

WORLD WORLD EDUCATION education NEWS & news & REVIEWS reviews

Volume 11 Issue 1

WES

January/February 1998

Regional News

Africa

KENYA

DEGREE RESTRUCTURING: Kenya's five public universities have embarked on a major degree restructuring program to tailor courses closer to the economy following a rise in graduate unemployment and underemployment.

The University of Nairobi is spearheading the drive, concerned over the high failure rate in science and technical subjects.

Its engineering department reports that—on average—half the students who register in departments of mechanical, electrical, civil and agricultural engineering fail in their first or second year of study. A similar trend exists in departments of surveying and photogrammetry.

University authorities blame such failures on poor technical and scientific facilities. Most laboratory equipment was bought before 1975 and is either obsolete or broken. Textbooks and journals also are inadequate. Students often forego meals for lack of money and spend their free time discussing political issues rather than studying.

Kenya has 40,000 students in its five public universities and 3,000 in three private universities.

Public universities are to offer specific degrees in economics, mathematics, physics and chemistry without requiring students to study minor courses. The universities also will remove inflexible admission criteria. Ninety-nine per cent of undergraduates are at present selected on the basis of the Kenya Certificate of Secondary Education, equivalent to O levels. In the future, holders of A levels and baccalaureate diplomas will be admitted on the strength of their grades. *Times Higher 9/12/97*

UGANDA

ONCE DUBBED THE "HARVARD OF AFRICA," Makerere University is celebrating its 75th anniversary with a policy shift: greater enrollment of fee-paying students.

Nearly 7,000 students will be paying their own way to attend classes at Makerere this year.

Enrollment used to be limited to about 2,000 new students a year sponsored by the Ugandan government. Now, many of those attending are mature students, employed and studying in the evenings for

degrees such as business administration, commerce and journalism. Tuition-paying students are increasingly taking studies that they believe will lead to more successful careers.

The move is starting to pay off. Funds from self-financing students are beginning to meet the budgetary shortfalls that have long plagued Makerere. In the medical and veterinary science faculties, student fees have helped rebuild laboratories, and the commerce faculty has become so popular it is gaining a \$1 million building.

Student demand has helped form the schools of tourism, environmental management and development studies. The faculties of architecture and pharmacy also have increased substantially. Paid tuition is also making possible improvement in salaries. While the Ugandan government pays professors about \$400 a month, the university is trying to raise the rate to a minimum of \$1,000. *Times Higher 10/17/97*

Asia-Pacific

AUSTRALIA

UNDERGRADUATE ENGINEERING is set to undergo dramatic changes following a recent Review of Engineering Education conducted by the Institution of Engineers, Australia, which made 14 recommendations.

The move is toward a more broadly-based curriculum and stricter standards for course accreditation. The University of Ballarat typifies this new approach, offering a curriculum focused on industry applications rather than academic engineering disciplines. First-year subjects depart from the traditional structure aligned with mathematics and physical sciences, instead adopting a more holistic blend of these theoretical concepts

continued on page 2

CONTENT

Regional News

Africa 1

Asia-Pacific 1

Europe 3

Latin America 4

Middle East 5

NIS 6

North America 7

Comparing Grades 8

Morocco:

Private, Postsecondary Schools 9

A PUBLICATION OF
WORLD EDUCATION SERVICES
Publisher *Mariam Assefa*
Editor *Marilyn Arko Umehara*
Circulation *Montroe Headd*
Copy Editor *Margaret Dobrow-King*
Editorial Assistant *Felix Lamont*

World Education News & Reviews (ISSN 0897-6724) is published by World Education Services, a private, not-for-profit organization founded and incorporated in 1974. The views expressed in articles and information submissions published in WENR are those of the authors and contributors and not necessarily those of WES. © 1998 World Education Services. All rights reserved. Materials in this publication may not be reproduced in any form without permission.

WENR
P.O. Box 745 Old Chelsea Station
New York, NY 10113-0745
Tel: 212.966.6311
Fax: 212.966.6395
E-Mail: wenr@wes.org
Internet: <http://www.wes.org>
space Midwest
P.O. Box 11623
Chicago, IL 60611-0623
Tel.: 312.222.0882
Fax: 312.222.1217
space Southeast
P.O. Box 01-5060
Miami, FL 33101
Tel: 305.358.6688
Fax: 305.358.4411

WES Information Advisory Board

- Alan Adelman*, IIE Latin America/Mexico
- Roberia de Jola*, Middlesex University, UK
- Cynthia Fish*, Baruch College, NY
- Mary Anne Grant*, ISEP
- Gail Hochhauser*, NAFSA, Assoc. of Int'l Educators
- Michael Holcomb*, Rutgers--the State University of NJ
- John Hopkins*, University of Tampere, Finland
- K.C. Kalra*, Assoc. of Indian Universities
- Alan Margolis*, ret., Queens College, NY
- Axel Markert*, University of Tübingen, Germany
- Norman Peterson*, Montana State University
- Glenn Shive*, Governors State University, IL
- Margarita Stanou*, WES
- Jerry Wilcox*, Cornell University, NY
- Masaru Yamada*, C'ntr for Int'l Cultural Studies and Education, Japan

Regional News

around practical applications of engineering methods, principles, systems and society.

Other teaching innovations in the first two years include hands-on field work in lieu of routine laboratory experiments, industry excursions and onsite demonstrations, guest lecturers and discussion sessions.

Continuous reflection and assessment practices have been adopted, with students expected to maintain journals and seek material independently for most subjects. Detailed assessment of a student's progress is being carried out every six months, which has already increased the retention rate. A high level of staff-student interaction also is required. *Campus Review 10/8-14/97*

BANGLADESH

INDEPENDENT UNIVERSITY began functioning as a private university under the Private University Act of 1992. Its courses and curriculum are duly approved by the University Grants Commission and its graduates are eligible to enter other institutions in Bangladesh for further studies. *Correspondence of 3/5/97 from Bangladesh University Grants Commission*

CHINA

PROGRAM OFFERINGS TO BE HALVED: The State Education Commission (SEC) will soon slash the number of specialties studied in China's universities from 624 to about 300.

Zhong Binglin, director of the commission's Higher Learning Department, announced last May that a plan will be released in 1998 and enacted in 1999. "This will directly affect enrollment, training, graduation and employment, as well as teaching programs and educational systems as a whole," he said.

Zhong also said Chinese universities were fragmented into overly-specialized narrow fields which made it hard for many graduates to find jobs.

The universities began to establish specialties in 1952, based on the Soviet model. Many are now outdated. Sources said that only one or two specialties would survive at each of the country's 1,000 universities.

China Daily 5/6/97

SHANGHAI JOINT VENTURE SCHOOLS:

Since 1992, about 60 joint venture schools—cooperative institutions operated by foreign and local schools—have opened in a continuing effort to introduce foreign education methodology to China. The first was the Centre Francophone de Shanghai, set up by Hongku Spare-time College and Alliance Française.

Chinese law stipulates that foreign schools cannot invest in compulsory education (primary to junior middle school), so joint ventures focus on preschool and adult education, teaching foreign languages, computer science,

economics and administration.

Foreign schools cannot choose their Chinese partners. The government introduces Chinese partners to foreign schools which teach high-technology.

Joint venture schools attract students interested in business administration, computers and international finance, fields which are attractive to employers.

The institutions are self-funding, and the government encourages the enrollment of Chinese students who have failed the national college entrance examinations and who can pay the high tuition fees.

China Daily 9/17/97

INDIA

FOREIGN-AFFILIATED INSTITUTIONS: The Madras High Court, while permitting the award of foreign degrees/diplomas by universities/institutions with a foreign affiliation, has directed that their prospectus, applications and brochures state that their degrees or diplomas are not recognized by the Indian government, State governments, the University Grants Commission, the Association of Indian Universities, and the All-India Council for Technical Education.

International Educational Exchange 9/23/97

BABASAHEB BHIMRAO AMBEDKAR CENTRAL UNIVERSITY, newly-established in Lucknow, has begun instruction in six programs: Environmental Science, Information Science and Technology, Computer Software Application, Horticulture and Sericulture, Human Rights and Ambedkar Studies. It is a statutory university; all its courses are recognized.

University News 9/15/97

JAPAN

STUDENT LOANS ON RISE: More and more Japanese university students are taking out loans to pay their tuition, amid a continued business slowdown that has eroded their parents' earnings. Many fathers have been forced into early retirement in recent years, bearing the brunt of Japanese companies' restructuring.

Private universities, which charge higher tuition than national and local public institutions, are suffering a sharp drop of 30 percent in the number of applicants. Revenues from entrance examination fees have eroded accordingly. To deal with the problem, some have suspended the widespread practice of raising tuition each year, while others have worked in cooperation with banks to introduce low-interest loans for needy students.

Private university tuition now averages about \$6,200 a year, up 50 percent from ten years ago. Educational expenses on average account for 25 percent of the budgets of households receiving educational loans. The

People's Finance Corp said student loans in fiscal 1996 came to \$1.75 billion, more than double the 1990 level.

The number of private universities has also increased 30 percent in the last ten years, with a corresponding decrease in the average government subsidy per private university. *The Japan Times Intl Ed./9/22-28/97*

MALAYSIA

POLYTECHNICS ACHIEVE ELITE STATUS: Malaysian polytechnics are no longer seen by employers or parents as second-class educational establishments producing second-rate students, according to Dato Seri Mohd Najib Tun Abdul Razak, the country's education minister. Polytechnic students perform well in exams and consistently land top jobs, he said.

This year, 70,000 applications were received for an estimated 10,000 places in Malaysia's seven polytechnics. The education ministry is planning to double the number of polytechnics before 2005. But the education minister stressed that polytechnics will not usurp the role of universities.

Many polytechnic graduates want to become full-fledged engineers. Their polytechnic diploma enables them to gain exemptions of between one and two years of study in universities, depending on their cumulative grades.

There are no plans to offer degree courses at polytechnics, but more diploma courses will be introduced soon.

Times Higher 8/8/97

THE PHILIPPINES

MERALCO FOUNDATION INSTITUTE of Pasig City is a private school offering technical vocational education programs in trade industrial technical courses. Among the awards offered is a three-year Diploma of Industrial Technician with a major in either Electronics or Electrical and Industrial Process Control. Prior to 1994, courses at this institute were administered by the Department of Education, Culture and Sports (DECS). In 1994, DECS became the Commission on Higher Education (CHED). Technical and vocational institutions now are administered and supervised by the Technical Education and Skills Development Authority (TESDA), established as a separate agency in 1994. *Correspondence from Milagros Dawa Hernandez, Deputy Director-General TESDA of 10/8/97*

Europe

CZECH REPUBLIC

ANGLO-AMERICAN COLLEGE (AAC) was established in Prague in 1990 to provide affordable, western style education to the region. It is a private, comprehensive

Regional News

college offering undergraduate programs of three to four years' full-time study. All classes are taught in English.

To be eligible for admission, applicants must pass a high school leaving examination, the Maturity Examination; write a short essay, and pass a two-hour written examination and an interview. Applicants must achieve the 550 level on TOEFL and also take an English Placement exam.

Degrees are offered in Business Administration, Economics, European and Social Studies, Cultural Studies and Legal Studies.

In Spring 1994, Charles University established a cooperative agreement between AAC and its Institute of Interdisciplinary Studies. AAC students may now take IIS courses and Charles University students may take AAC courses.

In March 1995 the Ministry of Education proposed to parliament that the AAC be accredited as an Institute of Higher Learning and be authorized to independently grant the Bachelor of Arts. Students with an AAC degree would have the same rights and recognition as any graduate of a Czech state university. Recognition is still pending.

The grading scale used is:

A	4.0	C+	2.33	I	Incomplete
A-	3.67	C	2.0	W	Withdraw
B+	3.33	C-	1.67		
B	3.0	D	1.0		
B-	2.67	F	0		

AAC Guidebook

GERMANY

NEW INTERNATIONAL TRAINING COURSES were offered at the beginning of the 1997-98 school year by the European Academy for Economics and Languages in Cologne.

A three-year training course in European corporate economics is supplemented with specializations in Asian affairs or tourism, making for a total of four years, including periods of study abroad. For entry, a working knowledge of German is required, but perhaps as early as 1998, the program will be provided in English. Successful students are awarded the Bachelor of Arts by the University of Hertfordshire, England

CEDEFOP INFO 2/97

MONACO

THE UNIVERSITY OF SOUTHERN EUROPE (USE) is fully recognized by the Government of the Principality of Monaco and has its diplomas certified and stamped by the government. USE also has American accreditation by the Accrediting Council for Independent Colleges and Schools (ACICS) in Washington, DC.

Correspondence from USE 10/8/97

PORTUGAL

LUSOFONA UNIVERSITY: Universidad Lusofona de Humanidades e Tecnologias, a private institution with more than 10,000 students, many from Africa and Brazil, was begun in 1987 as the result of the merger of the Instituto Superior de Matematicas e Gestao (ISMAG) and the Instituto Superior de Humanidades e Tecnologias (ISHT). "Lusofono" refers to the global community which speaks Portuguese as their primary language, estimated to be a population of 250 million living primarily in seven countries.

The university offers 25 undergraduate and postgraduate programs at six campuses in Portugal and one in Mozambique. Faculties include: Design, Architecture, Sociology, Psychology, Accountancy and Management, Computer Science, Communications Sciences and Planning, International Office Coordinator, Teresa Do Rosario Damasio, can be reached by e-mail at: trdamasio@ulusofona.pt.

SWEDEN

UNIVERSITY COLLEGE OF HEALTH SCIENCES

LUND-HELSEBORO (UCHSLH) offers courses in nursing, biomedical laboratory technology, occupational therapy, and other medical sciences. UCHSLH has about 2,500 students and is one of the largest university colleges in the Health Sciences sector in Sweden.

Programs for nursing, midwifery, diagnostic radiology, occupational therapy, biomedical analysis and audiology normally consist of 180 ECTS credits, which corresponds to three years of full time study, resulting in a BSc. UCHSLH is seeking more partnership agreements with universities abroad. For those who are interested, please contact Ms. Ebba Ossiannilsson, Director, Int'l Office, UCHSLH, Box 157, S 221 00 Lund, Sweden. E-mail: ebba.ossiannilsson@vlh.ufhs.se

UNITED KINGDOM

THE ENGINEERING COUNCIL has announced radically revised standards for the education and training of professional engineers. Chartered engineers will need four years' academic study instead of three, while the incorporated engineer qualifications will require three years of study instead of two. The Master's in Engineering (MEng), a four-year, full-time program, has become the standard for an undergraduate degree. *Times Higher 9/12/97*

Latin America

BRAZIL

IMPORTANT REFORMS: With an average of only 1.6

million enrolled students since the early 1980s—less than 10% of the available age cohort—Brazilian institutions of higher learning have failed to keep pace with the country's growing demand for an educated workforce. The inability of Brazil's secondary schools to produce a sufficient number of qualified university candidates is the primary reason for this stasis. Today, however, reforms in basic and secondary education are being implemented and the number of students passing through the educational system is increasing rapidly.

How will higher education institutions cope with this demand? Public universities, although free, have stagnated from a variety of ailments: lack of qualified faculty, lack of incentive for increasing enrollments, low salaries but generous early retirement with full pay.

Private institutions, on the other hand, expanded very quickly in the 1960s and 1970s, filling the gaps left by the public sector. Today, about two-thirds of Brazil's higher education students are in private institutions, which include institutions like the Catholic universities; community projects sponsored by local governments, businesses and voluntary organizations; and diploma mills. Most of the schools provide evening courses and specialize in fields like administration, law, accounting, and economics. In many of these schools, tuition is low, research is not a focus, and staff and instructors are poorly paid.

Because the quality of some private schools is occasionally suspect and because established professions fear growing competition, the schools are subject to strict governmental regulation and must gain federal approval for both large and small changes to curriculum and administration.

Paulo Renato de Souza—an economist, former rector of the Universidade de Campinas, and Brazil's current minister of education—last year introduced a national exam for students graduating from public and private universities. Students must take the exam to have their degrees recognized by the government.

In addition to the implementation of a national exam, new legislation has been introduced to distinguish between proprietary, profit-oriented private institutions and nonprofit ones. For-profit schools would have to pay taxes like any other business, but would be allowed more freedom to run their institutions. The idea that education can be a legitimate business is a completely new and revolutionary one in the Brazilian context.

The Ministry of Education also has proposed that 75 percent of the federal government's budget for education should be earmarked for federal higher education institutions (public and basic secondary education are the responsibility of state and local governments).

Other initiatives in the works include reforming the National Education Council, the reorganization of technical education programs, changes in admissions procedures, the introduction of periodical reaccreditation of

universities, and the reorganization of student loans for the private sector.

International Higher Education Fall 1997

Middle East

IRAQ

ACADEMIC LIFE AFTER UN SANCTIONS: Iraq's education system, once considered one of the best in the Middle East and free to all, has become yet another casualty of the region's complex politics.

Seven years of UN sanctions have forced inflation up by several thousand percent, with a 370-fold increase in food prices, and has eroded teachers' salaries to the equivalent of 80 cents a month from approximately \$970. There is now little available that is free in the education system. Many students have suspended their education because they cannot afford to buy books, clothing, medication and food.

In the 1980s, 5,000 Iraqi students studied in the United Kingdom. After the Gulf War, the British stopped giving visas to Iraqis, as did almost every other country. Now Iraq is struggling with out-of-date books, a lack even of stationery and pencils, and a growing intellectual isolation from the outside world.

Iraq has also imposed its own sanctions. Any computers tend to be out of date and generally confined to government departments. Modems are forbidden. Typewriters can be acquired only under a special government license. The media is heavily censored; television is restricted to two channels run by Saddam's son, Uday.

In December 1996, Iraq was finally allowed to sell \$2 billion worth of oil to be paid into a special UN account. Of this amount, \$7 million was to be spent on education—mainly primary education and such basics as textbooks, stationery and pencils. The ministry of education tried to import pencils earlier, but the UN sanctions committee in Geneva said pencils were included in the sanctions of forbidden goods, since graphite could be used for military purposes.

Times Higher 8/22/97

JERUSALEM

AL-QUDS UNIVERSITY offers 19 undergraduate and nine graduate programs, with the highest priority given to Science and Technology, but also including Law, Medicine and medical professions, Fine Arts, Social Work and Religious Studies. Approximately 2,500 students are enrolled at undergraduate level and nearly 300 at graduate level.

Recently, Al-Quds created a quality control system to evaluate and develop its programs. Called the UPED (Unit of University Program Evaluation & Develop-

