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International Trends

Study Abroad: Setting Goals for the 1990s and Beyond

by Joan Solaun, Ph.D.

Although "internationalization" of the college and university campus in the United States became the "buzz" word of the late 1980s and early 1990s, defining how to accomplish this in real terms and in the light of shrinking resources has not been easy.

The many variables at play on each campus make the blueprints for internationalization different at each institution. The bottom line is that only two percent of our undergraduates study abroad.

If progress is to be made to bring our campuses up to speed, dramatic measures are called for.

A concentrated effort has been growing on the part of committed individuals and national associations involved in international programs to light fires under educational institutions in this country.

Key to the effectiveness of this push was the Bartlett Committee, or the Advisory Council for International Educational Exchange, established by the Council on International Education Exchange (CIEE) in 1987. Headed by Thomas A. Bartlett, this distinguished group published its report entitled *Educating for Global Competence*.

The Committee report, which was widely circulated at strategic levels, mapped out priorities and set targets toward which the nation and its indi-

vidual educational institutions can aspire.

Media coverage of the report focused attention on particular concerns of the study abroad community. Copies also were sent to university and foundation presidents and others in key positions related to educational priorities around the country.

An Option for a Privileged Few

The report came at an important time in the development of study abroad. It underlined the fact that the opportunity to explore the world beyond the borders of the United States is still predominantly an option for a privileged few white, upper middle class individuals, principally female, sojourning in Western Europe and concentrating on humanities courses.

The fact that so few U.S. undergraduates have had an overseas experience is of more than just considerable concern.

A target goal of 10 percent was recommended by the Bartlett report, as was expansion of the opportunity to currently underrepresented students, academic disciplines and parts of the world, such as Latin America, Asia and Africa.

To implement the Bartlett Committee report, a National Task Force on Undergraduate Education Abroad, funded by

NAFSA: Association of International Educators, CIEE and the Institute of International Education (IIE) was established in 1989. Co-chairs were Barbara B. Burn, Associate Provost for International Programs, University of Massachusetts at Amherst, and Ralph H. Smuckler, Dean of International Studies and Programs, Michigan State University.

"Inhibitors" to Study Abroad

Their report, entitled *A National Mandate for Education Abroad* (available free from NAFSA, 1875 Connecticut Ave., NW, Suite 1000, Washington, DC 20009-5728) is a call for action. It focuses upon specific deterrents, particularly those on U.S. campuses, and recommends positive courses of action to deal with these "inhibitors," to use the Task Force term.

The problem areas currently targeted are an insufficient institutional commitment to international education; the negative views of some faculty members; restrictive curricular requirements; foreign language deficiencies; inadequate study

abroad support services on campuses here and abroad; inadequate information about education abroad opportunities and their relative quality and financial regulations and shortfalls.

The Task Force mandate is to raise the number of U.S. students studying abroad to 25 percent by the year 2008.

While pointing out the difficulties and recommending practical solutions, practitioners and academics who care are determined to make implementation of the Task Force recommendations the primary focus of activities at all levels during the next year.

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For Professionals in International Education

From the Publisher's Desk

Tapping New Resources for Information

International educational exchange enters the 1990s with an abundance of ideas and priorities, but lacking any definite direction. While there is general agreement that exchanges must be increased, advocates have paid little attention to the mechanisms used for facilitating these exchanges.

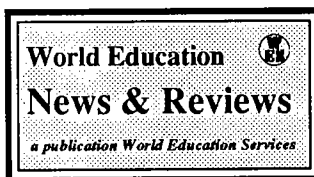
An example is information on educational systems, institutions and programs--one of the principal tools of exchange. One would expect information to be more readily accessible today, thanks to modern technology and direct contacts between American and foreign professionals. Yet we still rely largely on old resources and methods of gathering information.

For example, while increasing numbers of foreign educators attend the NAFSA annual conference, one wonders why they are not found more frequently on panels. Why do our professional bibliographies still contain so few references to foreign publications?

The most likely answer is that old habits are hard to break and that we still operate as we did years ago when our information and activities were locally generated.

One immediate measure we can take is to extend our reach to tap existing resources worldwide. Our publications and other programs would be greatly enhanced, as would our communications with our colleagues and counterparts abroad. Furthermore, the new range of communication technologies makes it easier to avoid a wasteful duplication of labor. Consequently, scarce financial resources could be better deployed covering parts of the world which are increasingly being left out: Africa, Latin America and South Asia.

Most importantly, professionals in the United States will have to abandon the old "hub and spoke" mentality of the 1970s and even the early 1980s, when the United States was certainly the hub. Education abroad, still a marginal activity reserved for a few students, should become a standard feature of undergraduate education in the United States and many other countries. Study abroad and educational exchange will take on their true meaning when they no longer stand for the one-way traffic of students from developing countries to North America and Europe.

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Country Updates: Australian Universities Over-enrolled

Australia

MOST OF THE NATION'S UNIVERSITIES HAVE OVER-ENROLLED BY RECORD LEVELS, creating a crisis for students, teachers and administrators who have to deal with overcrowded lecture halls, inadequate facilities and a shortage of academic staffing.

The problem is nationwide. Most institutions have over-enrollment levels of 10 percent or more than are being funded by the federal government. Costs will have to be met from the institutions' own resources. (Enrollments exceed funded levels by nearly 7,000 students in Victoria alone.)

One factor behind the phenomenon is the high level of unemployment, but the federal government's new funding policy of penalizing institutions for under-enrollments is also to blame.

To cope, more and more courses at universities are reverting to big lecture classes rather than small tutorial groups. One institution has a first-year economics course which enrolled 750 students, for example. A spokesman for the Federated Australian University Staff Association said the quality of higher education had already dropped, and "it is going to get worse." (*The Australian*, 3/20/91)

AUSTRALIA WILL LOSE ITS EXPORT EDUCATION INDUSTRY TO ASIAN COUNTRIES AND NORTH AMERICA if it does not introduce strict government regulations and improve student services, some foreign student organizations are warning.

More than a dozen private English language colleges have collapsed, leaving students stranded and the Government with a multi-million dollar bill for their fees. The liquidation of the largest, International House English College in Sydney, affected about 800 Chinese students. The Network of Overseas Student Collectives says the collapse of the colleges has left 4,000 students out on the streets "without anything to protect their rights."

Representatives of ELICOS (English Language Intensive Courses to Overseas

Students) said the bad publicity had caused recruitment of foreign students to Australia to fall, with many going instead to Canada, the United States and New Zealand.

Education export industry representatives are insisting on self-regulation rather than stricter government controls, but a new federal Education Services Bill would impose greater safeguards on fees and require all institutions marketing education services to be registered.

The federal government set aside \$50 million last year for refunds to an estimated 5,000 students from China who had prepaid their fees to study in Australia and then been denied visas by a new government policy. But the actual number of students filing claims has risen to 9,247, making the original refund set-aside inadequate; the education department is seeking another \$11.8 million to meet this swelling demand.

Delays in paying the refunds, as well as the sudden closures of the English language colleges, have damaged the reputation of Australia's export education industry. Education Minister John Dawkins is blaming the opposition party for keeping public attention on the issue and "sabotaging" the export education industry. (*The Australian*, 4/17/91)

MACQUARIE UNIVERSITY will introduce its first professional doctorate, a Doctor of Education, next semester. **GRIFFITH UNIVERSITY's** humanities division has launched its first Master's program this semester. Eleven students have started the Master of Arts/Graduate Diploma in Australian Studies, the first of four master's programs to be offered in the Humanities division over the next three years. **FOOTSCRAY INSTITUTE OF TECHNOLOGY** in Victoria has introduced a World Competitive Management techniques course for its engineering undergraduates. The main programs are World Competitive Manufacturing and Total Quality Management. (*The Australian*, 3/20/91)

SEVERAL AUSTRALIAN UNIVERSITIES ARE

OFFERING ASIAN STUDENTS THE OPPORTUNITY TO STUDY FOR AUSTRALIAN DEGREES IN THEIR OWN COUNTRY, only requiring them to study in Australia during their graduating year.

The University of Western Sydney, Hawkesbury campus, is one of the first Australian universities to introduce international education through a video conference link.

Australian university degrees by correspondence are particularly attractive to Japanese students. In a complicated arrangement, the UWS Faculty of Nursing has finalized a contract with Hong Kong Baptist College to fill 80 positions with Japanese students for a Bachelor of Health Science (Nursing). The degree will be offered over a period of two years of part-time study via electronic mail in Hong Kong, with students to spend the final year in full-time study in Australia.

Links also have been established between the Hong Kong Polytechnic Institute and Monash University to enroll about 170 Japanese students in a Bachelor of Applied Science (Nursing) program and in a Bachelor of Business program in 1991. (*The Australian*, 2/20/91)

Burma (Myanmar)

STUDENTS BEGAN RETURNING TO THE BURMESE CAPITAL, RANGOON, in mid-May for the first time in three years after agreeing to a ban on political activities.

The concession by Burma's army junta came after the jailing of 34 opposition figures in a continuing crackdown on dissent.

The universities were a hot-bed of protests during the failed 1988 student-led uprising in which at least 3,000 people were killed, and Western diplomats said tensions were still high.

Returning students, as well as their parents, must sign a commitment not to engage in political activities. The closure order on tertiary institutions imposed in 1988 had already been lifted in most rural towns, but maintained in Rangoon and Mandalay. Included on the list of campuses

continued on next page

being reopened are Rangoon University, Mandalay University and the Rangoon Institute of Technology, which helped to organize the program of passive resistance that led to the bloody confrontation with security forces.

Human rights groups claim hundreds of former students are still being kept in detention after the military coup in September 1988 that ended the protests. (*The Australian*, 5/15/91)

Canada

ONTARIO HAS BEEN ADVISED TO CREATE TWO NEW FRENCH-LANGUAGE COMMUNITY COLLEGES and to abandon bilingual programs in other colleges.

A report commissioned by the provincial government said that northern Ontario needed a French-language community college for 2,500 students as soon as possible. It also recommended providing such an institution for 1,000 students in southern Ontario by September 1992.

Currently only one of Ontario's 23 community colleges is a French-language institution—La Cité, which opened in Ottawa in September 1990.

Community colleges in Ontario offer diploma programs in applied sciences, technology and the arts. (*The Chronicle of Higher Education*, 12/5/90)

China

FOUR KEY COLLEGES IN CHINA'S COASTAL PROVINCE OF FUJIAN are for the first time to enroll students from Hong Kong, Macao and Taiwan, starting from the coming autumn term. Applicants from the three regions can apply for two-year courses, graduate and postgraduate programs in the Fujian College of Traditional Chinese Medicine, Fuzhou University, Fujian Normal University and Fujian Medical Institute. (*China Daily*, 4/10/91)

THE STATE IS TO GIVE BOTH CHINESE AND FOREIGN ACUPUNCTURISTS THE OPPORTUNITY TO GAIN A PROFESSIONAL QUALIFICATION in the field. The State Examination Center on Traditional Chinese Medicine will hold an examination on acupuncture and moxibustion (the use of *Artemisia moxa* leaves as a

cauterizing agent or counterirritant on skin) in Beijing in October, and then twice a year from 1992.

Acupuncturists from within and outside of China may apply for the examination, which will test both basic theories and clinical practice. Entrants who pass the examination will receive a certificate and a grade testifying to their professional skills.

With help from the World Health Organization, the examination center recently completed guidelines for appraising professional knowledge and skills. Currently, the professional standards of acupuncturists are assessed by the medical colleges and academies where they are taught and trained. (*China Daily* 3/20/91)

THE THREE-YEAR-OLD BEIJING VOCATIONAL SCHOOL FOR ETHNIC MINORITIES is the capital's only vocational school specializing in training intermediate level ethnic personnel in tourism, Muslim hotel practice, Muslim cuisine and commercial services. The study of Arabic is another speciality offered by the school in a four-year program; other majors are offered in three-year programs.

More than 62 percent of the school's 400 students are Hui, Manchu, Uyghur, Mongolian and Korean. Graduates readily find employment in tourist offices, hotels and restaurants catering to Muslims and other minorities. Nearly half of Beijing's 40,000 minority residents are Muslims, and the city also is host to a great number of Muslim tourists.

Beijing now has 221 vocational schools offering courses in 232 specialities and enrolling 56,000 students. (*China Daily* 1/30/91)

ACCORDING TO THE NEW POLICY "A PILOT SCHEME OF SEVEN-YEAR MEDICAL UNIVERSITIES" issued by the State Education Commission on April 27, 1988, Chinese medical universities and colleges will gradually change from their current 3-4-5-6-8-system to a 3-5-7 system; namely, three-year programs leading to diplomas, five-year programs leading to a Bachelor of Medicine, and seven-year programs leading to a Master of Medicine.

Fifteen medical universities and colleges have started seven-year programs in

clinical medicine since Fall 1988: Beijing Medical University, Shanghai Medical University, Shanghai Second Medical University, West China Medical University, Tongji Medical University, Beijing Union Medical College, Harbin Medical University, Sun Yat-Sen University of Medical Sciences, Norman Bethune University of Medical Sciences, Hunan Medical University, Zhejiang Medical University, Xi'an Medical University, Shangdong Medical University, Tianjin Medical College, and the Medical School of Nanjing University. Three, Beijing Medical University, West China Medical University, and Shanghai Second Medical University, also began seven-year programs in stomatology. (*China Education Yearbook*, 1989)

Egypt

THE DIPLOMA OF HIGHER STUDIES IS AWARDED BY CAIRO UNIVERSITY for two-year programs in such fields as anthropology; education; English, French, and German translation; industrial sociology; and librarianship; and for one-year programs in applied linguistics and applied psychology. The Faculty of Engineering offers over 30 two-year programs for the Diploma in fields such as city planning, electrical circuits and sanitation engineering.

The Diploma of Higher Studies is designed for students who are not prepared to go directly into a graduate study program due to a low GPA, etc. They are required to go through a diploma program before entering the master's program. In other cases, company employees might want to enhance their knowledge through diploma programs.

Diploma programs are part-time. Diploma candidates and candidates for the Master's degree do not attend the same classes, and diploma holders cannot be admitted to Ph.D. programs. (Correspondence of 2/5/91 from Prof. Farouk Ismail, Faculty of Engineering, Cairo University)

France

ALTHOUGH THE FRENCH ECONOMY NEEDED 25,000 ENGINEERS IN 1990, only 14,000

