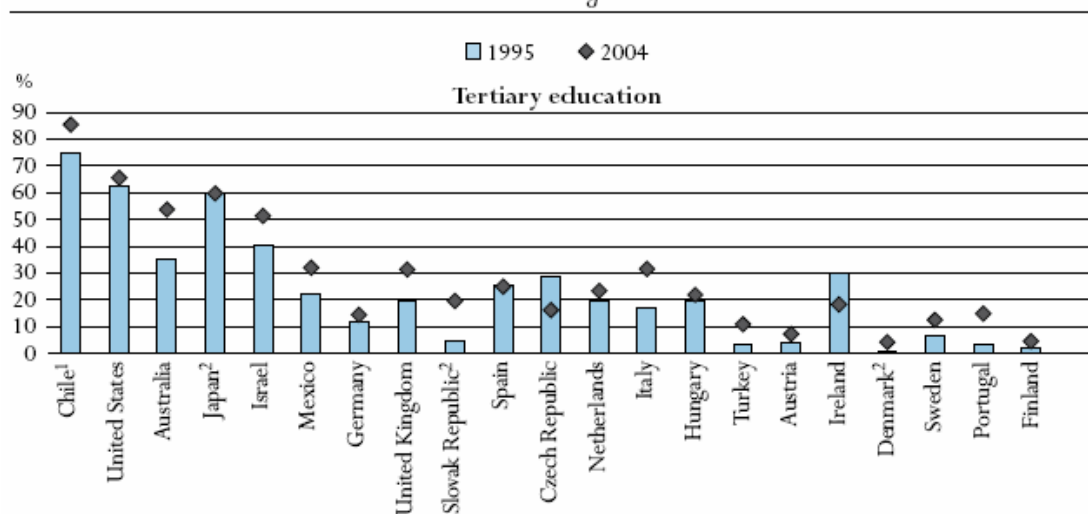
Private expenditures to higher education institutions  
(% from all expenditures to higher education institutions)



### Chart 8

Share of private expenditure on educational institutions (1995, 2004)

Percentage



1. Year of reference 2005.

2. Some levels of education are included with others. Refer to "x" code in Table B1.1b for details.

Countries are ranked in descending order of the share of private expenditure on educational institutions in 2004 for all levels of education.

Source: OECD, Tables B3.1, B3.2a and B3.2b. See Annex 3 for notes ([www.oecd.org/edu/eag2007](http://www.oecd.org/edu/eag2007)).

**D. Basic research requires long term investment acquired from government funding. The rapid expansion of the higher education sector imposed enormous pressure on public funding. In order to maintain a reasonable level of funding for basic research tuition fees were more than doubled in many OECD countries and private institutions began to flourish.**

**E. The importance of diversity in public higher education makes private higher education an essential part of tertiary education in addition to increased academic competition and a receptive perspective of the system.**

**F. The private contribution to public higher education has risen tremendously in recent years fostering an influence of private initiatives on the public sector apparent in the newly established professional programs and private institutions.**

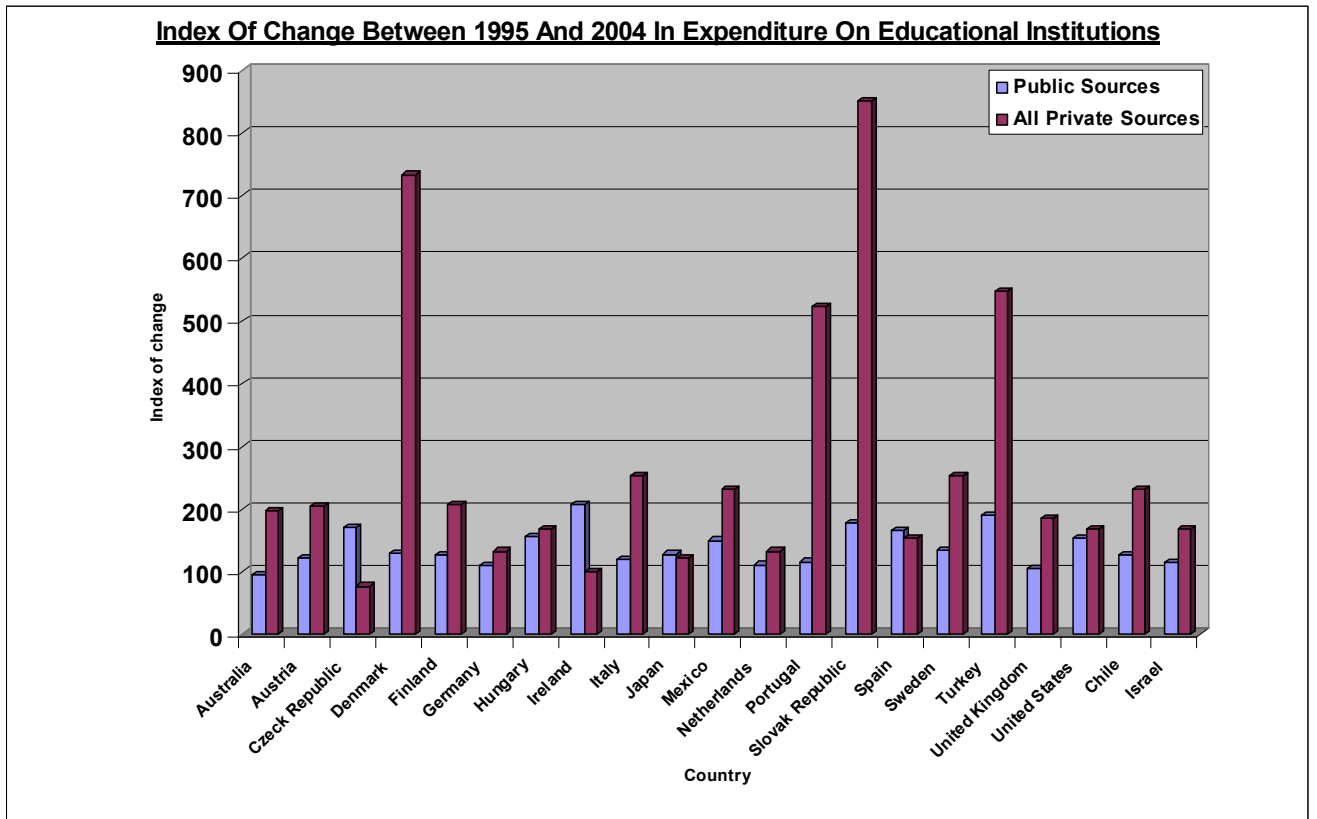
**Table 3 : Index of Change Between 1995 and 2004 in Expenditure on Educational Institutions**

		Public Sources	All Private Sources
<b>O E C D  C O U N T R I E S</b>	<b>Australia</b>	96	198
	<b>Austria</b>	123	205
	<b>Czech Republic</b>	170	77
	<b>Denmark</b>	129	733
	<b>Finland</b>	126	208
	<b>Germany</b>	109	133
	<b>Greece</b>	312	-
	<b>Hungary</b>	157	169
	<b>Ireland</b>	208	101
	<b>Italy</b>	119	254
	<b>Japan</b>	128	123
	<b>Mexico</b>	150	231
	<b>Netherlands</b>	111	133
	<b>New Zealand</b>	109	-
	<b>Norway</b>	117	-
	<b>Poland</b>	202	-
	<b>Portugal</b>	116	522
	<b>Slovak Republic</b>	178	850
	<b>Spain</b>	165	153
	<b>Sweden</b>	134	254
<b>Switzerland</b>	176	-	
<b>Turkey</b>	191	548	
<b>United Kingdom</b>	106	185	
<b>United States</b>	154	168	
<b>Partner Countries</b>	<b>Brazil</b>	129	-
	<b>Chile</b>	127	232
	<b>Israel</b>	114	169
	<b>OECD average</b>	149	276
	<b>EU19 average</b>	154	284

Source: OECD



Chart 9



Source: OECD.

### **3. Definitions and Categories**

**Classifying private higher education is quite a difficult task as it is an essential element of tertiary education. There are many private institutions that are governments funded and then again there are some public institutions that have business oriented enterprises with for profit subsidiaries. Nevertheless, we will try to put most of these operations into the contexts of higher education.**

**The obvious definition of a private higher educational institution is directly related to the reliance on private funding. There are some institutions, however, that depend wholly on tuition fees and others that rely heavily on donations and endowments.**

- A. Research Universities- The United States has the highest number of research universities including many private institutions, which are considered the best in the entire world. This long history of elite private institutions represented in the Ivy League universities in the United States even now influences the quality of basic research in the United States. Most of those institutions rely on donations, high tuition fees, and funding from research and public grants.**
- B. Comprehensive Institutions-This form of higher education is common in the United States as well as in Japan and Latin America.**
- C. Professional Colleges- Colleges teaching mainly Business Administration and Law. They are the core subjects of private higher education and can be found in many forms. Most of them are non-profit institutions.**
- D. Church Affiliated Colleges – These are the oldest form of private higher education. In many countries these institutions were upgraded to full academic entities several decades ago. Most of them have low enrollment and offer degrees in theology, liberal arts, law, and some social sciences.**
- E. Community Colleges – As part of higher education countries like the United States and Canada are hosts to these rapidly growing 2 year colleges offering associate degrees. The popularity of community colleges is due to the fact**

**that they offer a degree and a diploma as well as an access to 4 year colleges with a full credit transfer. The reasonable tuition covers costs with a mark up for extra revenue. It became a true temptation to entrepreneurs in higher education.**

- F. Continuing Education –This form of education is semi-academic, however part of tertiary education encouraging lifelong learning. Private initiatives are essential for the development of this sector.**

#### **4. Additional Models and Initiatives in Private Higher Education**

Most new initiatives in private higher education are business motivated. Although many institutions are incorporated as non-profit entities, the main strategy of new private institutions is to attract a high paid and skilled academic staff which in turn justifies a high tuition fee to compensate the founders with high salaries.

In certain subjects such as business and law profit margins are quite high. In these subjects the student to staff ratio is equally as high with approximately 60 students per 1 senior staff member, demonstrated in very low costs per student.

Other initiatives include the following sources:

- Professional business and law schools
- Global
- Offshore
- For profit
- Distance learning
- Extensions
- Franchising
- Private entities within public institutions

Table 4

#### **Types Of Private Higher Education Institutions**

Type / Country	USA	Mexico	Brazil	Argentina	UK	Germany	France	Sweden	Netherlands	Israel	China	India	Korea	Japan	Australia
Elite University	X												X	X	
Comprehensive	X	X	X	X							X	X	X	X	
College	X	X	X	X						X	X	X	X	X	
Professional	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Religious	X					X	X	X	X				X	X	X
Offshore	X														X
Business School	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Community College	X														X
For-Profit	X	X											X		

## **5. The Evolution of Private Higher Education**

**The variety of private institutions depends on the nature of the funding, the level of the accreditation process, and quality assurance mechanisms.**

**In countries where the public sector is able to adequately respond to the student demand, the public sector will be relatively small. In countries where the number of universities and areas of studies are scarce, the private sector tends to expand rapidly.**

**In Western Europe, the public higher education system meets most of the demand and in most cases is free of charge. The private sector is either very small or non-existent in some western European countries.**

**The rapid expansion of private higher education is evident in many eastern European countries as well as in Russia, China, India, and Latin America. In the United States, Japan, and the republic of Korea, private higher education for many decades was an essential part of the development of higher education. However, in the United States private higher education comprises less than 25% of the student body, while in Japan and Korea it is more than 60%. These differences derive principally from the fact that the United States rapidly and steadily expanded its public system since the second half of the 19<sup>th</sup> century.**

**Table 5: Students Enrolled in Private Institutions**

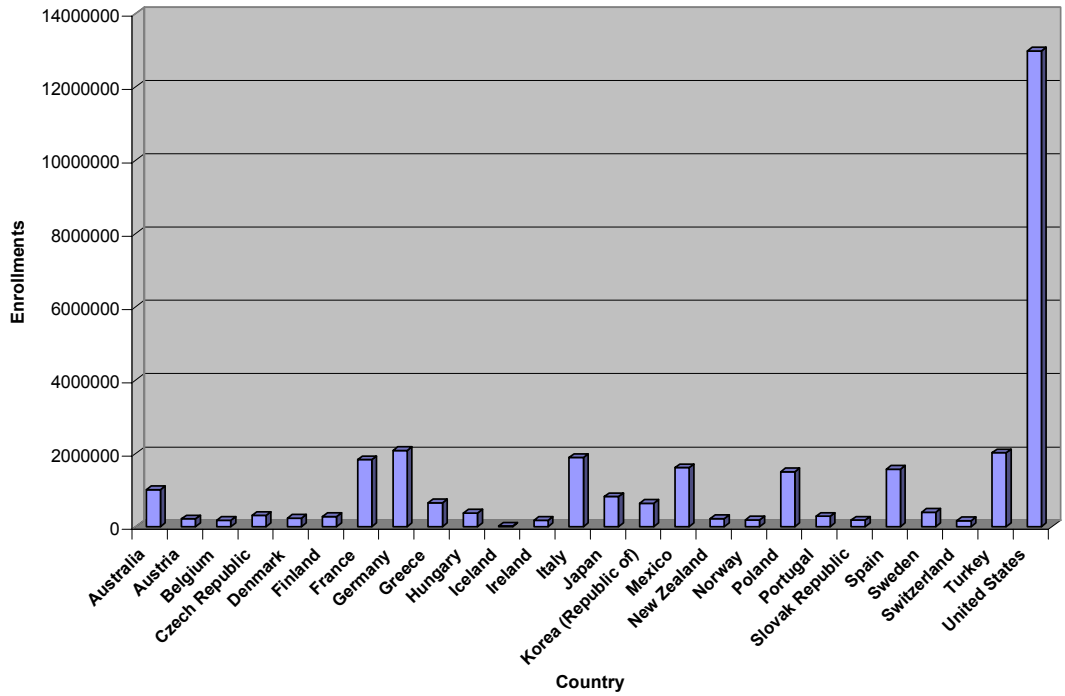
<b>Year</b>	1998	1999	2000	2001	2002	2003	2004	2005
<b>Country</b>								
<u>Australia</u>	4997	2391	2123	3339	2187	4148	8050	15572
<u>Austria</u>	14213	16794	18877	20771	24160	26597	28347	31296
<u>Belgium</u>	..	88292	199880	199865	203280	208491	213857	214440
<u>Canada</u>	10160	0	0	0	..	..	0	0
<u>Czech Republic</u>	9023	10878	10901	11969	13302	20183	24010	29971
<u>Denmark</u>	202	199	299	298	938	1277	2391	2452
<u>Finland</u>	27700	30104	29165	41895	29242	30908	31708	31954
<u>France</u>	262761	275820	292417	309853	322049	341016	353388	359030
<u>Germany</u>	116338.15	116293.11	115020.24	113361.49	115629.99	119787.15	125864.17	193605.95
<u>Greece</u>	0	0	0	0	0	0	0	0
<u>Hungary</u>	29988	36645	39563	44187	50671	58663	65260	65637
<u>Iceland</u>	362	513	869	1095	1479	1848	1971	2153
<u>Ireland</u>	7884	9788	8225	8696	11021	11304	13539	14033
<u>Italy</u>	239748	222450	112692	128293	122438	124658	126962	128872
<u>Japan</u>	3124850	3097172	3086769	3063781	3051924	3068749	3104152	3220038
<u>Korea (Republic of)</u>	2106407	2279136	2420498	2530485	2594198	2596841	2594557	2572721
<u>Luxembourg</u>	0	1544	0	0	0	0	0	0
<u>Mexico</u>	458560	522206	595743	657822	704049	742227	765891	779703
<u>Netherlands</u>	312601	321075	336665	347881	361177	526767	543396	0
<u>New Zealand</u>	4074	6754	9396	10890	12478	13531	19584	21912.5
<u>Norway</u>	19426	20704	23853	22258	24624	32293	31639	29479
<u>Poland</u>	233003	340599	436278	502471	539469	560881	583262	623910
<u>Portugal</u>	121364	117933	118737	114173	111812	110299	106754	98664
<u>Slovak Republic</u>	..	142	287	1203	1461	1219	2036	4034
<u>Spain</u>	189493	210369	224739	241662	248831	250173	250064	241011
<u>Sweden</u>	16003	20576	21964	23053	25767	30476	31354	31821
<u>Switzerland</u>	26550	29131	30771	32536	35098	40264	41813	39464
<u>Turkey</u>	21267	0	39306	50731	55761	64216	77281	93361
<u>United Kingdom</u>	1938423	2080960	2024138	2067349	2240680.2	2287833	2247441	2287541
<u>United States</u>	3479583	4002750.4	3478479.6	3529940.9	3694831	3859718	4043412	4291932

*Source: OECD (2005)*

**The following charts display the number of students in all categories in OECD countries with the United States leading with 4.5 million students enrolled in private institutions followed by Japan and Korea. In some countries private institutions are funded by government as in the United Kingdom and Germany.**

Chart 10

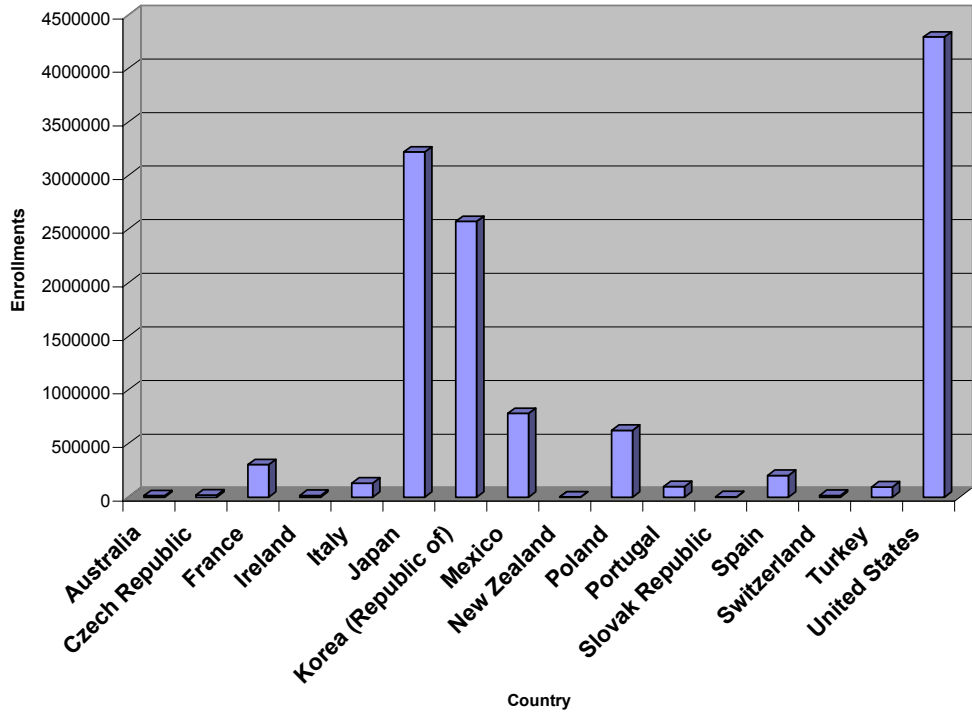
**Students Enrolled By Type Of Institution - Public Institutions (2005)**



Source: OECD (2005)

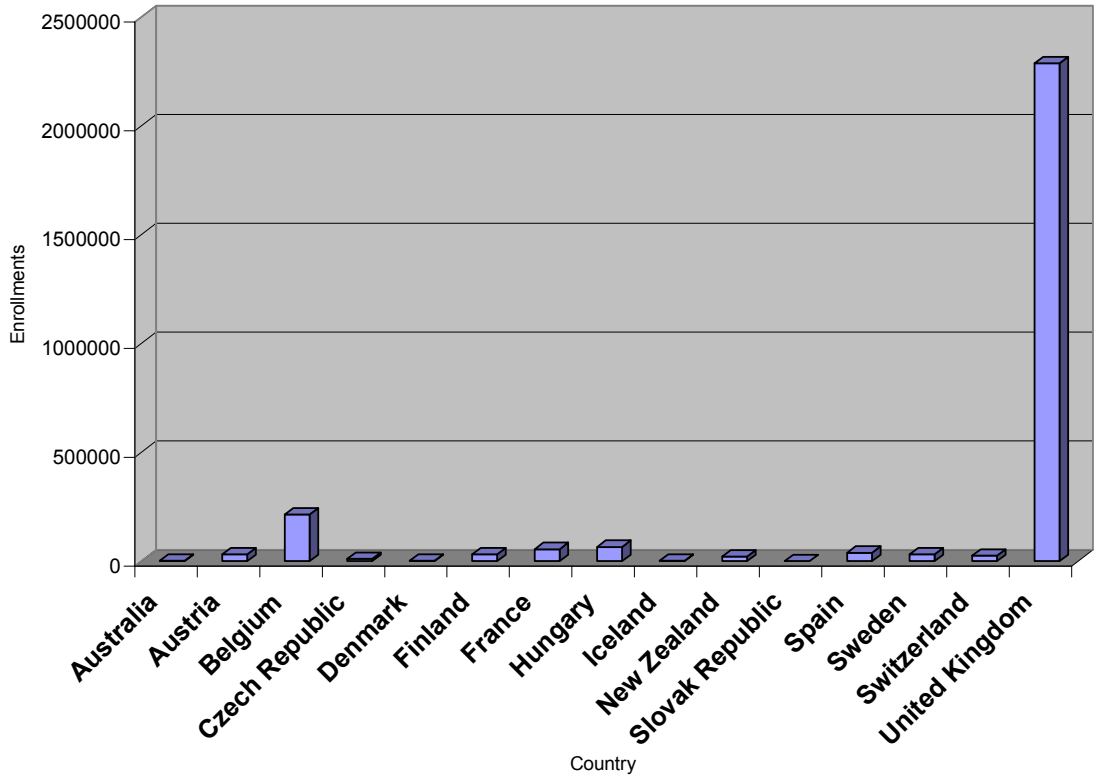
Chart 11

**Students Enrolled By Type Of Institution - Independent Private Ins. (2005)**



**Chart 12**

**Students Enrolled By Type Of Institution - Government Dependent Private Ins. (2005)**

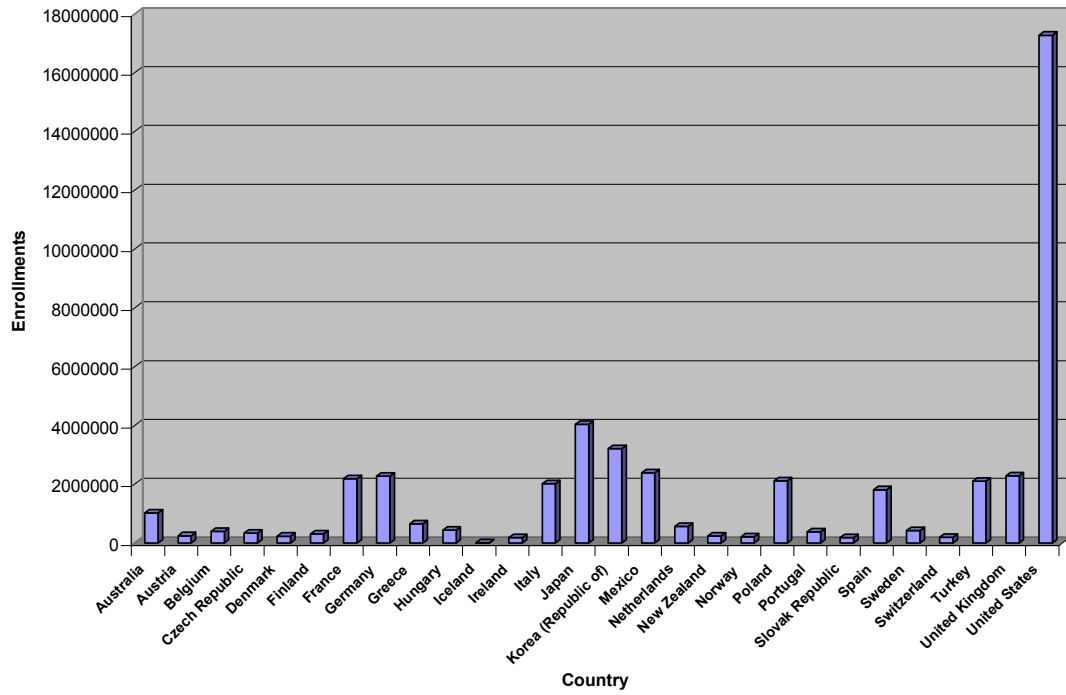


Source: OECD (2005)



Chart 13

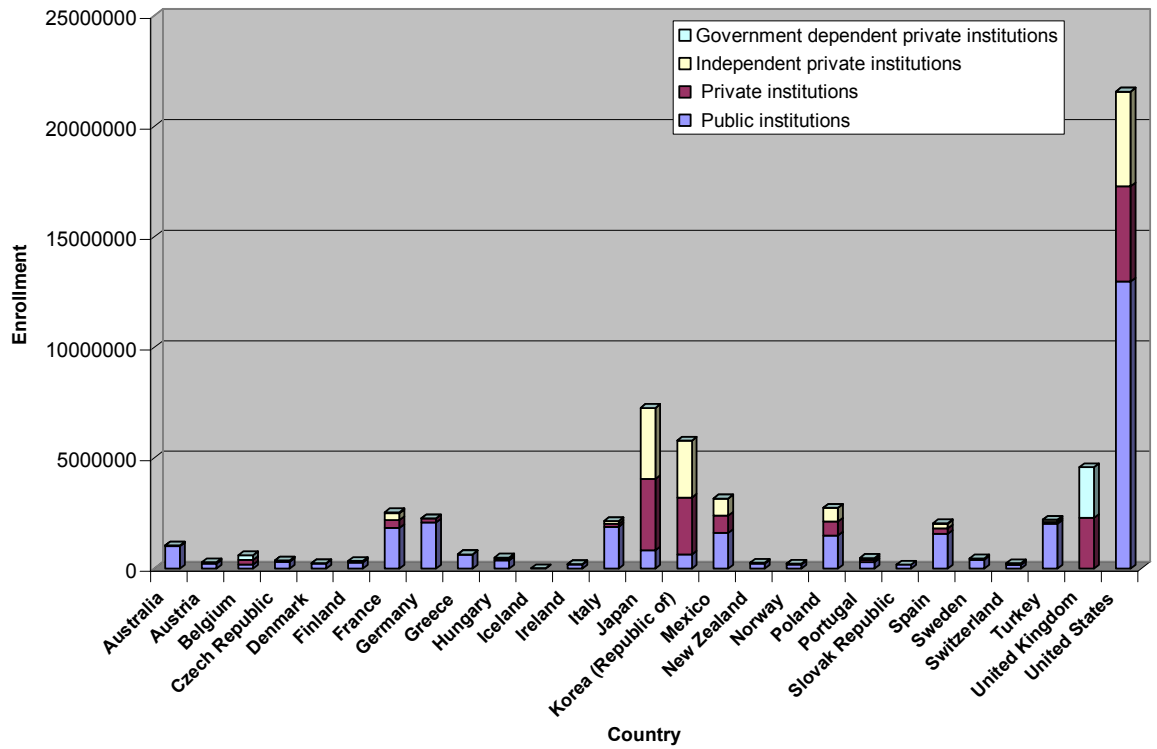
**Students Enrolled By Type Of Institution - All Types Of Ins. (2005)**



Source: OECD (2005)

Chart 14

**Students Enrolled By Type Of Institution (2005)**



Source: OECD (2005)

The following data taken from CEPES report on private higher education in Europe demonstrates the change in higher education in many European countries, especially Eastern European.

In many of these countries private higher education compensates for the lack of public academic institutions primarily in the most highly demanded subjects of business administration and law.

**Table 6**

Year(s) when private higher education appeared in each country

Albania	2000
Austria	1999
Bulgaria	1989 (1920-1939)
Estonia	1989
Germany	1990 (pre-1900, 1945-1989)
Italy	1990 (1901-1974)
Poland	1989
Portugal	1979
Romania	1990
Russia	1989 (1810-1917)
Spain	1973
Turkey	1981
Ukraine	1991

*Source:* Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).

**Table 7**

State-recognized higher education institutions, data from 2003-2005

Country	Number of private higher education institutions	Number of public higher education institutions	Notes
Albania	*3	13	*accredited; seven more private higher education institutions are in application process
Austria	*9	41	*includes church-run higher education institutions; does not include 28 teacher-training colleges
Bulgaria	14	78	
Estonia	23	23	
Germany	*54	304	data from 2001 *does not include 44 church-run higher education institutions
Italy	*16	64	*includes church-run higher education institutions
Poland	274	126	
Portugal	*117	45	*14 have university status
Romania	*27	55	*accredited private higher education institutions
Russia	*392	654	*all state-licensed institutions, not all are accredited
Spain	*22	50	*includes church-run higher education institutions
Turkey	26	53	
Ukraine	*202	764	data from 2002/2003 academic year *does not include church-run higher education institutions
U.S.	2,456	1,712	data from 2002/3

Source: Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).3.3. Student Enrolments

**Table 8**  
Number of enrolled students since 1992

Country	1992/1993	1996/1997	2003/2004	Notes
Albania	*24,021	NA	53,255	*data from 1991/1992
Austria	NA	NA	233,041	
Bulgaria	195,447	262,757	228,468	
Estonia	*25,064	30,072	61,921	*data from 1993/1994
Germany	*1,578,592	1,838,000	1,773,000	*data from 1990/1991
Italy	1,518,874	1,668,715	1,805,910	*approximation of students who participate
Poland	493,614	922,167	1,858,656	
Portugal	233,252	311,965	362,319	
Romania	235,669	354,488	620,785	
Russia	*2,613,000	2,965,000	6,456,000	*data from 1993/1994
Spain	1,292,000	*1,576,000	1,482,000	*data from 1997/1998
Turkey	NA	1,222,362	*1,841,546	*data from 2003, includes distance and graduate students
Ukraine	NA	1,571,500	*2,269,800	*data from 2002/2003
U.S.	14,487,359	14,300,255	*15,927,987	*data from 2001

Source: Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).

**Table 9**

Number of students enrolled in private higher education since 1992

Country	1992/1993	1996/1997	2003/2004	Notes
Albania	NA	NA	*405	*includes only students at two accredited private higher education institutions
Austria	NA	NA	*2541	* in 2004/2005
Bulgaria	4,909	23,746	32,802	
Estonia	*1,852	5,838	13,328	*data from 1993/1994
Germany	12,000	17,000	45,690	does not include students in church-founded higher education institutions
Italy	75,339	92,928	110,624	
Poland	69,169	142,928	545,956	includes students in church-founded higher education institutions
Portugal	78,700	113,615	99,934	
Romania	85,000	93,434	143,904	
Russia	*70,000	163,000	860,000	*data from 1993/1994
Spain	42,000	*82,000	133,000	*data from 1997/1998
Turkey	NA	*19,998	77,268	*data from 1997/1998, includes graduate students
Ukraine	NA	84,500	*238,100	*data from 2002/2003
U.S.	3,102,712	3,210,084	*3,694,831	*data from 2001

Source: Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).

**Table 10**

Most common/popular study fields in private higher education

Country	Law	Economics	Social Sciences	Technical Sciences	Humanities	Medicine / Health Care	Arts
Albania							
Austria	smaller						
Bulgaria	smaller						smaller
Estonia							
Germany							
Italy							larger
Poland	smaller						
Portugal				smaller			
Romania			Yes/small		larger	small	small
Russia				smaller			
Spain				larger			
Turkey	smaller						
Ukraine				small	larger	small	small

larger fields  
 smaller fields

Economics include: Business, Commerce, Finance, and Banking

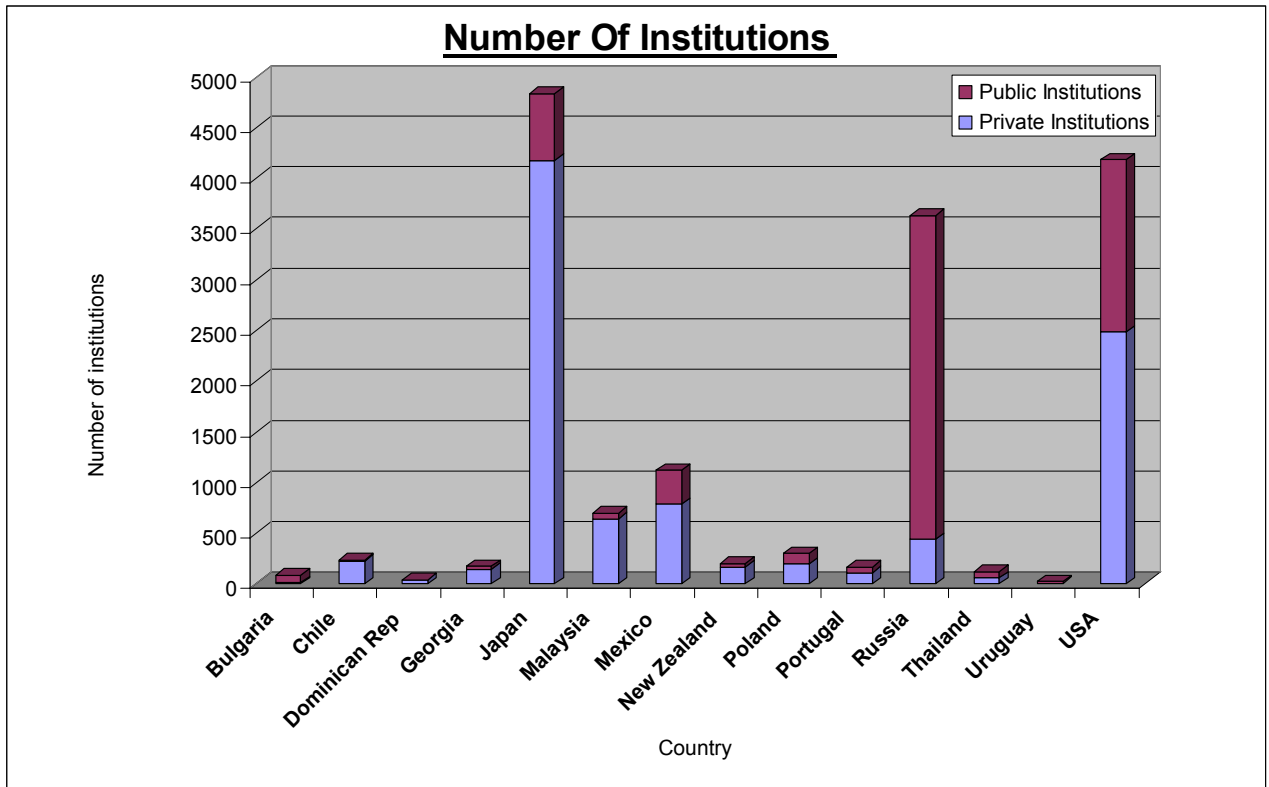
Social Sciences include: Political Science, Administration and Management, International Relations, Pedagogy, Psychology, and Sociology

Technical Sciences include: IT, Engineering, Architecture, Biotechnology, Transportation, and Mathematics

Source: Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).

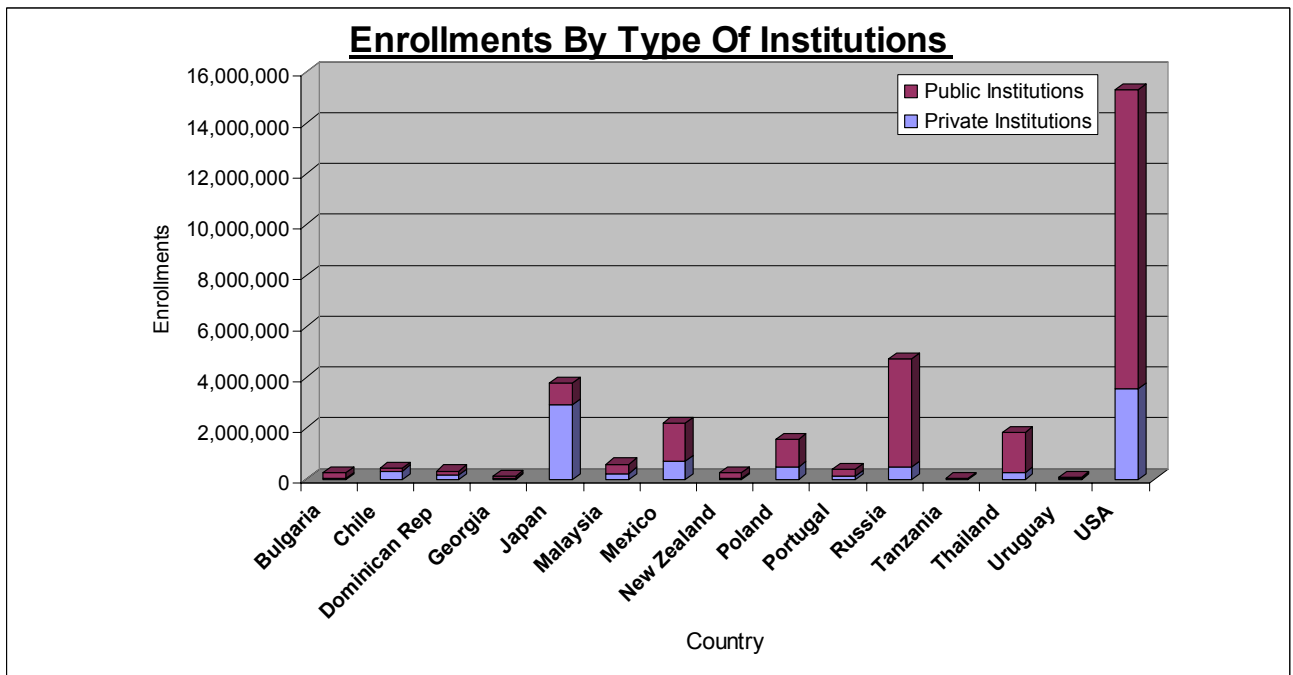
The data presented in the following charts was gathered from country profiles provided by The Center for Research on Higher Education at S.U.N.Y Albany.

Chart 15



Source: PROPHE (2000) Except: Dominican Rep (2005); Mexico (2004/5); New Zealand (2005); Portugal (2001); Thailand (2004)

Chart 16



Source: PROPHE (2000) Except: Dominican Rep (2005); Mexico (2004/5); New Zealand (2005); Portugal (2001); Thailand (2003); Tanzania (2001/2)



## 6. Trends in selected countries

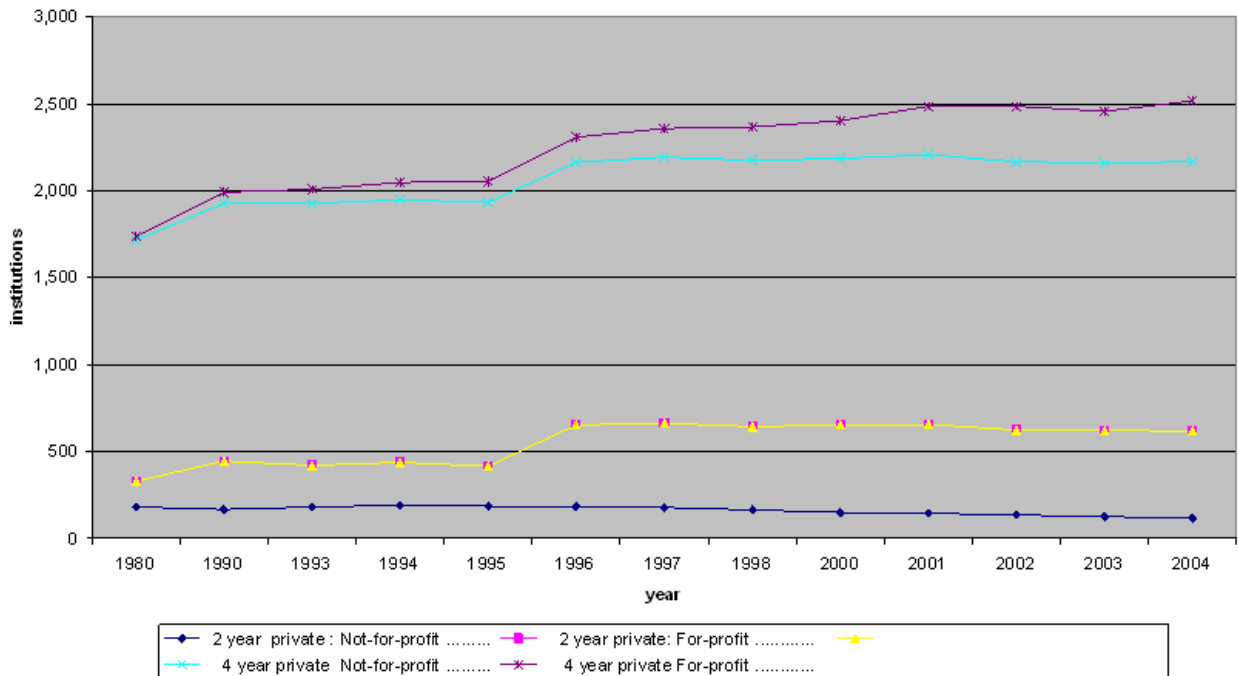
### United States

The United States has a unique and diverse range of institutions from elite universities to the least accredited institutions. Private institutions vary from top Ivy League to community colleges. The United States has private for profit institutions as well, which developed rapidly from less than 350 in early 1990's to more than 850 in 2004, in the last 2 decades.

The largest for profit institutions in the United States are the University of Phoenix and DeVry University. They are completely commercialized with campuses all over the United States and some extensions abroad.

This type of institution characterizes the newest phase of higher education: business oriented and market driven enterprises.

Chart 17  
US Private Colleges



Source: The United States National Center for Educational Statistics

## **United Kingdom**

**In the United Kingdom the only private university is Buckingham University. This is an exception in the development of higher education in the United Kingdom which has a strong, uniform, public higher education sector with strict academic standards.**

**The United Kingdom is a major exporter of higher education to overseas countries as well as recruiting numerous students to its universities. It is the source to many extensions mainly to developing countries and has almost 20% of its undergraduate students recruited from other countries.**

**In order to compensate the huge public sector, the United Kingdom raised undergraduate tuition fees up to 3000 pounds (6000 U.S dollars) in recent years. This is the highest tuition fee in all of Europe to date.**

**By introducing high tuition fees the United Kingdom is able to avoid the formation of a strong private sector and still maintain high quality institutions.**

**In other western European countries the lack of high tuition fees and an open admission policy brought on deterioration in teaching and research quality.**

**It seems that in some cases the development of controlled private sector enhances the quality of the public sector.**

## **Australia**

**In Australia there are more than 60 private providers (see list in appendixes).**

**There are some regulations on private providers and require government approval. Most of the private providers in Australia are church related institutions in addition to some law and business administration schools.**

**Private funding in Australia has increased over the last two decades with funding arriving from private donations, tuition fee contribution schemes (HECS) and foreign student recruitment.**

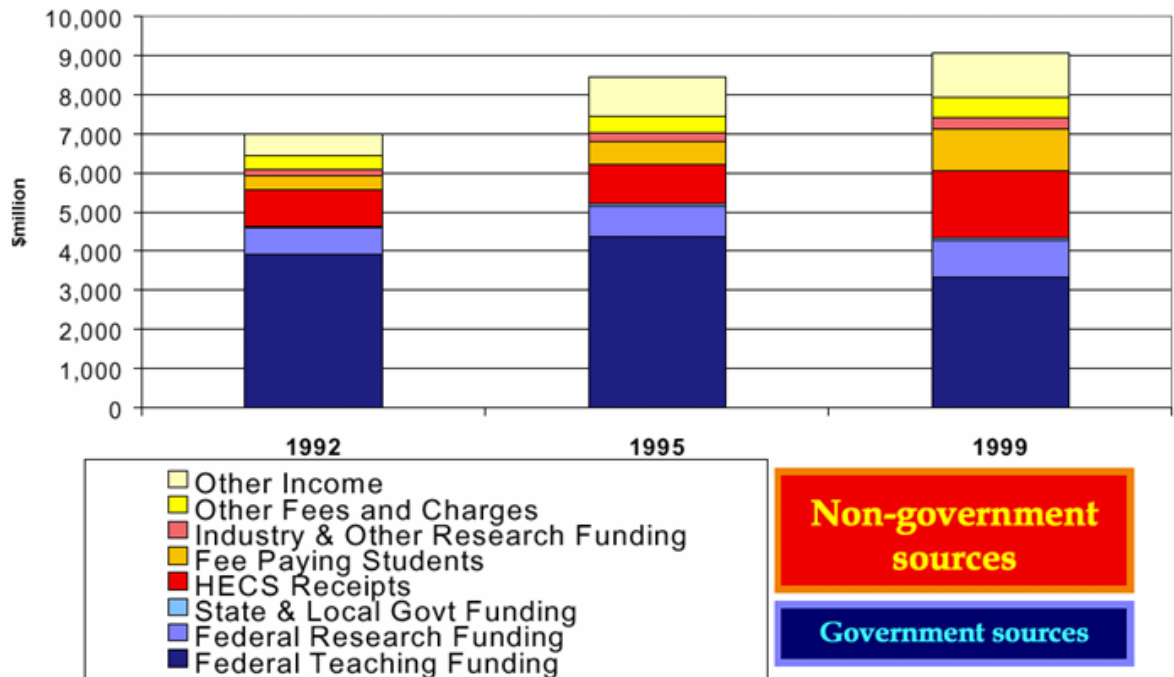
**Table 11**  
**1992 1995 1999 Funding Source Table**

Funding Source <i>(Price Levels: 2001 Constant Prices)</i>	1992		1995		1999	
	\$m	%	\$m	%	\$m	%
Federal Teaching Funding	3926	56	4383	52	3341	37
Federal Research Funding	677	10	761	9	923	10
State and Local Government Research Funding	41	1	60	1	80	1
HECS Receipts	928	13	1011	12	1728	19
Fee-Paying Students	368	5	577	7	1045	12
Industry and Other Research Funding	141	2	240	3	307	3
Other Fees and Charges	358	5	418	5	498	5
Other Income	570	8	996	12	1155	13
<b>Total</b>	<b>7008</b>	<b>100</b>	<b>8447</b>	<b>100</b>	<b>9077</b>	<b>100</b>

*Sources: Higher Education Funding Reports, Department of Education, Training & Youth Affairs (DETYA); Selected Higher Education Finance Statistics, DETYA); and DETYA Higher Education Research Data Collection*

**Chart 18**

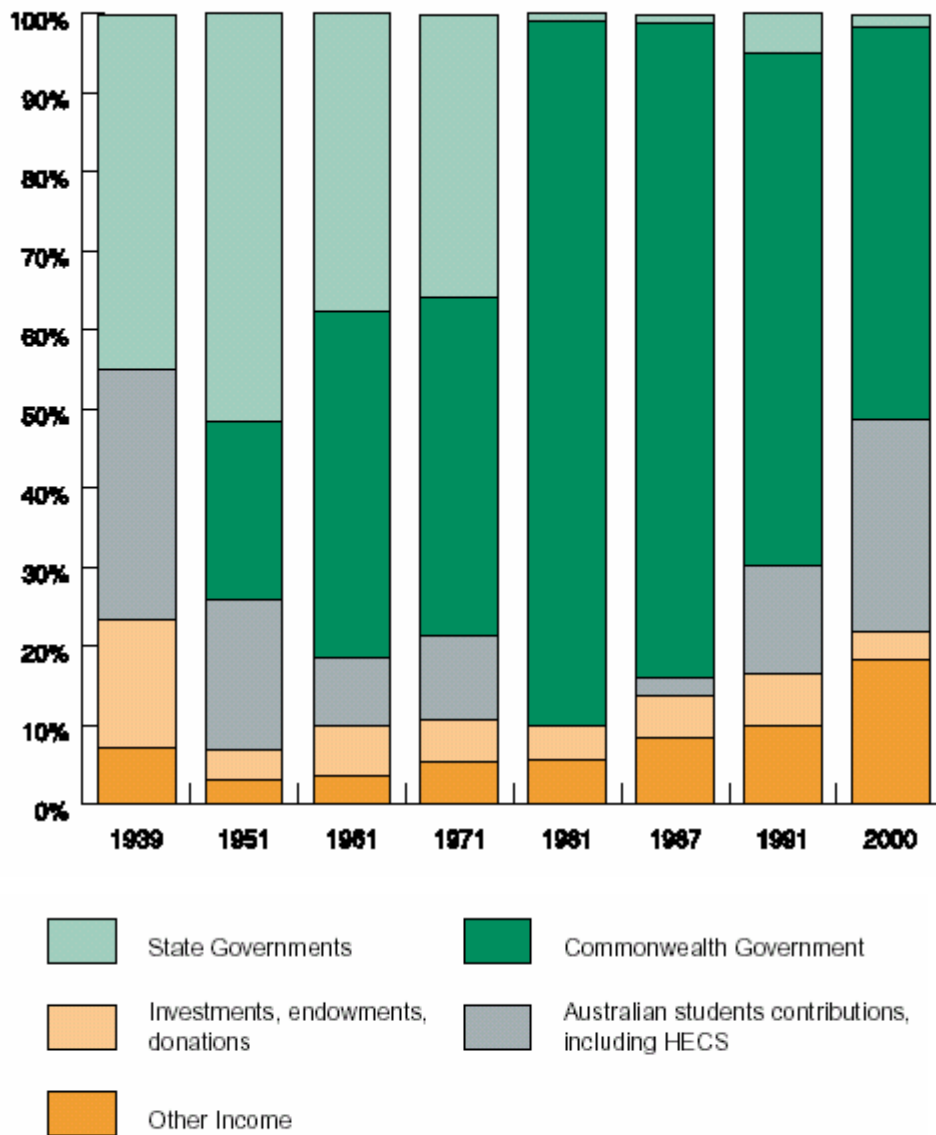
**The Sources of University Income- \$millions**



Source: AVCC

Chart 19

University Income by Source, 1993-2000- percentages



Source: *Higher Education at the Crossroads, DEST, p. 52*

### **Austria**

**Most Austrian universities are public with 11 private universities focused on teaching professional studies. Private sector enrollment is less than 15%.**

### **Germany**

**Germany has 63 private universities and a few theological private colleges. Most German students enrolled in public universities pay a nominal tuition fee and enjoy free access to most areas of study. The subjects in high demand are taught at private institutions.**

### **Israel**

**The Israeli higher education system has a variety of institutions. Of its 65 institutions there are seven research universities, one Open University, technical colleges, comprehensive colleges, regional colleges, teachers' training colleges, and 10 private colleges. The system is, for the most part, dependent on the public sector and enrollment in the private sector is less than 15%.**

**All the institutions in Israel are non-profit and the establishment of institutions for higher learning that are profit oriented were banned in 2002 by the Israeli Council of Higher Education.**

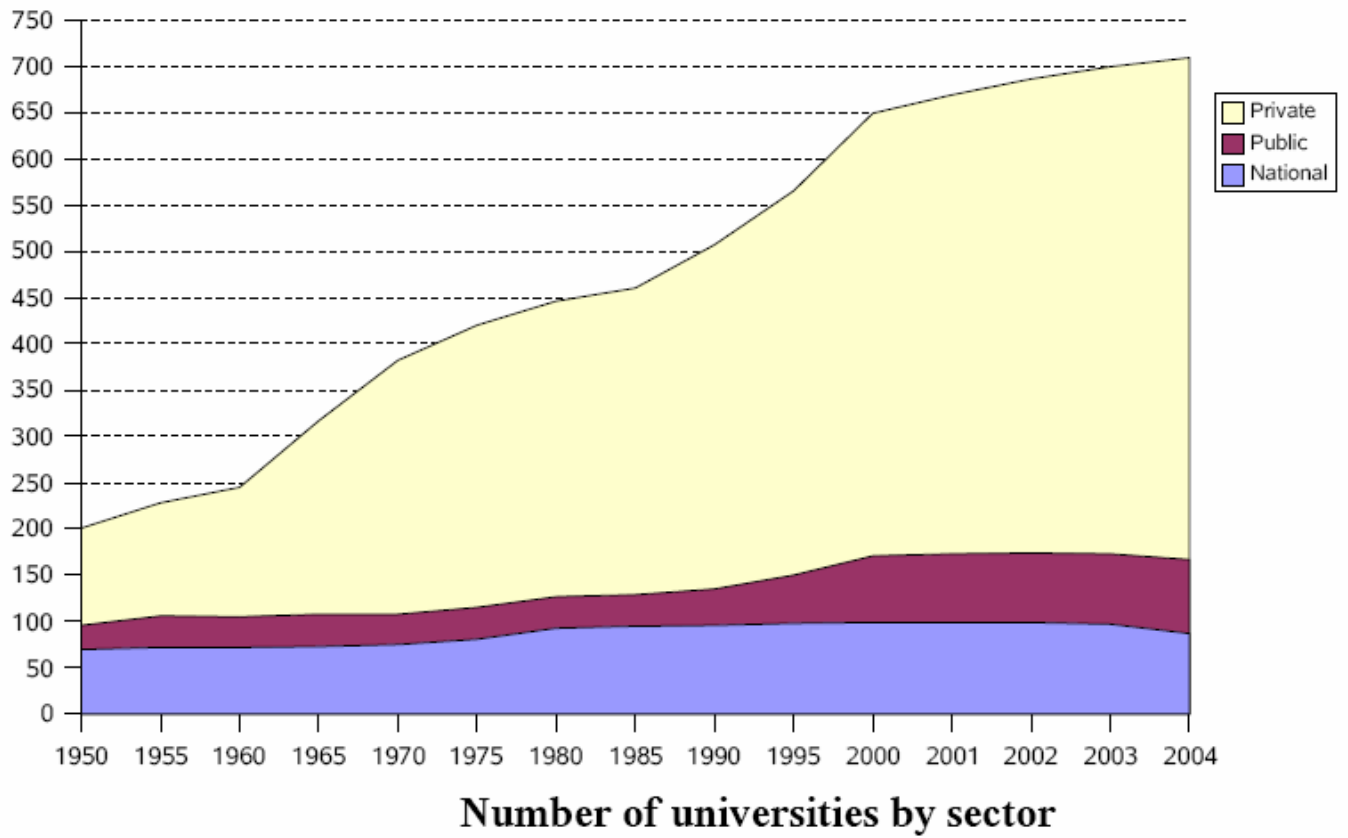
### **Japan**

**Of the 1300 universities and colleges in Japan 1000 are private.**

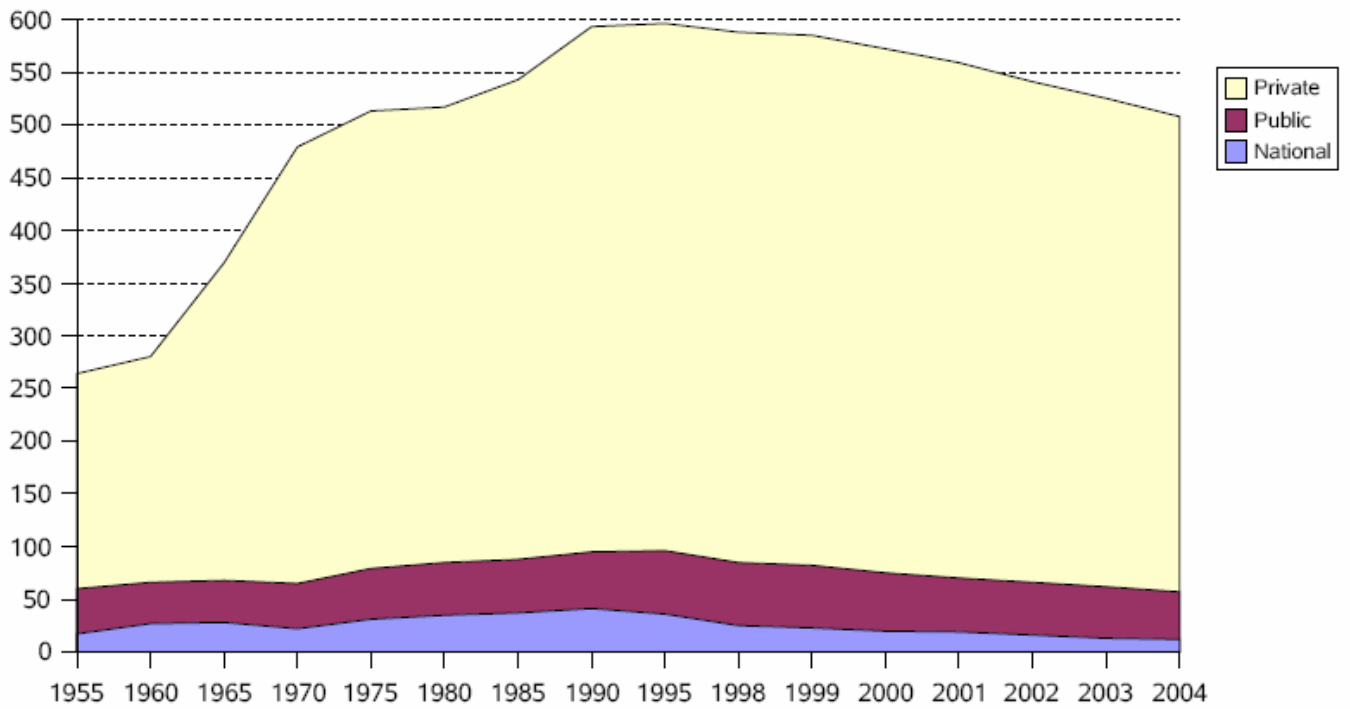
**Japan is in the midst of rapid demographic decline severely affecting the higher education system throughout the country.**

**The following data was published by the Research Institute for Higher Education at the University of Hiroshima.**

**Chart 20**

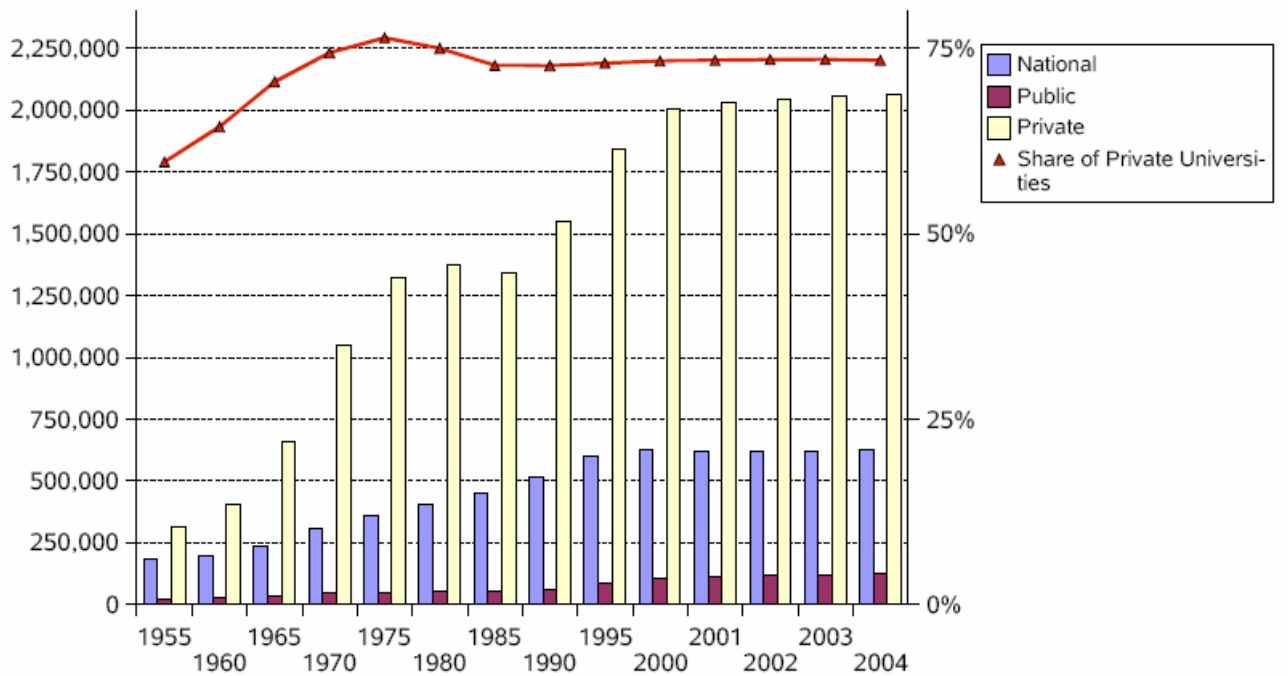


**Chart 21**



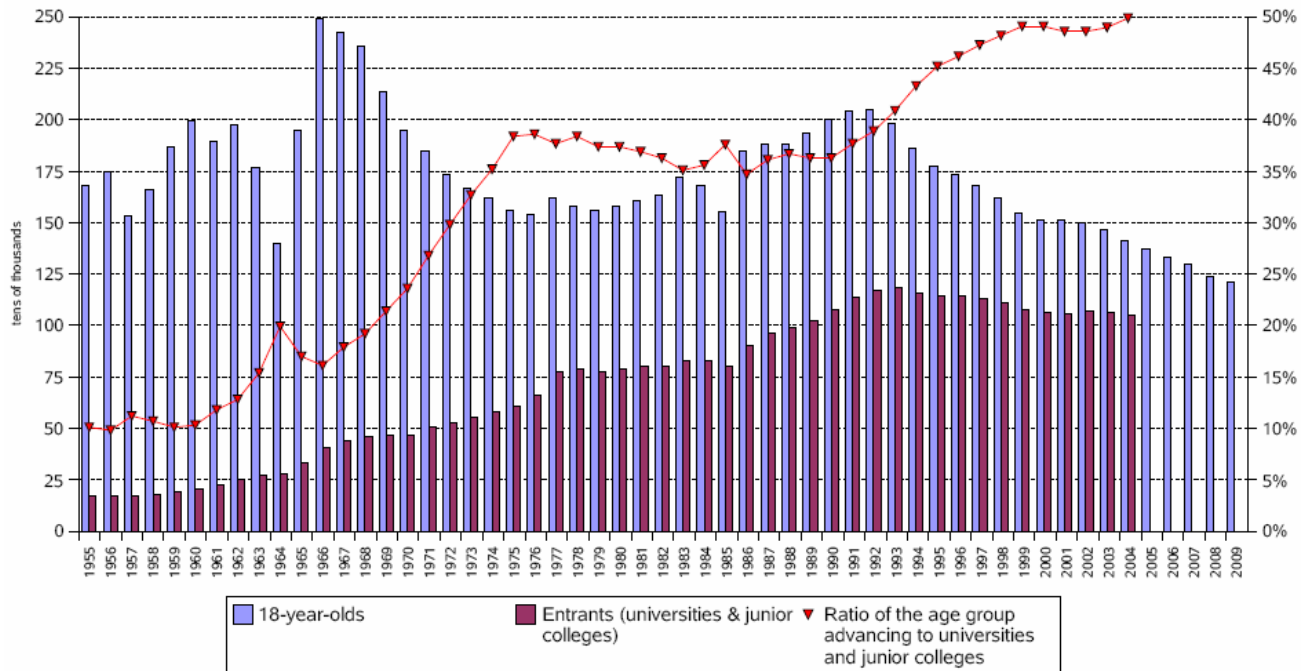
**Number of junior colleges by sector**

**Chart 22**



**Student enrolment in universities (including graduate students) by sector**

Chart 23



Trends in 18-year-old population and access to higher education

**Source: Higher Education in Japan – Incorporation of National Universities and the Development of Private Universities, Jun Oba, Research Institute for Higher Education Hiroshima University Japan, February 2005.**

**China**

In recent years the expansion of higher education in China accelerated via the introduction of private colleges and universities. China has over 800 non-profit private institutions incorporated according to regulations set by various provinces of China. Although they are established as non-profit organizations, many semi-commercial initiatives, mainly in the construction of campus buildings and dormitories exist.

**Latin America**

Latin America has a vast private higher education system. From Mexico in the north to Chile in the south there are hundreds of private institutions with an enrollment rate of over 30% of the total students.



**In Brazil and Colombia there are more than one million students enrolled at private institutions. Tuition fees at private institutions are usually much higher than in public institutions increasing an already stark social inequality.**

**Table 12**

**Development of private higher education in Latin America and a selection of countries, 1985-2002\***

Year	<i>Percentage of private enrollment</i>				
	75%-40%	40%-30%	30%-20%	20%-10%	Less than 10%
1985	Brazil	Chile	Argentina	Costa Rica	Bolivia
	Colombia	El Salvador	Guatemala	Ecuador	Panama
	Dom. Republic	Peru	Paraguay	Honduras	Uruguay
				Mexico	Cuba
				Nicaragua	
				Venezuela	
2002*	Brazil	Venezuela	Costa Rica	Honduras	Bolivia
	Colombia	Malaysia	Ecuador		Panama
	Chile		Argentina		Uruguay
	Dom. Republic		Guatemala		Cuba
	El Salvador		Mexico		Ireland
	Nicaragua		Portugal		
	Paraguay		Thailand		
	Peru				
	Korea				

*Source: Schwartzman (2002); World Bank (2002c and 2003); Zúñiga (2003); OECD (2002a) and García Gaudilla (1998)*

*Note: \*or latest available*

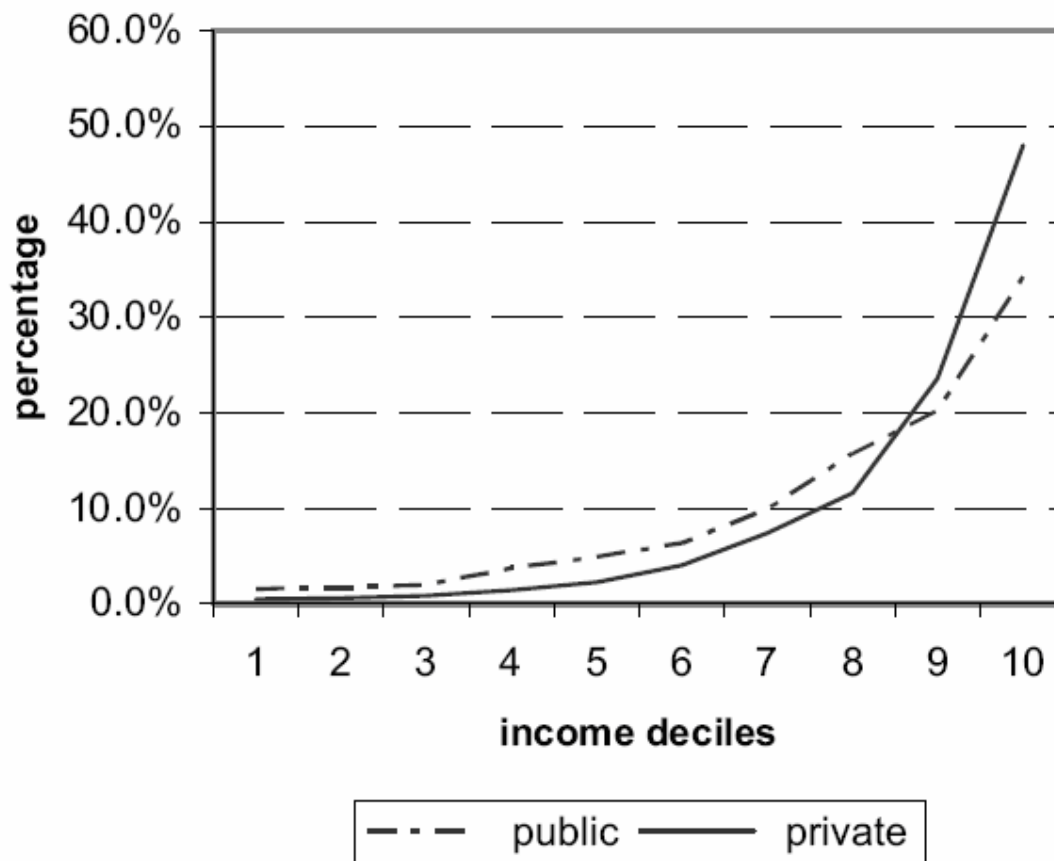
**Brazil****Table 13**

Applicants per place for higher education institutions, 2001.

	Ownership			
	State	Federal	Municipal	Private
Engineering and IT	13.4	9.7	1.7	2.2
Arts, language and humanities	11.0	5.7	1.1	1.7
Applied social sciences	16.5	12.9	3.0	2.7
Natural sciences	10.1	7.6	1.4	2.0
Social sciences	9.0	8.0	0.5	1.7
Education	6.8	6.6	1.6	1.5
Health, pharmacy	21.0	15.9	3.2	2.8
Medicine and dentistry	42.4	32.2	19.1	12.4
Agricultural activities	11.8	8.8	1.2	2.2
Total applicants	951,594	1,129,749	59,044	1,685,906
Total openings	96,179	120,486	28,967	970,655

Source: Tabulated from the 2001 Higher Education Census, Ministério da Educação.

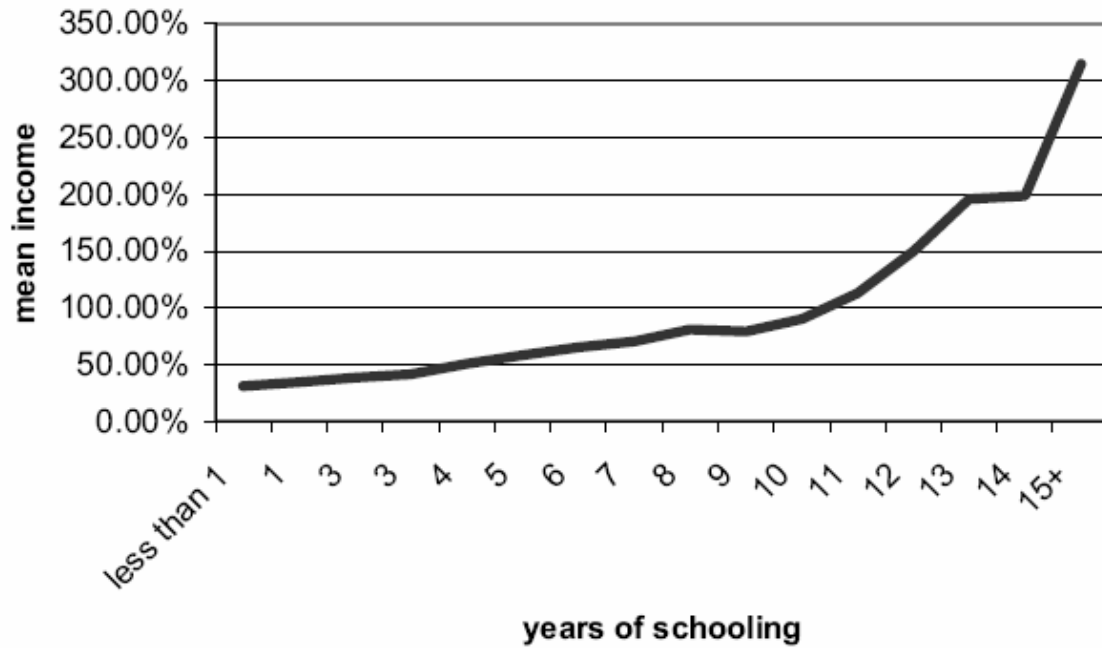
Chart 24



Higher education students: public/private enrollment and family income, 2002.

Source: IBGE 2003.

**Chart 25**



Mean income, by years of schooling (reais, October 2002). Source: IBGE 2003.

**Table 14**

Enrollments in higher education by type of institution and field.

	Percentages						Total
	Federal	State	Municipal	Private for profit	Private non-profit	Total	
Engineering, IT	20.8	15.4	16.7	15.9	18.9	17.8	478,247
Arts, language and humanities	4.8	3.4	1.5	1.4	1.2	2.2	59,163
applied social sciences, law	22.4	19.0	42.1	52.1	45.1	40.0	1,078,385
biological and physical sciences	7.8	4.3	0.9	1.6	1.9	3.2	85,020
social sciences	4.6	2.3	0.1	0.4	1.0	1.6	43,074
education	20.6	43.3	30.7	17.0	18.3	21.7	584,664
health and caring	6.7	4.9	4.1	7.7	8.5	7.4	198,543
medicine and dentistry	6.5	3.7	2.6	2.4	3.8	3.8	101,810
agriculture, natural products	5.8	3.8	1.4	1.4	1.2	2.4	65,339
	100	100	100	100	100	100	
Total	482,750	332,104	72,172	880,555	926,664		2,694,245

Source: tabulated from the 2000 higher education census, Ministério da Educação.

**Mexico****Table 15: Student Population In Mexico**

<b>Level</b>	<b>Public</b>	<b>Private</b>
Middle School	5,480,500	391,000
High School	2,764,000	608,000
Technical- Professional	366,000	77,000
Higher Education	184,000	74,000
Technical & Higher Education	1,830,500	577,000
Postgraduate	132,000	53,500

Source: Overview of Higher Education in Mexico, U.S. Commercial Service, (2004)

**Africa**

**Table 16**

**Private higher education institutions and universities in Africa**

<b>Country</b>	<b>Private</b>
Benin	27
Cameroon	17
Ghana	28
Nigeria	13
Kenya	14
Senegal	48
Tanzania	10
Uganda	15
Zimbabwe	4

*Source :* (Teferra and Altbach, 2003) and various documents.

## **7. Private Higher Education Sources of Income**

The massive expansion of higher education of the last two decades has imposed numerous constraints on public funding creating either a sharp raise in tuition fees and introduction of private sectors (i.e. Latin America , U.K. , Australia ) or a decline in quality in public institutions (i.e. western Europe ). Some countries in Western Europe are gradually shifting to more diverse systems by creating private sectors and raising tuition fees.

Excluding the United States, the main source of income for the private higher education sector is tuition fees. In most cases the subjects taught at the private sector are less expensive (social sciences, business, and law), thus profit margins are quite high producing a more flexible and market oriented private sector.

Other sources of income include:

- **Research grants**
- **Donations and endowment funds**
- **Public land allocation – usually by local authorities**
- **B.O.T (buy, operate, transfer) campus building construction- This is usually accomplished by the private sector and enables private institutions to build campuses by "leasing" them for a specific number of years.**
- **Extracurricular courses and diplomas – Generate extra revenues from non – academic operation.**

**Table 17**

Average tuition levels (per academic year)

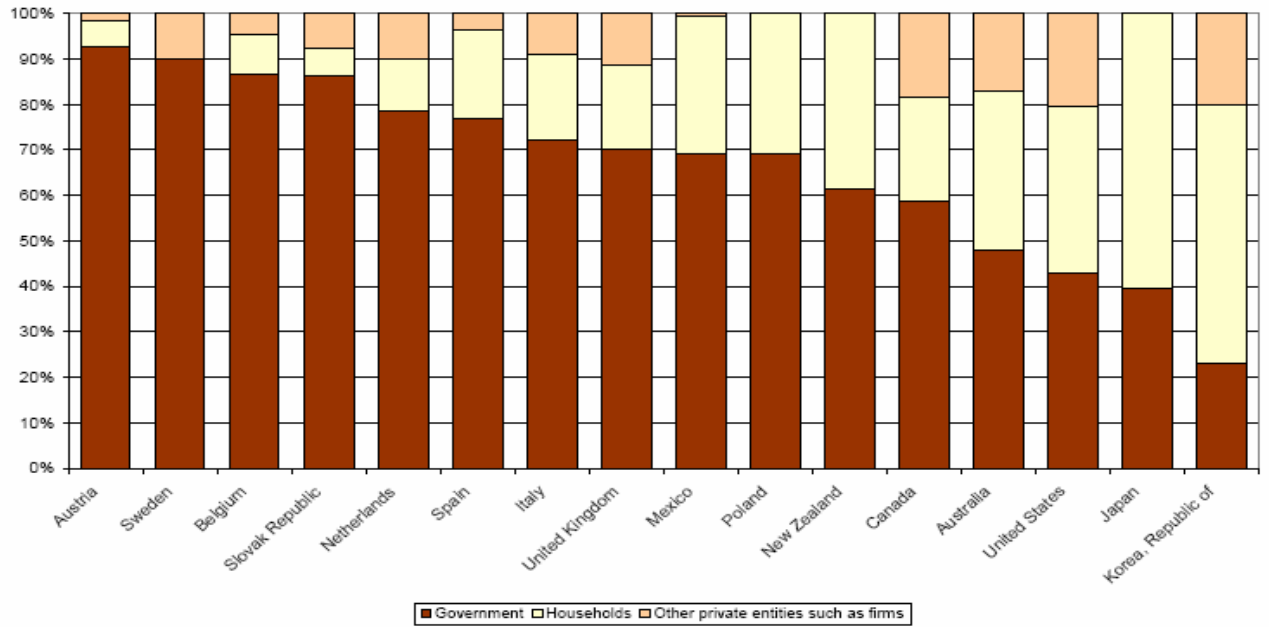
Country	Private	Public	Notes
Albania	\$3,500-6,000	*\$3,000	*Centrally determined tuition level, paid by up to ten percent of students enrolled
Austria	* €200-13,600	€725	*Undergraduate
Bulgaria	*\$300-750	**155	*Average range for most private higher educationIs, some charge up to \$3000 per semester **Average fee level for full-time undergraduate programmes
Estonia	NA	NA	
Germany	* 2,500-15,000	0	*Undergraduate level
Italy	€3,000-6,000	€1,500-2,300	Shows rough estimates
Poland	NA	NA	
Portugal	€2,500-3,000	€800	Data from 2004
Romania	€300-450	€400-900	Public higher education tuition levels are consistently higher than private
Russia	\$854	\$926	Public higher education tuition levels are consistently higher than private
Spain	€5700	€750	
Turkey	* \$7000-14000	** \$100-250	*Per year, undergraduate study **Called 'contribution fee'
Ukraine	\$300-2,000	* \$300-2,000	Unofficial data, no available official statistics *About 47 percent students in public higher education are 'budget financed' and pay no tuition
U.S.	\$23,503	\$8,556	Data from the 2002/2003 academic year for undergraduate studies

Source: Comparative Analysis Report; data derived from the respective country reports submitted for the purpose of the UNESCO-CEPES project on Private Higher Education in Europe (2005).



**Chart 26**

**Funding sources for higher education institutions in 2003**



## **8. Additional Aspects of Private Higher Education**

Various perspectives prevail amongst governments in many countries regarding the growth of private higher education. Some have adjusted their policies in heed of public pressure towards expansion of the tertiary system without increasing public funding, but only few have stated a clear policy toward this phenomenon.

The major dilemmas involve some social and economic issues:

- **Student loans and student aid** – Although most private institutions are not publicly funded there is nevertheless a debate regarding the student aid issue and whether aid should be given via vouchers to all students or solely according to socio-economic criteria. Adopting the voucher principle narrows the distinction in public funding between public and private institutions as well as limiting government policy toward long term resource allocations planning.
- **Research funds**- In some countries private higher education institutions are eligible to apply for public funds for research. This is the case in the United States as well as in Japan and Korea.
- **Affordability and accessibility** – High tuition fee is the major barrier to social equality. Extensive public student aid in favor of low socio-economic students is a just solution.
- **Social mobility and private higher education** – Encouraging private institutions to take initiative and offer financial support.
- **Industry and private higher education** – Industry benefits from higher education regardless of its status (private or public). Private institutions can easily develop academic programs of a practical nature.
- **Quality assurance** – This is one of the major issues concerning private institutions: aiming for surplus and/or profit, alongside with limited sources of income and the existence of small size private institutions, can threaten academic quality. Only external quality enhancement can strengthen the academic framework of private institutions

- **The need for academic and financial indicators in private higher education clearly aids estimation, forecast trends, and development in the higher education private sector. Here are some essential indicators:**
  1. **Number of students (by discipline )**
  2. **Number of institutions**
  3. **Number of senior academic staff**
  4. **Overall budgets**
  5. **Tuition fees**
  6. **Socio-economic indicators**
  7. **Sources of income**
  8. **Research budgets**
  9. **Publication and citation index**
  
- **For profit higher education – The emergence of for profit institutions is an additional stage in the development of private higher education.**

### For-Profit Higher Education: Country Specific

**USA: Most advanced with over 500 institutions**

**UK: Legislation to permit for-profit degree granting schools, and universities (2004)**

**South America: Starting**

**Turkey: Illegal**

**Israel: Prohibited by the Council for Higher Education**

**South Africa: Some colleges**

**Japan: Experimentation with for-profit universities (2004)**

**China: Indirectly**

**India: Indirectly**

**Australia: In process to implement legislation for authorization**

**Table 18****Companies in the 'Chronicle Index of For-Profit Education'**

<b>Name</b>	<b>Date IPO</b>	<b>Enrollment #</b>	<b>Campuses #</b>	<b>Sales (\$ mil)</b>	<b>Profit Margin (%)</b>	<b>Market Capitalization (\$ bil)</b>
<b>Apollo Group</b>	1994	200,052	71	1,700	19.8	12.73
<b>Career Education</b>	1998	83,200	78	1,500	10.8	3.14
<b>Corinthian Colleges</b>	1999	52,000	81	726	11.1	1.08
<b>DeVry</b>	1991	49,000	71	785	7.4	1.36
<b>Education Management</b>	1996	58,000	43	853	9.0	2.03
<b>ITT Education Services</b>	1995	38,000	77	572	11.1	1.49
<b>Laureate Education</b>	1993	130,000**	12**	552	9.4	1.45
<b>Strayer Education</b>	1996	20,000	27	166	23.3	1.43
<b>U. PhoenixOnline</b>	2000	79,400	NA	NA	NA	1.26

\*Data generated 8/24/04; \*\* International campuses and enrollment

*Source:* The Publicness of Private Higher Education, Roger L. Geiger (Pennsylvania State University), CHER Meeting: Enschede, Netherlands, September 17-18, 2004

## **Conclusion**

**Since the early 1980's private higher education has become a key part of the development of tertiary education in many countries around the world.**

**The consequence of the absence of a private sector is difficult to ascertain in certain countries, however it is clear that the private sector in some countries is exceedingly clear.**

**Accordingly, it is necessary to examine the various characteristics of higher education in the private sector in order to plan a superior academic education that enhances high quality standards and encourages accessibility.**

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- <http://www.cam.ac.uk/>
- [http://www.admin.cam.ac.uk/offices/planning/data/facts/2006facts\\_and\\_figures\\_poster.pdf](http://www.admin.cam.ac.uk/offices/planning/data/facts/2006facts_and_figures_poster.pdf)
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# APPENDIXES

## ARGENTINA

### INSTITUTIONS and CREDENTIALS

#### Institutes of Higher Education:

- **Universidad Nacional (National University)**
- **Universidad Privada (Private University)**
- **Universidad Provincial (Provincial University)**
- **Sede Nacional de Universidad Extranjera (National Branch of a Foreign University)**
- **Universidad Internacional (International University)**
- **Instituto Universitario Estatal (State University Institute)**
- **Instituto Universitario Privado (Private University Institute)**
- **Instituto Tecnológico (Technological Institute)**
- **Instituto Superior de Formación Docente - Educación Superior no Universitaria (Teacher Training Institute - Non-University Level Post-Secondary Education)**
- **Instituto de Formación Técnica - Educación Superior no Universitaria (Technical Training Institute - Non-University Level Post-Secondary Education)**

#### **Carlos Pujadas**

Carlos Pujadas is Academic Secretary, Universidad Austral, Juan de Garay 125, (1062) Buenos Aires, Argentina. Fax: 54-1-361-1329; E-mail: <[Postmaster@uaurec.edu.ar](mailto:Postmaster@uaurec.edu.ar)>.

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After months of long and rigorous negotiations the Ministry of Education finally achieved its purpose, and the Congress passed a new general Law on Higher Education. Currently students associations and the administrations of the national universities belong to the Radical Party, the leading opposition party. This political situation strengthened resistance to a law restricting university autonomy and opening the door to the payment of fees in public universities.

The main change introduced by the law is the demand for institutional assessment and accreditation, through a committee established by the law, or through private agencies to be recognized by the national government. This means that the public universities will lose some of their autonomy, once they have submitted, for the first time, to greater control by government supervision. On the other hand, private universities that do not have the benefit of national grants will be subject to a strict evaluation process inherited from the Argentine university system: academic degrees also serve to qualify graduates for the professions, and must therefore be controlled by the government. This detailed law regulates, through its 85 articles, the whole system of higher education - 33 national universities, 5 provincial universities, and 39 private universities. The system is expanding through the creation of new universities.

According to the 1994 census, 615,000 students attend national universities. The dropout rate is very high: only 19 percent of those who enroll finish their studies, which adds to the low efficiency of the system. The total budget of the government-supported universities amounts to \$1.5 billion. And the cost for each graduate is \$35,000. Only 2 percent of the student population receives some kind of scholarship. Fifty-four percent of the students also work, although most have part-time jobs, which serve to lengthen the period of their studies. It takes about 10 years for a high percentage of students to graduate.

The National University of Buenos Aires is the leading institution, with 169,000 students, 6,810 professors (11.5 percent of them are full-time), and 15,342 teaching support staff. It is an extreme example of this Latin American model of higher education, one characterized by free access obtained with the simple completion of secondary school, dominated by professional studies, scarce research, and a demoralized professoriate, composed largely of part-time professors.

The great expansion in university enrollments that started in 1970, was not a process accompanied by rational decisions to ensure educational quality. The Argentinean university, which some decades ago held a prestigious position in Latin America, with two Nobel Prizes in Medicine and Chemistry, is now clearly in decline.

On the other hand, a number of private universities have been established since 1955. There are 75,000 students enrolled in 39 universities, 17 of them founded in the last five years, under the government of President Carlos Menem. Private universities have survived on revenues provided by student fees (an average of \$3,500 annually per student) and have not attempted to have full-time professors or to perform research, as do public universities. Only a few of the new private universities have attempted to follow the American research university model.

The first two chapters of the new law are concise and define the system of higher education. This system is comprised of all the institutions of postsecondary education - national, provincial, and municipal, both public and private. It seems appropriate that both public and private institutions are included under the same law. Moreover, pointing out their common objectives may contribute to overcoming the historical mutual distrust and resentment between these two subsystems.

The law sets the guidelines for the development of a wide sector of non-university tertiary education, mainly for teacher training schools and institutions of professional and artistic education. This non-university sector is undergoing development in Argentina as well as in other countries, and it involves over 25 percent of postsecondary education.

The fourth chapter of the law is the longest one; it is dedicated to university higher education. It signals the promotion of diversification, which seems promising. From now on, universities are to be differentiated from university institutes, which are those that limit their academic offerings to a sole disciplinary area. This chapter of the law also describes the scope of institutional autonomy, the ranking of titles and grades, and the rules of evaluation and accreditation. All the universities must undergo an external evaluation every six years, and recommendations for institutional improvement will be made public.

The law also creates a National Committee of Evaluation and Accreditation, made up by representatives of the academic community and the Congress. As we have already stated, the law allows for the use of private agencies to perform this function. Bearing in mind the institutional instability experienced in Argentina and the mistrust of a possible arbitrary exercise of governmental power, private universities have been quick to support the creation of this private agency.

Public opinion has expressed approval for the introduction of these mechanisms to ensure quality. The negative side involves the interference of the government in academic matters because of the linking of the academic degree with the professional habilitation. It should be noted, in order to clarify this point, that there are no general education degrees in Argentina (such as the Bachelor's degree) and that the majority of the academic degrees coincide with professional degrees. Concerning the governance of public universities, the law states that the governing boards and committees may be comprised of professors, students, alumni, and administrative personnel. The faculty participation has been set at 50 percent - in an attempt to restore some of their former power.

Another welcome step is that each national university may set its own salaries. Up to now, salaries were set by a uniform scale, which gave rise to inconsistencies. The law does, however, also create more national and regional offices, which may increase the bureaucracy of the system.

The authors of the new law on higher education were confronted by structural failures in addition to a range of problems affecting universities equal to those found in any other country. In the first issue of *International Higher Education*, it was amazing to the author to find that similar problems were reported in Japan, India, Chile, and Korea. It is a practical way of showing the globalization of our world.

#### Private universities in Buenos Aires:

- [Official website](#)
- [Universidad del Museo Social Argentino](#) (UMSA): [Official website](#)
- [Instituto Tecnológico de Buenos Aires](#) (ITBA): [Official website](#)

- [Universidad del CEMA: Official website](#)
- [Instituto Universitario de Estudios Navales y Marítimos](#)
- [Instituto Universitario del Hospital Italiano de Buenos Aires: Official website](#)
- [IAE Universidad Austral: Official website](#)
- [Universidad Maimónides: Official website](#)
- [Pontifical Catholic University of Argentina \(UCA\): Official website](#)
- [Universidad Argentina de la Empresa \(UADE\): Official website](#)
- [Universidad Argentina John F. Kennedy: Official website](#)
- [Universidad Atlántida Argentina \(UAA\): Official website](#)
- [Universidad CAECE \(Centro de Altos Estudios en Ciencias Exactas\): Official website](#)
- [Universidad Abierta Interamericana: Official website, UAI students community](#)
- [Universidad Católica de La Plata](#)
- [Universidad de Belgrano: Official website](#)
- [Universidad de Ciencias Empresariales y Sociales \(UCES\): Official website](#)
- [Universidad de Flores: Official website](#)
- [Universidad de la Marina Mercante: Official website](#)
- [Universidad de las Fraternidades y Agrupaciones Santo Tomás de Aquino \(FASTA\): Official website](#)
- [Escuela Diocesana de Servicio Social: Official website](#)
- [Universidad de Morón: Official website](#)
- [Universidad de Palermo: Official website](#)
- [Universidad de San Andrés: Official website](#)
- [Universidad del Cine: Official website](#)
- [Universidad del Salvador: Official website](#)
- [Universidad Torcuato di Tella: Official website](#)
- [Fundación Favaloro: Official website](#)
- [Instituto Universitario de la Policía Federal Argentina : \[1\]](#)
- [Escuela Universitaria de Teología](#)
- [Escuela Superior de Economía y Administración de Empresas \(ESEADE\) : Official website](#)

## **AUSTRALIA**

### **AUSTRALIAN COLLEGES**

**The benefits to students who choose a private college in Australia are many:**

- ▣ Private colleges tend to be smaller than public institutions and provide greater individual and personalized attention.**
- ▣ Well-designed courses provide a definite career focus for graduates and are responsive to the needs of the international market-place.**
- ▣ Students can gain skills in a relatively short time enabling cost effective learning.**
- ▣ The variety of courses allows for varying entry levels so that students who may not reach university entry level requirements can prove themselves in other courses.**
- ▣ Successful completion of certain courses satisfies the minimum entry requirements of many universities and may grant credit towards a degree.**

#### **Approved Higher Education Providers**

At 17 August 2007, the following Higher Education Providers (HEPs) have been approved to offer FEE-HELP on behalf of their students.

**Adelaide College of Divinity (South Australia)**

**Australian College of Applied Psychology (New South Wales)**

**Australian College of Natural Medicine Pty Ltd (Queensland)**

**Australian College of Physical Education (New South Wales)**

**Australian College of Theology (New South Wales)**

**Australian Film Television and Radio School (New South Wales)**

**Australian Guild of Music Education Inc (Victoria)**

**Australian Institute of Music (New South Wales)**

**Australian Institute of Public Safety (Victoria)**

**Australian Lutheran College (South Australia)**

**Avondale College (New South Wales)**

**Billy Blue College Pty Limited (New South Wales)**



**Blue Mountains International Hotel Management School (New South Wales)**

**Box Hill Institute of TAFE (Victoria)**

**Bradford College Pty Ltd (South Australia)**

**Brisbane College of Theology (Queensland)**

**Campion Institute Limited (New South Wales)**

**Cairnmillar Institute School of Counselling and Psychotherapy (Victoria)**

**Christian Heritage College (Queensland)**

**College of Law (New South Wales)**

**Curtin International College (Western Australia)**

**East Coast Gestalt Training (New South Wales)**

**Educational Enterprises Australia Pty Ltd (South Australia)**

**Gordon Institute of TAFE (Victoria)**

**Gestalt Association of Queensland Inc (Queensland)**

**Harvest Bible College (Victoria)**

**Holmes Institute (Victoria)**

**Holmesglen Institute of TAFE (Victoria)**

**Insearch Ltd (New South Wales)**

**Institute of Counselling (New South Wales)**

**International College of Management (New South Wales)**

**International Conservatorium of Music (Aus) (New South Wales)**

**International College of Hotel Management (South Australia)**

**ITC Education Ltd (Wollongong College Australia) (NSW)**

**Jansen Newman Institute Pty Limited (New South Wales)**

**JMC Pty Ltd (The JMC Academy) (NSW)**

**Macleay College (NSW)**

**Marcus Oldham College (Victoria)**

**Melbourne Institute of Business & Technology (Victoria)**

**Melbourne Institute of Technology (Victoria)**

**Melbourne Institute for Experiential and Creative Arts Therapy Inc (Victoria)**

**Monash College Group Pty Ltd (Monash College) (Victoria)**

**Moore Theological College (New South Wales)**

**National Institute of Dramatic Art (NIDA) (New South Wales)**

**Nature Care College Pty Ltd (NSW)**

**Northern Melbourne Institute of TAFE (Victoria)**

**Oceania Polytechnic Institute of Education (Victoria)**

**Perth Bible College (Western Australia)**

**Perth Institute of Business and Technology Pty Ltd (Western Australia)**

**Queensland Institute of Business & Technology (Queensland)**

**Raffles College of Design and Commerce (NSW)**

**SAE Investments (Aust) Pty Ltd (NSW)**

**Shafston Institute of Technology Pty Ltd (Qld)**

**South Australian Institute of Business & Technology (South Australia)**

**Southern School of Natural Therapies (Victoria)**

**Swan TAFE (Western Australia)**

**Sydney College of Divinity (New South Wales)**

**Sydney Institute of Business & Technology (New South Wales)**

**Tabor College New South Wales (New South Wales)**

**Tabor College South Australia (South Australia)**

**Tabor College Tasmania Inc (Tasmania)**

**Tabor College Victoria (Victoria)**

**Wesley Institute (New South Wales)**

**Brazil :Higher Educational Institutions and Enrollments in Brazil - By Type (2005)**

<i>Type of Institution</i>	<i>Number</i>	<i>Enrollment</i>	<i>% of Total Enrollment</i>
Public Universities	90	1,042,816	23.4
Federal	52	549,171	12.33
State	33	433,692	9.73
Municipal	5	59,953	1.34
Private Universities	86	1,426,962	32
Other Institutions	1,989	1,983,378	44.53
Public	141	149,373	3.35
Private	1,848	1,834,005	41.18
<b>Total</b>	<b>2,165</b>	<b>4,453,156</b>	<b>100</b>

Source: Censo da Educação Superior, Instituto Nacional de Estudos e Pesquisas

**Higher Education Expenses - Bachelor's Degree, Academic Year 2006 (10 months)**

[In Brazilian Real; U.S. dollar conversion by 2004 purchasing power parity estimates of \$1 = R 1.11]

	Public			Private		
	Universities			Universities		
	Low	Moderate	High	Low	Moderate	High
One Time Fees	R 130 [\$117]	R 130 [\$117]	R 130 [\$117]	n.a.	n.a.	n.a.
Tuition	0	0	0	R 11,765 [\$10,599]	R 12,600 [\$11,350]	R 14,700 [\$13,243]
Books and Other Educational Expenses	R 500 [\$450]	R 500 [\$450]	R 500 [\$450]	R500 [\$450]	R500 [\$450]	R 500 [\$450]
Subtotal Costs of Instruction	R 630 [\$567]	R 630 [\$567]	R 630 [\$567]	R 12,260 [\$11,045]	R 13,100 [\$11,800]	R 15,200 [\$13,690]
Lodging	0	R 4,000 [3,603]	R 7,500 [6,756]	0	R 4,000 [3,603]	R 10,000 [9,010]
Food	R 1,000 [\$900]	R3,000 [\$2,700]	R 4,000 [\$3,600]	R 1,000 [\$900]	R 3,000 [\$2,700]	R 4,500 [\$4,050]
Transportation	R 800 [\$720]	R 800 [\$720]	R 1,500 [\$1,350]	R 800 [\$720]	R 800 [\$720]	R 2,000 [\$1,800]
Other Personal Expenses	R 1,000 [\$900]	R 1,000 [\$900]	R 2,000 [\$1,800]	R 1,000 [\$900]	R 1,000 [\$900]	R 2,000 [\$1,800]
Subtotal Cost of Student Living	R 2,800 [\$2,522]	R 8,800 [\$7,927]	R 15,000 [\$13,513]	R 2,800 [\$2,522]	R 8,800 [\$7,927]	R 18,500 [\$16,666]
<b>Total</b>	R 3,430 [\$3,090]	R 9,430 [\$8,495]	R 15,630 [\$14,080]	R 15,060 [\$13,567]	R 21,900 [\$19,730]	R 33,700 [\$30,360]

*Key: Low estimates are averages based on a single student living with parents. Average estimates are based on single students not with living with parents. High estimates reflect those students who are head of household.*

## **UNITED STATES**

### **Types of U.S. Colleges & Universities**

There are many types of colleges and universities in the U.S., and several different ways in which Americans classify them. Classification can be based on whether a school is financially supported by a state or not and the history of a school and the manner it functions at present.

International students coming from quite different educational systems may be unfamiliar with the classification method in the U.S.

Following is additional information:

**"Public" Universities:** These are state-affiliated institutions that are publicly-supported (financed by public taxes), usually large in size. They normally offer all levels of degrees and a wide range of courses. Public colleges and universities are relatively inexpensive for residents of the state where the schools are located (since funded in large part by state tax revenues). Foreign students pay "out-of-state" tuition, which is often significantly higher.

International students may find it hard to gain admission to these schools at the undergraduate level, as preference is often granted to state residents. This is especially true in the fields of engineering, business, and computer science. Many state university systems have a number of campuses located throughout the state. Sometimes one campus is prominent in terms of research and graduate study. This is termed the "flagship" campus of the system. There are countless notable public universities across the country. For example, Pennsylvania State University, Ohio State University, the University of California, the University of North Carolina, and the University of Texas.

**Small Liberal Arts Colleges:** There are hundreds of small liberal arts colleges throughout the United States enrolling anywhere from fewer than 1,000 students to several thousand. They are usually dedicated to the undergraduate study of the traditional arts and sciences disciplines: humanities, sciences, and social sciences.

Strictly liberal arts colleges are often quite old (by U.S. standards) and are usually private schools (supported by tuition fees, private donations, and grants). Many of these colleges were traditionally single-sex (all-men or all-women) but currently and only in a handful of cases, usually exclusively women's colleges. Often these schools were founded with a religious affiliation, but today the majority have since ceased this requirement.

**These colleges are usually highly-level institutions with small classes, individual attention for their students, and a close relationship between the faculty and students. Many generally have stringent admissions standards. Among these schools are: Amherst, Williams, Swarthmore, Bowdoin, Smith, Mount Holyoke, Vassar, Bryn Mawr, Oberlin, Grinnell, and Pomona College.**

**The Ivy League: Although these schools are among the oldest and most famous in the country, the Ivy League itself was not officially formed until the 1950s--as an athletic conference. Members of the Ivy League are: Harvard, Yale, Princeton, Brown, Dartmouth, Cornell, Columbia, and the University of Pennsylvania (a private college, not to be confused with Penn State University). All these schools are in the Northeastern U.S. Ivy League colleges stress undergraduate liberal arts education, but they also have noted graduate and professional schools. Tuition at these private schools is among the highest in the country, and admission is generally highly competitive.**

**"Ivy League" is also applied, somewhat inaccurately, to any top-notch private liberal arts college. Despite the cachet of the term "Ivy League," there are many other colleges and universities, both private and public, equally highly rated and with difficult admission standards. Stanford University being just one example.**

**Denominational or Religiously-Affiliated Schools: There are a large number of colleges and universities in the United States that were formed by religious groups and organizations and which continue this active affiliation today. They are no longer limited, to members of a particular religious group. They are, however, administered by members of the religious group and are often follow religious precepts. Among well-known schools in this category are: Notre Dame and Georgetown (both Catholic), Brandeis and Yeshiva (Jewish), Brigham Young (Mormon), Southern Methodist University, (Methodist) and Earlham (Quaker).**

**Technical Institutes: These are schools specializing primarily in engineering and science and particularly noted for their research and graduate programs. Most international students who attend these schools are admitted at the graduate degree level.**

**The undergraduate colleges of these schools also offer a variety of liberal arts courses along with their technical subjects. Undergraduates admitted to these schools usually have especially strong backgrounds in math and sciences, evident in the grades and standardized test scores (e.g. SAT or GRE). M.I.T. (the Massachusetts Institute of Technology), Cal Poly (California Polytechnic Institute), Georgia Tech (Georgia Institute of Technology), and W.P.I. (Worcester Polytechnic Institute) are a few of the noted schools in this category.**

## **REGIONAL ACCREDITATION**

**Regional accreditation is the most common type of institutional accreditation among post-secondary academic institutions in the U.S. There are about 2700 regionally accredited institutions in the U.S.**

**There are 6 accrediting associations whose role is to evaluate an institution as a whole.**

**They are nonprofit, nongovernmental bodies organized by geographic regions. They accredit institutions according to the level of education offered by the institution.**

**Elementary and secondary (high) schools**

**Vocational / technical institutions**

**Two-year institutions / junior colleges / community colleges**

**Four-year institutions (give the bachelor's degree as the highest degree)**

**Research or doctoral institutions (give the doctoral degree as the highest degree)**

## **THE SIX REGIONAL ACCREDITING ASSOCIATIONS**

### **By Organization**

**Middle States Association of Colleges and Schools (MSA) – <http://www.msache.org/>  
Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, Puerto Rico, US Virgin Islands, Overseas**

**New England Association of Schools and Colleges (NEASCSC) –  
<http://www.NEASCsc.org/>**

**Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont, Overseas**

**North Central Association of Colleges and Schools (NCA) –  
<http://www.ncahigherlearningcommission.org/>**

**Arizona, Arkansas, Colorado, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska New Mexico, North Dakota, Ohio, Oklahoma, South Dakota, West Virginia, Wisconsin, Wyoming, institutions in the Navajo Nation**

**Northwest Association of Schools, Colleges and Universities (NW) –  
<http://www.nwccu.org/>**

**Alaska, Idaho, Montana, Nevada, Oregon, Utah, Washington**

**Southern Association of Colleges and Schools (SACS) – <http://www.sacscoc.org/>  
Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, Extraterritorial**

**Western Association of Schools and Colleges (WASC) – <http://www.wascweb.org/>  
California, Hawaii, US-affiliated Pacific islands, Pacific basin, east Asia**

## **UNITED KINGDOM**

### **Foreign extensions in the U.K**

- [American Intercontinental University](#) [London]
- [Boston University](#)
- [University of Delaware](#) [London]
- [Huron University USA in London](#)
- [Irish School of Ecumenist Trinity College Dublin](#) [Belfast]
- [University of Notre Dame](#)
- [The American International University in London](#) [Richmond]
- [Schiller International University](#)

# **THE SAMUEL NEAMAN INSTITUTE**

## **for Advanced Studies in Science and Technology**

### **Technion, Israel Institute of Technology, Technion City, Haifa Israel 32000**

The Samuel Neaman Institute for Advanced Studies in Science and Technology is an independent multi-disciplinary public-policy research institute, focused on issues in science and technology, education, economy and industry, and social development. As an interdisciplinary think-tank, the Institute draws on the faculty and staff of the Technion, on scientists from other institutions in Israel, and on specialists abroad. The Institute serves as a bridge between academia and decision makers in government, public institutions and industry, through research, workshops and publications.

The Samuel Neaman Institute activities are at the interface between science, technology, economy and society. Therefore, the natural location for the Institute is at the Technion, which is the leading technological university in Israel, covering all the areas of science and engineering. This multi-disciplinary research activity is more important today than ever before, since science and technology are the driving forces for growth and economic prosperity, and they have a significant influence on the quality of life and a variety of social aspects.

The Institute pursues a policy of inquiry and analysis designed to identify significant public policy issues, to determine possible courses of action to deal with the issues, and to evaluate the consequences of the identified courses of action.

As an independent not-for-profit research organization, the Institute does not advocate any specific policy or embrace any particular social philosophy. As befits a democratic society, the choices among policy alternatives are the prerogative and responsibility of the elected representatives of the citizenry. The Samuel Neaman Institute mission is to contribute to a climate of informed choice. Each research program undertaken by the Institute is expected to be a significant scholarly study worthy of publication and public attention. All the research done by the institute, as well as the many workshops and other publications are disseminated free of charge on the website of the institute: <http://www.neaman.org.il/>

### **Origins**

The Institute was established by the initiative of Mr. Samuel Neaman, a prominent U.S. businessman noted for his insightful managerial concepts and innovative thinking, as well as for his success in bringing struggling enterprises to positions of fiscal and marketing strength. He devoted his time to the activities of the Institute, until he passed away in 2002.

### **Organization**

The Director of the Institute, appointed jointly by the President of the Technion and by the Chairman of the Institute Board, is responsible for formulating and coordinating policies, recommending projects and appointing staff. The current Director is Prof. Nadav Liron and the Board of Directors is chaired by Prof. Zehev Tadmor. The Board is responsible for general supervision of the Institute, including overall policy, approval of research programs and overseeing financial affairs. An Advisory Council made up of members of the Technion Senate and distinguished public representatives, reviews research proposals and consults on program development.





**Gury Zilkha** is a Financial and Organizational Consultant. Mr. Zilkha has served in senior positions in both the public and private sectors. Mr. Zilkha also served as the Director General for the Council of Higher Education and the Planning and Budgeting Committee between 1990 and 1997. During this time the higher education sector expanded and many new institutions were added to the system. Mr. Zilkha has degrees in economics and business administration from the Hebrew University and is a graduate of the Humphrey Program at Pennsylvania State University, U.S.A.



**Samuel Neaman Institute**  
for Advanced Studies in Science and Technology  
**Technion-Israel Institute of Technology**  
Technion City, Haifa 32000, Israel  
Tel: 04-8292329, Fax: 04-8231889  
[www.neaman.org.il](http://www.neaman.org.il)