

WORLD education NEWS & REVIEWS

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TRENDS

Angst and the Internet

Marilyn Umehara

A record number of 3,695 participants attended the 47th annual conference of NAFSA: Association of International Educators in New Orleans recently. At one point, it seemed as though every one of them was attempting to jam into the session "E-Mail or Paper?...", filling every seat in the capacious room, plopping down in the aisle, leaning against all available wall space, and milling in the hallway outside.

The full title of the session "E-Mail or Paper? How International Offices are Communicating with Students and Promoting Their Services Through New Technology," captures the current explosion of interest in the Internet, not only by educators, but by businesses and individuals worldwide.

An exhibit of the latest in elec-

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PUBLISHER'S CORNER



As the immense popularity of the NAFSA session on the Internet proved, we are living in exciting times of technological change. Right now there seems to be a window of opportunity for those people who want to make the transition to the new ways in which we will be communicating with each other.

Most of us share a certain amount of caution in approaching the new electronic age. We have many questions. We know we will have to work hard and muster new financial resources to adopt the new technology. Boldness is essential to moving ahead.

World Education Services, which celebrated its 20th anniversary last year, has seized the momentum for change by introducing a new evaluation data base, which is a great leap forward in the credential evaluation process.

We have also just opened an office in Chicago headed by Nancy Katz, our new Associate Director, to look after our clients in the midwest and western areas of the U.S..

These developments and others in the planning will enable WES to make full use of the new technologies, improve our research capabilities, and allow us a closer relationship with our clients.

WENR also is evolving. This issue has a new look created for us by Luba Lukova, a young artist who immigrated to the U.S. from Bulgaria almost four years ago and who is already a steady contributor to *The New York Times Book Review*, the *Nation*, and other prestigious publications. Her work was recently on exhibit at New York's Museum of American Illustration. Luba is also designing home pages for SONY Music for the Internet.

AFGHANISTAN

Kabul University Reopens

Kabul University reopened in April, with no students and few lecturers at the formal ceremony in the Afghan capital. After 15 years of conflict, most of the educated elite have fled rather than fall victim to successive regimes—first the communists and, more recently, the Islamic fundamentalists.

The chancellor claims that fewer than 20 percent of the teaching staff remains. Once the campus had 11,000 students. So far, only 1,200 have enrolled.

The government has no money to rebuild the university, which was plundered during the three years that it was on the front line. The campus swapped hands between the government and the rebel Shia faction several times. Most of the buildings are battle-scarred. One professor said, "We have lost everything. Our preliminary estimate is more than \$50 million."

The university staff spent the 14 days before the re-opening repairing and reshelving books. Only books remain. There is no running water, generators, electricity, furniture, or computers. Twenty-five corpses were found on the campus during the clean-up.

Before the conflict, the Kabul University library had been the best academic library across ten countries. Scholars from Iran, Pakistan and India used to come to study. The library is now destroyed, described as a "huge cultural loss."

While the government is eager to reopen primary and secondary schools, many former schools are being used to house the thousands of families whose houses were destroyed in the conflict.

The Times Higher 4/21/05

AUSTRALIA

Business & Law Enrollments Boom

Australian universities, once the bastion of arts courses and humanities degrees, will soon be dominated by business courses and economists, according to the latest student figures from the federal government.

Figures released for 1994 show that growth is highest in business and law faculties. If growth rates persist, the number of students enrolling in business courses will overtake the number enrolling in the arts within the next two years.

Data from the Department of Employment, Education and Training (DEET) show that as of March 31, 1994, there were 585,396 students enrolled in courses in higher education. This was up by 1.7 percent from 1993. Since 1987, commencements in law courses have grown annually by 11.2 percent, while business enrollments have grown annually by 7.5 percent to reach 47,013 in 1994.

That compares with arts faculties, where enrollments have grown by just 4.4 percent annually to reach 50,759 last year.

Campus News 4/20-26/95

Business School Standards Not "World Class"

Australia is losing ground on economic performance for lack of a world class management school, claims the federal government's Industry Task Force on Leadership and Management Skills after a three-year investigation.

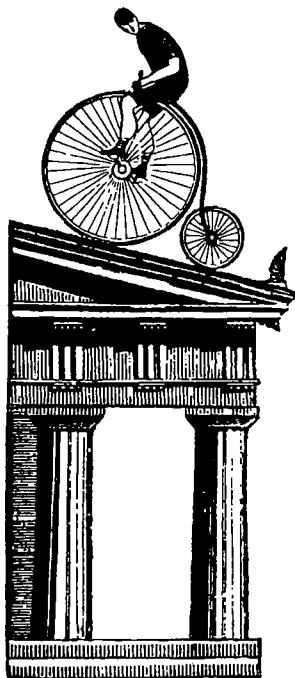
Australia's economy is not growing as fast as those of many of its neighbors, most recently being overtaken by Singapore and Hong Kong.

The main problem with existing business schools is one of scale. While two national schools have been established in Sydney and Melbourne, the task force is concerned that neither can, as yet, be regarded as a world class institution, primarily because they are below world scale in numbers of faculty and students. Diversity, links to industry and enterprise, and the delivery of world class programs also are targeted as areas of inadequacy.

The number of institutions now offering MBAs rose from less than five in 1963 to 37 in 1994. The number of MBA students is expected to rise from 13,000 in 1993 to 23,000 by 1998—growth which the task force says has been stimulated by overly-generous government funding. The task force asserts that charging students full fees for postgraduate courses and programs would force more competition among schools and improve the quality of programs. It also recommends that management schools be profession-

ally accredited.

Professor Fred Hilmer, head of the Australian Graduate School of Management, angrily responded that the report was "naive and damaging," pointing out that Australia's business schools are all relatively young and meagerly funded, compared to institutions such as Harvard, and will need five to ten years to come up to world class level. *Campus Review 4/27-5/1/95 and 5/4-10/95*



COUNTRY
UPDATES

BULGARIA

Agreement Signed with France

The Bulgarian Minister of Culture, MM. Ivaylo Znepolsky, and the Director General of AUFELF-UREF (the Association of French-speaking Universities), Michel Guillou, have signed an agreement to establish the first Francophone Institute of Administration and Management in Sofia by September 1995.

The institute will have a dual objective: to teach management and administration in the French language at a high level in order to contribute to the development of the countries of the region, and to create research and development projects and laboratories staffed by teams associated with the UREF.

The Institut Francophone d'Administration et de Gestion (IFAG) will provide instruction at the 2nd and 3rd cycles in management and business administration.

According to the terms of the agreement, the Bulgarian government will provide the AUFELF-UREF with accommodations sufficient for 150 students.

UREF Actualities 2-3/95

CAMBODIA

National Library Returns to Life

Life has returned to the National Library of Cambodia, after many years during which it appeared forgotten.

Inaugurated in 1924, the one-story building in Phnom Penh is known as the Bibliotheque Nationale, built when Cambodia was a French protectorate. When the Khmer Rouge ruled Cambodia from 1975-79, they destroyed many rare and priceless books and documents, allegedly tearing up books to make cigarettes. The library was closed during this period and did not reopen until 1980.

Because of donations of books and equipment, largely from France, Australia, Russia, Germany and Japan, the Bibliotheque Nationale now has 60,000 volumes, most of them in foreign languages. Some documents on Cambodian history are kept in France.

Because the war is still being waged between government forces and Khmer Rouge guerrillas, it is difficult for the library to get funds. The average salary for a staff member is \$20-25 a month. The library staff must find additional income by driving motorcycle taxis or teaching English.

Bangkok Post 2/7/05

CHINA

New Education Law Passed

After a decade in the drafting, a new Education Law which focuses on overcoming underfunding, the biggest obstacle to progress in education, has been passed by The

National People's Congress (NPC).

China's funding of primary education accounts for less than one percent of the world's total, although China has 20 percent of the world's primary school students. Last year, expenditure on education accounted for only 2.66 percent of the gross national product, 1.44 percentage points lower than the average for developing countries.

The effective implementation of the Education Law, therefore, lies in the ability of government to allocate necessary funds to education. The Ministry of Finance disclosed that central financial revenue is expected to increase by 9.9 percent this year. Expenditure on education will grow by 13 percent, or 4 percent of the gross domestic product, by the end of the century. When some NPC deputies proposed that an exact input ratio should be written into the Law, this became the most hotly-debated issue of the session.

The new law permits Sino-foreign cooperation in running schools together. Non state-owned schools are being encouraged, so long as they are not founded for profit-making purposes. Social groups, for example, have opened more than 1,000 primary schools, 600 junior middle schools and 300 senior middle schools to date. The Law also encourages educational exchanges and cooperation with foreign countries. In the past 16 years, nearly 220,000 Chinese have gone abroad to study in 130 countries, but only 35 percent of them returned home.

China Daily 3/15/95; 3/20/95

Legal Education to Expand

China now produces only 10,000 law graduates annually, and currently has only 80,000 lawyers, 30,000 notaries and 100,000 law agents. The Justice Ministry is pushing for the expansion of legal education with the goal of having 150,000 lawyers, 30,000 notaries and 200,000 law agents by 2000.

To that end, a series of nationwide correspondence examinations will be initiated by the Ministry of Justice, with the first examination to be held in April 1996. Both current employees in the judicial sector and outsiders will be eligible to take part in the courses in order to gain certificates authorizing them to practice law.

The study of law is very popular. By September 1993, 72 of China's universities and colleges had established law departments with a faculty of 6,000 lecturers, and 30,000 undergraduate and 3,600 graduate students.

China Exchange News W94; China Daily 5/15/95

FRANCE

New International Space University

The International Space University will begin offering a one-year Master of Space Studies degree at its central

campus in Strasbourg in September. The University, founded in 1987, has been holding ten-week summer sessions at universities and research centers around the world. A permanent central campus, located in a modern complex resembling a giant space ship on stilts, was

ISU will seek accreditation and recognition from well-established academic institutions around the world. Universities in Strasbourg have stated that they will accept the MSS as equivalent to the first year of their *doctorat* program and will assist ISU in obtaining accreditation from the French authorities.

The total fees and costs for the one-year program are FF194,500 (US\$34,123).

Correspondence of 5/95 from George Haskell,
VP for Academic and Research Affairs,
International Space University

INDIA

Computer Education Regulated

Responding to a proliferation of "teaching shops" and so-called "academies" offering education of dubious quality in computer science, the government in 1990 created the Department of Electronics Accreditation of Computer Courses Society (DOEACC).

The DOEACC determined to apply standards to the infrastructure of institutions offering computer science, laying down syllabi, monitoring those institutions which applied for accreditation, and overseeing the Computer Society of India (CS) and the Institution of Electronics and Telecommunications Engineers (IETE), which were to conduct examinations for the institutions. The first examinations were

held in 1991. Four skill levels are recognized:

"O," a one-year, full-time foundation course for which completion of 10 +2 elementary/secondary cycle or an Industrial Training Institute Certificate, followed by an accredited "O"-level course is required to sit for the examination. It certifies the candidate's competence as a Programmer Assistant, or equivalent;

"A," an advanced diploma, one-year, full-time course for which completion of Level "O" or an Engineering Diploma (after class 10) or completion of an accredited "A"-level course or a government-recognized polytechnic engineering diploma is required to sit for the examination. It is equivalent to a government-recognized Post-graduate Diploma in Computer Applications (PGDCA) or the Polytechnic Post-Graduate Diploma (PPGD), and certifies the candidate's skill as a Programmer;

"B," a three-year, full-time, graduate level course for which a PPGD, PGDCA, or a government-recognized polytechnic engineering diploma, or completion of a "B"-level course or two years of relevant work experience is required to sit for examination. It is equivalent to a Master's in Computer Application, Bachelor of Technology, or Bachelor of Engineering in Computer

established in Strasbourg this year.

ISU prepares individuals to respond to the increasing and evolving demands of the space sector, offering courses on subjects such as orbital systems engineering, earth-oriented space applications, management and finance of space programs, automation and robots. ISU will have three schools: Management and Social Sciences; Engineering, Systems and Technologies; and Sciences and Applications.

The MSS program is supported by a unique campus system consisting of the central campus and a number of affiliates, linked together by the Internet.

Admission requirements include one of the following degrees, or equivalent, obtained from a recognized institution: Class I or II(i) Bachelor's degree (UK), *diplom* (Germany, Russia) *Maîtrise* (France) or a master's degree (Canada, Japan, US). Applicants also must demonstrate a sufficient proficiency in English to follow classes, all of which will be taught in English.

The academic year will be divided into three terms running from September 1995 to August 1996. To earn the MSS, students must pass an examination at the end of the first and third terms, and present a design project.



Science. It attests to the candidate's proficiency as a System Analyst/Software Engineer;

"C," an 18-month, full-time master's level course for which completion of the "B"-level course, a Bachelor of Technology, Bachelor of Engineering, Master of Computer Application, Master of Science, Master's in Mathematics, Statistics, or Operations Research, Master of Business Administration with a Bachelor's degree in Mathematics, or the Graduate Admission Test in Engineering (GATE) in (Computers), followed in each case by a "C"-level course, or one and one-half years of relevant work experience, is required to sit for the examination. The degree is equivalent to a Master in Technology in Computer Science, and attests to the candidate's ability as a Systems Manager.

Since 1991, 857 institutions have applied for accreditation, with 599 winning approval. From July 1995, the DOEACC will conduct all examinations for institutions which have received accreditation by the Society, and will award appropriate certificates. Accredited institutions are not permitted to award or issue their own certificates. Examinations are conducted every six months.

Correspondence of 1/95 from T.C. Gupta, Executive Director of the DOEACC Society, India

IRELAND

Transfer Credit System in Use for Six Years

While most of higher education in Europe has only begun to consider the potential advantages of awarded transferable credit for academic work, Ireland has been using such a system since 1989.

The innovative national program covers all students at 46 non-university institutions—technical and private colleges, and other institutions—which together account for 40 percent of Ireland's postsecondary students.

Some 6,000 different courses, known as modules, are registered in a national, computerized data base, along with the number of credits they carry. The system tracks all students, noting courses completed and certificates and degrees earned.

Credits earned at any of the 46 institutions automatically go onto a student's record and count toward a national degree. The system has graduated some 50,000 students.

Ireland adopted the European Credit Transfer System (ECTS) as a model for its program. As other European countries begin experimenting with academic-credit transfer, Ireland's system will help students looking to do some of their academic work abroad.

The Chronicle of Higher Education 5/5/95

ITALY

Private Universities Meeting Increased Demand

Higher education in Italy is dominated by the vast state system of 50-odd universities created at the end of the last century as part of the new nation state.

Today, a growing number of independent universities are meeting demand for private higher education. At the same time, the state universities are becoming more independent. Recent legislation has given them a degree of autonomy so that the once nominal fees have become substantial and there is a frantic search for corporate sponsors to finance projects.

The state system now has a total of 1.6 million students, of whom only one-third earn a degree. The system was conceived more than a hundred years ago for a literate middle and upper-middle class, but in the 1960s and 1970s, with the establishment of the principle of a free university education for all school leavers, universities became increasingly overcrowded. This has prompted ongoing reform coupled with an increasing demand for smaller and more efficient private universities.

The best known is the Bocconi University in Milan, specializing in economic subjects and which for decades has had a reputation for turning out Italy's top businessmen and administrators.

Outside Milan, Castellanza University recently opened, teaching economics and engineering.

In Rome, the LUISS university, with about 4,000 students, is linked to the Italian industrialists' confederation and specializes in economics, law and political science. The University of Urbino, with about 18,000 students, although technically a private institution, is run by a consortium of local authorities.

The Catholic church also has a traditional role in higher education. The Catholic University, with a total of about 30,000 students, has universities or medical schools in Milan, Brescia, Piacenza and Rome. Opus Dei, an international organization closely linked to the church, set up Campus-Bio Medico, a medical school, in Rome in 1993.

A comparatively recent phenomenon is the small, American-inspired colleges. The best known are Johns Hopkins in Bologna, John Cabot University in Rome, and the American University in Rome.

The independent universities have seen demand increasing steadily over recent years, in step with Italy's growing affluence and dissatisfaction with the services, if not with academic standards, offered by the state system.

The Times Higher 2/17/95

