

NEWS & REVIEWS

COUNTRY DATABANK

AUSTRALIA

• • • UNDER A NEW UNIFIED NATIONAL SYSTEM OF HIGHER EDUCATION, the Australian government has announced there will be fewer and larger institutions which will benefit from a concentration of resources, with more effective coordination among them on issues such as course provision, disciplinary specialization and credit transfer.

The government said its reforms were intended to expand higher education opportunities with greater equity of access to the system and its benefits. A long range goal is to increase the number of tertiary school graduates from the present level of about 88,000 to about 125,000 by the turn of the century. (*A.C.U. Bulletin of Current Documentation*, October 1988.)

CHINA

• • • BEIJING FOREIGN STUDIES UNIVERSITY opened a course on women's studies in the fall of 1988, the first among the country's higher educational institutions.

Lectures, offered by both Chinese and foreign teachers, give cross-cultural and multi-disciplinary comparisons between Chinese and Western women in life, literature and history.

It has taken almost three years to develop the course from concept to reality because women's studies were not considered an educational program or an independent academic field.

The course grew out of questions prompted by Marilyn Young, an American professor of sociology who came to China in 1985 to teach at Beijing Foreign Studies University and to research a book

on Chinese women. The female teachers and professionals who rallied to help her with research formed a group, and after Ms. Young left, continued to meet to discuss problems concerning women. From these meetings, the formal course on women's studies eventually evolved. (*China Daily*, October 12, 1988)

• • • MORE PEOPLE IN CHINA are sending their children to institutions of higher learning at their own expense, a luxury which would have been impossible even two years ago.

About one-tenth of the freshmen currently enrolled in the capital's universities and professional training schools are paying their own way, according to the

Enrollment Committee of Beijing's Higher Education Bureau.

As part of the reform of the college and university enrollment system, the government decided in early 1988 to allow higher education institutions to enroll applicants who wanted to study at their own expense and who scored 30 points below the minimum needed for admission in the national entrance examinations. The institutions will not assign these students jobs after graduation.

However, the students, whose tuition fees are paid by their families, by relatives living abroad, or even by future employees, prefer to find their own jobs, according to Lu Yongling, director of admissions at Beijing University, who said that response to the new policy was "overwhelming." (*China Daily*, Oct. 12, 1988)

FRANCE

• • • FRENCH EDUCATION MINISTER LIONEL JOSPIN has set in motion a process which he says will lead to "the most significant educational reform since the end of the last century." University and school teachers are to carry out a massive review of course content and teaching methods.

The announcement fulfills a promise Jospin made upon his appointment to review all academic subjects from primary through university level to ensure they are taught in a coherent way.

Review groups will pay particular attention to making course content less specialized. It is possible that changes will mean reorganization of the working week, term and possibly the year. (*The Times Higher Education Supplement*, December 30, 1988)

INSIDE

With this issue, World Education News & Reviews is doubling in content from 12 to 24 pages and offering a revamped format for easier, faster reading. We welcome your suggestions and comments.

Praise and Criticism	3
A Scandal in Japan	5
Golden Rules	9
Fascinating Forgeries	11
Philippines Revisited	14
"Hands-on" Evaluations	18
Chinese-U.S. Exchanges	
Reviewed	21
Tidbits	23

PUBLISHER'S CORNER

With this issue, *World Education News & Reviews* is expanding to 24 pages and offering considerably more information from a greater variety of sources. We also have a new and experienced editor who brings a fresh point of view and desktop publishing skills to enhance our fledgling publication.

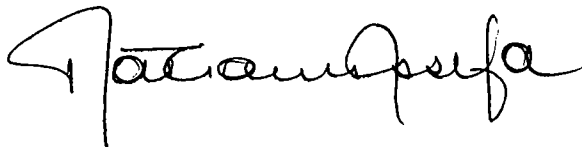
WENR is the result of a study conducted in 1986 among admissions officers and others working in international and comparative education which revealed a need for frequent updates on recent developments in education abroad, new educational institutions, new programs of study and trends in education, which we chronicle in Country Database and In Brief.

In this issue, Robert Cooney concludes his series on education in the Philippines with special reference to the accreditation of private institutions of higher education. His insights into the process of accreditation, a topic of great interest to foreign credentials analysts and admissions officers, are most valuable.

We also saw a need for the exchange of very practical information on the evaluation of foreign educational credentials, as exemplified by our mini-evaluations. In this issue we selected Far Eastern University, which enjoys full recognition in the Philippines although it does not figure on the list of institutions accredited by an agency affiliated with the FAAP. The mini-evaluation puts into perspective the status of accreditation in the Philippines, which is still very much in a state of evolution with the majority of institutions still unaccredited. U.S. admissions officers must use this information judiciously.

Credential evaluation requires that we pay attention to the quality and authenticity of the records submitted by students. In this issue of *WENR*, we share with our readers the experience of the staff of World Education Services, Inc. and the methods used in dealing with unauthentic documents.

We are dedicating our Spring issue to Lily von Klemperer, an old friend and supporter who encouraged the development of this publication and would call with thoughtful comments and suggestions when she received her copy. We shall miss her guidance and strive to keep her memory ever green.



WORLD EDUCATION

NEWS & REVIEWS

published quarterly by
WORLD EDUCATION SERVICES, INC.
 New York, N.Y. 10113-0745
 P.O. Box 745 Old Chelsea Station

MARIAM ASSEFA, EXECUTIVE DIRECTOR

EDITOR

Marilyn Arko Umehara

EDITORIAL ADVISORY BOARD

Barbara Cahn

Intersearch Group, Inc.
 New York

Joseph Capobianco

City University of New York
 Queens College

Cynthia Fish

City University of New York
 Bernard M. Baruch College

Michael Holcomb

Rutgers--the State University of New Jersey

Alan Margolis

City University of New York
 Queens College

Erika Popovych

World Education Services, Inc.

Circulation: **Montroe Headd**

Illustrator: **Jose Camacho**

World Education News & Reviews (ISSN-0897-6724) is a quarterly publication of World Education Services, Inc., a private, not-for-profit organization founded and incorporated in 1974. The annual subscription rate is \$35 per year, domestic, and \$45 per year for subscriptions outside of the U.S.; all foreign subscriptions must be paid in U.S. dollars. Domestic subscriptions are mailed third-class bulk rate.

Readers are invited to submit materials for publication in *World Education News & Reviews*. Acceptance of material will be at the discretion of the Editorial Advisory Board. Submissions should be addressed to *World Education News & Reviews*, World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, N.Y. 10113-0745. Telephone (212) 966-6311. Fax: (212) 966-6395. Full editorial guidelines are available to authors upon request.

© 1989 World Education Services, Inc. All rights reserved.

CONTENTS

Country Databank	1
<i>International education news culled from leading foreign publications</i>	
Publisher's Corner	2
<i>WES Executive Director Mariam Assefa discusses our "new look"</i>	
Letters to the Editor	3
<i>Reprint calls still pouring in for Margolis article</i>	
Dedication	3
<i>A respected colleague dies</i>	
In Brief	8
<i>European university rectors draw up a "Magna Carta"</i>	
Detecting Forged Credentials	9
<i>Examples of unauthentic documents</i>	
Education in the Philippines	14
<i>Focus on tertiary education and voluntary accreditation</i>	
Mini-Evaluation	18
<i>"Hands-on" evaluations of two Philippine institutions</i>	
Publications	20
<i>New books on international education</i>	
Reviews	21
<i>A new ACCRAO credentials handbook</i>	
Tidbits	23
<i>A smile or two</i>	
Preview	24

LETTERS TO THE EDITOR

BY POPULAR REQUEST

Recently we have heard of two articles written by Alan Margolis, Senior Registrar at Queens College of the City University of New York, and published in the Winter and Spring 1987-88 editions of *World Education News & Reviews*. The articles "Evaluating International Credentials: Problems of Transfer Credit" would be very helpful to us as we have many international students applying to our University each year.

I would greatly appreciate your indicating to me as to how I may obtain copies of these articles, or purchase the Volume I Winter and Spring editions of *World Education News & Reviews*.

Julia A. O'Connor
Administrative Ass't.
University of Maine

(Ed.: We have had so many requests for reprints of Mr. Margolis' article that we are now in a second printing. For those who want a copy of this or any other article in *WENR*, there will be a \$5.00 fee for a transcript, which will include shipping and handling.)

A CORRECTION

Re.: (Mini Evaluation, Fall/Winter 1988 issue)

Ingénieur Industriel/Industriel Ingenieur

The "mini-evaluation" of the above degree in the latest issue of *News and Reviews* is misleading in my opinion. First, the field of study is not necessarily Industrial Engineering: such schools offer other fields of study in science and technology. Second, the general field is engineering technology, not engineering, as is implied by the statement that the curriculum has a "practical orientation."

Joel B. Slocum, Director
Education International

(Ed.: Mr. Slocum is correct in stating that "Ingénieur Industriel" refers to degrees awarded in the general field of applied engineering technology, as it has, since 1977, replaced the degree of "Ingénieur Technicien".)

This issue is dedicated to the memory of Lily von Klemperer, who died at age 77 on November 8, 1988. Lily devoted her life to international education programs, working for 20 years with the Institute of International Education in New York, where she developed one of the finest resource libraries in the country. She co-authored *The New Guide to Study Abroad*, was a highly respected consultant in international education and served on the boards of several organizations dedicated to education. Lily was a valued member of the governing board of World Education Services, Inc. from 1977-81. We shall miss her.

COUNTRY DATABANK continued from page one

• • • *L'ÉCOLE NATIONALE DES PONTS ET CHAUSSÉES* (ENPC) has signed an agreement with *Universidad Polytechnica de Madrid*, the result of four years of close association.

The aim will be to draw up curriculums of study and to select students through joint decisions, with a double diploma to be awarded simultaneously from both institutions.

A French student, who must have already completed two years of class préparatoires, will spend two years at the ENPC and then two years at the Madrid institution.

A Spanish student will spend three years in Madrid, two years at the Paris institution and then return to Spain to complete his studies with a one-year project. (*GE Flash International*, Conference of Grandes Écoles, Dec. 6, 1988)

GERMANY

• • • THE WITTEN-HERDECKE PRIVATE UNIVERSITY, which has relied primarily on endowments and contributions for financing during its first five years of existence, will begin charging its students fees in 1990 to help defray at least 40% of the actual cost of educating students in their field of discipline.

According to 1988 estimates, this would entail fees between DM8,000 (\$4,500) for students in economics up to DM11,000 (\$6,000) for dentistry students.

The University maintains that in order to ensure its financial base and its independence, the introduction of student fees cannot be avoided. Assistance in the form of long-term loans, industry research grants and stipends is planned to help those students who cannot afford the fees. A plan also is being considered that would require all students to "work off" about DM2,000 (\$1,100) of the proposed fees by carrying out projects in the university library and archives. (*Frankfurter Allgemeine Zeitung*, January 14, 1989)

HUNGARY

• • • IN FEBRUARY 1989, 250 HUNGARIAN students began a 10-month course in management at the International Management Center in Budapest, the first management school to be created in eastern Europe.

The school is a joint venture among Hungarians, Italians and Americans. It is funded by: the Soros Foundation begun by George Soros, an American financier of Hungarian origin and one of the Center's founders; the Chambers of Commerce of Milan and Budapest; the Turin branch of the Sao-Paulo Bank; the Hungarian Bank of Credit and the Sensor Cooperative.

The first courses to be taught at the new Center will be reserved for Hungarians, but students from other communist countries, particularly from the U.S.S.R., probably will be admitted in the future. (*Le Monde de l'Éducation*, January 1989.)

INDIA

• • • AN ALL INDIA MANAGEMENT APTITUDE TEST (AIMAT) for candidates seeking admission to postgraduate programs in business administration at universities and other institutions has been launched by the All India Management Association. There will be a network of test centers throughout the country and the test is scheduled to be conducted twice a year. (*University News*, Sept. 5, 1988)

IRELAND

• • • IRELAND'S EDUCATION MINISTER Mary O'Rourke on January 12, 1989, announced a government decision to bestow University status on Ireland's two National Institutes for Higher Education Dublin and Limerick. These will be the first universities to be established in Ire-

land since it regained its independence in 1922. (The Higher Education Authority, Ireland, courtesy of Deputy Secretary Brendan O'Dea)

"ITALY SHOULD EXTEND COMPULSORY EDUCATION BEYOND THE PRESENT REQUIREMENT OF AGE 14" --GIOVANNI GALLONI, MINISTER OF EDUCATION

ITALY

• • • AT A CONFERENCE ON "WORK AND YOUTH UNREST" held in Milan on January 14, Giovanni Galloni, Minister of Education, spoke of the need to broaden the cultural preparation of Italy's young people. To accomplish this, Galloni asserted, Italy should extend compulsory education beyond the present requirement of age 14.

Citing the low rate of graduation among university students--only 30% of those who begin university study--Galloni pronounced the liberalization of access to universities a failure. Italy's graduation rate, he noted, is the lowest in Europe, far behind England's 75-80%, France's 65%, and even Germany's 48%.

Further, Galloni denied that the liberalization of university access had had a positive social effect. To support this thesis, he cited statistics that demonstrate a clear correlation between the type of upper secondary school attended and the successful pursuit of a university degree.

Specifically, he noted that 80-85% of *liceo classico* (classical lyceum) graduates complete a university degree as compared to 50-55% of *liceo scientifico* (scientific lyceum) graduates. Only 10% of *istituto professionale* (vocational institute) graduates who begin university studies earn a degree.

At the same conference, Galloni also spoke about the problem of dropouts from compulsory education. While

COUNTRY DATABANK continued

the rate of dropouts in the prosperous north is only 2.5%, as many as 15% of the students in the less developed south fail to complete compulsory education. (*Il Corriere della Sera*, January 15, 1989)

JAPAN

• • • A NEW PRELIMINARY UNIVERSITY ADMISSIONS TEST, to be called the Test of the University Entrance Examination National Center, will replace the current Joint Achievement Test as the preliminary screening device at institutions throughout Japan next year.

The new two-day test will be given for the first time in January 1990 and will allocate time to subjects in a manner different from the current exam.

Eighty minutes will be allotted for Japanese language, 60 minutes for two branches of mathematics subjects, 60 minutes for social sciences and 60 minutes each for three different science areas. The present test allows 100 minutes for Japanese language, 60 minutes for social sciences, 100 minutes for mathematics and 60 minutes for sciences.

The old test, which has been in use since 1979, now is being used by 95 national, one private and 36 public universities. All 14 private universities will use the new test. (*The Daily Yomiuri*, December 28, 1988)

• • • A SPECIAL NEW SECONDARY SCHOOL, to be known as the Tokyo Metropolitan Kokusai High School, will open in April in Meguro prefecture and is now accepting entrance applications.

The school curriculum will emphasize international studies and foreign language proficiency, with time to be allocated for English conversation classes and for studying the cultural differences between Japan and other countries. It is planned to have a student body of 240, with 70 places reserved for Japanese students returning from other countries, and 10 set aside for foreigners living in Tokyo. (*The Daily Yomiuri*, January 18, 1989)

• • • THE JUSTICE MINISTRY in late January 1989 announced a crackdown on 22 language schools in Japan to curb over-recruitment of Chinese students.

In a widening scandal, the Ministry revealed that a "flood" of language school entrance permits had been issued to Chinese students, regardless of their educational qualifications. Some institutions in Tokyo, Kobe and Sendai were found to be over-recruiting by twice their enrollment quotas, and charging Chinese students extraordinary fees for entrance permits.

As much as 400,000 yen, or the equivalent of 10 years of average wage earnings in China, is being paid by some Chinese students as a commission to obtain false guarantor documents and to finance other necessary expenses to come to Japan to work while attending Japanese language schools, according to the Security Department of the Tokyo Metropolitan police.

At *Keo Kyoiku Gakuin* (Keio Education Institute), a Japanese language school in Toshima prefecture, Tokyo, guarantor documents allegedly were forged by school employees, with about half of Keio Education Institute's Chinese enrollment coming to Japan mainly for employment rather than study. As a result of this discovery during an investigation by the Tokyo Metropolitan police department, the Ministry of Education revoked Keio Education Institute's teaching license in late 1988. (*The Daily Yomiuri*, January 22, 1989.)

• • • THE EDUCATION MINISTRY has just announced a sweeping reform of school curriculums for all grades from nursery to high school, which will place more emphasis on Japan's place in international society, traditional culture and a strengthened moral education.

Changes will include a sixth-grade study of history through the lives of 42 historic figures, including Admiral Heihachiro Togo, who led the Japanese navy to victory over the Russian navy in 1905. The display of the *Hinomaru* (traditional) flag and the singing of the *Kimigayo* (national) anthem also will be introduced at special events--all controversial actions strongly opposed and blocked by the for-

mer education minister Gentaro Nakajima, who felt that these proposals were too deeply associated with Japan's old militaristic policies.

The curriculum reforms are the first made in the school system in over 10 years, and mark the first time since World War II that changes have been introduced throughout all school grades.

Implementation will begin for primary schools in 1992, middle schools in 1993 and high schools in 1994. (*The Daily Yomiuri*, February 12, 1989.)

MALAYSIA

• • • EVEN THOUGH MALAYSIA'S vocational and technical education system has been commended by UNESCO, Education Director-General Tan Sri Abdul Tahman Arshad has announced a drive to expand his country's technology base by upgrading all vocational and technical as well as technological training programs.

Malaysia now has about 60 secondary vocational and technical education institutions and polytechnics, and is planning to develop 35 more by 1999 to meet national manpower needs. (*New Straits Times*, February 22, 1989)

NIGERIA

• • • THE DEARTH OF STUDENTS in science and engineering in Nigeria was recently criticized by Segun Benson-Amupitan, a faculty member in the department of Engineering and Technology at the University of Ilorin. Mr. Benson-Amupitan cited an acute shortage of science teachers and a scarcity of laboratory science equipment as major obstacles to developing technical education in his country. In spite of a government policy that university enrollment should be based on a 60-40% ratio in favor of science-based disciplines, he said that most universities have not complied with this directive, and that

continued next page

