

# World Education NEWS & REVIEWS



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## International Trends

# U.S. & European Community Begin Conversation On Exchanges

by Charles Karelis

An announcement made in Brussels this past November 16th may prove important for higher education on this side of the Atlantic. On that day, U.S. Secretary of State James A. Baker III and European Community President Jacques Delors told the press that the U.S. and the EC have agreed to set up a joint working group on higher education and continuing training. The aim of this small group of government officials—which will draw heavily on the advice of the higher education community—will be to “define ways to develop cooperation in the field of higher education and continuing training, including in particular the exchange of academic faculty, staff, and students” (emphasis added). Baker and Delors expressed confidence that the activities of this working group would actually “stimulate the flow of academic staff and students between the U.S. and Europe.”

Behind the announcement lay several months of transatlantic discussion about educational exchange, initiated by officials of the U.S. Department of Education. These officials had been struck by a discrepancy. De-

spite the close cultural and economic ties between the U.S. and Europe, the higher education linkages—the flow of students and faculty, and the degree of institutional cooperation—are weak, at least as measured in some obvious ways. For instance, it is interesting that while about 25 percent of all the goods exported by the U.S. goes to the 12 nations of the EC (Ireland, the U.K., the newly united Germany, France, Luxembourg, Belgium, Spain, Portugal, Greece, Denmark, Italy, and the Netherlands), these same nations

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buy only about 10 percent of our “educational exports”—as measured by the numbers of foreign university students who come to the U.S. from the various parts of the world. Conversely, while a majority of Americans who study abroad study in Europe, the absolute numbers that go

to Europe are tiny—less than 3 percent of all American college students.

Speaking more impressionistically, European and U.S. universities seem to be on different wavelengths—with different standards, different social missions, different teaching methods, and a different view of what being a university student is about.

What effect, wondered U.S. officials, would this weakness of our educational links with Europe have on our economic and cultural relations with Europe in the long run? In particular, might not the isolation of the two education systems make it needlessly difficult for European and U.S. professionals and business people to work abroad? And would this not disadvantage consumers and providers of services on both shores—especially in the era of the multinational corporation?

But, alerted by a report by Professor John Harris of Samford University in Alabama, these same U.S. officials recognized an opportunity as well as a problem. The opportunity was that the EC had recently committed itself to a big push in the field of student and faculty exchange, or “mobility,” as they are likelier to call it in Europe. This new EC effort prompted the U.S. offi-

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*For Professionals in International Education*

*From the Publisher's Desk*

## Gulf War Scorecard: Study Abroad a Winner



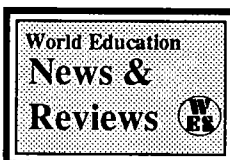
A war was fought and won between two issues of *World Education News & Reviews*. The long-term consequences, especially for the Middle East and the Islamic world, are difficult to predict and will be discussed at length over the years to come. In the meantime, the prevailing mood in the winning camp is one of elation at the success of the military campaign.

Many Americans chose not to travel abroad during the war and some even shunned domestic travel, especially to the East coast. The avoidance of many countries by Americans did not go over very well, especially in Europe, where people saw it as the height of paranoia. Some were understandably offended. All this had a familiar ring to New Yorkers accustomed to hearing about the dangers of this city, despite the fact that eight million people live here and that many more commute daily in relative comfort. Surely absolute safety cannot be guaranteed anywhere in the world. But the odds are probably greater that one would be struck by lightning, or even win the lottery, than become a victim of a terrorist attack.

In this issue of WENR, Joan Solaun and Ben DeWinter discuss the concrete measures taken on short notice by study abroad advisors anxious to ensure the safety of their students. To their credit, institutions did not cancel programs summarily. Students and their parents were amazingly calm—unlike corporations which cancelled or postponed most travel. Now, more than ever, American students must continue to study overseas. The expertise shown by our colleagues in crisis management should greatly enhance the confidence of students and their parents in the future.

**It was heartening to learn that in the midst of all the Gulf talk last November, the U.S. government agreed to set up a high-level joint working group with the European Community to study avenues of cooperation in the exchange of academic faculty, staff and students. The working group has yet to meet, but this indicates an important trend for the future of exchanges and we are transmitting it as such.**

Finally, our editorial board welcomes Gail Hochhauser, who brings with her extensive experience in study abroad issues. Gail is currently Deputy Director of Programs for the American Association of State Colleges and Universities in Washington, DC. Her appointment to our editorial board represents our recognition of the growth and importance of Study Abroad, and our commitment to expanded coverage of this area in the future.



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# Country Updates

major in either accounting or marketing, requiring three years of full-time study. The University of Sydney will offer programs

## Algeria

THE ALGERIAN PARLIAMENT VOTED AT THE END OF DECEMBER to adopt a law to spread the use of the Arabic language. From now on, parliament will deliberate and official acts will be published in Arabic.

The law, adopted by a large majority, applies equally to private enterprises, artisans, and to publications aimed at the mass market. At present, most Algerians read newspapers written in French, and those publications with the largest circulations are written in French.

A movement toward Arabization has been growing since the 1970s. In primary school, attended by six million children, teaching has been solely in Arabic for several years. French is taught as a foreign language. The last bi-lingual *baccalauréat*, sanctioning study in Arabic and French, was organized in 1988.

In institutions of higher education, where there are 250,000 students, social sciences, the humanities, economics, political science and law are taught totally in Arabic. The only foreign language allowed in regular instruction is English.

In scientific disciplines, where Arabization has been blocked by a lack of Arabic-speaking teachers, the study of medicine, technology and communication must be conducted in Arabic by 1997, according to the just-passed law.

Berbers, like most of the educated population, are protesting the provisions of this new law. (*Le Monde de l'Éducation*, Feb. 1991)

## Albania

THOUSANDS OF STUDENTS FROM THE UNIVERSITY OF TIRANA AND THE INSTITUTE OF AGRICULTURE IN TIRANA joined to boycott classes in early February, demanding improved dormitory living conditions and political reforms. Conditions in cramped student dormitories are said to be "abys-

mal." Students are demanding more heat, better food and half-price tickets on public transportation. (*Associated Press*, Feb. 7, 1991)

## Australia

THE SOUTH AUSTRALIAN INSTITUTE OF TECHNOLOGY (SAIT) AND THE SOUTH AUSTRALIAN COLLEGE OF ADVANCED EDUCATION (SACAE), AFTER THREE YEARS OF NEGOTIATIONS, HAVE MERGED TO FORM THE UNIVERSITY OF SOUTH AUSTRALIA.

Although detailed information is unavailable, the new university will combine the two institutions into six separate campuses and is expected to be one of the best professional and vocational institutions in Australia.

The SACAE was established in 1982, but its component colleges date back to Australia's first teacher education unit, the Advanced School for Girls, formed in 1872, and the Adelaide School of Design, established in 1855.

The Institute was established as the School of Mines and Industries in 1889, and in 1959 was restructured and renamed the South Australian Institute of Technology. The institute had worked more in the area of research and development and had greater access to independent funding than the SACAE because of its links to industry and engineering. The college had a stronger background in social sciences and commercial business.

The state of South Australia has two other universities, Flinders and Adelaide. (*The Australian*, Dec. 12, 1990)

SEVERAL NEW DEGREES ARE BEING OFFERED BY AUSTRALIAN INSTITUTIONS IN 1991. JAMES COOK UNIVERSITY OF NORTH QUEENSLAND is offering a program in tropical marine and environmental chemistry, which began on the undergraduate level in 1990 and will develop at graduate level over the next two years. The University of Western Sydney, Hawkesbury, is offering a new Bachelor of Commerce degree, with a

leading to a Master of Laws and a Master of Taxation. The programs will cover Australian Customs law, international standards in Customs, assessment of duties, regulations and tariffs, licensing and general controls. Monash University in Victoria is now offering a two-year, full-time program leading to a Master of Physiotherapy. The program is designed to provide an academic and clinical program in physiotherapy for graduates in biological sciences. Successful completion of the program will allow registration as a physiotherapist in Victoria. The School of Architecture at the Tasmanian Institute of Technology is establishing an undergraduate program in Timber Architecture and Engineering. All aspects of forest product processing will be studied. (*The Australian*, Dec. 12, 1990)

## Bahrain

A KUWAIT UNIVERSITY OFFICE HAS BEEN OPENED at the Arabian Gulf University in Manama to process students who wish to continue their education there. Kuwait University president Dr. Shuaib A. Shuaib said there were approximately 1,500 students who wish to join AGU in accordance with a previous agreement reached between the two universities. Bahrain has opened its educational institutions to all Kuwaiti students following a meeting between the ministers of education of the two countries. (*HCJ Communications*, Jan./Feb. 1991)

## Chile

ABOUT 1,300 CHILEAN UNIVERSITY STUDENTS WHO WERE EXPELLED DURING THE MILITARY REGIME OF GEN. AUGUSTO PINOCHET (1973-1990) have been told that they can be readmitted automatically, starting in March, 1991.

In announcing this policy, Education Minister Ricardo Lagos said the government would give Chilean universities an

*continued on next page*

additional \$580,000 to help them cover costs related to the students' return.

The government's actions were praised by the National Association of Expelled University Students, which noted, however, that some students had been expelled as many as 15 years ago, and that family or work responsibilities were likely to prevent them from resuming their studies without financial aid.

During Pinochet's 17-year regime, many students were killed during violent protests; political detentions, torture and exile were common. Student leaders often were followed by police and their homes raided for incriminating evidence, such as political fliers. Pinochet surrendered his presidency on March 11, 1990, but remains as head of the army until 1997. (*Chronicle of Higher Education*, Feb. 6, 1991 and *The Times Higher Education Supplement*, Nov. 30, 1990)

## China

**MORE THAN 16,000 STUDENTS ARE NOW ENROLLED IN 18 PRIVATE COLLEGES THAT HAVE BEEN ESTABLISHED IN BEIJING** in the last few years. Most of the students failed the State college entrance examination, losing their chance to enter a State-run college. Unlike students in public institutions, students attending private colleges must pay fees and find their own jobs after graduation, a task made more difficult because private schools do not have formal certification and their academic credentials are usually not recognized.

One of the first private colleges in Beijing was the China Society College established in 1982. All of its teaching staff work on a part-time basis, and the college rents classrooms in 18 locations throughout the city because it has no buildings of its own.

Haidian College in northeast Beijing has a reputation for producing "competent" graduates, and maintains a part-time staff of more than 200 teachers from other colleges and universities. Because graduates of private colleges are not guaranteed employment, the colleges offer courses of a practical nature closely linked with China's current economic requirements. (*China Daily*, Jan. 16, 1991)

**THE CHINESE ACADEMY OF SCIENCE (CAS) HAS MADE RESEARCH** on energy, new materials, bio-engineering and information technology top priorities in their eighth Five-Year Plan (1991-95).

Zhou Guangzhao, CAS president, said recently that "a new industrial revolution is coming because developing countries are quickly losing their past advantages in labor and natural resources. Automation and new materials have greatly reduced the reliance on such resources." China's chronic problems of an ever-growing population, shrinking farmland and energy shortages have left "only one way out," according to Zhou, and that is economic reform and rapid development in science and technology. To that end, the Academy will invest \$7.7 million in its 30 most important projects, including the establishment of engineering research centers to overcome a deficiency in engineering technology, setting up a multi-subject science center in Beijing, and establishing a nationwide ecological monitoring network to study global ecological changes. (*China Daily*, Jan. 16, 1991)

**CHINA'S VOCATIONAL-TECHNICAL TRAINING SECTORS ARE SCHEDULED TO DOUBLE THEIR ENROLLMENT** from the present figure of six million during the next 10 years.

The goal for the development of China's vocational and technical education is to enroll students in these programs at senior secondary level in numbers equal to students enrolled in general education programs.

To this end, a group of model schools and training centers will be established, using a system with equal emphasis on formal schooling, educational qualifications and professional certification, testifying to technical competence by grades.

In rural areas, some of the general middle schools will be made into agricultural middle schools, while remaining schools will offer more courses on agro-techniques. (*China Daily*, Jan. 23, 1991)

**THE STATE EDUCATION COMMISSION (SEDC) HAS PROPOSED THAT CHINA NOT ESTABLISH ANY NEW UNIVERSITIES OVER THE NEXT FIVE YEARS** to permit existing departments to improve their programs, especially in applied sciences. In addition,

first-year enrollments in Chinese universities were cut from 597,000 to less than 570,000 for the 1990-91 academic year as part of an overall effort to reduce the number of students entering disciplines in which few jobs exist. An exception was Beijing University, which doubled its freshman class to 1,600, all of whom are undergoing one year of military training at Shijiazhuang Army School. (*China Exchange News*, Dec. 1990)

## Egypt

**A NEW INTERNATIONAL UNIVERSITY USING FRENCH AS THE LANGUAGE OF INSTRUCTION** was inaugurated in November 1990 in Alexandria. The institution is named the Leopold Sedar Senghor University, after the former president of Senegal, who originated the project.

The university plans an annual intake of 100 students. Entrance requirements to the two-year postgraduate program will be high: students must hold a doctorate degree and have professional experience. Ninety percent of the first student group are Africans, while the other 10 percent are Europeans and Canadians. The annual \$20,000 cost per student is being financed by the Francophone states and by an appeal to private benefactors.

To date the university has two departments: Health-Nutrition, and Finance-Development. A third department dedicated to the environment is expected to be established shortly. (*Le Monde de l'Éducation*, Dec. 1990)

## France

**MORE INFORMATION IS AVAILABLE ON FOUR NEW UNIVERSITIES PLANNED FOR THE PARIS SUBURBS** within the next four years: Versailles/St. Quentin, Evry/Melun/Senart, Marne-la-Vallée, and Cergy. Designed to reduce the number of students in Paris proper from 200,000 to 150,000, these institutions will be autonomous.

Versailles/St. Quentin will be a multidisciplinary institution offering courses

