

**AFTERMATH**

The disagreement, however, has left no lasting scars on either side—in fact, collaboration in education between Norway and South Africa is thriving. Still, the episode highlights the shortage of well-defined objectives for the benevolent development of a framework for transborder trade in education. Even with the best intentions, actions within the GATS system are open to sinister interpretations in the absence of a common understanding of the interests of developing countries.

This confrontation perhaps also illustrates the dangers of the basic lack of transparency in GATS. As suspicions grow, sudden revelations are apt to be misinterpreted and misjudged. These conditions call for a serious analysis of the issues in the wider community and the gradual development of a blueprint for the benevolent regulation of trade in education. ■

## From Graduate Student to World Citizen in a Global Environment

**MARESI NERAD**

*Maresi Nerad is professor of higher education and director of the Center for Innovation and Research in Graduate Education at the University of Washington. Address: CIRGE, M204 Miller Hall, University of Washington, Seattle, WA 98105, USA. E-mail: mnerad@u.washington.edu.*

As globalization advances, societies become more dependent on information and knowledge. Knowledge societies rely on the production of knowledge, its transmission through education and training, and dissemination through communications technologies. Universities are placed in a unique position since they play a significant role in the production of new knowledge and training of future leaders. This applies particularly to doctoral education.

Responding to the competitive pressures of globalization, several countries have introduced and implemented innovative structures for the training of doctoral students. Examples of these new structures include the German *Graduiertenkolleges*; the Australian Cooperative Research Centre Training programs; and the National Science Foundation's (NSF's) Integrated Graduate Education and Research Trainee Programs (IGERTs). The new structures often share many characteristics: They are often problem- and theme-based, rather than disciplinary in orientation; engage in multidisciplinary research connected to the outside world; provide professional socialization through multiple mentoring; offer professional skills training in such areas as making presentations, teaching, publishing, and grant-writing skills; introduce teamwork as a required component of the program; and include international components and collaborations.

**EVALUATING PH.D. PROGRAMS**

One way to envision the prospects of Ph.D.s in the future is to consider whether existing programs are suitable for a knowledge-based society and to evaluate the emerging forms of doctoral education. The Center for Innovation and Research in Graduate Education (CIRGE) at the University of Washington is establishing an empirical base for assessing both existing doctoral programs and innovative ones, through studies of Ph.D. recipients. CIRGE is also directing efforts to evaluate U.S. NSF-funded innovative doctoral programs—the IGERT programs. The evaluation focuses on whether the programs are appropriate for the demands of the new economy and address the issues that have been at the forefront of current debates about graduate education since the 1990s.

*One way to envision the prospects of Ph.D.s in the future is to consider whether existing programs are suitable for a knowledge-based society and to evaluate the emerging forms of doctoral education.*

**DOCTORAL EDUCATION IN THE 21ST CENTURY**

After a decade of doctoral education outcome studies and the results of research-based IGERT evaluation, CIRGE findings showed that Ph.D. holders were satisfied with multiple mentors, the interdisciplinary approach to problem solving, the richness of the multidisciplinary research environment, and the opportunity to study with a cohort of peers from various disciplines.

Based on CIRGE studies and evaluations, we make the following recommendation for future-oriented doctoral education. Such programs should have the following characteristics:

1. They will prepare Ph.D. students to work in interdisciplinary groups by providing epistemology courses that focus on the nature of knowledge, its foundation, and validity. As most scientific, technical, or social problems become too complex to be solved by individuals or from a single perspective, research needs to be approached from a multidisciplinary perspective.
2. Future-oriented doctoral programs can integrate professional skill building into doctoral education by providing students with the experience of teaching, presenting research findings before a diverse audience, writing and publishing—in short, preparing doctoral students for a variety of future careers.
3. These programs introduce collective supervision. The demand that one person perform all functions as an ideal mentor is unrealistic and contributes to faculty burnout. A panel of advisers can provide students with more advice, insight, and consistent guidance.
4. These programs introduce effective teamwork and provide opportunities for collaboration on small research projects or coauthoring of articles by students or by students and faculty.

5. They establish structured international collaborations with doctoral programs in other countries to conduct research on some global issues and problems.

6. They encourage multiple flows in research collaboration between economically advanced and poorer countries with limited research resources or infrastructure.

7. They reintroduce foreign-language requirements, especially in English-speaking countries. The lack of foreign-language requirements for Ph.D. education has had negative consequences: much is lost by not being able to communicate directly with colleagues and collaborators, and communicating solely in English grants privileges to some students and puts others at a disadvantage.

8. Future-oriented programs initiate an approach that revives an awareness and commitment to civic engagement and world citizenship. World citizenship includes the notion of a citizen who crosses national boundaries without seeking to assimilate and to conform but instead accepts differences and embraces diversity.

In preparing for a knowledge-based society, higher education systems will need to be modified. We recommend programs that focus on creating opportunities for doctoral students to become global citizens who not only can operate within a small sphere of elite intellectuals but also “move beyond critical public intellectuals to world citizens whose collective knowledge and actions presuppose visions of public life, community and moral accountability” (Henry Giroux). To put into operation and implement these changes will be our task for the future. ■

## Private Higher Education in Ethiopia: The Current Landscape

### DAMTEW TEFERRA

*Damtew Teferra is assistant research professor and founding editor-in-chief of the Journal of Higher Education in Africa at the Center for International Higher Education, Campion Hall, Boston College, 02467, USA. E-mail: teferra@bc.edu.*

Ethiopian higher education is undergoing a quiet transformation both in public and private domains. Until a few years ago, Ethiopia had only two public universities. There are now eight such universities. A major campaign is currently underway to establish another 13 (10 new) universities—at a cost of about \$1.4 billion. More than 172,000 students are enrolled in the country’s higher education institutions, of which 77 percent are public institutions. More than 100,000 students—88 percent in public institutions—are enrolled in degree programs.

Ethiopia now boasts about having some 60 private colleges, which enroll about a quarter of all students. Most of these insti-

tutions are based in the capital, Addis Ababa, with a few branch campuses in major towns. Virtually all of these institutions were established in the last half decade. While a closer analysis is warranted, the enrollment rate appears to have been climbing rapidly for several years; but the pace has now moderated, and in a few cases a decline has been reported.

Most private institutions in Ethiopia, like others in Africa, offer courses that create good employment opportunities. The programs include business administration, computer studies, and information technology (IT). Others also provide training in health care and teacher education. A few of these colleges also offer distance education to tens of thousands of students.

***Most private institutions in Ethiopia, like others in Africa, offer courses that create good employment opportunities.***

### UNIQUE SCENARIOS

There are some notable scenarios in the Ethiopian private higher education system. One institution, for example, reports having 10 percent students on scholarship while many others also claim a large number of students holding either full or partial scholarships. One health care institution grants full scholarship to all its students who after graduation will work for the private hospital that owns the college.

Many leaders of private institutions recognize the importance of raising the institutional profile through research and publication. A few institutions have established research offices, earmarked resources, assigned personnel, and published journals and annual proceedings. One prominent private institution, for example, claims to evaluate faculty promotion based on research productivity.

Private institutions are not all born equal, and thus each institution is unique in character. While many fear competition as a threat, though only a few admit this to be the case, a handful have already established good reputations. For instance, in one prestigious IT college a minimum six-month enrollment waiting period is the norm. Overall, the highly regarded colleges feel that they are “publicly accredited”—meaning they are more concerned about public opinion than about the evaluation by government regulatory bodies.

### REGULATORY REGIMES

All private institutions operate under the direct supervision of the national, regional, and subregional educational offices across which accreditation authority is distributed. All private institutions are required to register and become preaccredited before they start operation. Once the institution receives a peer-reviewed preaccredited status and operates for one year, it normally receives full accreditation. An institution is evaluated every two years, and virtually no institution has its accreditation revoked.