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THEME

**REFORMS IN BRITISH AND BENINESE
HIGHER EDUCATIONAL SYSTEMS A
COMPARATIVE STUDY**

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Dedication

I gratefully dedicate this research work to:

- My late father Colonel Dhossou Missodé for all his sacrifice, his advice and his assistance both moral and financial during his whole life, may his soul rests in peace. Amen!
- My lovely mother Marie Akouavi Akpo who gives her affectionate love to me.

Mahougnon Dhossou MISSODE

Dedication

I gratefully dedicate this research work to:

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List of Acronyms

ABM: Biomedical Analysis

AF: Finance Administration

AFT: Finance Administration and Treasury

AGT: Territory and General Administration

AHUI: Charity Administration University and Stewardship

APE: Conservation and Environment Protection

ATSS: Labour Administration and Social Security

BAC: E-Level

BEPC: O-Level or General Certificate of Secondary Education (GCSE)

BFE: Bank and Finance Enterprise

BTS: Advanced Vocational Training Certificate

BU: University Library

CCA: Academic Affairs Office

CEFOCI: Training Centre of Information Careers

CG: Accountancy Management

COUS: National Centre of University Charity Service

CPUAQ: Quality Assurance Pedagogic University Centre

DAA: Academic Affairs Direction

DEA: Master Degree

DESS: Specialized High Studies Diploma

Dip HE : Diploma in Higher Education

DPhil/ PhD : Doctorate of Philosophy

DRI: Diplomacy and International Relations

EGE: National Conference on Education

ENAM: National School of Administration and Magistracy

ENAS: High School of Physiotherapy

ENEAM: National School of Applied Economy and Management

ENS: High Training School
EPAC: Polytechnic School of Abomey Calavi
EU: European Union
FE: Further Education
FSA: Faculty of agriculture Sciences
FSS: Health Sciences Faculty
GC: Civil Engineering
GCSE: General Certificate of Secondary Education
GE: Electrical Engineering
GME: Mechanic Engineering
HE: Higher Education
HEA: Higher Education Academy
HEAR: Higher Education Achievement Report
HEFCE: Higher Education Funding Council for England
HEIs: Higher Education Institutions
HEIF: Higher Education Innovation Fund
HNC: Higher National Certificate
HND: Higher National Diploma
ICT: Information and Communication Technology
IG: Computerizing of Management
IM: Medical Imagery
IMSP: Mathematics and Physical Sciences Institute
INFRE: Institute of Teacher Training and Education Research
INJEPS: Youth National Institute of Sports and Physical Education
LEAs: Local Education Authorities
MAC: Marketing and Business Operation
MBA: Master of Business Administration
MPh : Master Philosophy
NGO: Non-Government Organization

NPE: New Study Programme
NUS: National Union of Students
NSS : National Student Survey
OFFA: Office for Fair Access
PA: Animal Production
PCFC: Polytechnics and Colleges Funding Council
PDDSE: ten years Plan for the Development of the Education Sector
QAA: Quality Assurance Agency
RAE: Research Assessment Exercise
RU: University's Radio
SCOP : Standing Conference of Principals
SCU: University Cooperation service
SLC: Student Loans Company
STAPS: Sports Sciences Sector and Physical Activities Techniques
STID: Science and Techniques of Documentary Information
TMI: Industrial Maintaining Techniques
TQA: Teaching Quality Academy
UAC: University of Abomey Calavi
UFC: Universities Funding Council
UIT: University Institute of Technology
UK: United Kingdom
UNB: National University of Benin
UNESCO: United Nations, Education Scientific and Cultural Organisation
UP: University of Parakou
UPE: Universal Primary Enrolment
VET: Vocational Education and Training
VUAC: Volunteers of University of Abomey Calavi
WAEMU: West African Economic and Monetary Union
WHO: World Health Organization

Introduction

One of the greatest achievements in life is finishing secondary school. What happens after secondary school? Is it possible for everyone, even those who live in a developing country, who wants to go on Higher Education to achieve that? What are the financial responsible of the student? What is the responsibility of the university? Is it one-sided? Or it is rather, a give and take? In Great Britain and other well-developed countries, it is relatively easier to reach the goal of going to Higher Education. For both women and men, if you want to go on college, you can make it happen, whether it's through student loans, scholarships, or [alternative education](#). For the rest of the world, higher education is a more difficult achievement around the world, millions of students never have that opportunity, and often never even complete education past primary school.

In the small West African nation of Benin, both men and women face major obstacles to higher education, including poor educational facilities, a lack of schools, very low salaries for professors and extremely high cost for students. For both developed and developing nations there is an extraordinary demand for greater diversification in Higher Education, as well as an increased awareness, its vital importance for socio-cultural change, economic development, and for building a stronger future, for which younger generations will need to be equipped with skills, knowledge and ideals. Higher Education includes all type of study, provided by universities or other educational establishments.

Throughout the world, transforming higher education into a place that is dedicated to the pursuit of excellence while offering an unparalleled student experiences across a broad spectrum of academic environments has been difficult. Faced with challenges and difficulties related to financing, access to research, staff development, skills-based training, enhancement and preservation

of quality in teaching. At the same time, Higher Education has the opportunity in technology that can improve the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all level of education system. Education is believed to be the main key for developing a nation into a world power. For this paper we are going to examine two nations, Great Britain and the Republic of Benin education systems. They are worlds apart in not only culture and economic development but in their education systems. However, many efforts have been made in both countries to facilitate access to knowledge in higher education for low-income students and female students.

In response to a national call for reform in undergraduate education during the mid-1980s, many colleges and universities began to change their institutional practices related to teaching, classroom learning, initiatives, and assessment. With thousands of colleges and universities to choose from, the task can be very daunting for a student. Many universities have histories that date back centuries ago and have world-class reputations, which attract students from across the world. Current Higher Education (HE) reforms will help cut budget deficits without cutting the quality of higher education or student numbers and while bringing more cash into the universities. Lower-income households will receive more support than now and, although many graduates will pay back for a longer time, their monthly payments will be less and the graduate repayment system will be more progressive. First-time undergraduate students will not have to pay upfront fees. Students wanting to work and only go part-time, the reforms are extending tuition loans to part-time students and introducing a new National Scholarship Programme.

The reforms will focus on high quality teaching and access to research. It will empower prospective students by ensuring much better information on different courses while focusing on student charters, student feedback and

graduate outcomes. Tackling the micro-management that has been imposed on the higher education sector in recent years and which has held institutions back from responding to student demand. Responding to student demand also means enabling a greater diversity of provision which means more higher education in further education colleges, more variety in modes of learning and wholly new providers delivering innovative forms of higher education. In terms of research, we applied a qualitative approach. It is mainly based on documentation and was completed in three steps. First we have gathered information on the subject, as regards the UK. The words cited above come from the range of writings that we have browsed. We have also used some websites. It helped us to understand the UK reforms in the field Higher Education. The second stage was to gather information about Benin. Our research has led us to some records services, including the Ministry of Higher Education. The major problem was that of finding other research writings related to our subject. However, we have got some works to which rather, we added reports and papers from seminars, symposia and workshops that had focused on the question.

If we all know that there is no good education without qualified teachers, how can we understand the new measures created a good deal throughout our countries? That is why we are interested in dealing with a comparative study of the National Structure of Education in Great Britain and Republic of Benin. If we all know that Great Britain is an English speaking country and the two systems of education must be different, how can proceed to enlighten this topic so as to have to follow this process: learning and Teaching organization nowadays in Great Britain and in the Republic of Benin and the real problems of teachers and students.

After having told what Education really means and its importance in human life, we will divide it in five chapters. First of all, we will deal with a research context and specific background: at this level we will put a stress on the

background to British and Beninese Education systems and the reforms, purpose of the research paper and the definition of key words. Then, we shall emphasize on the literature reviews: the report of related literature and the research scope and significance. Moreover, we will talk about the basic Acts, Reforms and Institutional bodies of British and Beninese Education Systems: basic Acts, the great Reforms, the major Institutions, their functions and achievements and their powers. We will still treat an analytical approach upon these systems and Reforms: the strengths of these Acts, Reforms and Institutions, their weaknesses and the causes of those flaws. Finally, we will precede on others perspectives to these reforms and systems by giving the findings and the suggestions in both systems.

Chapter One: Research Context and Specific Background

1-1 Background to British and Beninese Education Systems

British's System

Great Britain has three administrative systems of public education: one for England and Wales, one for Northern Ireland and one for Scotland. The three systems differ mainly in terms of the administration of charges, but the organization of the education system is similar. Education in Great Britain is compulsory and free for all children between the ages of five (5) and sixteen (16). At the age of sixteen (16) about two thirds of pupils leave school and start working, with around thirty per cent (30%) staying at school until the age of eighteen (18). There are around thirty thousands (30,000) state schools and two thousands (2,000) private schools, with about ninety-three per cent (93%) of all children attending state schools and the rest studying at private schools.

The main education system is divided into three main sectors: primary, secondary and higher, as well as nursery schools or kindergartens which small children can attend; the entry age for nursery schools is three. Between the ages of five (5) and eleven (11), children start attending primary schools for six years. This level of education has two sub-stages: infant and junior school. Infant school is attended between the ages of five and seven, whilst junior school is between seven (7) and eleven (11). Children learn English, Mathematics, Science and Technology, History, Geography and Religious knowledge and take standards tests at seven (7), eleven (11) and fourteen (14). Children transfer from the primary school at the age of eleven (11) with Secondary education taking either five or seven years. Around eight per cent (8%) of all pupil attend private schools; with four per cent (4%) not going to school at all. The legislation in Great Britain allows parents to educate their children at home if they can prove that have the ability to do it properly. The biggest share of pupils

around eighty-eight per cent (88%) goes to comprehensive schools and studies the same National Curriculum.

The National Curriculum was introduced in the educational system of Great Britain in 1988 with the adoption of the Education Reform Act. It consists of ten (10) subjects: English, Mathematics, Science, History, Geography, Art, Music, Technology, Physical Education (P.E.) and a modern foreign language (usually French or German). Religious Education is required for pupils as part of the basic curriculum, although parents have a right to withdraw their children from religious classes. Pupils' progress in subjects is measured by written and practical tests and at the age of sixteen (16), all pupil takes the main state examinations, the General Certificate of Secondary Education (GCSE), usually taking as many subjects as possible. The weaker students may only sit for three or four subjects with the better students taking five or six. The more ambitious pupils around sixty-six per cent (66%) continue with the sixth form; they remain at school for two more years and take their A-level exams.

Most secondary schools have sixth form departments providing one or two year courses. Some students go to a designated sixth form college, where the atmosphere is less like at school and where they are treated as adults. At the sixth form stage, the students are highly specialized in three or four subjects, who aim to prepare them to enter the third level of education system: the higher education. In this level, the students can choose either to enter university, polytechnic or college of further education. At the end of the sixth form, the students take much harder exams called A Levels (Advanced). Around ten per cent (10%) of all pupil take the A Levels exams in three subjects only. There are five (5) grades of pass A, B, C, D and E. Most of the exams are written.

All student takes the same exams on the same dates in May and June and the results are released in August. All university requires the A-Level qualifications. There are around ninety (90) universities in Great Britain,

including the Open University, Oxford and Cambridge which were established in the 13th century and the Scottish universities of S^t Andrews, Glasgow and Aberdeen from the 15th century. University of Edinburgh was established in the 16th century. All the other university was founded in the 19th and 20th centuries. The technology colleges in England teach the national curriculum but with an emphasis on Science, Technology and Mathematics. In addition to the universities, Great Britain has many colleges that specialize in Art, Business studies, teacher training and technical subjects. All university is autonomous institutions, particularly in matters relating to courses. They are empowered by a Royal Charter or an Act of Parliament. Most universities are divided into faculties which may be subdivided into departments. Non-university higher education institutions also provide degree courses, various non-degree courses and postgraduate qualifications.

The two oldest and most famous universities in Great Britain are Oxford and Cambridge. Higher education in Great Britain is relatively small in terms of numbers attending universities. Still, its size is no indication of its importance. Oxford and Cambridge are the two oldest and most famous universities in Britain, enjoy enormous international prestige and are highly regarded as centers of research and teaching. Other universities enjoy similar reputations in their fields. The Labour government of 1964 helped to create and develop the polytechnics as a complementary partner to the universities. Thus, during the 1960s and 1970s leading technical colleges and colleges of higher education were amalgamated to form polytechnics. These were funded by the LEAs and were to be predominantly teaching institutions specializing in more vocational courses. However, since 1992, the former polytechnics have all acquired the far more prestigious title of universities. In general terms, the unifying of the two sectors in 1992 marked the rise of the new universities. These grew out of the old polytechnics and colleges of education and new names were created.

Manchester Metropolitan University is one of the biggest with over twenty thousands (28,000) students.

The British system has a vast variety of higher education opportunities to offer students with universities offering various degree programs for students from the UK and around the world. In the UK about one-third of all student go on higher education and this number is well over fifty per cent (50%) for students from Scotland. This makes competition for places very fierce and so it is advised to apply early for courses. Traditionally, higher education in the United Kingdom (UK) has been a successful public/private partnership: government funding and institutional autonomy. The UK's newest educational restructuring; the White Paper builds on that idea, while doing more than ever to put students in control of their futures. The sweeping parliament reforms are aimed at seeing more investment in education, a great diversity in the student body and less centralized control; while the government wants the student to be more accountable to themselves and the taxpayer.

Distance learning involves studying part-time from home, using written correspondence and broadcasting. The Open University is the largest distance learning institution in the UK. Postgraduate courses include Master's Degree (which may be taught or research-based). Some people who have already started working go to a private business school study for an MBA (Master of Business Administration), often with financial support from their companies. All state school works in partnership with, and receive recurrent funding from, Local Education Authorities (LEAs), while managing eighty-five per cent (85%) of their budgets and staffing. They are run by governing bodies, comprising parents, school staff, LEAs and local community representation. The White Paper proposes giving schools more flexibility by replacing some; of the current legislative requirements in respect of school governance with statutory guidance, and by removing barriers to cooperation between schools.

In Scotland, Learning and Teaching provide independent advice to Scottish ministers on the use of ICT in schools and supports research work on ICT and the school curriculum. All teacher in education authority schools must be registered with the General Teaching Council for Scotland. The Council gives advice to the Scottish Executive on teacher supply and the professional suitability of teacher training courses. It is also responsible for disciplinary procedures under which a teacher guilty of professional misconduct may be removed temporarily or permanently from the register. Teacher qualification procedures are similar to those in England and Wales, including the Bachelor of Education degree and the Postgraduate certificate in Education. There is also a combined degree, sometimes known as a concurrent degree. All pre-service course is validated by a Higher Education Institution accredited by the Council and approved by the Scottish Executive. The Education inspector has powers to inspect teacher education and training.

Benin's System

The Republic of Benin lies on the western coast of Africa, between Nigeria and Togo. The educational system was inherited from the French when the country achieved independence in August 1st, 1960. It has since undergone many reforms to make it serve the country's needs. The system is public and secular, and consists of two years of preprimary education, six years of primary school, four years of junior secondary school, three years of senior secondary school, and a university. There are also three years vocational or technical schools to attend in place of secondary schools. Primary education begins at six years and is free and compulsory. But that does not guarantee that every child attends. In 1995 (the most recent statistics), primary enrollment was only fifty-nine (59%) per cent (males 74%, females 43%). Secondary education is not free, and enrollment is therefore considerably low. In 1994, enrollment in secondary

school was only 16 per cent (23% of males, 10% of females). Scholarships are available to girls from rural areas who want to attend secondary school.

The University of Abomey Calavi former National University of Benin at Cotonou, founded in 1970, is the primary institute of higher learning in the country. Student enrollment for 1997, the most current statistics, was eight thousands and eight hundred ninety (8,890). The university awards undergraduate and graduate degrees as well as special certifications from its many colleges, including the colleges of Letters, Art, and Human Sciences; Law, Economics, and Political Science; Science and Technology; Agriculture; and Health Sciences. A course of study runs from two to seven years, depending on the student's area of specialization. A secondary school certificate or the equivalent is needed for admission to the university. All student seeks admission to the National University of Benin or funds to study abroad can obtain financial assistance and scholarships.

The language of instruction in all Beninese school is French; language as well as English are taught as subject in the secondary and university levels and six national languages such as: Fon, Yoruba, Dendi, Bariba, Batombou and Mina. The school year runs from October to July, in terms from October to January, January to March, and April to July. The Ministry of National Education oversees the educational system at all level. By the late 1980s, under Benin's [Marxist](#) Government, the quality of education was seriously eroded and, by 1989, the [education](#) system was in a state of collapse. A key event in the reform of education in Benin was the National Conference on Education held in 1990 which adopted a national policy and strategy to improve education. Beginning in 1991, the [government of Benin](#) introduced significant changes within the Beninese education system.

Major advances have been made in education, especially in the areas of access and teaching improving learning conditions. The enrollment rate has increased from a base of forty-nine point seven per cent (49.7%) in 1990 to ninety-six per cent (96%) in 2004 and girls' enrollment from thirty-six per cent (36%) in 1990 to eighty-four per cent (84%) in 2004. Gender balance and geographic equity have shown significant improvements in numbers of girls and children from disadvantaged areas attending schools. Nonetheless, major constraints and challenges remain. Although its education system used not to be free, Benin has now abolished school fees and is carrying out the recommendations of its 2007 Educational Forum. In 1996, the [primary](#) enrollment rate was seventy-two point five per cent (72.5%). A far greater percentage of boys are enrolled in school than girls: in 1996, the primary enrollment rate for boys was eighty-eight point four per cent (88.4%) as opposed to fifty-five point seven per cent (55.7%) for girls. While enrollment rates indicate a level of commitment to education, they do not always reflect children's participation in school. The rapid increase in the enrollment rate, the student/teacher ratio rose from 36: 1 in 1990 to 53: 1 in 1997. The Republic of Benin operates on a six four three three four three (6-4-3-3-4-3) system:

- Primary school: 6 years
- Junior high school: 4 years
- Senior high school: 3 years
- Bachelor's degree: 3 years
- Master's degree: 4 years
- Doctorate's degree: 3 years

Education is compulsory for children between ages six and eleven. After spending two to three years in [kindergarten](#), it takes six years for them to complete and take the primary school certificate. Overall it requires seven years to complete both [junior](#) and [senior high school](#). At the end of the four first years of junior high school, the students have to take the O-level (BEPC). Then after

three years the students have to take the E-level (BAC) exam which is the equivalent of the U.S. high school diploma. There are five vocational schools, located in five of the twelve provinces: Atlantique littoral (City: Cotonou), Ouémé Plateau (city: Porto-Novo), Zou Collines (city: Bohicon) Borgou (city: Parakou), Mono Couffo, Atacora, Donga and Alibori.

1-2 Purpose of the Study

Education in its general sense is a form of [learning](#) in which the [knowledge](#), [skills](#), and [habits](#) of a group of people are transferred from one generation to the next through teaching, training, or research. Education frequently takes place under the guidance of others, but may also be [autodidactic](#). A [right to education](#) has been recognized by some governments. At the global level, Article 13 of the [United Nations](#) 1966 [International Covenant on Economic, Social and Cultural Rights](#).

Why compare the British educational system to Benin's educational systems? As students in fourth year in British studies, we see that something is wrong with our educational system. Both systems have different aspects. Although the British system has many choices for students it is however very expensive. While education maybe free it lacks the variety that the Great Britain can offer. The purpose of this paper is to take a broad view of teaching and learning improvements by identifying possible links and assess them. It will focus on practices that evolve from grassroots movements, state reform efforts, and individual initiatives across disciplines. Identify patterns and themes across a wide range of teaching, learning, and assessment practices. Determine the process by which reforms emerge, identify reform, pioneers; to examine how institutions identify problems related to teaching and learning, explore how assessment, student diversity, and incorporating technologies.

1.3- Definition of the keys words

EDUCATION:

Education is a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills. Education involves teaching people various subjects, usually at a school or college, or being taught.

Education is also a process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills

HIGHER EDUCATION:

Higher education is education or training at universities, colleges, and polytechnics.

REFORM:

Reform consists of changes and improvements to a law, social system, or institution. A reform is an instance of such a change or improvement.

INSTITUTION:

An institution is an organization or public body founded for a special purpose, especially for a charitable or educational purpose or as a hospital. It is a large important organization such as a university, church, or bank.

ACT:

A formal decision reached, or a law passed, by a law-making body.

Chapter two: Literature Reviews

2-1 Report of Related Literature

Thousands of articles have been written by scholars all over the world about reforms on HE in both UK and Benin. For this document, as scholars, we examined peer-reviewed articles, national newspapers, essays, and books. The transitioning reforms in Higher Education are highly debatable. There is a cross-section of ideas and discussion on this volatile topic. *Educational Reform in Benin* by Vincent Guézodjè (officer of Army) describes the educational reform of a developing socialist nation in Africa. He outlines the educational principles, policies, and practices which are aimed at the socialization of the child in order to integrate him into his community while equipping him with the practical information. The book [*Education reforms in sub-Saharan Africa: paradigm lost?*](#) By J Moulton written in 2002 explores educational Reform in Sub-Saharan Africa. *Historical Dictionary of Benin* by Mathurin C. Hounnikpo and Samuel Decalo clarifies about how the Beninese national education has been dependent on the French since the colonial time until now. It also points out how Benin national education functions with some of its aspects under some President of the country.

Public schools in marketed environments: shifting incentives and unintended consequences of competition-based educational reforms by C Lubienski written in the American Journal of Education researched the competition based school Reforms. However, research on similar dynamics in reconfigured educational systems in other nations, as well as emerging research in the United States. [*Comparing schools in the UK: individualizing and socializing accountabilities and some implications for management control*](#) written by [J Broadbent](#), [K Jacobs](#) and [R Laughlin](#). This paper contrasts educational reforms in the UK exploring the role of accountability in processes of management control. [*Redesigning Fourth generation Evaluation an*](#)

[Evaluation Model for the Public-sector Reforms in the UK?](#) written by [R. Laughlin](#) and [J. Broadbent](#) is an evaluation of the public sector in the UK, as in other parts of the world of the model of accountability, which arguably can be found in a broad-based "evaluation" of the Reforms and the "measurement" generation, was the era of IQ tests and all manner of educational measures. The book: *Educating all the children: Strategies for primary schooling in the Southern England* by C. Colclough and KM Lewin researches the intention of achieving universal access to higher quality primary schooling in Southern England.

2-2 Research Scope and Significance

These studies scrutinize how Great Britain, a country very advanced in the field of Education is conducting its system. Thus, Benin as a developing country that still looking for the appropriate Education System could take the example of the UK. We are not saying that all is bad in our education. We mean by this study to show both the strong and weak points in the two reforms of Higher Education. So, our country Benin could better its system because education is the root of all development in a country and so, Benin needs to have a strong and powerful Higher Education.

By giving evidence of the different reforms, the Centre for the Economics of Education participates in showing the effectiveness of the different reforms and also their strengths and weaknesses as well the probable new points that can be added to better the reforms. On the other hands the different writings on the Advisory Centre for Education help understand the point of view of the population of the UK and their different complaint about the Higher Education. The different ministries of Education in Benin with their different databases describe the world of education and the different reforms as well as the different advantages and drawbacks they encounter in being implemented. Different

authors have also dealt with the problem and they contribute significantly to the achievement of this work.

Chapter Three: Basic Acts reforms and institutional bodies of British and Beninese education systems.

3-1 Basic Acts

We present some recent milestones in the history of higher education in Great Britain, to give context to the current higher education landscape.

-1963: Robbins Report recommends substantial expansion in higher education. The principles and recommendations of the Robbins Report formed the basis for the development of the university sector for subsequent years. The report anticipated that by 1980 most higher education would be provided by universities or teacher training institutions.

-1976: The race Relations Act 1976 provides that it is not generally lawful to discriminate against person on the grounds of race, nationality or ethnic origin in employment or education.

-1986: First Research Assessment Exercise (RAE).

-1988: Education Reform Act creates the Polytechnics and Colleges Funding Council (PCFC) and the Universities Funding Council (UFC). The PCFC funded over 50 polytechnics and colleges previously funded by local education authorities. The UFC funded all fifty-two (52) university in the UK. Both Councils were non-departmental public bodies with a high degree of autonomy and an "arms-length" relationship with the Department of Education and Science.

-1992: Further and Higher Education Act creates new funding councils for the UK, including HEFCE, and abolishes the division between universities and polytechnics.

-1997: National Committee of Inquiry into Higher Education (the Dearing Report). The first fundamental review of higher education since the Robbins Report of 1963, its key recommendations included:

- Changes in institutional and student funding
- Further expansion
- A framework for qualifications
- Support for an interdisciplinary arts and humanities research council.

-1997: The Quality Assurance Agency for Higher Education (QAA) is established to provide an integrated quality assurance service for UK higher education.

-1998: Teaching and Higher Education Act introduces measures to change financial support for students, including:

- Tuition fees to be paid by all except the poorest students,
- The replacement of the maintenance grant for living expenses with loans,
- The availability of a supplementary hardship loan,
- Bursaries for students entering teacher training or health and social care courses.

-1999: White Paper "Learning to succeed" proposes a new structure for post education and training.

-2002-2003: Roberts Review of research assessment recommends revising the RAE with a new method for assessing the quality of research. The new RAE process is then announced in February 2004.

-2004: Higher Education Act takes forward the proposals in the 2003 White Paper "The Future of Higher Education" with the aim of widening access to HEIs and helping them remain competitive in the world economy. Measures include:

- The introduction of variable tuition fees,
- Creation of the Office for Fair Access and Arts and Humanities Research Council,

- The re-introduction of maintenance grants for students from lower-income households,
 - the designation of the Office of the Independent Adjudicator, an independent body to review student complaints not related to matters of academic judgment.
- 2005: National Student Survey begins.
- 2006: Government announces that the RAE will be replaced after 2008 with a new assessment system. The following year initial proposals are published for the Research Excellence Framework.
- 2007: Burgess Group recommends the Higher Education Achievement Report (HEAR).
- 2010: Browne Review recommends major changes to higher education in England, including a proposal that more funding should flow through students' tuition fee loans rather than through HEFCE. The aim is to increase quality by increasing competition between HEIs. This involves raising the cap on tuition fees to £9,000 (45,000FCFA) and changing the system of loan repayments.
- 2011: White Paper "Students at the heart of the system" takes forward the Browne Review proposals.

Benin also knew the major acts that contributed to establish and organize the universities and to have the Bachelor-Master-Doctorate system in Higher Education.

- 21 August 1970: adoption of foundation of the University and graduate of Dahomey and Decree No. 73-338 amending it.
- 3 May 2001: general conditions for the creation of openness, extension, transfer, operation and closure of a private institution of school, university, academic and extracurricular Para and administrative procedures.
- 16 March 2006: establishing and organizing two national universities in the Republic of Benin and the Order of 15 November 2011 amending it.

- 11 June 2010: adopting the Bachelor-Master-Doctorate system in Higher Education in Republic of Benin. The doctoral degree is awarded after doctoral studies in accordance with the provisions of this order by accredited universities.
- December 2012: adoption of the organization of degree Bachelor-Master-Doctorate in Higher Education in Republic of Benin.

3-2 Great Reforms

Great Britain has adopted many important reforms that are:

-July 1997: Higher Education in the Learning Society (The Dearing Report)The National Committee of Enquiry into Higher Education was appointed to make recommendations on how the purposes, shape, structure, size and funding of higher education, including support for students, should develop to meet the needs of the UK over the next 20 years.

-26 November 1997: Teaching and Higher Education Bill

Bill introduced in the House of Lords. Proposed the introduction of tuition fees for the 1998/99 academic year.

-16 July 1998: Teaching and Higher Education Act.

Enactment of the Teaching and Higher Education Bill.

-February 2000: David Blunkett's speech on HE, Greenwich University

Statement about the future direction of higher education and the challenges it faces in the 21st century it is to say globalization, the knowledge economy, innovation, social inclusion, excellence and diversity.

-2002 Fundamental strategic review of HE.

-22 January 2003: White Paper "The Future of Higher Education"

The Paper sets out the Government's plans for radical reform and investment in universities and higher education colleges.

-April 2003: Widening Participation in Higher Education.

It outlined the actions the Government proposed to take in order to promote higher education: attainment, aspiration, application and admission.

-Prior to the HE Act Regulatory Impact Assessment

-Two papers were produced; a Regulatory Impact Assessment, and a Race Impact Assessment which was updated in August 2004.

-July 2004 Science & Innovation Investment Framework 2004-2014.

The framework outlined out the Government's ambition for UK science and innovation over the next decade, in particular their contribution to economic growth and public services, and the attributes and funding arrangements of a research system capable of delivering this.

-1 July 2004 Higher Education Act.

The Act was intended to assist the implementation of a number of policies set out in the White Paper: The Future of Higher Education.

-23 February 2006 National Professional Standards Framework

In response to the White Paper 2003, Universities UK (UUK), the Standing Conference of Principals (SCOP) and the UK higher education funding bodies invited the Higher Education Academy to consult with the sector to develop a standards framework.

In Benin

UNESCO's Regional Office in Dakar is coordinating a project to support the implementation of a reform of the Bachelor, Master and Doctorate levels (the LMD reform in French) in the eight member states of the West African Economic and Monetary Union (WAEMU). Member states of WAEMU are: Benin, Burkina Faso, Cote d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal, and Togo. The republic of Benin has inherited his educational system from the French who had colonized it. Many changes have been done to facilitated access to education for Benin citizens since the independent day until now. As the reforms on Benin's educational systems we must notice that the great reforms on Higher Education in Benin Republic come under the reign of his Excellency Thomas Boni Yayi president who has declared the free of Higher Education in

our country. Since 2011 Benin higher educational system was undergoing significant reforms until now. As member of the West African Economic and Monetary Union (WAEMU), Benin has adopted the Bologna process of reforming its higher education. The joint establishment of BMD reform by WAEMU member states aims to create an integrated and harmonized space for higher education in West Africa. Plus, this reform meets one of the Higher Education need in terms of internationalization. The PADTICE project from WAEMU/UNESCO supports the reform through the development and use of ICTs in the universities. Once restructured, higher education in Benin will have three main features:

- The system will be divided into three internationally recognized cycles, namely, Bachelor, Master and Doctorate,
- A national qualifications framework will be set up,
- The semester system will be adopted to allow comparability of qualifications and encourage academic mobility.

Also the Republic of Benin has adopted many reforms as:

-2010 the BMD reform (Bachelor-Master-Doctorate) consists of a set of measures to change the higher education system to meet international standards. The \$5.8 million project is funded by WAEMU and was launched in February 2011 for a three-year period. It is coordinated by the Regional Office of UNESCO in Dakar. The regional governance of PADTICE-WAEMU/UNESCO is directed by a steering regional group including representatives of WAEMU, UNESCO, universities and partners.

To achieve this, the project focuses on three components: setting up physical and virtual ICT infrastructure; ensuring the acquisition of equipment and hardware; building capacities in the areas of ICT, university teaching, accreditation and quality assurance and research.

-The creation in 2011 of the Quality Assurance Pedagogic University Centre (CPUAQ) by his Excellency Professor Brice Sinsin Chairman of UAC. This

Centre is in charge of the evaluation of Higher Educational system to maintain the quality assurance. It assesses about the quality of teachers formation.

-2011: The recognition by our government of the certificates of the students who are graduated from the private universities to give them the same chance on labour market as the students graduated from public universities.

-2011: Measures to ensure Higher Education to develop an assessment framework and accreditation of diplomas, organize Benin exams BTS in all authorized channel and update teaching and examination programs BTS existing.

-2011: The stabilization of the private sector of HE by the creation of a commission which is in charge of controlling the quality of the lectures the privates universities provide to their students, their work conditions and how the students are evaluated at the end of the semesters.

3-3 Major Institutions

Higher Education is provided by three main types of institutions: universities, colleges and institutions of higher education and art and music colleges. All university is autonomous institution, particularly in matters relating to courses. They are empowered by a Royal Charter or an Act of Parliament. As a result of the Further and Higher Education Act of 1992, the binary line separating universities and polytechnics was abolished and polytechnics were given university status (the right to award their own degrees) and took university titles. The Council for National Academic Awards was abolished, leaving most institutions to confer their own degrees. Higher Education Funding Councils were created for England, Scotland and Wales, replacing the Universities Funding Council and the Polytechnics and Colleges Funding Council. Most universities are divided into faculties which may be subdivided into

departments. Great Britain's universities examine matters of concern to all university. Many colleges and institutions of higher education are the result of mergers of teacher training colleges and other colleges. The Department for Education and Skills is responsible for all university. Non-university higher education institutions also provide degree courses, various non-degree courses and postgraduate qualifications. Some may offer Higher Degrees and other qualifications offered by most non-university higher education institutions are validated by external bodies such as a local university or the Open University. An institution can also apply for the authority to award its own degrees but it must be able to demonstrate a good record of running degree courses validated by other universities. Institutions can apply for university status but must satisfy a number of criteria, including the power to award its own first and higher degrees. Some higher education is also provided in further education institutions. This provision is funded by the Higher Education Funding Councils and the Department of Education Northern Ireland. The Further and Higher Education Act 1992 allows for the transfer of further education institutions to the higher education sector, if the full-time enrolment number of the institution concerned for courses of higher education exceeds fifty-five per cent (55%) of its total full-time equivalent enrolment number.

All higher education institution in Benin comes under the purview of the Ministry of National Education, which has kept higher education in Benin mostly centralized and public funded. University of Abomey-Calavi is composed of nineteen (19) institutions and six (6) campuses. The main campus is the University of Abomey-Calavi (UAC). Enrollment at UAC was over sixteen thousands (16,000) in 1999, including over three thousands and three hundred (3,300) women. It functions as the most popular university in Southern Benin. It is has the largest number of institutions and it is totally free. It also has the largest population of women scholars. University of Dahomey, later renamed

to National University of Benin (UNB), was the first university in Benin and alone catered to most of the demand for higher education in Benin. However, since late 1990s, there has been a significant increase in private institutions offering higher education in Benin. These institutions have to receive accreditation by the Ministry of National Education.

The [National University of Benin](#) maintains ten branches:

- The Campus of Abomey-Calavi
 - The Faculty of Economics and Management (FASEG)
 - The Faculty of Law and Political Science (FADESP)
 - The Faculty of Arts and Social Science (FLASH)
 - The Faculty of Science and Technology (FAST)
 - The Faculty of Health Science (FSS)
- The University of Parakou (UNIPAR)
 - The School of Applied Economics and Management (ENEAM)
 - The National School of Administration and Prosecutor Training (ENAM)
 - The Polytechnic School of Abomey-Calavi (EPAC)
- The Teachers' Training School of Porto-Novo (ENS)
 - The Institute of Mathematics and Physics (IMSP)
 - The Faculty Agricultural Science (FSA).

Each branch is headed by a university president.

Some private higher institutions are also accredited by the Ministry of National Education. Altogether 94 higher institutions are accredited.

-University of Abomey-Calavi

The University centre of Abomey-Calavi is composed of: Faculty of Arts, Letters and Social Sciences; Faculty of Economics Sciences; Faculty of Economics Sciences and Management; Agronomic Sciences Faculty; Polytechnic College University of Abomey-Calavi; National School of

Administration and Magistracy; Arabic Institute of Language and Islamic Culture. The University centre of Cotonou is made of: Health Science Faculty; National School of Pharmacy; the School of Physiotherapy; Higher School of Management (the former National Institute of Economics); Beninese Centre of Foreign Languages. The University of Porto-Novo is made of: Youth National Institute of Sport and Physical Education; Higher Teacher Training School. Faculty of Arts, Letters and Social Sciences (Sociology, Geography and English Language) University Centre of Lokossa; University Institute of Technology; Higher training school of Technical Teaching. The University Centre of Ouidah is made of Regional Institute of Public Health.

-University of Parakou

The University of Parakou is made of: Faculty of Agronomic Sciences; Faculty of Law faculty of arts, Letters, Social Sciences and Political Sciences; University Medical School; Institute of Technology. The Centre of Natitingou is a Teacher Higher Training School. As for the professional schools where students are submitted to the theories and the practical training at the same time, these are the kinds (nature, goals and qualifications) that students could gain after their studies.

3-3-1 Their Functions and Achievements

Not all higher education institutions have the right to use the title "University", which is regulated by law. There are two routes to securing this right:

-Under the Further and Higher Education Act 1992, the Privy Council is responsible for approving the use of the word "University" (including University College). Prior to 2005, there was an additional requirement of research degree awarding powers.

- Institutions may also obtain approval for the use of the word "University" in their names under the provisions of the Companies Act 2006.

Since 2005, institutions that have taught degree awarding powers and at least four thousands (4,000) full-time equivalent students, of whom at least three thousands (3,000) are registered on degree (including Foundation Degree) level courses have also been permitted to apply to use the title "University". Following on from the proposals set out in the White Paper Higher Education: Students at the Heart of the System (BIS, 2011), the requirement was reduced to one thousand (1,000) full-time students and subsequently, in 2012/2013 ten long-established specialist institutions, which were mainly former arts, agricultural or teacher training colleges, gained university title. Institutions that award taught degrees but which do not meet the numerical criteria for university title may apply to use the title "University College", although not all choose to do so.

There are over seven hundred (700) colleges and other institutions in the UK which do not have degree awarding powers, but which provide complete courses leading to recognized UK degrees. Courses at these institutions are validated by institutions which have degree awarding powers. These other providers of higher education programmes may use other institutional titles such as "College". Higher education programmes are also provided in over two and fifty (250) further education colleges, ranging from those with fewer than 50 students to those with nearly four thousand (4,000). Such programmes are normally designed and approved directly by a higher education institution with degree awarding powers, under a formal recognition arrangement. Some short-cycle programmes are awarded by a national awarding body. Higher education provision in further education institutions may either be funded directly by the Higher Education Funding Council for England (HEFCE), or alternatively via a franchise arrangement. A franchise arrangement, which can cover all or part of a programme, means that a student is registered at a higher education institution,

which receives the funding and is responsible for quality assurance. The HEI then passes a proportion of the funding to the further education college providing the teaching

The Department for Education and Skills is responsible for all university. Non-university Higher Education Institutions also provide degree courses, various non-degree courses and postgraduate qualifications. Some may offer Higher Degrees and other qualifications offered by most non-university higher education institutions are validated by external bodies such as a Local University or the Open University. An institution can also apply for the authority to award its own degrees but it must be able to demonstrate a good record of running degree courses validated by other universities. Institutions can apply for university status but must satisfy a number of criteria, including the power to award its own first and higher degrees. Some higher education is also provided in further education institutions. This provision is funded by the Higher Education Funding Councils and the Department of Education Northern Ireland. The Further and Higher Education Act 1992 allows for the transfer of further education institutions to the higher education sector, if the full-time enrolment number of the institution concerned for courses of higher education exceeds fifty-five per cent (55%) of its total full-time equivalent enrolment number. Here are some university level stages:

-University level first stage: Undergraduate stage:

This stage lasts for three or four years and leads to the award of a Bachelor's Degree in Arts, Science or other fields (Technology, Law, Engineering). In some Scottish universities the first degree is a Master's Degree. The Bachelor's Degree is conferred as a Pass Degree or an Honors Degree where studies are more specialized. The Bachelor's Honors Degree is classified as a First Class Honors, a Second Class Honors or a Third Class Honors. In some universities and colleges of higher education, a two-year course leads to a Diploma in Higher Education (Dip HE). This is a recognized qualification in its

own right. Some universities have adopted the credit-unit or modular system of assessment. In some universities students must follow a foundation course before embarking on the course leading to the Bachelor's Degree. Students of foreign languages are sometimes required to study or work for an additional year in the country of the target language. Sandwich courses generally involve an additional year's work experience. Some institutions have introduced accelerated two-year degrees which require students to study during the normal vacation period. It is now rare for the class of degree to depend entirely on student performance in final examinations. Most institutions base a component of the degree class on examinations taken during the period of study, especially those taken at the end of the second year, and many also use some form of continuous assessment. The majority of degree courses also involve the research and writing of an extensive thesis or dissertation, normally making up around fifty per cent (50%) of the final year assessment.

-University level second stage: Master's Degree, Master of Philosophy:

Study at master's level is at the forefront of an academic or professional discipline. Students must show originality in their application of knowledge and advancement of knowledge. The normal entry requirement for a Master's degree is a good Bachelor's degree. A Master's degree is normally studied over one year. Some Master's programmes are integrated in undergraduate programmes and result in a postgraduate qualification, not an undergraduate one and that is after four years of study. Online Master's degrees are also achievable, such as [Masters in Secondary education](#), Nursing, Business Intelligence and Health Care to name a few. At a university, after two years of additional study and the successful presentation of a thesis, students obtain the Master of Philosophy (Mph) degree.

-University level third stage: Doctor of Philosophy, Higher Doctorate:

After usually three years' further study beyond the Master's Degree, the candidate may present a thesis for the Doctorate of Philosophy (DPhil or

PhD). A further stage leads to Higher Doctorates which may be awarded by a university in Law, Humanities, Science, Medical Sciences, Music and Theology after a candidate, usually a senior university teacher, has submitted a number of learned, usually published, and works.

Higher Education universities and colleges in Benin offer three programs that are either vocational or academic oriented. Post-secondary vocational programmes usually take two to three years. Students successfully completing the two year programme receive the Higher Technician Certificate or the University Diploma of Technology. Students who successfully complete the three-year course are entitled to earn the Diploma of Higher Technical Studies. The first cycle of higher education in Benin involves two-year long programmes that require candidates to have completed their Secondary Education Baccalaureate for admission. Successful completion of two years of the Bachelor's degree programme in Benin entitles the student to conferment of a university Diploma in his/ her chosen field of study:

- University Diploma of Literary Studies in the Humanities
- University Diploma of Scientific Studies in the Sciences
- University Diploma of General Studies in Law and Economics.

Students who complete a third year of study in the first-cycle receive the Bachelor. A Master's degree is awarded to students who successfully complete a fourth year of studies after receiving their Bachelor. Graduate programmes in Benin, usually one year long, require interested students to have earned a Master for admission. Successful students of graduate programmes in Benin receive degrees depending on their field of study. Students of management, the arts and the humanities are awarded a Diploma of Advanced Studies. Students of demography and natural resources are awarded a Diploma of Higher Specialized Studies.

Higher education in Benin culminates in doctoral programmes which are offered in a number of areas such as Agronomy, Economics and Law.

The above mentioned system of higher education in Benin, however, is undergoing significant reform. As member of the West African Economic and Monetary Union (WAEMU), Benin has adopted the Bologna process of reforming its higher education. Once restructured, higher education in Benin will have three main features:

.The system will be divided into three internationally recognized cycles, namely, Bachelor's, Master's and Doctorate

.A national qualifications framework will be set up

The semester system will be adopted to allow comparability of qualifications and encourage academic mobility.

- Faculty of Agronomic Sciences (FSA)

It trains Scholars for rural development. It aims at dealing with the improvement domain of research and development support. In this faculty, English language and computer tools are not to be neglected. The last five years studies and three months divided into two levels of general training and one optional level. The first level lasts for two years and deals essentially with fundamental and scientific teachings and some introducing courses to Agronomy. The second level lasts for two years and deals with general Agronomy program. The optional level of fifteen months ends with a dissertation defense within one of three five options: ESAC; STPA; STPV; NSA and AGRN which is also the equivalent of the training department of FSA.

- Polytechnic School of Abomey-Calavi (EPAC)

It is a technical high teaching school. Its aims are to ensure the engineers and high technicians training in industrial and biological technics (initial training), to save the improvement and the continuous training (retraining and distance learning) of scholars within miscellaneous specialties taught at EPAC

and to maintain the technological scientific research and scientific documents publications. In EPAC we are two training sections: the first section is the biological one: Biomedical Analysis (ABM); Medical Imagery (IM); the Conservation and Environment Protection (APE) and Animal Production (PA). The second one is the industrial section: Civil Engineering (CG); Mechanic and Engineering (GME); Electrical Engineering (GE); Industrial Maintaining Technics (TMI). The studies last three years and six months for DIT, two years and three months for DUT. There is also the level of civil engineers, electrical engineers, mechanic and energetically engineers for the master degree (DEA) in Science for the Engineer. These studies are organized in partnership with FAST. EPAC is to be transformed into Polytechnic schools that will be training engineers (BAC+5).

- Youth National Institute of Sport and Physical Education (INJEPS)

It aims at training and retraining the scholars, the training organization and sport system actors improvement (Sports man, trained referees and leaders) the scientific research within the sport activity sector, the medical sport and activities. The students are interned during the four first years except unusual cases authorized by the rector. The two training sectors last for five years subdivided into two levels. The first level consists of three years and the second of two years. INJEPS trains in two sectors: Sports Sciences Sector and Physical Activities Technics (STAPS) ensure the training in the two series of teaching and training. Sport and physical education teachers training qualified teachers and teaching assistants in sports training. EPS controllers, sport and youth inspectors, high level sportsmen's training, youth sector and socio-educational activity (JADE) or (STASE) ensures the training throughout three branches : the Andragogy (adults education), rural activity (community development).

-The High Training School (ENS)

ENS is a high teaching school and educational sciences research which is in charge of initial training and retraining of high staffs in business education

system, particularly high and secondary teachers. The initial training lasts for one year for those who have their master's degree, modularly trainings are variable.

-National School of Administration and Magistracy (ENAM)

ENAM is a training entity of public administration high staffs and for law. It ensures the improvement and retraining of high staffs in activity, the relating research to the administration and magistracy, the preparation to competitions and tests allowing access to state high level. Category A scholars training is organized in two levels. The first level lasts for three years and the second level lasts for two years. Improvement level and special programmes work on public structures inquiry and private organism. Teachings are organized within the two levels through numerous series gathered in four options:

Option 1: Finance Administration (AF)

-Territory and General Administration courses (AGT)

-Labor Administration and Social Security courses (ATSS)

-Diplomacy and International Relations courses (DRI)

Option 2: Finances Administration (AF)

-Charity Administration University and stewardship courses (AHUI)

-Finances Administration and Treasury courses (AFT)

-Taxes Department courses.

Option 3: Executive Secretariat (ST) Bilingual and Trilingual Secretary Office Courses.

Option 4: Sciences and Technics of Documentary Information (STID).lessons are taught in this option by the Training Centre of Information Careers (CEFOCI) whose guardianship is ensured by ENAM. This option is closed to science news and communication particularly to archaistic; library management and documentation. The training lasts for three years. Magistracy training is opened to those who get Masters of law (option: Company Law and Legal Careers) or anyone equivalently admitted by the academic board of UAC.

- National School of Applied Economy and Management (ENEAM)

ENEAM is a public school of high teaching. It trains the whole scholars for management and economy. The professional is opened for all people of either private or public sector holders of E-level degree. The first level lasts for three years and two years for the second level. ENEAM gets eight options gathered in two departments for the first level.

-Applied Economy Department (Static and Development Management) is made of Statistic option; Planning option and Demography option.

-Management Department is made of Enterprises Management option; Finance option; Commercial Management option and Computerizing of Management option. In the third year of the first level, specialties are sixteen in number (16). Teachings in Demography option are delivered by the training centre in the matter of population (CEFOP) whose guardianship is ensured by the (ENEAM) this centre prepares students for DESS ; Specialized High Studies Diploma in population and urban dynamics. The training is organized in a unique level of one year. As for the level, the new options are the following: Bank and Finances; Management Control and Statistic Audit.

-Training in Vocational Certificate after 18 (BTS)

The ENEAM disposes of a training level in Higher Vocational training certificate (BTS) in the following options: Accountancy Management (CG); Marketing and Business Operation (MAC); Bank and Finance Enterprise (BFE); Computerizing of Management (IG). The training lasts for two years.

- Health Sciences Faculty (FSS)

FSS is the only medical high education school in Benin. It gathers four training establishments: The medicine UFR, the pharmacy UFR, ENAS and the high school of physiotherapy, the first department, the medicine and research training department is an establishment which has a duty of training physicians that will be able to dispense health care and to assume prevention and education

of health. This training lasts for seven years divided into two levels. During the first level, the physicians must spend two years in getting aptitude of basic Sciences, clinical initiation and physician cares. The second cycle lasts for five years of clinical sciences. The year before the other consists of a year in which the physicians are submitted to internal training. The last year is devoted to specific training directed towards preparation and writing down of a dissertation. The third level concerns the medical studies corresponding to the preparation in four years of the special studies Certificates (CES) with ten options: Estheria-Resuscitation; General surgery; Dermatology; Venereology; the Gynecology Obstetrics; Internal Medicine; the Oto-Rhino Laryngology; the Pediatrics and medical Genetics; the Paedopsychiatry; the Adult Psychiatry and Service of Health.

-The University Institute of Technology (IUT) of Lokossa

IUT is a high technical department that trains high technicians especially for the industrial technics. It is similar to the Polytechnic Colleges of the University of Abomey-Calavi if we take into account its technical aspect of training. It also shows improvement and continuous education that is to say retraining and remote education of the officers in its different fields. The scientific and technological research and the publication of scientific documents are under its control. Three levels are reserved to the high technicians that are trained in many branches: Civil Engineering; Electrical and Computer Engineering; Mechanic and Production Engineering; Technics of Industrials Maintenance; Theatrical and Practical Education constitute the ingredients to training.

-The Post Academic and Para Academic Department Regional Institute of Public Health.

The Regional Institute of Public Health is a training establishment of research and services especially directed to the development towards public health education as a socio-economical factor of development. Basing on this, it

executes the staff training on various capacities according to the needs of the regional countries to be accepted into this institute, one should be a member of health staff. In other words, be whether a physician, a chemist, a sanitary engineer (a nutritionist, a technician of zoo technics) or an officer of the connected health services like education, rural development, Sociology, Finance and Economy, Pacification, Public Administration, Management, Communication ; you should also be the holder of a high second level degree or its equivalent. In addition to this, a professional experience for at least two years is required, benefit this from World Health Organization (WHO) a grant or training or benefit this from one's government/state or from another assistance organization of bilateral or multilateral or simply from a Non- Government Organization (NGO). The application files that will be addressed to the Institute would be composed of a registration application a curriculum vitae, a true copy to the original of the diploma, in scholarship certificate (reserved to the non-grant holder of WHO).

-MATHEMATICS AND PHYSICAL SCIENCES INSTITUTE (IMSP)

The Mathematics and Physical Sciences Institute is an excellent centre in education and scientific research. Part of University of Abomey-Calavi, IMSP aims at promoting scientific research in the French African Speaking Countries, encouraging the regional pupils and students to be interested in scientific research, and contributing to the fulfillment of remote training of teachers from colleges and grammar schools. Every two (2) years, recruitment occurs. It concerns the holder of master's degree in mathematics and physics or a well-known equivalent diploma. A study of their file leads to a fine selection of the best candidates.

-THE SERVICE ESTABLISHMENTS

It concerns mainly on the Academic Affairs Office (CAA), the National Centre of University Charity Services (COUS) and the University Library (BU).

The Academic Affairs Office (DAA) based at University of Abomey-Calavi has three (3) services that are in charge of the reception, the news, the guidance and the registration of all the student whether they are Beninese or they come from abroad. The DAA is under the guardianship of the vice-rector. In co-operation with students association, the DAA devotes to this service. The Education and Guidance Service of University (SEOU) gathers three sub-services. SEOU welcomes, during the academic years, students accompanied with their parents. To both of them, it gives information about organization, choice of education, competitive examination, specialization, profession and the way the different departments of the University of Abomey-Calavi leads to. So brochures and magazines are put on services so that students and their parent's even researchers could be well informed about the University. Actually Education and Guidance Service of University gets its seat under the new building of the Academic Affairs Office (DAA) near the education office. The abroad students should be interested in the SEOU in order to have more detailed news and advice with the special advisers of this service. Then, theormaty will find more interests if they get contact with that SEOU which can also help them to be registered after a fine guidance on the in and out of the UAC. The Statistic and Schooling Service (SSS) for its concern is a service that is in charge of the registration. All the student file is registered and a control of its regularity is engaged. It also achieves the statistic year's book, gives general information on universities and also deals in the transfer of files. It manages registered students schooling during their education. Its seat is in the new building of the Academic Affairs Office, near the Education office. The University of Cooperation Service (SCU) that aims at assuming the cooperation between both the UAC; and other high education institutions of research and the international organizations. In fact, it initiates and controls to agreements attendance without forgetting its functioning. It also achieves the scholarship abroad diffusion (especially in case of the third level) for the grant given by the UAC. It works for its promotion.

The SCU is located on the first floor of the education office at UAC. The Regional Centre of COUS is the structures under the guardianship of the actual Ministry of High Education and Professional Training. Their vocations reside in contributing to the social and material well-being of the students. We have actually COUS Abomey-Calavi and COUS-UNIPAR.

3-3-2 Their Powers

Higher Education has a fundamental value in itself and our universities are, in many ways, world-class: in research; in attracting international students; and in contributing to the economy. Institutions deliver a better student experience; improving teaching, assessment, feedback and preparation for the world of work. It takes more responsibility for increasing social mobility.

The primary goal of the reforms is to improve the quality of student's academic experience and to increase their educational gain. English institutions have a generally strong global reputation. The 2010 National Student Survey (NSS) showed that eighty-two per cent (82%) of students at English institutions were happy with their course overall with eighty-three per cent (83%) "satisfied or very satisfied with the teaching on their course" that is a welcome result. However, the NSS also highlighted lower levels of satisfaction with assessment and feedback which are key elements of the learning experience. There are also legitimate concerns about the variation in student work load between different subjects, and the status of teaching at some institutions. The funding reforms provide more generous support for low-income students. This, together with the National Scholarship Programme, will help tackle the financial barriers. Alongside this, they are serious about ensuring that higher education institutions actively seek to attract students from disadvantaged backgrounds and expect that the new Access Agreements and a stronger role for the Office for Fair Access will promote this. The

continuing support for Access courses should help those who left school early or have been out of education for a number of years.

The Higher Education Act was given Royal Assent on 1 July 2004. The Act is intended to assist in the implementation of a number of policies set out in the White Paper "The Future of Higher Education", published on 22 January 2003, which defines the Government's position on higher education as a whole. The Act also contains provisions relating to three matters not covered by the White Paper. The provision of new powers to share information relating to student support, the exclusion of the jurisdiction of the Visitor over staff disputes, and the devolution of the tuition fee regime and student support in relation to Wales to the National Assembly for Wales.

2004 Act makes provision relating to a new Arts and Humanities Research Council (which is to be set up by Royal Charter) and the funding of arts and humanities research. It permits institutions to charge variable fees and, providing they have an approved plan, fees above a basic rate. It includes provisions to transfer functions to the National Assembly for Wales, and provisions to prevent student loans being written off on discharge from bankruptcy, as well as amendments to allow loans in respect of money owed by students to universities to be paid to the latter so as to facilitate deferral of fee payments by students. It also includes provision about the disclosure of information. It contains miscellaneous and general provisions.

The reform of higher education in Benin is planned: upgrading information and communications technology physical infrastructure; improve the quality of teaching, learning and research; effective capacity building to sustain the new Bachelor-Master-Doctoral system.

About standards and pedagogy, this support will be to ensure the training of trainers and equity of educational controls between teachers in public and private sectors, to regularize the employment status of all teacher in this sector

and holders of a teaching license and not yet tenured and their involvement in the training organized by the State, Non-Governmental Organizations (NGOs) and partners. For the operation of private schools and their funding, it will establish a regular dialogue between teachers, founders and state grants to all private educational centre in accordance with the provisions of Article 12 law 2003-17 of 11 November 2003 and provide the various departments in charge of private sector management of appropriate human and material resources. Specific measures to ensure higher education to develop an assessment framework and accreditation of diplomas, organize Benin exams BTS in all authorized channel and update teaching and examination programs BTS existing.

Since its installation, the new chairman team from the University of Abomey continues to accumulate successes and national and international trophies. In two years of management, Chairman Brice Sinsin and his team have enabled UAC receive five (05) awards internationally and two (02) at the national level, so a premium on excellence that deserves special attention.

UAC must be proud because this year, it recorded an impressive result at the CAMES. Of the one hundred fifty-two (152) candidates nominated by the university, 130 were declared admitted, almost eighty-six per cent (86%) of the overall rate of success. After New York May 28, 2012 (International Business Initiative Directions BID Award), Paris October 27, 2013 (World Quality Commitment), the University of Abomey has again been honored with the award for "Best Regional University" awarded by the Europe Business Assembly Foundation in partnership with the Club Rectors of Europe. Also in 2013, the initiative ranking of the best universities in the world "Cybermetrics Lab", a research group belonging to the Consejo Superior de Investigaciones Científicas (CSIC), the largest public research body in Spain, positions the University of Abomey in the top 100 of the prestigious universities in Africa, giving it the 84th rank out of 974 African universities ranked. Then the icing on

the cake comes December 17, 2013 in Oxford, UK. The Europe Business Assembly Foundation in partnership with the Club of the Rectors of Europe doubly distinguished UAC. The award "Best Francophone Regional University" for the UAC and the "Best Manager of the Year" Award in Science and Education awarded the Rector of the University of Abomey. At the national level, Chairman Professor Brice Augustin Sinsin was distinguished, Thursday, June 6, 2013, by the National Network of Associations for the Promotion of Good Governance called "NGO Network BENIN HOPE" in the field of education for the transparency of its financial management and good governance of the University of Abomey. The criteria that have prevailed in the choice of the University of Abomey to receive these distinctions are essentially the impressive results obtained on scientific and educational as well as the reputation of its alumni internationally professional plans.

For Professor Babatunde Severin, Head department of research and monitoring projects at the UAC, many distinctions of UAC are primarily related to the quality of governance of the new Rectorial team. "This team promotes his teachers paid their tickets to participate in seminars and conferences internationally. These teachers, the quality of their communications outside, ensure the visibility of the institution", he said before insisting also on the competitive research funds. According to Professor Babatunde Severin, competitive research funds represent a program of inter-faculty and interdisciplinary research that allows different researchers UAC get together on topics they considered themselves relevant. This program aims, among others, to improve the contribution of the University to problem solving socio-economic and cultural development of Benin, and supporting the establishment of network of Faculty Members of the UAC to develop scientific themes and technological research. Through a selection process very transparent and very rigorous, UAC has received seventy-one (71) " Notes "

concept for the second phase. Seventy-one (71) " Notes " concept which means that seventy-one (71) groups of teachers have actually worked on development issues of our Nation. He enlisted over four hundred (400) teachers involved. "The international jury has implemented ultimately retain sixteen (16) groups of researchers to be funded to the tune of nine hundreds million CFA francs over a period of three years" said Professor Babatunde. "I must say that I liked as Chief Service research program is that after this selection procedure, there was no dispute. It was transparent", rejoiced the teacher informed that this program has attracted teachers in the sub- region as they prepare to be inspired. All these element reinforces the merit of the UAC and the new team does not intend to lower our guard.

Chapter Four: An Analytical View upon These Systems and Reforms

4-1 Strengths of these Acts, Reforms and Institutions

The UK performs particularly well at the upper end of the distinction, with one of the highest graduation rates in the world. The package of market-oriented reforms increase parental choice and thereby improves the accountability of state funded schools. Schools funding became more closely linked to students' enrollment numbers, giving schools the incentive to attract and admit more students. Some schools were also allowed to take control of their own budgets and be financed directly from central government (as opposed to be under local government control). This gave them greater autonomy in their operations and in particular over which students they admitted to the school. The reforms also increase the number of poor people at universities and thus the number of graduate people in the UK.

University or college lets experience a rich cultural and social scene, meet different people and study something that is really interested in. In terms of career prospects, a higher education qualification can lead to increased earning potential, a wider range of opportunities and a more rewarding career. Many employers target graduates in their recruitment campaigns, and on average, graduates tend to earn more than people with A levels who did not go to university.

Fair access and widening participation currently the prominent position in the United Kingdom (UK) Higher Education agenda, but these terms remain ambiguous. The UK Government higher education White Paper, established in June 2011, signaled major changes to the way the higher education system in England will be funded and regulated. In particular, more public funding for

teaching will be routed through the student loan system and less through Higher Education Funding Council for England (HEFCE). The mission of HEFCE is to promote and fund high quality, cost effective teaching and research, while meeting the diverse needs of students, the economy and society. However because of the new reforms, HEFCE will have a greater role in regulation and protecting the interests of students. It supports a smooth transition to the introduction of these new arrangements in academic year 2012-2013. In June this year, the government launched.

The White Paper, its full proposals for higher education reform. The reforms to higher education will affect students entering their course work in 2012; these reforms will not have an impact on existing students. The White Paper, are a set of proposals for the reform of higher education in England. The reforms are designed to improve financial sustainability, and to deliver higher education that is more responsive to student choice, provides a better student experience and helps improve social mobility. It confirms the Government's intention to establish a new, fit-for-purpose regulatory framework for higher education. The arrangements, to take effect from 2013, will safeguard the interests of students and taxpayers while keeping bureaucracy to a minimum and ensuring that universities and colleges continue to have the academic freedom and incentives they need to deliver a high-quality student experience. HEFCE will have a new duty to take competition implications into account when making decisions on funding. A consultation on the detail of the new framework will run alongside the overall consultation on the White Paper.

The proposal is to increase fees from £3,375 to a minimum of £6,000, and maximum of £9,000 were included in the Browne Review of Higher Education. Aside from the increase in tuition fees the reforms to higher education in England involve increasing the amount of information available to prospective students about the universities and courses they provide, increasing

advice to prospective students about courses and careers, extending tuition fee loans to those on part-time courses and making universities responsible to widen participation.

The changes are intended to achieve two goals:

- Increase the level of competition in higher education to ensure that universities offer the best courses and value for money to more informed students

- Put students in control by making them pay directly to universities, rather than allowing universities to rely on centrally determined funding that may not be responsive to student movements or wishes.

The source of the money is also changing. Instead of relying on centralized funding grants provided by the HEFCE this money will be loaned to students to make them direct purchasers of education. However, some courses, including clinical subjects like dentistry, will continue to receive funding from HEFCE because the cost of delivering the course is greater than the top fee level.

In June of 2011, the Department of Business, Innovation and Skills established the Independent Taskforce on Student Finance Information to increase awareness in what the reforms meant to students and their financial obligations. It was headed by Martin Lewis of Professor and deputized by Wes Streeting, NUS President 2008-2010. The Taskforce was an independent body designed to provide clear information about what the reforms mean in practice. Particular strengths in the U.K. system include much practice at the classroom level, innovative partnerships, aspects of the accreditation system, the alternative routes and progression for learners into further and higher education, and ABE's established place as a statutory requirement. Despite recent changes, classroom practices in the United Kingdom at their best continue to provide outstanding examples of good practice. Many practitioners remain committed to participatory learning and have experience in nurturing it. Particularly notable

are the use of learning contracts, group discussion and projects, the incorporation of student interests in teaching content, and the emphasis on student writing. After a period in which competition has been emphasized, many partnership possibilities are being explored. They have the potential to widen participation and increase community accountability. These systems are independent of school-based learning and provide a degree of flexibility and learner choice

In Benin also great reforms have been made in the field of education and at all level of Education. The reforms of higher education in Benin upgrade information and communications technology physical infrastructure, improve the quality of teaching, learn and research, effective capacity building to sustain the new Bachelor-Master-Doctoral system. The most remarkable of them are: as far as the HE is concerned the reforms concern school fees and the curriculum. In the field of school of fees, registration to public universities is free of charge for all the student. The students that have scholarship are also enrolled for free till the moment they collect their scholarship. At that moment the registration fees are deducted. After free registration to public universities the next reform is the introduction of the BMD System of Education. This system was introduced to bring Benin at the same level as the other countries. Its introduction in the curriculum willow the degrees obtained in Benin to be worldwide recognized. As far as the free registration is concerned in the faculties of our public universities, it increases the rate of students that go to university after their E-level. The BMD reform (Bachelor-Master-Doctorate) consists of a set of measures to change the higher education system to meet international standards. The key components are to establish a system made up of three levels Bachelor-Master-Doctorate, an organization of teaching in semesters and teaching units, and the implementation of credit and the delivery of an appendix describing the degree. Despite the absence of subsidies, despite ongoing public sector strikes, many private schools in all level of education emerge and operate throughout the

country. Their substantial contribution to the education and training of young Beninese layer emanates from all area. For the university case, it helps to reduce congestion and control the flow of new graduates, offers a variety of professional training and short giving access to the labor market and self-employment and is pioneering the creation and the organization of the Certificate of Higher Technician in Benin and especially contributes to the implementation of the Bachelor-Master-Doctorate system. Besides these advantages, other specific parameters are the strengths of private education: its proximity to the place of residence of students, respect the school calendar and the effective implementation of all curricula in most cases his proper monitoring of teachers, its guarantee a high success rate at the national level for various examinations, tests and competitions and especially its non- participation in strikes .However, the different reforms, acts and institutions are not without weaknesses.

4-2 Weaknesses of these Acts, Reforms and Institutions

Market competition increases the efficiency with which resources are used since institutions would otherwise be unable to survive, be competitive or obtain the resources needed for their activities. It makes publicly allocated resources go further whilst stimulating institutions to increase their funding from private sources. Market competition also makes universities and colleges more attentive to the needs, interests and views of external stake holders, especially students and prospective students and their families, but also employers, public bodies and funding agencies. It may also make them more innovative and entrepreneurial. Market competition may keep in check activities that are of interest to the faculty but that may have no wider utility or value (Brown, 2011). However, the problem in higher education is not so much that information is distributed unequally, but that no one has the necessary information. Inadequate and inappropriate information, an ambiguous conception academic prestige

comes to represent academic quality in the public mind, which can lead to a price-quality association that undermines productive efficiency. Competitive markets thereby encourage an academic arms race for prestige among all institutions, which rapidly increases the costs of higher education and devalues the improvement of student learning. This is a recipe for a classic and significant market failure in which the rising social costs of higher education are not matched by equivalent social benefits (Teixeira et al, 2004) (Dill, 2007: 67).

Market competition also has an impact on the internal functioning of institutions, with an increase in the proportion of resources devoted to management and administration and an increased differentiation of activities, structures and personnel. It may also diminish collegiality and reduce the ability of the academic community to control or influence the academic agenda. A major factor here is the ever increasing growth of knowledge and the concomitant increase in specialization.

Market competition damages quality by simplifying knowledge, creating or reinforcing student instrumentality, and lowering standards through grade inflation, plagiarism and cheating. It leads to a diversion of resources away from learning and teaching to activities like marketing, enrolment, student aid and administration that are less directly relevant to student education. Finally, market competition changes higher education's relationship with society. The elite institutions become more selective, they generally decline to expand in line with demand for fear of losing their exclusiveness. Market competition poses a direct threat to peer review and the notion of a collective academic community setting and maintaining standards through reciprocity and exchange.

Beyond the constraints of inadequate reception capacity, and educational support, qualitative weakness of teaching staff, the forum on education held last February noted that higher education lacks sufficient financial resources to support the growth of access to education and improving the quality of

education. At the same time we should note the sharp decline in public expenditure per student. However, the large increase in student numbers reduced capacity to further develop higher education systems while maintaining satisfactory level of quality. The rigidity of the practice of administrative and financial management does not allow a large opening of higher education on professional social circles that universities and colleges are supposed to serve human skills.

Major problems continue to beset the repayments system, leading to many thousands of graduates overpaying on their loans. The payments collected by HMRC are passed across annually, and only then is the amount left on the student loan calculated. If the SLC notice an overpayment, then the money should be returned with interest. However, long delays in this process have been noticed and in addition, the SLC have on occasion neglected to inform HMRC to stop taking payments, so a further year of repayments even when the loan has been acknowledged as cleared is not unusual. In 2011/12, the money wrongly taken because of these practices amounted to £36.5 million. In 2009, a new direct debit system was introduced to try and address this problem for graduates who were estimated to have fewer than two years' repayments left to make. However, poor administration has bedevilled this system from the start, and inadequate record keeping means the SLC have great difficulty identifying how much is owed by individuals, meaning that occasionally they either miss the time when repayments should be switched to the direct debit system, or worse, send demand notices to graduates who have already paid off their loan.

The transfer of information and even money between HMRC and the SLC has also been beset with difficulties, again apparently due to poor record keeping and the decision to process all repayment at once. Some graduates have found that large sums of money have gone missing in the records. The SLC will alter their records on receipt of the relevant. However, that makes it necessary to

check all paperwork carefully and retain records for the period in question. Graduates are advised to be very wary about the SLC, and not take their word on trust due to these problems. Almost as problematic is the non-collection of money due. Because loans are collected through the UK tax system, there is no efficacious system of collecting them from eligible non-UK students who have returned to their home country (mostly in the EU) and the SLC has never attempted to sue through a foreign court for the money they are owed. In January 2012, more than forty-five per cent (45%) of such loans were in arrears and apparently had been effectively written off, at a cost to the Treasury of over £20 million. In December 2013, the [Public Accounts Committee](#) described the repayments system as blatantly inadequate and its Chairman [Margaret Hodge](#) advised the Chief Executive that when it came to system. Only nine foreign nationals had ever been taken to court for non-payment, and just three had been convicted for non-repayment. In the same year, ninety-two (92) applications for funding from abroad were found to be fraudulent, but no arrests or prosecutions had been instituted.

In the summer and autumn of 2009, many students experienced delays in being assessed for and obtaining student loans and grants. As courses began in September or October, the SLC said that up to one hundred sixteen thousands (116,000) students would have to begin the term without their funding in place. By 10 November 2009, there were still seventy thousands (70,000) applications waiting to be processed and three (3) out of four (4) universities were using their own emergency funds to help affected students. Three quarters of UK universities have announced that they will pay a high price, £ 9,000 (€10,310), the maximum allowed by the government from September 2012 sum, despite the high school student mobilization and fall 2010. Ads that are already changing the choice of prospective students and their perception studies. In England, the registration fee in most universities, nine thousands (9,000) pounds per year

maximum for national, climb to twenty thousands (20,000) pounds or more for students from third countries. This contribution is a crucial resource for these institutions and the student immigration now accounts for €2.6 billion per year for education in Britain, not to mention the 2.7 million impacts on the local economy. Minister of Higher Education, David Willetts, now requires universities to recruit an unlimited number of students provided they are brilliant. It is mostly mid-level universities likely to suffer the most from this reform: they will be very difficult to attract the best students if they apply the maximum rate. However, they have almost all indicated that their fees would increase to €10,000 in September 2012.

In Benin, beyond the constraints of inadequate reception capacity, and educational support, qualitative weakness of teaching staff, the forum on education held last February noted that higher education lack of sufficient financial resources to support the growth of access to education and improving the quality of education. At the same time we should note the sharp decline in public expenditure per student. However, the large increase in student numbers reduced capacity to further develop higher education systems while maintaining satisfactory level of quality. The rigidity of the practice of administrative and financial management does not allow a large opening of higher education on professional social circles that universities and colleges are supposed to serve human skills. However, enormous challenges undermine the sector. This is the high cost of education, hence its inaccessibility to the poor layers, the permanent shortage of qualified teachers, lack of education and training of teachers, the lack of involvement of institutions private higher education in the management of higher education in Benin and also the absence of national examination in many sectors of Advanced Vocational Training Certificate yet authorized by the State.

The UAC has been rocked by instability and/or the vicissitudes of the national education system because, despite the problems it already knew, the introduction of the BMD system began to be from 2005, and presumably, this is done with shortcomings that may keep the university in a permanent crisis. From the States General of Education in 1990, through the audit Verhaegen (1998), reflections, round tables on the sub-sector of higher education, major obstacles still concern that, today, continuing to undergo the UAC, namely:

- it bloated student enrollment in most schools;
- its insufficient number of qualified teachers;
- the lack of material and financial resources to the promotion of research activities;
- the failure and the low level of training of the administrative and technical staff;
- the lack of documentation and dissemination of scientific and technical information;
- the lack of research training of students, university teachers and researchers called to animate the areas of scientific development;
- the lack of enhancement of endogenous knowledge and expertise (AEGE, 1990 p.119);
- anarchic presence of private establishments offering the same courses;
- existence of several training programmes not yet approved and lack of programmes training for certain authorized channels ;
- use some private institutions or unqualified teachers not holding a teaching license;
- obsolescence and inadequacy of some training programmes in relation to relation to the development of science;
- existence of several training authorized but for which it is not held a final exam training (BTS diplomas);
- use by some private institutions of unqualified teachers and non-authorization holders of teaching;

- irregular transfer of learners of a private institution to another;
- lack of a periodic monitoring of the quality of training in the private higher education institutions training;
- lack of a real partnership certificate for some private institutions with foreign partners.

4.4- Their Negative Consequences

Most of the reforms have not given the expected results due to economic problem as in the UK; Higher Education is a matter of finance. So many young people cannot get access to grade. Higher Education is a devolved matter in Scotland, Wales and Northern Ireland so this is a White Paper for England. The White Paper does not commit any of the devolved administrations of the United Kingdom to any UK-wide actions or policy positions. Where the stated actions have implications for UK-wide delivery bodies, this is without prejudice to the individual policies of the Governments of the United Kingdom. As we deliver these reforms, we will work closely with the devolved administrations on our areas of sharing interest, particularly where this involves delivery bodies and other organizations with a remit that goes wider than just England. In fact, policies and actions refer to England only, except where stated otherwise. National should be taken to mean England-wide except where the context indicates otherwise.

In 2012, a significant shift in the way universities and colleges are funded took place. From this academic year, students starting university are meeting much of the cost of their education themselves, with access to publicly funded loans, and universities can charge up to £9,000 a year for their courses. Changes to the rules on how many students a university can recruit are designed to meet the Government's aims of increasing dynamism and student choice. At the level of universities, the new system introduced is still not well implemented as all the condition is not yet gathered to settle such a system. The decision makers need

to think over the matter again if we would not surely end up having a bad system. The new funding system will be negative for quality and quality assurance.

In Benin, the students after the Bachelor don't arrive to continue the University because they haven't got the means or they find the job that permits them to fend for every day. They are doing the training and after they don't find the good job. The level of fees doesn't permit them to pay and continue Master or Doctorate in their option. Therefore, they are staying at home. Most of them are doing the part-time teachers of secondary school or become the teachers of primary school and others enter inside the army or the trade.

Chapter Five: Other Perspectives to these Reforms and Systems

5-1 Findings

During our research we have found many reforms which have changed in our higher educational system. The great changes are from University of Abomey Calavi and MESRS. As the BMD system recommends, the student must be at the heart of the educational system. Nowadays with the "Radio Univers" (RU) the students can stay at home and follow the lectures on the radio as a program. That will help most of the part-time students to have and learn their lessons without going and sitting in the faculty. It will also help many students because our amphitheatre cannot contain all the students. We have found the Volunteers of University of Abomey-Calavi (VUAC) which have been created by his Excellency Brice Sinsin president of UAC.

5.2- Suggestions

According to the greatest problems on the reforms on higher education our suggestions will play many roles on the future of higher education:

- it makes the higher education system more flexible, responsive and accountable to students;
- it enables lifelong learning, by making it possible for students who have discontinued their studies to re-enter university without repeating all of their previous learning and paying the fees to do so;
- it supports progression within the system. Students are able to transfer to an institution that best matches their abilities and ambitions, rather than stay in an unsuitable institution;
- it gives students more ownership of the credits for which they have studied (and paid). According to this logic in a system where higher education is seen as an

investment in one's future students should be entitled to the credits that they have paid for, even if they discontinue their studies;

-the possibility of transferring credits makes lower-cost routes to higher education, such as online learning or further education provision, more attractive and valuable, because students are able to take their credits to a more traditional HEI at a later stage in their degree if they wish to do so. This brings down costs, both for students and for the state;

-providing better opportunities for students to transfer their purchasing power to another HEI if they are dissatisfied with their own institution's provision could help to make institutions more accountable to their students;

-we can suggest to our government to complete the French language and foreign languages with National languages on University;

- additional funding for rewarding good teaching and providing more teaching fellowships for the best teachers Centres of Excellence to reward good teaching and promote best practice;

-better information for students including a new annual student survey and publication of summaries of external examiners' reports to help student choice drive up quality;

-to continue to increase participation of those aged 18-30, mainly through two-year work-focused foundation degrees;

-to work with employers to develop more foundation degrees, providing financial incentives for students, strengthening links between further and higher education and creating better pathways for progression;

-to build better links between schools, colleges and universities and raise young people's aspirations;

-to ensure fair access to higher education for students from different socioeconomic backgrounds;

-to encourage and reward research in larger units, including through collaboration;

- to invest more in the leading research departments and universities, enabling them to compete with the world's best;
- to develop new incentives to support emerging and improving research;
- to develop and reward talented researchers, with rigorous new standards for government-funded research postgraduate places;
- building stronger partnerships between HE institutions and regional development agencies;
- helping sector skills councils forge stronger alliances between business and relevant departments in universities and colleges;
- to maintain the strength and dynamism of Benin's research base (including implementation of the Research Excellence Framework);
- to safeguard the global reputation of Benin Higher Education;
- to ensure that the best possible use is made of public funds in those institutions to which it gives direct grants;
- to contain costs by managing student numbers in those institutions that are entitled to recruit students supported by the student loans system;
- to act as a champion for students, to ensure that their higher education experience is of a high quality and to regulate market entry to ensure that all provider of publicly funded higher education meet certain minimum standards ;
- to collaborate with all country of Africa to spread best practice in teaching;
- to further the national interest by ensuring that strategically important vulnerable subjects are supported;
- to support a robust role for higher education in contributing to the strength of national and regional economies;
- to provide a failure regime, by monitoring the financial health of institutions and by stepping in to ensure failures are dealt with in a responsible manner and in the nation's interest. This could involve, for example, facilitating mergers or federations of universities where necessary;

- to promote and safeguard fair access to higher education for lower income and other under-represented groups;
- the government must help the universities to build more lecture halls to reduce the overfull total number of students in the classrooms;
- the ministries in charge of education must revise all the educational system.
- the universities could equipped more the libraries and laboratories for more scientific researches;
- the universities could train the students for entrepreneurial and leadership;
- the banks could provide loans to students for their training in universities;
- to take immediate measures to limit the expansion of student numbers in higher education and help guide as training courses. Various mechanisms could be considered as the entry selection, regulation at the level of secondary education and the number of graduates and reducing the duration of university studies;
- to develop a strategy for streamlining the unit costs through better sharing of funding of higher education between the students and the private sector. Different levers have been proposed in the scenarios developed in the study on the funding strategy for higher education;
 - to develop a programme of recruitment of teachers in higher education, taking into account updated information on enrollment in the coming years and the objective of controlling payroll simulations;
 - to review the training offer from a rigorous analysis of needs in promising socio-economic sectors and providing more flexible pathways;
 - to establish a ceiling for social spending and revise the conditions for granting to use the device as a tool to promote more equitable access to higher education.
 - to conduct rigorous thinking and take concrete actions to promote girls and women in institutions of higher education measures;
 - to take the necessary steps to develop a strategic management of scientific research more closely geared to national development priorities, through the establishment of competitive grants and other incentives based on performance;

-to strengthen accountability for results of institutions of higher education and research and take steps to encourage them to develop income-generating activities.

We must suggest to our National Ministry of higher education to make many efforts to provide the following things to our universities: a digital library; a virtual institute for distance learning and e-learning; a system to management attendance of students; a university portal to be used by individual universities; a publishing platform; a platform for the scanning of documents; a platform for managing copyright issue and a platform for print-on-demand. There are few other sources of funding beyond those that can be derived from government, students and donors.

CONCLUSION

The Beninese government has established a strong reformist agenda with its new Universities Act. The reforms are essential if Benin's universities are to be able to remain competitive in the international markets for education and research. However, the whole sector will need to perceive the benefits of reform for the impact to meet the government's expectations in the short term. Although the keys to be formed sector are a diversified funding base and an entrepreneurial culture, it is not self-evident that new entrepreneurial modes of operation will be widely accepted in Beninese universities at first. Problems could occur if there were perceptions of a contradiction between bureaucratic and entrepreneurial attitudes. Beninese universities have been the subjects of tight controlling legislation for many years, leading to the development of a set of "traditional structures" in higher education institutions. The traditional, bureaucratic administrative culture has its advocates in Beninese universities, but the newly created academic labour market will also bring forth strong arguments in favour of entrepreneurial modes of operation. The universities' ability to implement change will be put to the test when these different administrative cultures are brought face to face in coming years.

There will be more than one approach to the reforms among the universities. Some will have been planning for change since the announcement of impending reform; others might be taking a "wait and see" approach. Some might have used the opportunity provided by official reform to make structural changes internally. The way Beninese universities deal with the current raft of reforms might increase the diversity of the sector. Universities could become more different from each other than they are now. The major reforms in the Beninese Higher Education system are scheduled to start from 2009 and continue through to 2013. As is the case in many African countries, Benin has become used to inflexible higher education structures and a reactive university system. This has led to a heavily bureaucratized administration, slow decision

making and a permanent funding deficiency in the publicly owned universities. The government has now decided that the major problems of the 21st century are not likely to be solved by traditional means. However, change has got to start somewhere, and in time Beninese universities' capacity to move more quickly will improve. Most often reforms are words on the pages of ministry documents and manifestos, and some of those words will eventually find their way into university mission statements or other slogans. The reality is that Beninese universities will continue to be supported primarily from the public purse, and even though the mechanism for providing funds will be different in future, these changes will be all but invisible to most of society. Changes to university real estate practices will also not be obvious beyond the university sector. Similarly, most of the changes to governance arrangements will be evident only to those directly involved, until such time as a university collegial body uses its right to bring an action for damages against the university's board. However, this is an unlikely scenario. This is the most obvious "new" thing in the Beninese university system, and also the most visible. Many will keep a close eye on its progress, and it is likely to be the subject of many scholarly papers in the future. People will also be interested in the outcome of Benin's foray into private universities.

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