

WORLD EDUCATION NEWS & REVISION

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Regional News

Africa

REUNION

■ The University of the Indian Ocean commenced its first degree program last April — a master's in business administration (MBA). Classes are conducted in both English and French.

The university, which opened in January 1998 as a regional institution, is sponsored by five island nations situated off the coast of east Africa: Comoros, Madagascar, Mauritius, Reunion and the Seychelles. Although the school has no physical campus (it is being advertised as a university without walls), the MBA program is currently based at the University of Mauritius.

The program takes one year to complete and includes a four-month internship.

At present, there are eight schools taking part in the University of the Indian Ocean project: six in Madagascar, one in Mauritius and one in Reunion. Comoros and the Seychelles do not have colleges or universities of their own. The main office for the University of the Indian Ocean is located in St. Denis, the capital of Reunion.

The European Union has pledged financial support for the university during the next three years.

— *Chronicle of Higher Education*
April 16, 1999

SOMALIA

■ In 1997, the first university

was opened in the self-proclaimed "Republic of Somaliland," a former British protectorate situated in northwest Somalia. Local authorities have managed to restore law and order in this fledgling republic, which no country has formally recognized yet, while the rest of Somalia remains embroiled in intertribal conflict.

Amoud University currently enrolls 66 students, including 10 women. Students who have been accepted at Amoud must complete two semesters of intensive English-language training before starting regular classes, which are taught in English.

While construction of a permanent campus is being carried out in the town of Boroma, the university is temporarily holding classes at a local school.

— *Chronicle of Higher Education*
Jan. 15, 1999

The Americas

ARGENTINA

■ Thousands of students at the University of Buenos Aires and other state universities around the country launched a strike following proposed cutbacks in state funding for education.

In accordance with a structural adjustment plan sponsored by the International Monetary Fund, the government has agreed to trim \$280 million from the education budget.

— *New York Times*
May 7, 1999

CANADA

■ In Toronto, university professors, students and alumni have formed a coalition to address the problem of what they call "chronic postsecondary school underfunding."

Universities in Ontario receive the lowest public funding per capita in all Canada. Years of financial neglect have resulted in deteriorating buildings and have led to overcrowding, escalating tuition costs and fleeing professors. According to the Friends of Ontario Universities, an organization of alumni associations, Ontario's institutions of higher education presently require an additional \$600 million (about \$50 per student) in funding to reach the national average.

A spokesman for the organization warned that, unless public

Contents

Regional News	
Africa	1
The Americas	1
Asia-Pacific	3
E. Europe & NIS	5
Middle East	5
W. Europe	6
Asian Students Have More Opportunities at Home	8
New Structure of Russian Higher Education	10

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Regional News

funding for universities increases dramatically during the next few years, fewer and fewer students can expect to have access to higher education.

In just the last four years alone, tuition has climbed by more than 60 percent. The new coalition was sure to press the issue with MPP (Member of Provincial Parliament) candidates during the June elections.

In April, the Council of Ontario Universities petitioned the provincial government to invest between \$1.2 billion and \$1.8 billion a year to prepare for the deluge of enrollments expected in 2003.

— *The Toronto Star*
 April 13, 1999

EL SALVADOR

■ Romero University, located in the northern province of Chalatenango, opened in 1993 with the aim of serving the rural community and stemming the outflow of local talent.

Romero currently enrolls 500 students and offers five-year professional degrees — called *licenciaturas* — in agricultural engineering, education and law. Tuition is \$34 a month. The university also has degree programs in technical fields such as agricultural and veterinary sciences. Both of these programs take two-and-a-half years to complete.

The Ministry of Education recently denied Romero University permission to grant additional technical degrees in accounting, business administration and computer science because it lacks the necessary support systems (like telephone lines).

Although the university only has 11 classrooms and a biology lab, more facilities are being planned. Reverend Gabriel Rodriguez, the university's acting rector, wants to add a philosophy department that would enable Chalatenango to retain its seminary students.

Each year Chalatenango produces about 1,600 high school graduates. Until the university was built, students who wanted to continue their education had to go to San Salvador, the capital. Many left the country altogether. A recent study revealed that 14.8 percent of all Salvadorians living in Los Angeles originated from Chalatenango — a region that comprises only about 3.5 percent of El Salvador's population.

— *Chronicle of Higher Education*
 May 7, 1999

MEXICO

■ Latin America's largest institution of higher education, the National Autonomous University of Mexico, has been crippled by three consecutive weeks of strikes. Students have barricaded themselves around the off-campus buildings, where they are scheduled to take final exams.

The strikers are protesting the university's plans to increase tuition from the U.S. equivalent of 2 cents a

semester to \$90. This is the first tuition hike in 50 years.

— *New York Times*,
May 13, 1999

UNITED STATES

■ *U.S. News and World Report* recently published a list of warning signs that could help students and college officials distinguish between legitimate institutions and phony “diploma mills.”

Signs to look for:

1) Misspellings and/or grammatical mistakes in the catalogues.

2) Overemphasis on degree titles following a professor's name (for example, Dr. John Smith, Ph.D., Ed.D., etc.).

3) Students are asked to send application forms, other documents, checks, etc., to rented post-office boxes.

4) Tuition charged by the degree instead of by the credit hour, course or semester.

5) Discounts offered for enrolling in two or more programs at once.

6) Credits given for activities such as model shipbuilding, yoga, watching TV, etc.

7) Degree programs that can be completed in a very short time. A court order recently shut down Columbia State University for offering phony bachelor's degrees that could be earned in only 27 days.

8) Little or no interaction between students and professors.

9) A long list of accrediting agencies not recognized by the U.S. Department of Education.

10) Overemphasis on the program's accessibility and the long-term benefits of having a degree in today's competitive job market.

— www.usnews.com/usnews/hycu/28dipbox.htm

announced that adult higher-learning institutions recruited an estimated 900,000 students through the national entrance exams held May 8 and 9. According to ministry statistics, the number of students recruited this year is about the same as last year.

Schools of higher learning for adults largely accommodate students who fail national college and university entrance exams. Applicants who fall into this category and are looking to enter undergraduate programs must possess a high school diploma and have at least two years of work experience. However, those who have been designated as “model workers” by the state can be recruited into adult higher-learning institutions without taking the exams.

The national entrance examina-

The institutions are not authorized to award other academic certificates, and students cannot earn credits for course work completed in this program. Moreover, these courses are not equivalent to the baccalaureate courses offered at the Shanghai campus.

Hence, the Ministry of Education has blacklisted this program as a “credit degree mill” and advises evaluators to be on the lookout for transcripts from the East China University of Science and Technology that were issued in Hong Kong.

— *Correspondence from the
Ministry of Education
The People's Republic of China*

INDIA

■ India's University of Grants Commission (UGC) has developed

The Ministry of Education ... advises evaluators to be on the lookout for transcripts from the East China University of Science and Technology.

tions encompass the full educational spectrum and include the arts, humanities, sciences and special skills.

— *China Daily*
Feb. 15, 1999

■ The East China University of Science and Technology in Shanghai offers courses jointly with a Hong Kong-based company called the Asia Pacific Institute of Continuing and Higher Education. Students enrolling in the program are charged by the credit. Each credit costs HK\$1,200.00 (US\$155).

The Chinese Ministry of Education has authorized these institutions to offer a nonacademic adult-education program in Hong Kong from which students can earn a certificate of completion.

a new set of criteria to allocate funding to higher-education institutions based on performance rather than need.

Under the new scheme, universities will be assessed according to examination results, quality of research and student-teacher ratios. Athletic and cultural achievements will also be taken into account. The UGC will also be watching closely to see whether universities stick to the academic calendar and administer exams on time.

The purpose of the UGC plan is to get Indian universities to work for their funding instead of automatically depending on government subsidies. Hence, institutions of higher education will have a clear incentive to enhance their performance levels.

Asia-Pacific

CHINA

■ The Ministry of Education

According to UGC officials, the current system, which allows universities to project their financial needs for each year, has resulted in excessive waste and inefficiency. It is not unusual for funds to be used for purposes other than what they were earmarked for.

The plan has been greeted with mixed reactions. While some institutions have applauded it, many state universities are concerned that such a move would result in a two-tiered university system in India. Others feel that the real reason behind the UGC scheme is not so much to improve the quality of higher education, but to decrease government funding for universities with the aim of making them more self-sufficient.

— *The Times Higher Education Supplement*
Feb. 5, 1999

■ The UGC has blacklisted the following Indian institutions of higher education as “fake”:

Commercial University Limited, Daryaganj, Delhi

DDB Sanskrit University, Trichi, Tamil Nadu

Gandhi Hindi Vidyapith, Prayag, Allahabad

Indian Education Council of UP, Lucknow

Maharana Pratap Shiksha Niketan Vishwav-

idyalaya, UP

Mahila Gram Vidyapith (Women's University), Prayag, Allahabad, UP

Maithili University/Vishwavidyalaya, Darbhanga, Bihar

National University of Electro Complex Homeopathy, Kanpur

National University, Nagpur, Maharashtra

Netaji Subhas Chandra Bose University (Open University), Aligarh, UP

Raja Arabic University, Nagpur

St. Johns University, Kerala

United Nations University, Delhi

Urdu University, Bhopal

Varanaseya Sanskrit Vishwavidyalaya, Varanasi and Jagatpuri in Delhi

Vocational University, Delhi

Uttar Pradesh Vishwavidyalaya, UP

While some of these schools have been in operation for the past 10 years, none of them is recognized by the UGC. The UGC further reports that it does not recognize degrees awarded by these institutions and that holders of such degrees will not be considered eligible for graduate programs in any legitimate university.

— *University News*
Feb. 15, 1999

PAKISTAN

■ Pakistan's first all-women's university opened last December

in the town of Rawalpindi. Fatima Jinnah Women's University currently enrolls 355 students, but officials expect this number to reach 6,000 in seven years. All students, administrators and instructors at the school are women.

The university offers degree programs in business administration, computer science, economics, English, fine arts and Islamic studies. It hopes to attract women throughout the Muslim world and will endeavor to establish links with institutions in other countries.

— *Chronicle of Higher Education*
Jan. 15, 1999

SINGAPORE

■ In 1997, the government announced plans to reshape the National University of Singapore and the Nanyang Technological University into “world class” institutions — the Harvard and MIT of the East.

Since then, both universities have announced the following curricular reforms:

1) Undergraduate curricula are being restructured to allow students to take classes outside their chosen fields of specialization.

2) Measures have been taken to develop assessment criteria other than relying solely on written examinations.

3) Efforts are also underway to bring more creativity and thinking skills into the curriculum.

Another objective is to expand graduate enrollments and increase research output, particularly in the science and engineering fields. To help achieve this goal, talented Singaporeans as well as non-nationals working overseas are being actively recruited to embark on research and development careers in Singapore.

The government has also announced that a local “science hub” is under construction and should be fully operational within 15 years. The facility will house research institutes, including branch

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The screenshot shows the eWENR website interface. At the top, it says "eWORLD education NEWS & REVIEWS". Below that, it indicates the issue is "January/February 1999 Volume 12, Issue 1". There is a "CONTENTS" section with a list of items including "REGIONAL NEWS Africa (cover page)", "The Arabians", "Asia Pacific", and "Europe". There is also a "PRACTICAL INFORMATION" section with "Using the European Credit Transfer System" and "RESEARCH". The page is displayed in a Netscape browser window.

campuses of Johns Hopkins University and the French business school INSEAD.

Finally, local universities are aiming to bolster foreign enrollments by launching recruitment drives in Southeast Asia, as well as in India, China, South Africa and Mauritius.

Additional efforts to improve higher education in Singapore also included upgrading two fine-arts colleges: the La Salle-SIA College of Fine Arts and the Nanyang Academy of Fine Arts. The government stated that these reforms would better enable the country to "compete in the next century as a creative nation with additional sets of skills and capabilities."

— *International Higher Education*
Winter, 1999

E. Europe and the Newly Independent States

LATVIA

■ The Ministry of Education and Science recently launched a "strategic program of educational advancement," called Education 1998-2003.

During the past two years, reformers have stressed the need to emulate western European models of higher education and to upgrade the country's educational system to better prepare students for the job market.

In particular, Education 1998-2003 will focus on: improving the overall quality of education; utilizing resources more effectively; expanding access to education; and institutional development.

In other news, the Latvian Education Computerized System Project was launched in 1997. The main objective of the project, which is being carried out by the University of Latvia, is to comput-

erize many of the country's educational institutions while developing an information network and operating system.

It is being implemented in three stages (1997-1999):

Stage one, launched in 1997, facilitated the organization of com-

puter-skills training programs for teachers in three secondary schools and the computerization of school subjects.

Stage two, which began in 1998, established 38 regional centers for teacher training and also promoted the computerization of subjects at the national level.

Stage three, to be implemented this year, will endeavor to provide all secondary schools with computers connected to a single network and to the Internet.

— *Le Magazine*
1998, Issue 9

RUSSIA

■ In December 1998, the University of the Russian Academy of Education, formally known as the Russian Open University, received full accreditation status from the government.

The university, located in Moscow, has been given the right to award degrees recognized by the Ministry of General and Professional Education of the Russian Federation. Its accreditation status is valid until Oct. 22, 2003.

— *Correspondence from the Ministry of General and Professional Education of the Russian Federation*

Middle East

ISRAEL

■ On April 27, Israel's Council on Higher Education voted in favor of allowing all academic institutions — not just universities —

Israel's Council on Higher Education voted in favor of allowing all academic institutions — not just universities — to offer master's degree programs.

to offer master's degree programs. The decision drew much criticism from university leaders who argue that such a move would bring down standards, making it easier for students in Israel to earn such degrees.

At the crux of the matter, however, are the recent cutbacks in university budgets for research in the social sciences and natural sciences.

Dwindling funds have impelled many of the country's top academics and researchers to leave in search of better opportunities overseas.

Hence, diverting resources and money into the new college master's programs threatens to lure enrollments away from the universities, while generally reducing levels of teaching and research. *Ha'aretz* magazine predicts that the council's decision regarding additional master's degree programs will ignite a "higher-education revolution" in Israel in the years to come.

However, the winds of change were evident in this respect with the recent proliferation of smaller colleges established to accommodate Israelis who were denied access to the big universities.

— *Ha'aretz Online*
May 3, 1999

LEBANON

■ This September, the Hariri Canadian Higher Institute of Technology (HCHIT) will open its doors to students in the Mechref Mountains, just south of Beirut. HCHIT is a joint undertaking of the Canadian International Development Agency and the Hariri Foundation. The school is the first of three interconnected private institutes the foundation plans to establish in Lebanon.

The two sister institutions, to be situated in the north and in the Bekaa Valley, will feature programs in tourism and agriculture, respectively. HCHIT plans to feature business administration and office administration during its first year of operation but expects to add a faculty of applied engineering in the second or third year.

Once HCHIT becomes fully operational, it will accommodate more than 1,000 full-time students, including 600 in business administration, 80 in office administration and 600 in applied engineering. Although most of the institute's students will be Lebanese, applicants will be recruited from other countries, as well. Special emphasis will be placed on promoting HCHIT and its programs throughout the Arab world.

Moreover, the Canadian Bureau of International Education has chosen Capilano College in North Vancouver to preside over setting up HCHIT's governing structure and will play a key role in developing the curricula in business administration and in office administration. The implementation of these programs will be based on Canadian standards and will utilize Canadian methodologies and technologies.

— Correspondence from the
Hariri Foundation
Feb. 23, 1999

W. Europe**CYPRUS**

■ Cyprus' educational system is presently undergoing extensive reforms. These changes, some of which were proposed by the Ministry of Education and Culture, will affect all levels of schooling.

Primary Education

Cypriot children now start primary school at age five years and eight months instead of five years and six months, as before. Secondly, the maximum numbers of first- and second-grade pupils have been reduced from 32 to 30 and from 34 to 32, respectively.

Secondary Education

Plans are underway to connect all schools to the Internet and to utilize computers to enhance technical training. Moreover, the Ministry of Education and Culture has proposed a new procedure for appointing teachers with the aim of procuring the most qualified instructors for schools in Cyprus. As of last fall, this proposal was awaiting approval by the Cypriot Parliament.

Pedagogical Institute

Standardized testing in math and science was introduced at the start of the 1998/99 academic year. Such measures should facilitate efforts by the Ministry of Education and Culture to study the quality of education in these subjects from year to year.

Testing in other subjects is scheduled to follow.

— *Le Magazine*
1998, Issue 10

DENMARK

■ In August 1998, Odense University merged with the Southern Denmark School of Business and Engineering and South Jutland University Centre to form the University of Southern Denmark.

The new institution has four campuses at the following locations: Esbjerg, Kolding, Soenderborg and the main campus at Odense University.

All four campuses will continue to offer the same international programs they provided before the merger. However, these programs will be developed more extensively in the future.

— Correspondence from the
University of Southern Denmark

FRANCE

■ A wave of recent business-school mergers is currently shaking up higher education in France. Last year, for instance, the Tours and Poitiers business schools came together to create a new institution called ESCEM School of Business and Management (Ecole Supérieure de Commerce et de Management).

At the same time, a planned merger between two business schools in the South of France, ESC Lyon and ESC Grenoble, was scrapped. Instead, both institutions are now talking about forming international alliances.

More and more French companies are recruiting internationally and generally choose applicants who have graduated from top institutions.

With competition being played out on a global scale, business schools nowadays have to command substantial assets and resources to attract the best and the brightest. They also have to be big enough to operate internationally.

These factors impelled the local chambers of commerce and the owners of the Tours and Poitiers schools to join forces.

The Tours business school soaked up 55 percent of the budget allotted by the Tours Chamber of Commerce and could not ask for additional funding. Poitiers, which is located 80 kilometers (50 miles) away, was suffering from dwindling student enrollments and an

uncertain future.

As a result of that merger, the new ESCEM now enjoys a total budget of 80 million francs (\$13.3 million), employs 45 permanent professors and has a student body of 1,500.

The Paris Chamber of Commerce and Industry (CCIP) runs four major management training schools: the HEC (Hautes Etudes Commerciales), the Ecole Supérieure de Commerce de Paris, the European School of Management and the CPA (Center for Management Proficiency).

Next year, HEC will merge with CPA while ESC de Paris will be joined with EAP. Moreover the CCIP recently concluded negotiations with INSEAD, an international business school based in Fontainebleau, which has agreed to exchange academic staff with the new institution formed by the HEC-CPA merger.

According to CCIP representatives, these mergers are emulating trends in the corporate world and are necessary to adapt to the changes brought about by the globalization in management education. They are aiming to attract at least 50 percent of their students and instructors from outside France.

There are close to 300 business schools and management centers in France. Thirty of them enjoy solid national reputations. Many educators say French schools need to become more competitive by looking at education as a market. Multinational corporations are setting up in-house universities and distance learning threatens to lure many students away from French institutions.

— *International Herald Tribune*
March 22, 1999

GERMANY & AUSTRIA

■ According to the *Deutscher Akademischer Austauschdienst* (DAAD), Germany's academic exchange service, there are now 60

international programs offered at German universities.

This represents a radical change from only a decade ago, when higher education was taught only in Germany by German professors (international schools at that time were primarily limited to the secondary level and were not part of the German educational mainstream).

The master's program in international agricultural sciences (IAGS) at Humboldt University, for example, is taught in English, and more than half the students enrolled are non-Germans.

The program has partner schools in other countries: Wageningen Agricultural University in the Netherlands; the University of Stirling in Britain; the University College Dublin; and the University of Minnesota. All these institutions exchange faculty and students.

The government recently introduced a reform package aimed at overhauling Greece's educational and vocational training system.

IAGS and the 59 other programs are relatively young. IAGS was launched in September 1997, while the others only started last year. The first classes of students are scheduled to graduate this summer, and additional programs are planned for the future. The success and expansion of international programs have resulted in competition with traditional schools, which many Germans feel have become too inflexible.

At the same time, however, some experts are concerned that the fast-growing number of private international high schools and university programs in Germany will lead to the emergence of a two-

tiered educational system.

A similar educational trend is taking place in Austria. The country's International Management Academy in Linz, for example, offers a global MBA in partnership with Emory University in Atlanta and the University of Toronto. The program is conducted in English and requires participating students to study in all three locations.

— *International Herald Tribune*
March 24, 1999

GREECE

■ The government recently introduced a reform package aimed at overhauling Greece's educational and vocational training system. In particular, it is hoped that these measures will increase access to public-sector schooling for all Greek citizens and upgrade the quality of education, in general.

The new educational reforms include the following: canceling

the national examination system starting in June 2000; setting up new study programs that are both flexible and optional at colleges and universities; establishing an "open university"; restructuring and upgrading curricula at both the university and non-university levels; expanding postgraduate study programs; and bolstering support for technical and vocational training programs.

— *Le Magazine*
1998, Issue 9

ICELAND

■ The Icelandic parliament (*Al-*

Continued, Page 12

Asian Students Have More Opportunities at Home

by Robert Sedgwick
Editor, WENR

Although foreign-student enrollments at U.S. institutions of higher education rose 5.1 percent last year to reach a total of 481,280, the increase followed a more decisive four-year trend of negligible growth.

All together, the American share of the foreign-student market has shrunk from 40 percent in the 1980s to about 30 percent today, leading many to conclude that the United States is losing ground to competitors.

More than half of all international students attending American colleges and universities are Asian, with Japan, China, South Korea, India and Taiwan representing the top countries of origin. Furthermore, the Institute of International Education reports that Indonesia, Malaysia, South Korea and Thailand accounted for 17 percent of the total number of foreign students enrolled in the United States in 1996-97, before all four of those countries plunged into economic turmoil.

So while the Asian crisis did not precipitate the kind of drastic decline in foreign enrollments many higher-education professionals were fearing, it nevertheless sparked concerns about the future of America's preeminent standing in international education.

When attempting to account for the recent downside, most experts tend to limit their inquiries to the following:

- 1) The implementation of tougher U.S. immigration laws making it more difficult for foreigners to obtain student visas.
- 2) Increased competition from the United Kingdom, Canada and Australia.
- 3) The absence of a national policy in the United States for re-

cruiting foreign students.

These are all factors that have certainly contributed to the drop in overall foreign enrollments during the past five years or so. However, few people are addressing the expansion of local systems of higher education in the Asian countries themselves as a potential challenge to U.S. dominance in the international education market.

Are more Asians staying at home to study as opportunities increase to earn degrees and certificates from local institutions?

Expansion of Asian Higher Education

Growing prosperity in many Asian countries has largely served to boost the demand for higher education throughout the region. In 1990, the number of Asian students

enrolling on campuses at home, while improving the quality of education.

Unlike Americans, who enroll in semester or year-abroad programs for the overseas experience, the vast majority of Asians who pursue higher education in the West do so out of necessity — because there is no local provision. But if they can get quality education at home and save money at the same time, why go abroad?

Indeed, Asia currently has one of the world's fastest growth rates for higher education. In Malaysia, for example, the number of students earning degrees locally increased from 37,840 in 1985 to 89,680 in 1995.

The government is aiming to make higher education accessible to three out of every 10 students

Increasing prosperity in many Asian countries has largely served to boost the demand for higher education throughout the region.

seeking university places was 17 million. IDP Education Australia, the country's official overseas recruitment agency, predicts this figure will reach 45 million by the year 2010.

Overcrowding and lack of facilities at local universities have traditionally forced many Asians to go abroad for higher education. The exodus of students, many of whom do not come back, has impacted negatively on the region's economies. As a result, more and more Asian governments are undertaking measures to curb the outflow of brainpower and foreign exchange by finding new and innovative ways to expand enroll-

by the year 2000, an increase from the current undergraduate ratio of one out of 10. Each local university will attempt to expand its enrollments to 20,000 by the new millennium.

Japan, South Korea, China and India together turned out twice as many bachelor's degrees in science and engineering as did the United States in 1990.

India has more than doubled its enrollments since 1975, and in the early 1990s, new colleges and universities sprung up all over Singapore and Hong Kong. The Chinese government is likewise trying to pack more students into colleges and universities by overhauling

the country's system of higher education.

In the mid-1980s only 2 percent of students in Hong Kong could find places at local universities. But with the expansion of public higher education, this figure rose to 18 percent by 1995-96, more than double the percentage in 1989-1990.

Private Sector Provision

In several Asian countries, the private sector has also responded to the overflow of students by offering innovative alternatives in the form of twinning programs, institutional link-ups with foreign universities, credit-transfer programs and distance-learning programs. Although these programs can be found throughout Asia, they have become especially prevalent in Malaysia, Hong Kong, Singapore and Thailand in recent years.

The proliferation and success of private institutions are such that, in some countries, they even outnumber the state-run schools.

In Indonesia, for instance, there are more than 1,000 private institutions compared to the country's 61 public universities, while about three-quarters of all colleges offering general education in India are privately run.

The percentage is slightly higher for South Korea, and even China — which has long resisted the trend — is allowing the private sector to play a greater role in higher education.

While the private supply of higher education is still in its initial phases of development, it has nevertheless proven to be a viable and more-affordable alternative to the traditional study-abroad option.

Graduate programs are also expanding. As recently as a decade ago, many countries in Asia were forced to send the vast majority of their graduate students overseas because they did not have the pro-

grams or facilities to accommodate them. And while Asian students will continue to rely heavily on the West for advanced degrees in the foreseeable future, many countries in the region are in the process of developing their own master's and doctorate programs.

"There are many more possibilities for Asians in their own countries now, particularly at the graduate level," said Peggy Blumenthal, vice president of educational services at the Institute of International Education in New York.

"Students who received their training in the United States are back in their home countries today, initiating and running graduate programs of their own."

In Thailand, for example, young scholars who were educated abroad returned home and pressed the government to establish links

Take Japan, for example, which has traditionally been an exporter, rather than importer, of overseas students. The government is preparing to enroll more than 100,000 foreign students by the year 2001. Approximately 90 percent of all foreign students enrolled at Japanese institutions of higher education are Asian.

The top countries of origin are China (43.2 percent), Korea (24.1 percent), Taiwan (10.5 percent) and Malaysia (4.2 percent).

While 77 percent of all Japanese overseas students went to the United States for higher education in 1994, China was the second destination of choice (with 5,055 students), beating out the United Kingdom, France and Australia.

At the same time, Malaysia is luring students away from China while the Singapore government is currently aiming for a 20-percent

"There are many more possibilities for Asians in their own countries now, particularly at the graduate level."

— Peggy Blumenthal

between local schools and institutions overseas. In many instances, they set up such programs themselves.

In the late 1980s and early 90s, the spectacular economic growth rate in Thailand encouraged the Ministry of University Affairs to push for the "internationalization" of the country's system of higher education. Such initiatives mainly took the form of increased cooperation between Thai and foreign institutions.

Inter-Regional Exchange

In addition to more higher education opportunities being provided locally, intra-Asian student mobility has also increased during the past couple decades.

foreign enrollment at local universities.

Singapore also awarded large numbers of scholarships to Chinese students to study engineering at national universities. Both universities in Singapore and private Malaysian institutions have had remarkable success attracting international students from the region because they use English as the language of instruction. India and the Philippines, which also use English to a large degree, are up and coming in this respect.

Asians Keep Coming West

Despite this expansion of local provision, however, there is still a strong tendency among Asian stu-

Continued on page 11

New Structure of Higher Education in Russia

by Margaret Dobrow-King
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The Law on Education, adopted by the Russian parliament in 1992, outlines several principles of state policy on education. Among them are the humanistic character of education and the priority of general human values, cultural and educational unity, accessibility of education for all citizens, secular education to be offered by state institutions, freedom and pluralism in education and democratic administration of education and institutional autonomy.

Four types of institutions exist in Russia at the present time:

Universities: responsible for education and research in a variety of disciplines;

Academies: responsible for education and research. They differ from universities only in that they restrict themselves to a single discipline;

Institutes: multi-discipline oriented. They can be independent structural units, or part of a university or academy;

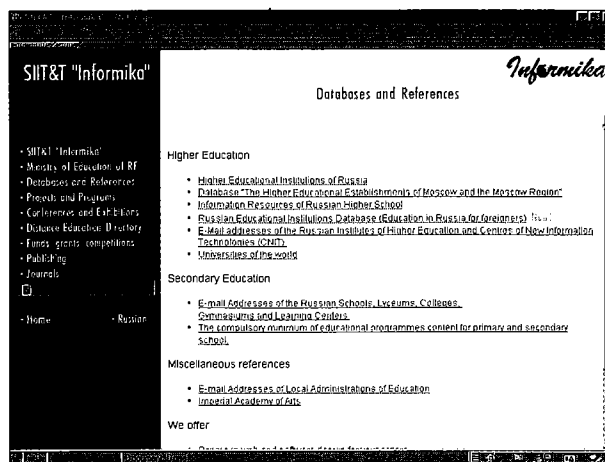
Private institutions: present in increasing numbers. They offer degrees in non-engineering fields such as business, culture, sociology and religion.

Accreditation allows institutions to disengage from centralized authorities and provide a mechanism for quality control. Although the process is voluntary, it was made clear that accredited institutions would receive financial support for special projects and research.

However, due to continuing economic instability, as well as social and political unrest, the accreditation process, which is the responsibility of the State Committee for Higher Education, remains incomplete. Until this process has been completed, **state** institutions of higher education can be presumed to have accreditation. In addition, some **municipal** and **non-state** (private) institutions have already been accredited. Such institutions should be able to provide copies of their certificates of accreditation.

Curricular reforms were announced as early as 1987 and focused on the need to improve the quality of academic programs and teaching methods. Restructuring of first degree programs had been approved even before the dissolution of the Soviet Union.

Currently, there is a new degree structure in place, which follows a three-tier pattern and uses U.S./British nomenclature. The *attestat o srednem (polnom) obshchem obrazovanii* (Certificate of Secondary Complete General Education) and the successful



A database of higher education institutions in Russia can be found at the following Web site: www.informika.ru/eng. From that screen, choose the "databases and references" option.

passing of university-matriculation exams are required for admission to all levels.

Level I

Programs at this level are organized into two stages:

Stage 1 consists of two years of course work, upon completion of which students are awarded a "certificate of incomplete higher education."

Stage 2 is devoted entirely to one to two years of intensive professional training. Upon completion, students are awarded a *diploma o nepolnom visshem obrazovanii* (diploma of incomplete higher education).

These are not distinct programs but rather credentials awarded upon partial completion of study leading to a diploma of higher education, such as a *bakalavr* or specialist. Students with a Level I certificate or diploma have not completed their higher education. However, they can seek employment in jobs that require some higher education, but not a degree.

Level II

Bakalavr (Bachelor): Awarded upon completion of four-year programs in the humanities, economics and natural sciences, as well as some practical professional training. It represents the completion of "basic academic education."

Level III

There are two options after the second level — *magistr* and specialist. Both degrees allow access to doctoral study.

Magistr (Master): This is an academic degree de-

signed for students who wish to pursue a career in academia and research. The length of study is at least two years after the *bakalavr*. The field of study must be the same as for the *bakalavr*. (Because most students continue after the *bakalavr* at the same institution, they may not receive the actual *bakalavr* diploma).

Specialist: This is a professional training program designed for students who choose to pursue the practical applications of their specialization. The degree can be earned in one of two ways:

a) Upon completion of at least 1.5 years of study after the *bakalavr*. (Students who earn the diploma of specialist this way often do not get their actual *bakalavr* diploma.)

b) Upon completion of four to six years of study

after the *attestat o srednem polnom obshchem obrazovanii* (this is the unchanged Soviet diploma of specialist). The degree grants professional qualification in engineering, teaching, economics, etc.

Bakalavr, *magistr* and specialist diplomas are awarded by the State Attestation Commission.

The Law on Education does not address any changes to the Soviet model of graduate education (the *kandidat nauk* [Candidate of Science] and *doktor nauk* [Doctor of Science]).

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ASIAN STUDENTS, *continued from page 9*

dents to gravitate towards western universities. The region still remains the world's largest exporter of students. This trend has not been stymied to any significant degree by the economic recession that has racked Indonesia, Malaysia, South Korea and Thailand during the past two years.

"Even though families have been hard hit by the crisis, they are still scraping the money together to send their children to the United States to study," Blumenthal said. "They know the value of a good education."

Jason Tan, a lecturer in the division of public policy and management studies at the National Institute of Education, Singapore, contends that large numbers of Asian students are still being driven overseas for a variety of reasons.

"On the one hand, you have political instability in Indonesia, which is scaring away ethnic Chinese," Tan said. "Then in Malaysia, the government's unanticipated decision to recall scholarship holders from overseas has resulted in overcrowding of existing local campuses, which are already struggling to cope with planned enrollment increases. Hence, some students are dissatisfied with cam-

pus facilities and decide to search for better alternatives elsewhere," Tan added.

And thirdly, "The inability to gain admission to desired courses or the unavailability of certain courses in local universities still pushes some students overseas."

In fact, enrollments at both of Singapore's national universities dropped significantly in 1993 due to more students going abroad for higher education. Many degree and certificate seekers find west-

countries, it appears that demand for higher education throughout the region continues to outstrip supply. But according to some education professionals, Asians no longer have to go abroad to study just because they can't find university places at home.

"At least part of this demand is satisfied by franchise provisions, distance education and Internet offerings provided by U.K., Australian and U.S. programs within the Asian countries themselves,"

According to some education professionals, Asians no longer have to go abroad to study just because they can't find university places at home .

ern universities more accessible because their programs offer greater flexibility and can be completed in a shorter period of time. Far from frowning on the outflow of students, the government actually encourages overseas study because of the long-term economic benefits it brings to the country when those students return home.

So while local provision is indeed expanding in many Asian

said Hans de Wit, vice-president for international affairs at the University of Amsterdam. "This is clear in countries like Hong Kong and Singapore, and might also be the case in Taiwan. Moreover, the financial crisis has made that even more of an alternative. One can stay at home, keep working and study via the Net, in distance education or in a franchise program."

REGIONAL NEWS, continued from page 7

thing) passed a law in December 1997 that affects the country's University College of Education. Under the new legislation, the College for Pre-School Teachers, the College of Physical Education and the College of Social Pedagogy are currently merging with the existing University College of Education.

The objective behind the merger is to improve professional teacher training programs in Iceland at all levels from preschool to university. The revamped University College of Education is scheduled to commence classes for the 1999 fall semester with a new curriculum.

— *Le Magazine*
1998, Issue 9

SWEDEN

■ To help meet the rising demand for higher education, the government is creating 68,000 new tertiary places, which represent a 30-percent increase over the current number of places available. From 1997 through 1999, 16,000 new places per year are being made available for qualified students. This number is expected to

reach 20,000 by the year 2000.

In addition to expanding undergraduate education, the government has also increased funding for research at colleges and universities. Beginning this year, three of Sweden's 26 state colleges are being granted university status.

— *Le Magazine*
1998, Issue 9

UNITED KINGDOM

■ The University of Sheffield has become the world's first major accredited institution to offer a Ph.D. program online. Although other doctoral programs have allowed students to do a large part of their research away from campus, this is the first Ph.D. to be offered entirely in the form of a distance-learning program.

— www.shef.ac.uk/~gradsch/joinloc.shtml

■ Britain recently took steps to become more competitive in the international education market by launching a campaign aimed at recruiting greater numbers of students from Australia.

The project was given impetus when the British Council, a quasi-

official agency responsible for promoting British education abroad, received 6,000 inquiries about study in Britain from its office in Sydney.

Twelve British universities participated in the initial phase of the Australian recruiting mission. The British Council is supporting the campaign by providing academic advisors in Melbourne, Perth and Sydney, in addition to a toll-free telephone information line and an online tour of British higher education available through the council's Web site, www.Britcoun.org/eis.

With Australian universities now charging fees, British institutions of higher education will attempt to increase their competitiveness by attracting more Australians.

Of the 196,346 foreign students attending British universities last year, only 1,132 were from Australia. The British Council hopes to boost this figure by 70 percent in the next three years.

— *Chronicle of Higher Education*
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