

A Social Work Study on Role of Education in Employment Opportunities for Women in Iran

Mohammad Reza Iravani

Assistant Professor, Department of Social Work, Islamic Azad University, Khomeinishahr Branch, Daneshjou Blvd, Iran.

ABSTRACT

In recent decades, women training are more taken into consideration. Obtained statistics claim that women accepted in universities have % 60 shares against men. It's natural that the possibility of using this great force is provide by a correct planning.

The aim of study is to recognize women position and promoting their roe to take better job. In Iran, participation of women in educational executive and research activities is very low. In other words, recognition of the manner of women services and level of applying them in important posts of the society and providing information based on women participation in different political social fields.

KEY WORDS: Higher education, sustainable development, employment, skills, Activity, participation, unemployment, training, women basis.

INTRODUCTION

Women participation in labor market is due to their natural role to grow the children, supposing that it's a natural constraint, we should consider that proper allocation of man force to home or non home jobs that may provide better jobs for men by existing high skills and costs.(Kar, 2000, p: 314)

Recently, rapid growth of students in the one hand and increasing female approved students on the other hand, increase the need to plan. It should be in the manner that both needs, namely home responsibility, family and social responsibility are obtained due to the job.

Followers of generic theory of labor market rely on discussion of women basis in the home and society. He studied the situation of Middle East women and their limitations in Islamic religion, there is no equivalent they justify improper position of women in labor market. They believe that it is not a correct deduction that women do not paid jobs. Low ability to make an income main point in generic theory is followed the position of women in labor market and home and family that is a member of total social system by this rule that women should obey the men. (Lip men & Blue J, 1984 P: 129)

Table (1) basic groups of womanly job

Year	1997	1998	1999	2000	2001
Basic groups of womanly job					
Skillful workers of farming, forest protection, fishery	19.43	26.63	28.54	23.22	28.74
Industrial worker, & related workers	40.80	37.41	33.40	36.30	31.55
Specialists	19.41	19.31	20.15	19.31	19.41

The center Statistical Yearbook of Iran, the years 1956 to 2006

The Influence of Modern Education on Muslim Women

The gap between female and male literacy rates in several places is increasing and the overall level of illiteracy is extremely high. The Islamic world, especially the Arab world, is amongst the areas in the world which has the highest rate of illiteracy amongst women, the lowest level of schooling for girls and the smallest number of women in paid employment. In 1991, the illiteracy rate among females in Afghanistan was 86 per cent, in Pakistan 78 per cent, in Egypt 66 per cent and in Iran 56 per cent. Although women's literacy varies enormously from country to country and also from area to area in any particular country, women in the Arab world are still a small minority among the student population. In every country, the rate of male literacy is much higher than female literacy. Even in those countries which have initiated some reforms, there are still considerable disparities between male and female literacy, as well as major discrepancies between the type of female education offered and the socio-economic needs of the various Arab countries. This has been caused by many factors such as: family attitudes toward female education which still prevail, especially in the rural areas, where the majority of the Muslim population lives; and the high female drop - out rate due to the inequality between urban and rural education.

One of useful concepts for determining social capitals is "network of trust". Network of trust is one group of people who use info, norms and comparative valves in their interactions based on reciprocal trust. So the trust has main role for simplifying can be made among individuals and groups and different organizations. Useful concept is radius of trust. All

groups have certain value of radius of trust that is level of exploding collaboration's circle and reciprocal trust of members. We can conclude that whatever one social group has higher of trust, they have more social capital, If social group has positive externalism against other. Radius of trust of group is higher than internal level one. Glen Lori, an economist like Ivan Light as a sociologist use the term of Higher education in 1970s for describing the problem of economical development of inland. In 1980s, this term is accepted by Jims Colman, a sociologist in more widespread meaning and Robert Putnam, a political scientist was second person who discuss powerful discussion about Higher education and civic society either Italy or United States. (Fokoyama, 2000, p: 10)

Focusing on conceptual factors of Higher education in retail level like trust, attachment and collective identity and consideration of ideas like Restorative Justice theory by Boris white (2001) and concepts of reiterative shame and dispersive shame and also authorities approach for considering and more explaining social damages. Higher education is collection of available norms society's in social system cause to prompt collaborative level of members and lowering expense of interactions and communications (Fokoyama, 1999, p: 110).

But the most important factor so far has been the historical interpretation of the jurists. This has taken the shape of a clear deviation from genuine Islamic principles by its strong opposition to female education. This factor is still very strong in Muslim society, particularly in Arab society, and it influences government policy on education options and opportunities for women. Saudi Arabia presents a clear example where Islam has been used first to deny and then to discourage women's education.

This trend continued while Mohammad Reza was in power and many schools were founded in order to accommodate the massive amount of female students that poured in from every part of Iran in order to receive an education. Studies reveal that "the literacy level among females age seven and older rose from 8 percent in 1959 to 18 percent in 1966 and to over 26 percent in 1971." But the literacy level between rural and urban areas was very different and as a result of that in "the early 1970s, close to half of the urban women were literate as opposed to only 10 percent of the rural women." The number of women that rose to higher education was even more dramatic with only a few women receiving a high school education. Furthermore, the degrees that women received at the time were strictly controlled by the traditional patriarchic roles of society, many scholars believed one of the positive outcomes of the Revolution was the founding of all-girl schools and therefore the continuation of female education. Schools were valued because the girls received natural role models, as they saw other women applying their education towards their economic improvement. Also, parents were not worried about sending their daughters to the universities because they believed that the Islamic education posed no harm. Besides, the fact that there were no male students and male teachers also brought peace of mind. Also, schools were built after the Revolution to accommodate the baby boom in Iran. In conjuncture with the strict application of the veil, parents agreed to send their girls to school because their veils protected them in the streets. It is noteworthy, as well, that since the separation of the sexes in education the number of female students at the Universities has increased. This may be because of the lack of job opportunities elsewhere. Education became an outlet for their dreams for improvement.

Higher education is defined by its application. It is not unit object, but it is different things have two common features: they are one aspect of social structure Higher education is like other capital one productive and achieving to goal will be possible by it. Higher education is not changeable like physical and human capital. But it is changeable with certain activities. Certain form of Higher education that is valuable for simplifying certain activities maybe useless or even pernicious. Higher education is not placed either people or physical devices of producing. (Fokoyama, 1999, p: 5).

However, one has to consider that Iran has accepted education for girls only on an experimental level. The number of drop-out students during the second-level of education has been the highest. This could be explained by the fact that girls reach the age of puberty during the second level of education. Also, due to economic barriers and prejudiced beliefs about the woman's role within the family, when the girls reach that age sometimes are prompted by their fathers to leave school in order to assist their family with housework, child care and to take part in the family's business. Traditional views have also allowed families to believe that the honorable thing to do after the age of nine, when girls by law are supposed to be veiled, is to remain at home and prevent exposure as much as possible. Early marriage has remained a common phenomenon in rural areas, where girls have agreed upon marriage in order to escape poverty, and geographical isolation. As Jane Howard argued in her book, if education did not directly apply to the girl's lifestyle, it was most likely that she would abandon it as soon as she could find something else to do; these persons attend to the plan of value that means commitments based on values and social norms. Among effective mental processes, we should mention Marx Weber. The concepts Weber introduced are relating to trust, that is, preparation of people for accepting social context and relation and trust to other and other should present trust together. Accordingly, we know that there are different and effective fields for stemming this concept. Most important enterprises of governments for enforcing Higher education including: persuasion and enforcement civic institutions, enforcement and enrichment of general education, security of citizens for voluntary presence in social institutions, prevention of charge different social, economical, cultural sections and

Assignment of relating humanity institution for attracting their contributions plates enforcing social institutions and networks of trust between different people. (Fokoyama, 1999, p: 5).

The kind of education that girls have received since the Revolution has been purely superficial. Even though the quality of the buildings has improved, it still lacks many components that would allow the students to perform experiments and to apply their knowledge. Simply put: "the system is weak at providing vocational training to supply skilled workers for technical jobs."⁷² Most of their education has been based on religion and the instruction in Arabic with the sole intention of using it for religious purposes. The applicability of Arabic for everyday use as well as that of other texts for other classes has remained under question. Even though the Islamic authorities had re-assured the educational community that the images would be substituted with others to clearly and effectively portray the changing role of women in Iran, it failed to do so. The

Republic's priority has been to revise the text in favor of religion and has not included the status of women. Furthermore, the images have portrayed men more than women, and in situations that may not fully describe the new identity of women. The human body and specifically, the reproductive organs have been left out of biology texts and so has nudity in any religious reference, such as in the Garden of Eden. Another consideration for the textbooks and their applicability has been the cultural and geographical diversity of Iran. There have been so many ethnically and linguistically different groups in Iran that there have often been complaints about the context of the textbooks. The citizens of rural, remote areas of Iran have found it difficult to associate with the text because of its dominance of urban images and examples. Moreover, the topics that the female students were allowed to study changed after the Revolution. Women were banned from studying things like agriculture, geology and accounting, while the study of gynecology and midwifery became solely their responsibility. Jobs that required temporary relocation or extensive travel were guided away from women because that would remove them from their 'natural' habitat.

One of main enterprise in this field is attempt of groups' and organizations' leader for trusting among members of them and different groups. Trust can be formal by making relations and continuous communications. Human's trust to each other after proper and gradual recognition. It is important for different sections in intra – inter organization. Unfortunately, in many organizations, the type of organizational communications is in the way that people and organizational unit don't get proper and real recognition and naturally don't prepare necessary field for making trust's network (Rahmanpour, 2003, p: 36), As of 1985 however, many restrictions were lifted and all study areas became available for both sexes. The formal order was given in 1988 when President Rafsanjani stated that "there are no barriers to education for women in any field" and as president, in 1989 emphasized the need to create greater higher education opportunities for Iran's youth as well as equal pay for equal work by women." Many authors did mention however that one can never be sure about which subjects are open and which ones are not. Overall, the subject of female education in Iran has remained very controversial, but it appears that women are now more than ever demanding roles in society, other than that of a mother and a wife. They are demanding employment and fair opportunities. They demand to be doctors, engineers, and teachers and to contribute to their family's income. Girls are absorbing what they are taught and are ready to apply it when they graduate. However, the problem remains that the high rate of poverty, in conjuncture with stereotypical patriarchic ideas, does not make it easy for them to prove their value and utilize their educational training.

The studies on the skill, development and education and an evaluation of men and women's activities by test, in Brazil, show that male employees' goals are to achieve higher occupational hierarchy and advancing from one situation to a better one. But women, steadily, remain in the low levels of occupational hierarchy. Because man, as opposed to women, gain experience and learn. By skill, education and development, men have a great future ahead of them.

Another social factor that is very important is education. The first school that was special for girls was built around 86 years ago and the data gathered in 1922 show that the number of girls and boys who registered at schools had been 7239 and 35000 respectively. (Bina, 2002, P: 122)

This numbers clearly show the girls retardation that year. In 1965, the percentage of educated men and women had been 22 and 7/3 respectively. In 1991, this number for men and women reached to 81 and 67 respectively. (Ghiasi, 2000, P: 215)

Although, this number, in comparison with previous years, is very small, but warns us about another generation of uneducated mothers. Women need have an education higher than a primary level to have an active social participation in society.

Many girls, unlike boys, still do not register at school (15% of rural and 7% of urban girls). Only 9% of all the girls who have registered at high school and 23% of the girls who have registered at secondary school are rural. In 1976 and 1992, respectively, just 30% and 28% of all the university students were girls. So, it can be said that, nearly, no change has been taken place in the number of girls. That gathered data show that the number students in agricultural and veterinary fields at ingenious level is less than one percent and at BA is around 5/5% and at MA and PhD is 4%. (Amini, 2001, P: 102)

The number of girls graduated from technical school and university in the technical and industrial fields that are essential for industrial society, are about 23% and 3/7% respectively. (Bina, 2002, P: 238)

In the second development program, the Plan Organization had suggested that some especial policy should be adopted in order to decrease rural women deprivation.

Another social factor is marriage. The statistic show that in 1991, 2/2% of 10 to 14 year old has married. (Ghiasi, Minoo, 2000), after 1976 and notably in recent years the number of girls who marry in their 10 to 14 year old has had a significant increase. Before these girls can finish their education, must take the role of a mother. An issue that is worth noting is that from 25 marriages that take place in these ages, one has been led to divorce. According to statistic, around 50% of girls get marry before 19. (Bina, 2002, P: 244)

Certainly, these women by marrying at an early age not only increase the vulnerability of family but also cannot be mothers who can motivate their children to develop

According to UNESCO statistics, adult literacy rates in Iran (age 15 and over) have increased from 63.2 percent (72.2 male and 54 female) in 1990 to 76 percent (83 male and 68.9 female) in 2000, pointing to significant progress in female literacy over the last decade. One witness's further gender equality when literacy rates for Iranian youth are taken into consideration. The youth literacy rates (age 15 to 24) have increased from 86.3 percent (91.7 male and 80.8 female) to 93.8 percent (96.2 male and 91.3 female) during the 1990-2000 period (UNESCO, 2002, P: 218).

Although, the level of women education has had a significant increase, daringly, we can say that its increase in recent 10 years is not comparable with 63 years ago. But the number of educated women has been always less than educated men. In 1956, 1 percent of rural population had been educated that reached to 54% in 1991. (Bina, 2002, P: 138)

It is a development but we must remember that 64 % of rural women are still uneducated. But the number of educated men has been always more than women. In 1991, just 50 % of rural women have been educated. (Ghiasi, 2000, P: 254)

Nowadays, around 15 % of rural girls do not go to school when they are 6 to 9 year old. (Bina, 2002, P: 198)

An analysis of the trend in education from 1990 to 2000 points to increased gender equality at the primary and secondary school level. The trend in access to primary education in terms of gross intake rate shows a gender parity index of 0.98 in 1990-1999 and 1 in 1999-2000, indicating parity between sexes in that year. The net intake rate (NIR) in primary education in 1999-2000 was a total of 38.4, with a male rate of 38.7 and female rate of 38, pointing to a GPI of 0.98 (UNESCO, 2002, P: 234)

We are not the guardians of women to give them something by force or take it away from them. We are only preparing the ground for women to recognize their rights and capabilities, and acknowledge their own merits. Once they have done that, they will reach their rightful position in society. And the first prerequisite is to increase women’s knowledge and education, (La’li, 1999, P: 239)

Yet another indicator of the internal efficiency of the education system is the percentage of repeaters. The repetition rate in primary education in Iran is lower for girls in Grades 1 through 5. In 1999-2000, the male repetition rate in Grade 1 was 10.2 compared to 7.9 female; 7.6 male and 4.7 female in Grade 2; 5.4 male and 2.9 female in Grade 3; 6.1 male and 3.1 female in Grade 4; and 4.1 male and 2 female in Grade 5. (UNESCO, 2002, P: 266).

The study of various educational indicators, including access to early childhood care and education, participation in primary, secondary, and higher education, and adult literacy rates, points to considerable progress made towards gender equality in Iran over the last decade. The most significant progress has been made at the primary education level, where the gender parity index (GPI: ratio between girls’ and boys’ rates) in the gross enrollment ratio went from 0.90 in 1990-1991 to 0.96 in 1999-2000, and the secondary education level, where the GPI went from 0.73 to 0.92 during the same period (UNESCO, 2002, P: 242)

The ideal female citizen in the Islamic Republic of Iran the New Muslim Woman is the product of the coexistence of tradition and modernity. She is thus faced with a paradox (Mehran, 2003, P: 116).

The dual role and responsibility of the post-revolutionary woman is clearly reflected in the Constitution of the Islamic Republic of Iran. The latter “considers women’s employment and their social and economic activities to be very meaningful and conducive to social well-being” while, at the same time, emphasizing the role of the woman “as a mother and her significance in maintaining strong family bonds and affectionate relationships” (Women’s Bureau, 1997P: 58).

Research's background

Roy and his colleagues studied relation among economical development and economical-social position of women in developing and developed countries and their concentration were the role of women in the development and improvement economical position. Studies subjects are discrimination and changes in economical development, generic contracts in Finland industrial trends and worker women in Malaysia and position of United States women.

Janet Henkel believed that in all societies common index of the gender is to limit women and in the third world countries, this situation is worse due to heritage of colonization, economical crisis and father- oriented approaches. She presented 10 global case studies that act as the personal samples of women life and strategies of resistant in third world. These studies show policies and procedures, questions about planning development and empowering women. Mommsen explained the reasons of discrimination against women and its features in study third world countries. She pointed out the basic points about economical performance and enforces her assumptions with tables and diagrams full of subjects relating to measure economical criteria. In a research that Leila Ahmad publicized under the title "women and gender in Islam", he studied the situation of Middle East women and their limitation in ancient middle- east countries. There was no equivalence between men and women in the period of agricultural and rural life. Thus equivalence between men and women is a natural case and finally it's failed. This study relies on appearing women's movement based on rural and urban women.

Table (2) unemployment rate among young pop during years 1956- 1996 (center of statistics in Iran)

Year Areas	1956	1966	1976	1986	1996
Whole country	0.04	9	16.14	25.4	13.3
Urban area	0.7	3.8	6	29.2	12.5
Rural area	0.2	11.5	21.6	20.6	14.4

The center Statistical Yearbook of Iran, the years 1956 to 2006

Women's status in the world

In two last decades, in all countries, the number and the ratio of women have increased in labor market and very likely they can take high job. Therefore, numerical increment is not accompanying with equal distribution of jobs and income among women and men. (International labor office, p: 10)

In Germany, axed country, the principle of equal salary of German women went on strike because of falling their salary against men. In Austria, women salary from %73 men in the year 1962 has reached %86 in year 1981. In Denmark, French, Island, this digit is close to %80 and in Sweden this digit reaches % 90 increment. (Ellis, p: 165)

In United State, received salary of women for equal work against men , especially in low and intermediate job has reached % 70 in the year 1986 than %61 men salary in the year 1960. It's % 85 in the year 2000. Of course, this ratio in different sections of United State is diff.

In China, although there is right's equivalence against men and women, however the employers prefer to recruit men than women (women participation in higher education, p: 4)

In Japan, in Constitution of 1974 as well as the law " equal occupational opportunity of 1985", equality of relation women and men is mentioned , but in practical , these laws are not effective and women salary is falling , that is %60.2 than men salary . (Worked women in Japan based on statistics and standard deviation digits, p: 410

In Korea, women's salary is only %45 men one. In Sri Lanka, % 86 man salaries are paid to women.

Women and higher education in Iran

Important and effective factor to exploit appropriately material and mental resources and basically cultural, economical development is depending scientific knowledge and capacity of human force. Universities and centers of higher education in every country are best scientific place to train human force with scientific abilities and self confidence. Higher education is one of present new thoughts and solutions. Higher education is one of present fields to train specialized human forces. These days in specialized organization are one kind of investment and it is applied through economical, social, cultural and national development. Naturally, women and men working in same position have equal rights. Evidence shows that after Islamic revolution, educated Muslim women have proper position to make a decision. In this way, accessibility those to different educational levels have increased and it's most important indexes of promoting women in the society .all precise evaluations in the past and present have put the base of statistical indexes. If the opportunity women to try accompanying men or even getting ahead of them , they would be successful by removing employment family barriers and this trend is ever-increasing and to plays a sensitive role in all scientific levels. In education, according to recognize acquiring knowledge and the necessity of science for every one either man or woman, social laws cannot make obvious barriers to take the science. Practically, women encounter limitations that they don't believe before. It's clear that quality and quantity of development of participation and attending women politics to make smooth this path. Whatever quality and quantity of their country is higher, the society takes useful and positive effects. Thus in massive politics such as 5 year programs of development, government attention to women and statistics show that attending women in medical centers, the numbers of female students is increasing in universities as in the year 2000 more than % 80 medical sciences students. It's necessary to mention that from 73357 students, 346342 persons (47.22%) are women. Also statistics of women students in the year 1999 presented 39.7% female students. Moreover, all female students and their marriage during g studying so many barriers are acceptable and proper. Recognizing effective factors on falling women's status is based on the technology and the sciences to plan the future life. Women leave labor market with own desire. But it's not acceptable for developing country that suffers the lack of specialized human force. Different scientific levels of men and women's job and income is not only for Iran, but also for all countries, especially developed countries, in all countries by increasing scientific level , attending women in the society is decreasing. It seems that main reasons of isolation of women are gender position in the society. It's hoped that Iranian women can show their capacities by clear image of the status women in industrial society to promote scientific level. (Ellis, p 183)

Table (3) number of educated women in universities and higher education centers

Percentage of change number of female educated students against previous years	Number	Year
11.12	55090	2002
14.15	62855	2003
4.3	65485	2004
13.82	74536	2005
17.11	82856	2006
12.8	69057	Average

The center Statistical Yearbook of Iran, the years 1956 to 2006

Above table show the level of changing in numbers women in universities since 2002-2006.

Average annual change % 12.08 is highest positive changes in the years 2005-2009 and % 17.11 is lowest change in the years 2003-2004 with % 4.13.

Suggestions:

Basic solution is to change the culture. Culture is a complicated system of thoughts, feelings and actions. For changing culture system, changing its constitutions is necessary.

Social reformists should think and select suitable way to change the minds of all people. By finding the necessity of change, insight and the manner of induction of human, the trends of accepting women in the higher education has raising status, in last entrance test of universities. Women with %60 acceptance in universities have higher share and it's expected that female graduated students will be more jobs than men in the future. Since a traditional labor's market is not able to attract ones who seek the job. Therefore, the challenges of accepted female applicant, students and educated ones are studies based on statistical data.

Conclusions

Based on present findings, the rate of women country and their share in whole participation of country is very low. Cultural, economical and social variables and their study need to independence variable. Low educational investment to promote women skills have isolated the role of women and low desire of men to accept the responsibility of home works m being inappropriate different in human capital, negative insight to women employment in some activities and existence if rules to increase the cost of women work are basic factor of low rate of women country. Among collection of data and

information about Iranian women, we can conclude that in future years, the level of education of women would be high due to high share of girls among accepted application and home, rural and agriculture are not suitable of them. Education would not have enough force for limiting the number of student. As a result, planning is important for labor market. Development of new jobs in different sections such as information technology, procreative, educational cultural, artificial and commercial services (like retail, financial assumptions and insurance provide the bed for higher country of women in trade unions. The programs of development are not warranted for executing quoted form Julius Neared, human cannot walk on one-foot or run very fast, thus how we expect half of population warrant development. Although the problem unemployment is one of main crises in the society, entering educated women to labor market make this problem worse. To use optimally specialized force, guidelines should be made to proper occupational opportunity are studies. By being inspired experience of their countries in the social, cultural and economical conditions we should provide new occupational opportunity to keep family system, best use of specialized forces is to reach political, economical social and cultural development.

REFERENCES

- Bina. D, (2002), Women education in the developing countries. Sharif Journal, Volume 2.
- Colman, Jims, (1998), Basics of social theories, Manouchehr Sabri, Ney press, Tehran.
- Education. Quarterly of Investigation and Planning in higher education, Volume 2.
- Ellis, Una, (1984), Employment Situation of Women at the Global Level, Future Prospect, Second International Women's Seminar in Salzburg, Austria.
- Fokoyama Françoise,(2000) , end of discipline and maintain it",Gholam Abbasi Tavasoli, Iranian society press, Tehran.
- Ghiasi, Mino, (2000), A Study of the Trend in the Educational Status of Women in Higher education in Iran (Public Sector) from 1990 to 1999, Tehran, Iran: Institute for Research and Planning in Higher Education, Islamic Republic of Iran.
- ILO, yearbook of labor statistics 1988, (Geneva: ILO).
- In the Islamic Republic of Iran. Tehran: Statistics and Information Unit.
- International Labor Office, ISCO, (1988), International Standard Classification of Occupations, ILO, Geneva.
- Kar , Mehrangiz, (2000), women in labor market in Iran, new edition together with recent events, intellectuals.
- La'li, Mas'ud, (1999), Khatami Az Cheh Miguyad? Tehran, Ekhlis Publications.
- Lip men & Blue J, (1984), Gender Roles and Power, Englewood Cliffs, NJ, Prentice-Hall.
- Mohammadi, M, (2002), the study of the remedies of increasing access to higher
- Momtaz, Farideh, (2002) , Social Deviations, Sahami press company, 1st press, Tehran
- Rahmanpour, Loghman, (2003), Management of social capital: an effective approach in management of human resources, seasonally magazine of Management's studies, no.19
- Report on Women, Tehran, and Women's Bureau of the Presidential Office.
- The center Statistical Yearbook of Iran, the years 1956 to 2006
- The Statistics Centre of Iran, (2002), the Statistical Yearbook of Iran (1956-1996)
- UNESCO, (2002), Education for All: Is the world on track? Paris: UNESCO.
- Women's Bureau of the Presidential Office, (1997), Islamic Republic of Iran: National
- Women's Bureau of the Presidential Office.(1997). Social-Economic Indicators of Women
- Women's Participation in Higher Education, (1990), China, Nepal, and the Philippines , Regional CO-Operative Programmed in Higher Education for Development in Asia and the Pacific, Bangkok.