

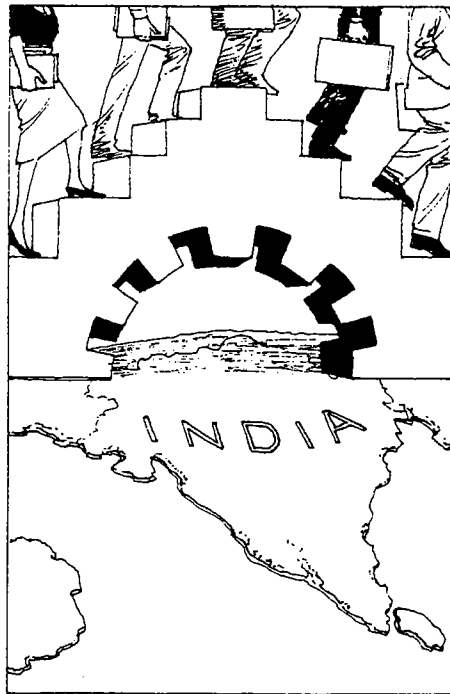
## INTERNATIONAL TRENDS

### Indian Universities—On the Upswing

by Sutinder Singh

When India achieved independence in 1947, democratic urges and aspirations for a better quality of life for the masses led to the adoption of a model of development which it was believed would ensure progress with social justice.

Education was looked upon as an important instrument in this development effort. This called for rapid expansion of educational facilities at all levels. India now has one of the largest systems of higher education in the world, with 219 universities and university-level institutions, over 8,000 colleges, 4.8 million students and .28 million teachers. Though quite impressive in itself, the system is grossly inadequate for a country as vast as India. Only five percent of the age cohort is in institutions of higher education, as compared to 50-60 percent in devel-



oped countries, and 20 percent even in some of the developing countries such as the Philippines and those in Latin America.

As elsewhere in the world, higher education has been a subject of intense debate in India. The rise of divisive tendencies, communalism and narrow parochialism, rising unemployment, the population explosion and continued high illiteracy levels have cast lingering shadows on the role of education as an instrument of development and social transformation.

*The Challenge of Education (1985)* published by the Government stated that "the present scenario is an indication of the failure of the education system." Nationwide debate and consultations culminated in the formulation of a National Education Policy

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## COUNTRY UPDATES

### ❖ Australians See Gold in Bangkok

Selling higher education to foreigners is now worth more than \$US1.1 billion a year to Australia, and the federal government expects earnings to rise sharply following its latest move into Thailand.

In Bangkok late in December, education minister Simon Crean launched the first offshore office of the new Australian International Education Foundation. Set up to broaden economic and cultural links with Asia, the foundation will coordinate marketing in the face of competition from other countries.

The number of students from Hong Kong has fallen by 20 percent over the last two years, while the number of Malaysians has leveled off. China, which once provided almost half of Australia's international students, is now a relatively minor source.

Australia has found it difficult to establish a strong foothold in countries such as Japan, Korea and Taiwan, where students are traditionally attracted to the United States, and has only begun to take advantage of its proximity to Indonesia.

Speaking at the opening of the Thai office, Crean said more than 2,000 students from Thailand were now studying in Australia, and the number was growing by 40 percent a year. There were also opportunities for Australian institutions to undertake training and education in Thailand.

The AIEF is expected to help increase overseas earnings by at least 33 percent more annually within five years. Under arrangements with the Thai ministry of university

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**The Pursuit of International Students**

A recent informal survey of a dozen institutions in the northeast revealed that the principal function of the international admissions officer had changed. The majority of the respondents indicated that they were now responsible for increasing foreign enrollment and spent a great deal of time in trying to recruit students.



International students are attractive to institutions because they pay the full cost of their education. With state governments cutting budgets for higher education, even public institutions have discovered the value of the full-fee paying international student. This phenomenon is not confined to the United States alone; in Australia and the United Kingdom, the governments themselves are involved in recruiting full-fee paying students for the stated purpose of generating income for their universities.

The United States government is not involved in attracting students to this country, but the Department of Commerce lists higher education among the nation's most successful exports in the service sector.

There is quite a gap between what institutions say about foreign students in the context of international education statements and what they practice. There are still many international educators who explain the presence of foreign students as a means for providing a cross-cultural experience for their American classmates. There must be a different reason why foreigners spend thousands of dollars to study in the United States. This is one aspect of international education that has taken on a new dimension, even if the rhetoric has not yet caught on.

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**IN FUTURE ISSUES...**

- EDUCATION IN SOUTH AFRICA TODAY
- THE ART OF ACADEMIC TRANSLATION
- THE ECONOMIC IMPACT OF CHANGES IN HIGHER EDUCATION IN THE UNITED KINGDOM

affairs, Australia will assist in the upgrading of academic staff. Senior university administrators will be brought to Australia to understudy their Australian counterparts. Developments in Thailand have created a huge market for high quality education, said Crean. *The Times Higher* 1/6/95

### Central Queensland U Opens Fiji Campus

Central Queensland University has taken another step in its aggressive expansion with the announcement it will set up a campus in Fiji in partnership with a local training institution, JOBS Fiji Ltd., which will manage its local program.

Although the new campus in Suva will admit only Fiji students at first, CQU hopes to attract enrollments from throughout the Pacific. Enrollments will begin immediately, with plans to offer internationally-recognized business and management courses to between 25 and 200 students. *Campus Review*, 2/2-8/95

### ❖ China's Joint-Venture Schools Thriving

Seven colleges and more than 20 training centers focusing on languages, commerce and vocational training were established in Beijing last year in joint venture programs under the auspices of the Beijing Adult Education Bureau.

Chinese law prohibits any foreign school from operating independently. Each must be examined and then registered by the Bureau. Hundreds of foreign schools and enterprises have expressed an interest in investing in joint venture projects, according to the Bureau. China considers education to be a public service rather than a profit-making venture.

Among the thriving foreign schools are the Malaysian-financed Beijing International Management College, which opened in 1993. The college adopted the management curriculum of Britain's Coventry University and offers a bachelor's degree in Business Administration to qualified students. About 70 students are currently enrolled.

A large Japanese enterprise is planning a school in the Haidian District to train its Chinese branch workers, but no agreement has yet been reached.

More than 1,800 schools, offering adult short courses ranging from prenatal care to night school for senior citizens, were in operation by Fall 1994. About 100 unqualified schools are closed each year after routine inspections. *China Daily* 1/26/95

### China Adopts British Business Examination

The London Chamber of Commerce and Industry Examinations Board (LCCIEB) will conduct its first examinations in China in March 1995 via its coordinating

authority, the Singapore-based Educational Resources Pte. Ltd.

To date, Educational Resources has set up four LCCIEB examination centers in Suzhou, Jiangsu Province; Changchun, Jilin Province; Fuzhou, Fujian Province; and Wuhan, Hubei Province. These centers, in cooperation with Suzhou University, Northeast Normal University, Fuzhou University, and Huazhong University of Science and Technology, will offer tutoring to candidates before the examinations.

The subjects offered include Practical Business English, English for Tourism, and Practical Bookkeeping and Accounting. Each examination has three levels.

Educational Resources is also planning to cooperate with Chinese universities in establishing other training centers and in publishing tutorial materials.

Future examination centers may be located in Chengdu, Sichuan Province; Dalian and Shenyang, Liaoning Province; Hangzhou, Zhejiang Province; Qingdao, Shandong Province; Shanghai; Beijing; and Tianjin.

Diplomas and certificates from LCCIEB are internationally recognized standards of attainment by industrial and business concerns in over 80 countries and regions. In Singapore, Malaysia, and Hong Kong, many employers require job applicants to present their LCCIEB certificates. *China Daily* 11/3/94

### Computer Network to Link Universities

By the year 2000, China plans to have in place a national computer network named Cernet to link approximately 1,000 universities and colleges. Between 100 and 300 universities are expected to join Cernet by late 1996.

So far, the network has linked ten top universities and colleges in electronic and information technology research in eight cities, including Beijing, Shanghai, Nanjing, Wuhan, Xi'an, Chengdu, Guangzhou and Shenyang. Cernet is also linked with Internet. *China Daily* 1/12/94

### New School for Foreign Trade Personnel

The Beijing Foreign Economy and Trade Research Institute, formerly known as the Beijing Foreign Trade School, will open May 1 as part of Talent Project to train qualified foreign trade personnel.

Talent Project was launched by Lu Yucheng, vice-mayor of the economy and foreign trade in Beijing. It has set a goal of training 10,000 junior, 1,000 middle-level and 100 senior foreign trade personnel and experts over the next three to five years.

Cooperating in the Project are Beijing International Studies University, Beijing University of Foreign Economy and Trade, Beijing University and People's University, which will supply faculty and consultants to the Institute.

*continued next page*

Two classes in International Accounting will be offered initially. Columbia and Harvard Universities also will be invited to open classes in economic law. *China Daily* 2/18/95

## Renegade University Closed

The Shaanxi University of Comprehensive Training, which was set up with the approval of the Shaanxi Education Commission in 1992, has been closed by the Commission for illegally changing its registered school name to Comprehensive University of Shaanxi, illegally engraving a school seal, distributing false recruiting advertisements, charging more for its two-year program than authorized, and then continually postponing its courses and refusing to make refunds to students who wanted to withdraw.

The incident has dealt a blow to provincial educational reforms and cast a shadow on non-governmental-run schools. The government plans to discipline the principals involved. *China Daily* 2/15/95

## ❖ Egyptian Government Reviewing Plans for Private University

In 1992 the Egyptian government authorized the establishment of private universities. Plans for the proposed Private University of Modern Arts and Sciences are now under government review. Initially, the university will consist of faculties of electrical engineering and electronics, computer science, business administration, and economics. In subsequent stages of development the university will open faculties of environmental science, literature and arts, and communications, to be followed by the establishment of faculties of agriculture and desert technology.

Under the proposed plans, secondary students from the science track may enter any faculty. Those from the arts track will be able to apply only to business administration, economics, literature and arts, and journalism.

All students will be required to study English and computer science for two semesters. The initial intake of students is not expected to exceed 200, and should double the following year. A student-teacher ratio of five is anticipated. *AMIDEAST Membernews* F/94

## ❖ Malaysia Opens Doors to Foreign Universities

Malaysia is opening its doors to foreign universities in a bid to curb soaring education costs and stop thousands of students from going abroad each year for higher studies. The decision, to be implemented soon, reverses a 24-year-old regulation which allowed only local universities to offer first degree courses.

Prime Minister Mahathir Mohamad was quoted as saying that "Appropriate conditions that are in line with

the government's policies and the nation's needs will be imposed on foreign universities setting up branches here." Foreign universities will be obligated to offer courses in Malay and subjects relevant to Malaysia, in addition to teaching in other languages. *China Daily* 1/12/95

## Malaysia Returns to English

A year after allowing certain technical subjects to be taught in English at tertiary institutions, Malaysia is going to permit English to be widely used as a medium of instruction in higher institutions, reversing a current law which has made it illegal to teach in English.

After years as a British colony with a tradition of English-language schools, a strong sense of nationalism made Malaysia turn inward, to Bahasa Malaysia, spurning its English-language heritage. The law banning English instruction is now considered a hindrance, leaving Malaysia behind its competitors. Prime Minister Mahathir says if Malaysians aren't proficient in English, then "our trading will be confined to domestic transactions...if we want to be good managers, we have to master English."

Mahathir plans to liberalize the entire education system. In the mid-1980s, Malaysia introduced the "twinning" system under which local private colleges offering one- to three-year programs were twinned with foreign institutions by preparing their students for the final years abroad. Because twinning institutions in Malaysia are exempt from racial quotas, the majority of students in these programs are ethnic Chinese. This is in contrast to government universities, where 55 percent of places must be reserved for Malays. Similarly, branch campuses of private institutions will have no restrictions on the medium of instruction and will not be subject to racial quotas.

Malaysia will now have the advantage of attracting bright students from countries around the region to attend these private universities, and is hoping to retain its own students, who now study abroad.

*Far Eastern Economic Review* 1/12/95

## ❖ Mexico's Financial Crisis Severely Impacting Education

For thousands of Mexican students in the U.S. or planning to study in the U.S., the currency crisis is having a direct personal effect. If one can judge by Mexico's last major devaluation in 1982, the impact on academic mobility will be severe.

In 1982, there were roughly the same numbers of Mexicans studying in the U.S. as are now—about 8,000. Two years later, the number had dropped by 30 percent to 5,600 and hovered at that level or lower throughout the 1980s. Part of this reduction was attributed to a decline in the number of fellowships for foreign study funded by the

