

# WENR

## WORLD EDUCATION NEWS & REVIEWS

### COUNTRY UPDATES

#### ALBANIA RELYING ON HELP FROM TEMPUS

The Ministry of Education has announced that it is planning to establish a "Center of Accreditation and Recognition of Diplomas" with the help of TEMPUS in the future.

Albania had no system of higher education until 1957. There are now seven universities and two higher schools enrolling about 20,000 full-time and 5,000 part-time students.

The three largest universities and the two higher schools are all located in Tirana, the capital. They are the University of Tirana, the Polytechnical University of Tirana, the Agricultural University of Tirana, the Academy of Fine Arts, and "V.Kushi" Higher Institute of Physical Education.

The other four universities are the "Luigj Gurakuqi" University of Shkodra, the "A. Xhuvani" University of Elbasani, "E. Cabej" University of Gjirokastra (all pedagogical institutions), and the Polytechnical University of Korca.

In all, the universities and higher schools issue about 70 different diplomas in the fields of natural sciences, medicine, history and philology, economics, law, social studies, engineering, agriculture, fine arts, sports, etc.

Entrance to higher education requires the *Deftese Pjekurie* (maturity diploma). The academic year is 30 weeks long, divided into two terms. Programs range in length, on average, from 4-5 years, with medicine requiring six years. Undergraduates must prepare and defend a thesis in order to receive a diploma. In most cases, the student must also pass one or two state examinations after having successfully passed all course examinations.

(Correspondence received 3/1/94 from the Republic of Albania Ministry of Education)

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### INTERNATIONAL TRENDS

#### ERASMUS meets SOCRATES and LEONARDO DA VINCI

##### The Impact of European Programs

by Hans de Wit



Has ERASMUS really changed higher education in the European Union, and were the European programs the first and only expression of internationalization of higher education in Europe?

As we approach December 1994, the expiration date for the current phase of ERASMUS and LINGUA, the European Commission, faced with fast-growing interest in their educational programs, conscious of the new role of education in the Maastricht Treaty and aware of a positive change of attitude in the institutions of higher education towards its educational

programs, is making the necessary preparations for the new phase.

The Maastricht Treaty, which became effective in November, 1993, for the first time gives the European Commission the legal authority for action in the field of education.

This lack of a legal basis did not stop the Commission from developing programs for the promotion of cooperation and exchange in higher education. Rather, it allowed creative ideas and projects that did not have to conform to the formal bureaucratic rules of the Community.

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## AUSTRALIA: NEW FOUR-YEAR MEDICAL PROGRAM

A four-year postbaccalaureate medical program will replace the current six-year postsecondary professional program at Flinders University beginning in 1996 and at Sydney and Queensland Universities Medical Schools by 1997.

The remaining medical schools, including the Faculty of Medicine at the University of Adelaide, will continue their six-year programs, for which extremely high marks in high school final examinations are required for entry.

The new graduate program will combine aspects of medical school, a teaching hospital and research laboratory. A "learning by doing" approach will be used, with students working in small groups and focusing on patient-centered problems. Social, environmental and economic factors that influence health care will be incorporated in the graduate curriculum.

Flinders will admit 61 Australians to the first four-year program in 1996. By 1997, there will be an additional 210 places at Sydney University and 230 at Queensland University. There will be a joint admissions process to the three graduate schools. Performance at undergraduate level will be weighed and an interview will be conducted. A comprehensive written admissions test is being developed by the Australian Council for Educational Research/ACER in collaboration with the universities.

(Correspondence from Flinders University of South Australia 2/2/94)

## CHINA PUSHING STUDY ABROAD

China will send more students abroad to study this year, a State Education Commission/SEC official said

recently. In order to aid the economy, students will be urged to study accounting, auditing, banking, law, and management.

The SEC pledged to allow students to "enter and leave the country freely." To facilitate their return, the Shanghai Municipal Government is building four centers to help holders of postgraduate degrees acquired abroad who wish to return to China to start their own businesses. In 1993, more than 10,000 people were sent to study abroad in about 60 countries, while more than 15,000 overseas students from 160 countries and regions were trained in China.

The government also ran Chinese-language courses and sent 5,000 visiting professors to 30 countries. More than 3,000 foreign scholars and specialists took part in 96 international conferences held in China in 1993.

The World Bank and the United Nations have loaned China \$1 billion in the past decade to boost educational development.

(*China Daily* 1/18/94; 2/3/94 and 2/21/94)

## CUBA EMPHASIZING TOURISM TRAINING

Tourism has become Cuba's only growth industry attracting foreign currency on a large scale. Small wonder that the government is aiming at one million visitors in 1995, a priority reflected in training for this new business.

The School of Hotels and Tourism in Varadero, located on the north coast due south of Key West, is the biggest of its kind in Cuba. It is a bright, freshly-painted complex of low buildings linked by covered paths and bordered by palm trees. Across the road, work is being carried out on its mammoth restaurant for tourists, staffed by students at the college.

## PUBLISHER'S LETTER

The most significant recent development in international education has been the establishment of the very successful European exchange programs. Carefully structured and generously funded, they have become the envy of the world.

Their success has a great deal to do with the funding they receive, both for student scholarships and administrative support.

At the same time in the U.S., the number of foreign students has increased significantly, thanks to growing enrollments from China, Japan, Korea, and Taiwan—all countries with expanding economies. Universities in Australia, Canada and the U.K. also recruit fee-paying Asian students, and it will not be long before universities in other countries enter that market.

International education has become a source of additional revenues for universities either in the form of tuition paid by students in the U.S., U.K. and Australia, or grants and remittances from the

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Jose Ruiz, the deputy director, said that compared with only 200 students five years ago, the school now has 1,400. For every place, there are ten applicants. Classes must be conducted in two shifts to accommodate demand.

The course lasts two years and includes the study of at least one foreign language. Russian has been abandoned in favor of English, German, French and Italian.

A lack of raw materials and severe food rationing in Cuba has caused a massive shift from theoretical, university education to commercial and vocational training. In 1990, 70 percent of Cubans in higher education went to university and 30 percent to vocational colleges—a ratio which now has been reversed.

The two prime areas for training are tourism and agriculture. In the past three years, 13 new agricultural colleges have been opened, bringing the total to 92.

*(The Times Higher Education Supplement 12/31/93)*

## CYPRUS ENACTS REGULATION OF PRIVATE TERTIARY INSTITUTIONS

The Ministry of Education recently enacted a law stipulating that private tertiary institutions must meet strict criteria in order to be registered with the Ministry. Previously, tertiary education was not governed by law.

The Philips College in Acropolis has met the Ministry's criteria and is registered. Although the government has accepted the institution's application to have their programs accredited, an accreditation panel has not yet been appointed. The College has faculties of Ac-

counting and Finance, Business and Management Studies, Computing and Information Systems, Public Relations and Languages, and Sociology and Psychology.

*(Correspondence from The Philips College Director 12/3/93)*

## EGYPT COUNTERS ISLAMIC FUNDAMENTALISM

In a continuing crackdown on Islamic fundamentalist influences at schools and universities, Egypt has reassigned hundreds of teachers to non-classroom jobs, ousted suspected radicals from university dormitories, and begun screening candidates for student leadership posts.

The moves have been met by a storm of protest at Egypt's 11 national universities, with the worst incidents taking place at Alexandria University and Cairo University.

The government's actions are set against a backdrop of rising attacks on public officials, foreign tourists, and others, for which Islamic extremists have claimed responsibility.

These actions follow government accusations that fundamentalists have a master plan to infiltrate university teacher-education faculties as well as the public schools, where they have been substituting their own curriculum for the official one, and requiring female students to wear the *hejab*, or Islamic head scarf.

"Islamists," the name often used for those who want the introduction of stricter religious values, have been growing in influence at the country's universities for more than a decade. They now control the elected student and faculty associations at many institutions.

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European Commission in the rest of Europe. As the market-driven approach to international education has taken hold, opportunities diminish for financially-disadvantaged students.

The dissolution of the USSR and the end of the Cold War have further aggravated the situation. Scholarships, issued by the thousands to Third World students, were one of the tools of the East-West rivalry. Now that the rivalry has ceased, this important incentive for scholarships no longer exists. The statistics will show that the number of these students has dropped accordingly. Unless we show some concern and devise some new programs, the Third World will soon be forgotten on our campuses.



*Stacy and Julia*

The crackdown is being undertaken at a time when Egypt is struggling to modernize its overcrowded and crumbling university system. Since the abolition of the Egyptian monarchy 40 years ago, the constitution has guaranteed the right to a college education. Consequently, enrollment has risen sharply, stretching the system to its limits and beyond.

Faced with an exploding population, Education Minister Bahaa El-Din says he expects the system's total enrollment of 650,000 to nearly double by the year 2000, raising enrollment from 19 percent to 25 percent of the college age group. This growth will be accomplished by opening new universities and doubling the capacity of the existing institutions by utilizing two teaching shifts. Distance learning programs, which charge fees, also are to be expanded. (*The Chronicle of Higher Education* 2/2/94)

### FRANCE REVISES PEDAGOGY APPROACH...SLIGHTLY

Ever since Napoléon, traditional teacher training in France has always put the emphasis on the need to have a thorough knowledge of the subject to be taught and not on *how* to teach it.

Faced with the increasingly heterogeneous classrooms of today, this type of teacher training seems elitist and outdated.

Three years ago, the Education Ministry realized that it would have to recruit 300,000 new teachers by the end of the century simply to replace those due for retirement. Teacher training reform then took on added urgency.

Between 1990 and 1991, Lionel Jospin, then the Socialist government's education minister, replaced the entire teacher training system with 29 new centers, called *Instituts Universitaires de Formation des Maîtres (IUFMs)*.

The centers immediately became the subject of controversy. Secondary school teachers, under the old system, simply studied their subject at universities, and had no practical training until taking up their first post.

Unlike the old normal schools, the centers train everyone and are attached to universities, but cooperation between them has not been easy. Many French academics mistrust pedagogical theory of any kind.

Ever since the center-right government of Prime Minister Edouard Balladur was elected last March, the future of the IUFMs has hung in the balance. The new Education Minister, François Bayrou, has clashed with François Fillon, Minister of Higher Education and Research, who holds to the old thinking that competence in the subject is all that matters.

As a compromise, the oral examination for the *Certificat d'Aptitude au Professorat de l'Enseignement du*

*Second Degré/CAPEŠ* (Secondary School Teaching Certificate) will make no reference to pedagogical theory and will again be more subject-based. As for teacher training, first-year students will spend at least two weeks observing a teacher in the classroom, and will do more pedagogical theory in their second year.

(*International Herald Tribune* 10/5/93)

### INDIA INTRODUCES UNIFIED MBA ENTRANCE EXAM

An All-India Management Aptitude Test (MAT) for admission to various MBA programs throughout the country was conducted for the first time in January, 1994.

The test scores will be accepted by 18 management institutes, such as those in the Pune and Lucknow universities, and by private business organizations.

At present about 120 institutions and universities are offering postgraduate programs in business management, which essentially require an aptitude test for admission. There are also private and public sector organizations that screen candidates for entry-level employment positions.

A need was felt in management circles to consolidate the resources of these two segments and evolve a standard evaluation mechanism for candidates seeking entry to business schools and the management profession.

The scores, which are proposed to be declared as percentile levels with institutions free to administer their own cut-off points, would be valid for one year. The results will be sent to the institutions chosen by the candidates.

(*University News* 12/27/93)

### Population Institute Assumes New Role

The International Institute for Population Sciences in Bombay was first established in 1956 as the Demographic Training and Research Center and renamed in 1970. The institute is wholly devoted to teaching and research in population studies. It has six departments, a computer unit and a library. Since 1990, it has also become the Examination Agency for the UNFPA-sponsored regional training programs in population studies for the countries of Asia and the Pacific region.

In 1992-1993, the Institute offered four programs of one-year duration: a Diploma in Population Studies teaching technical skills in population analysis; a Master of Population Studies requiring a master's degree in social sciences for entrance; a M.Phil. degree in Population Studies requiring postgraduate work in Population Studies or completion of the Certificate or Diploma in Population Studies; and a Diploma course in Health

Education. In addition, the Institute conducts a Ph.D. program. (University News 10/18/93)

### Rising Corruption and Malpractice

Although India has made impressive gains in education since achieving independence in 1947, these gains have been marred by rising corruption and malpractice.

Last fall, 70,000 students marched through Bombay protesting against corrupt universities that are in the business of selling degrees.

Donations for school admissions are now common from kindergarten on. Because examinations are so important for advancement throughout the system, some students routinely steal examination papers and some teachers sell test questions.

While the top leadership in the ruling Congress Party looks the other way in the face of blatant corruption, government financial support of education also is falling. In 1956, 7.8 percent of the GNP was provided for education. That percentage fell to only 3.9 in 1991-1992. Recently the World Bank ranked India as 115th among all countries in government support for education. In Asia, India was behind Thailand (4.2 percent) and Malaysia (8.5 percent). (The Christian Science Monitor 12/6/93)

### IRAN IMPROVES ACCESS FOR FEMALE STUDENTS

As of the end of 1993, restrictions that limited access to certain disciplines for female students have been abolished. The Ministry of Education has issued an order allowing female students to sit for entrance examinations to all university faculties.

Restrictions against female students have always existed, and additional ones were imposed when universities reopened in 1982 after the Islamic regime came to power.

According to press reports, in 1991 women were barred from more than half of mathematics programs and one quarter of programs in science and the humanities. Although one million women passed the 1993 university entrance examinations, only 90,000 were enrolled.

(Le Monde de l'Education 2/94)

### ITALY CHANGES SHORT PROGRAM TITLE

Since 1982, some post-lauream programs formerly known as *corsi* or *scuole di perfezionamento*, and lasting longer than one year, have been changed to *scuole di specializzazione* and lead to the *diploma di specialista*.

Shorter programs (less than one year in length) are still offered locally by universities as *corsi di perfezionamento* but they are not nationally sanctioned and students are issued only certificates of attendance.

A *diploma di perfezionamento* awarded prior to 1982 is equivalent to a current *diploma di specialista* by a *scuola di specializzazione*.

(Communication from Fondazione RUI, 2/8/94)

### JAPAN: UNION SAYS "END TWO-YEAR NURSING SCHOOLS"

The Japan Federation of Medical Workers' Unions (*Nihon-Iroren*) is calling for the establishment of more three-year nursing schools and the abolishment of two-year "Junior" schools. The Union, which surveyed 82 of the 83 two-year nursing schools in Tokyo, Saitama, Chiba, and Kanagawa prefectures in early 1993, found that two-year nursing school students are being used as a source of cheap labor at understaffed hospitals affiliated with their schools.

Under the current system, students attending the two-year schools are required to work part time in the hospitals, which in turn pay for their educational expenses. After graduation, the new junior nurses are pressured to serve low-paying apprenticeships at specific hospitals for a few years. If the offer is rejected, hospital directors often demand a full refund of tuition fees and even ask for compensation beyond these expenses.

It is common for students to work at hospitals both in the morning and at night while attending four or five classes during the day. They receive a monthly salary of about 50,000 yen (about \$530). Although the majority of junior nurses want to undertake further education in order to become registered nurses, many cannot continue their studies because of the apprenticeship requirement.

Students can undertake nursing education in two ways: accumulate 3,000 hours at a three-year nursing school after graduating from high school, or accumulate 1,500 hours at a two-year nursing school after graduating from junior high school. The system dates from 40 years ago, when only 35 percent of female students went to high school. Now, 90 percent complete high school, but there are places for only one out of four applicants to the three-year nursing schools.

(The Japan Times Weekly 12/6-12/13/93)

### Schools Being Forced to Internationalize

The Education Ministry is struggling to meet the educational needs of children of foreigners working in Japan, particularly Brazilians and Peruvians of Japanese descent, who have a special visa status. Foreigners with children are now spread throughout the country instead of being concentrated in metropolitan regions around Tokyo and Osaka, forcing the entire Japanese education system to internationalize the classroom.

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