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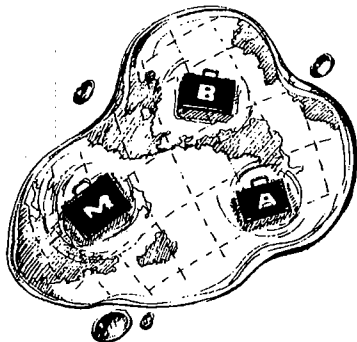
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CONTENTS

- 1 INTERNATIONAL TRENDS
Competition Among
Business Schools
- 1 COUNTRY UPDATES
Events in China, Poland, South
Africa, the U.S., and more
- 9 FEATURE
Education in the United States
- 18 STUDY ABROAD
Crisis Management
- 24 NEW PUBLICATIONS
Wisconsin Directory of
International Institutions



COUNTRY UPDATES

❖ ALGERIA: TEACHERS FLEEING CIVIL WAR

Four directors of the Tlemcen School are being sued in the Algerian courts for having read to their students Islamist tracts threatening reprisals against female students who do not wear the *hidjab* (veil). The lawsuit was brought because of complaints by parents.

A 17-year-old *lycée* student, Katia Bengana, recently was killed by an Islamist because she refused to wear the veil. Two other secondary school students who were veiled were assassinated at the end of March near Algeria. The *Jeunes Algériens Libres/OJAL* (Organization of Free Young Algerians) had threatened to attack veiled females, a reaction to Islamists cautioning girls to wear the *hidjab*. Thus it appears that violence is particularly directed at adolescents, especially young female students.

A little more than 300,000 students are enrolled in school. A recent official study of science education confirms that an exodus of Algerians affected by the civil war which wracks the country has not spared the teaching profession. The ratio of teachers to students in science is now one teacher for every 153 students, but it is one for every 230 students in other disciplines. The flight, notably to France, of lecturers and other teaching personnel is the principal cause of this deficit, notes the study.

In the 1980s, Algerian authorities gave the Islamists free rein at the universities. Islamists seized the opportunity to promote Islamic values, even physically harassing female dormitory residents on the grounds that they should live at home.

In 1992, the government canceled the country's general elections, which the Islamists were poised to win, and the two sides began a struggle that has grown extremely violent.

University students and instructors were among the thousands of Islamists jailed without trial. Police took up residence on the campuses, from which Islamists are now banned.

(The Chronicle of Higher Education 2/2/94 and Le Monde de l'Education 5/94)

Continued on page 2

INTERNATIONAL TRENDS

U.S. Business Schools Vie for Foreign Applicants

Margaret Barry

During the heady years of the 1980s, business schools here and abroad were deluged with eager applicants seeking a ticket to the gravy train, seemingly guaranteed by possession of an MBA degree. The recession and relentless downsizing by corporations now have detoured students to other professional paths.

Faced with a shrinking applicant pool and increasing competition from European business schools equally hurt by a recession, MBA programs nationwide are fighting to keep their enrollment numbers up. The University of Texas, for example, set up a 24-hour toll-free number for applicants last year. Kent State University in Ohio hired a marketing firm for the first time to handle its promotion. Even the Harvard Business School, which saw a modest 4 percent rise to 5,930 applications for 1992-1993, proposed late last year to revamp its dated curriculum.

Continued on page 20

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Finding Common Ground

Following the NAFSA conference, a group of U.S. and European admissions officers, credential evaluators and study abroad advisors gathered for a two-day seminar at the University of Miami to discuss the methods and procedures used in conducting research on foreign education systems.

The 30 participants, representing eight countries, discussed the various elements for the ideal publication on an educational system written for admissions and credential evaluation purposes, and drew a model table of contents. What became quickly apparent was that there was a remarkable degree of agreement on the type of information required. The discussions also highlighted the need to describe educational systems faithfully, taking care in the use of terminology.

One simple example would be the use of the terms "undergraduate" and "graduate" in describing levels in higher education. Those seemingly generic terms in the United States are regarded as interpretative rather than descriptive to those whose educational systems do not lend themselves to such categorization, and who define levels in higher education differently.

This issue of *WENR* contributes to the dialogue by presenting key concepts in education in the United States. This description of education in the United States focuses on the points of transition between levels in education and on the issues fundamental to admissions and, by extension, foreign credential evaluation.

COUNTRY UPDATES continued from page 1

❖ CHINA LIMITS RIGHT TO AWARD DEGREES

From this summer on, the Chinese State Education Commission/SEC will tighten control over the awarding of degrees and diplomas. Although universities will still make the awards, all certificates will be printed and validated by the State Education Commission. The move is being made to prevent institutions from selling fake credentials and exceeding government quotas for self-funded students.

The government has allowed self-funded students from well-off families to buy admission to universities since 1989. At the time, the policy was hailed as a master stroke to ease the government's financial burden and bring higher education closer to the market.

But now many politicians and educators claim that it has opened the door to fraud and corruption on a massive scale. To make money, universities began admitting increasing numbers of self-funded students who had failed their entrance examinations. Students were packed into makeshift dormitories. A number of fake colleges also sprang up, defrauding students and their families.

Some provinces have exceeded their quota for higher awards by as much as 10,000 a year, and are issuing and selling degrees and diplomas "like confetti," the SEC has charged.

Because young people with university and college degrees can attract higher salaries and swifter promotion, an enormous demand for higher education exists.

In 1993, Chinese universities and colleges enrolled 924,000 freshmen, up 22.5 percent over 1992. This was just a fraction of the number who applied. Enrollments will be reduced by about 30,000 this year under strict new government controls.

Three kinds of credentials will be issued by the SEC: a graduation certificate (degree), a certificate of completion, and a certificate of enrollment. All certificates will bear the imprint in Chinese "Regular Higher-Learning Institution Education Graduation Certificate (or Certificate of Completion)" and "Printed by the People's Republic of China" with a special design to guard against forgery. Only certificates issued by the SEC will be rec-

ognized. Each individual institution will be allowed to print only the certificate cover in which the SEC credential is placed. (Compiled from *Zhonggus Gaodeng Jiaoyu* 4/94 and *The Times Higher Education Supplement* 3/25/94)

TUITION FEES TO BE CHARGED

Freshman students attending China's 37 top universities and colleges will have to pay their own tuition beginning this fall by order of the State Education Commission. Tuition will range from about 1,000 to 1,500 yuan (\$115 to \$175), or about a quarter of the average family's annual income.

Soon all higher institutions will charge tuition, with the possible exception of teacher training colleges. Because of the low pay for the teaching profession, there are not enough applicants to satisfy the country's great needs.

Upon graduation, students also will have to find their own jobs as part of the recent reform of the higher education system. Previously, the government paid for everything but food and clothing, and also assigned jobs to graduates.

The new policy is meant to correct abuses in the system and preserve higher education standards. Self-funded students now account for about half of enrollments at some institutions. Some schools, in a quest for revenues, accepted pupils who scored very low on the national college entrance examination but were able to pay from \$230 to \$460 in tuition. As a result, needy students who had higher examination scores were denied admission.

The new policy will set one cut-off score for admission and put a cap on tuition fees which can be charged. Scholarships and student loans will be available to needy students who score well on entrance examinations.

(*China Daily* 4/30/94)

❖ FRANCE OFFERS MODERN DIPLOMAS IN COMMUNICATIVE SKILLS

The *Diplôme d'Etudes en Langue Française*/DELFL (Diploma of Studies in French Language) and the *Diplôme Approfondi de Langue Française*/DALFL (Advanced Diploma in French Language) are two modern diplomas designed to enhance study of the French language by assessing the communicative skills of a candidate in a *real situation*, using *authentic documents*.

Composed of independent units, the DELFL and the DALFL evaluate practical usage (writing a letter of thanks, asking for information, exchanging opinions), rather than linguistic and formal grammatical knowledge.

The DELFL 1st level diploma (4 units) attests that its holder is able to communicate in everyday situations. Holders of the DELFL 2nd level (2 units) have a general knowledge of French civilization and are able to analyze a text and explain it orally and in writing.

The DALFL (4 units) diploma demonstrates an exten-

sive knowledge of the French language. Its holder is able to master college levels of expression (summary, document synthesis, essay, oral presentation) in the chosen field of specialization.

Each unit corresponds to about 100 classroom hours. One must have passed DELFL level 2 or a placement test in order to be allowed to take the DALFL. Units can be taken and obtained independently in more than 50 countries around the world and are recognized internationally. The diplomas were introduced in the U.S. in 1992 when 17 testing centers were established.

Passing the DALFL eliminates the need to take entry level linguistic tests in all French universities. Anyone except French citizens can register for these diplomas. There are no restrictions concerning the age or the level of the candidates. (French Embassy/Bureau of Education '94)

❖ ITALIAN CONSORTIUM TO OPERATE EC DATABASE

The European Database on Higher Education has been launched following the award of a contract in the form of co-financing to the consortium formed by the University of Florence, Biblioteca di Documentazione Pedagogica, Olivetti and Giunti Publishers for the final implementation of the project.

Work is already underway, and a substantial part of the system will be operational before the end of this year.

The consortium is collaborating closely with the Eurydice network, the Onisep in France and other important public and private bodies of the European Community.

Information on the Community higher education establishments, their syllabuses, diplomas, certificates, entry requirements and much more will soon be readily available. (*Le Magazine* Spring '94)

❖ JAPAN BRACES FOR STUDENT SHORTAGE

Most of Japan's 525 colleges and universities are full to capacity, and the Education Ministry announced last year that the ratio of 18-year-olds enrolled in higher education exceeded 40 percent for the first time.

Yet, many schools fear the future. This year's population of 18-year-olds is 1,860,000, down by 190,000 from two years ago. The figure is expected to drop to 1,510,000 by the year 2000.

In preparation for the inevitable drought of students, many schools are taking steps to make themselves as attractive as possible.

Tokai University and Kyoto Sangyo University are holding entrance examinations twice for each department to increase the number of applicants. Shinshu University and Asia University are among those who have started admitting students with a special talent in one field, such as arts, sports, music or literature. The Shibaura Institute

Continued

of Technology will not raise tuition for the first time in six years.

Most of these ploys are cosmetic, says Masamitsu Tokushige, Director of the University Council Office at the Education Ministry. The best way to survive the coming student shortage, says Tokushige, is "to offer high-quality education." He predicts that some colleges will be forced to close in the future if they cannot develop students' practical skills.

In 1991, the Education Ministry eased some restrictions on higher education. Although the number of credits required for graduation—a minimum of 124—remains fixed, many curriculum regulations have been abolished.

(*The Japan Times Weekly Int'l. Edition 4/4-10/94*)

MORE SCIENCE AND ENGINEERING STUDENTS WANTED

The Education Ministry has set up a committee to consider ways to increase interest in studying science and engineering at universities. Only 19.5 percent of all university applicants in 1993 wanted to study these subjects, compared with 25.6 percent in 1986.

(*The Japan Times Weekly Int'l. Edition 4/25-5/1/94*)

❖ KYRGHYZSTAN INSTITUTION SEEKING COOPERATIVE AGREEMENTS

The International University of the Kyrgyz Republic was founded in Bishkek in March 1993 by the Cabinet of Ministers, National Academy of Sciences, the Ministries of Education, Foreign Affairs, and Finance, and San Francisco State University. It is modeled on the American system. Last September, the University created a Grant Center for the purpose of developing international cooperation in science, education and culture through agreements with other institutions and foundations.

The University has four faculties: New Information Technology, Diplomacy and International Law, Economy and Business; and Ecology and Biotechnology. It will offer bachelors and masters degrees and train professionals for work in public administration, educational and research institutions, banks, and businesses. Each graduate is expected to become proficient in at least three languages as well as in computer science.

For the current school year, 160 students are enrolled. At present, the university shares the facilities of the National Academy of Science, but construction of a campus is underway.

The university can be reached either by phone (7-3312) 242-773, fax: (7-3312) 243-607, or E-Mail: Root@academ.bishkek.SU, or by writing to: Director Razia Kurmanalieva, 265a, Prospect Chui, Bishkek, Kyrgyz Republic, 720071.

(Correspondence from University President Dr. A.A. Aidaraliev of 4/94)

❖ MALI EXPERIENCES ENDLESS CRISIS

All schools were closed in January by decree of President Konare after violence flared again when students in the capital, Bamako, boycotted classes and demonstrated in various neighborhoods, erecting barricades and throwing stones at the headquarters of the majority political party ADEMA.

M. Zarawana, the 25-year-old secretary of the Association of School and University Students of Mali (AEEM), was questioned by police, and some demonstrators suffered minor injuries. The new prime Minister, Ibrahim Bouabacar Keita, named in February, called leaders of the AEEM "extremists" and blamed them for breaking off dialogue with the government.

Demonstrators were protesting criteria set by the authorities for the granting of scholarships to secondary school and university students. Students demand that all who pass the *baccalauréat* examination and begin the first year of university study be granted full scholarships.

Authorities find this position untenable, particularly after the devaluation of the franc CFA in January seriously threatened national finances.

Education in Mali has not emerged from the state of crisis that began more than two years ago. Last year, student demonstrations, which resulted in one death and injuries to 50 students, forced the resignation of Prime Minister Younoussi Toure.

(*Le Monde de l'Education 5/94*)

❖ POLAND OFFERS INFORMATION

Adam Mickiewicz University in Poznan, founded in 1919, is one of the largest state institutions of higher education in Poland. It has faculties of: Biology, Chemistry, Educational Studies, Geography and Geology, History, Law and Administration, Mathematics and Information Sciences, Modern Languages and Literature, Physics, Polish and Classical Philologies, and Social Sciences.

AMU has an enrollment of 21,000 students, of whom about 15,000 are full-time; a faculty of about 2,000; and a library of about 3 million volumes. It awards the *Licencjat* upon completion of a three-year program; the *Magister*, the *Doktor*, and *Doktor Habilitowany*.

(Correspondence from Rector Jerzy Fedorowski 12/93)

❖ RUSSIA WOOING FOREIGN STUDENTS

Russian universities have launched a drive to attract more students from the rest of Europe, making an appearance for the first time at the gigantic European Student Fair in Brussels.

Competing with exhibitors from the European Commission countries, the U.S., Canada and Australia, the Russians had an obvious price advantage. Fees at the Russian People's Friendship University in Moscow, for example, range from \$700 a year for an undergraduate degree

in engineering to \$2,500 for a doctorate in medicine.

There are only about 30,000 overseas students at Russia's 542 state universities and other higher education institutions. The Yeltsin government is eager to swell the numbers, partly to inject desperately needed hard currency into the cash-starved state system, which is facing stiff competition from 140 private institutions.

Russia has been quick to join the European Commission's TEMPUS program, which extended to cover Russia and other former Soviet republics in 1993.

Already, 36 Russian higher education institutions are linked with partner universities in the European Union through 57 pilot programs. The task of rebuilding Russia's higher education reputation abroad has been given to the Inter-University Center for International Education Programs, which faces an uphill battle because of Russia's ailing economy. (*The Times Higher Education Supplement* 4/1/94)

❖ SINGAPORE USING EDUCATION TO ADVANCE NATIONAL ECONOMY

Education is not legally compulsory in Singapore, but the attendance rate is almost 100 percent. Almost two-thirds of school leavers go on to obtain a university or polytechnic degree, one of the highest ratios in Asia.

Spending on education amounts to four percent of the gross domestic product and a fifth of total government spending, second only to defense.

Although the country worships education, it is a religion dedicated exclusively to nurturing the resources required for continued expansion of the national economy. The result is an education machine which is strongly biased at all levels in favor of scientific, technical, and business skills.

Even the least talented school leavers are equipped with a set of basic skills; the more intelligent are highly skilled in mathematics and technically adept. Many companies operating in Singapore say this produces work forces which are not only professionally well-qualified and dependable, but extremely adaptable.

Impressive as Singapore's education and training is, it is not flawless. The most frequent complaint from companies is a chronic shortage of capable senior managers, ready to take risks, exercise initiative and shoulder a broad range of responsibilities. Some blame the education system's heavy emphasis on technical proficiency and learning by rote. They wonder whether Singapore's students will ever learn genuine innovation and creativity.

Philip Yeo, chairman of the Economic Development Board which manages national industrial policy, says "Some people call us Singaporeans pure economic creatures, and they are right. We don't believe in woolly stuff, but in what we can get for our money."

(*Financial Times* 4/18/94)

❖ SLOVAKIA'S UNIVERSITIES HOPE FOR BETTER TIMES

The fall of the government headed by Vladimir Meciar, who led Slovakia to split from the Czech Republic and become an independent nation in 1992, has opened the possibility of gradual improvement in higher education.

Under Meciar, there was virtually no government leadership in higher education. There were two different education ministers, and long stretches with no one in the post.

A broad-based caretaker government is running the country until elections are held in the fall. The new Minister of Education and Science, Lubomir Harach, has pledged to increase government support for the universities by 20 to 25 percent in the coming months.

Besides vowing increased funding, Mr. Harach supports legislation to give universities more independence. A committee representing the universities, students, and the ministry has been busy drafting a new higher education law. The legislation would bring the legal basis for higher education more in line with laws in effect in most Western countries, granting universities the right to charge tuition and allowing the establishment of private higher education institutions.

Higher education in Slovakia is in the midst of a financial crisis because of a sharp drop in funding. "Last year we had no money for the libraries or research," said the rector of Safarik University. "This year we don't even have money for running and heating the institutions."

The country's 13 higher education institutions now receive only 64 percent of the state funds they received in 1992. In purchasing power, that amounts to about 28 percent of last year's funds when inflation, a currency devaluation, and a new sales tax are factored in.

Many of the institutions' brightest young teachers and researchers have left to take higher-paying jobs in Slovakia's growing private sector, and it is difficult to replace them. (*The Chronicle of Higher Education* 4/13/94)

❖ SOUTH AFRICA FACES HOPE, JOY, AND CHALLENGES

Universities are facing massive challenges as they enter the new South Africa.

Liberal white universities are going black, conservative Afrikaans universities are going English, and black universities are going overseas to find the money and expertise needed to compete with white institutions before the world loses interest.

There are two sure things in an otherwise quicksand South Africa. The first is that there will definitely be a cut in subsidies, with money redirected to primary and secondary education in a massive effort to improve the educational levels of all South Africans.

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