

WORLD education NEWS & REVIEWS

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Transforming Education in South Africa: from Political Expectations to Reality

by Sarie J. Berkhout

Since the inauguration of President Nelson Mandela in May 1994, South Africa has undergone tremendous change. This is especially visible in the political arena where Parliament now functions according to the rules of the negotiated agreements and a new constitution. Newly-passed legislation and a newly-structured public service sector reveal the contours of a society in which formerly apartheid structures increasingly are being replaced.

The immense challenges posed by such a transformation are daunting. Although apartheid theoretically has been dismantled, the legacy of the past probably will continue to haunt South Africa for some time, especially if the public's expectations of a just and equal society do not materialize rapidly. Apart from the greater transparency of government processes and the changed tenor of the public debate, the daily experience of most people has not changed. The promises that fueled expectations of a sudden and radical restructuring of the education system have to a large extent remained just promises.

After initially working within the boundaries of a negotiated interim constitution, a final constitution was accepted by consensus in May 1996. The prominence of education in the political debate and in the transformation process is perhaps best illustrated by the fact that one of the last points of dispute before acceptance of the final constitution was the right to public education in the language of one's choice.

In terms of the new constitution South Africa is now a

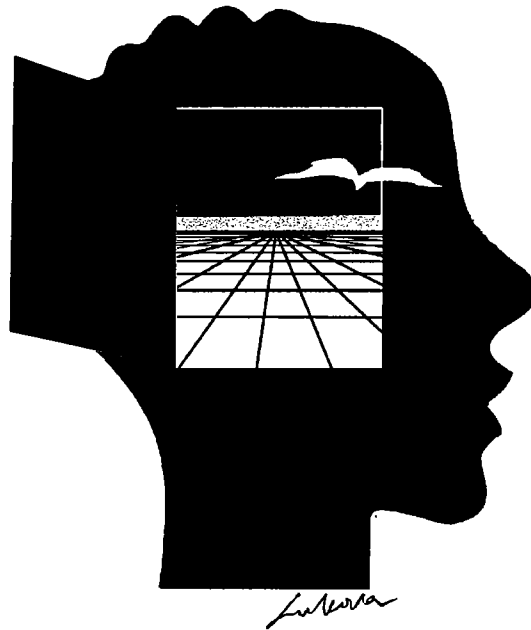
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country with eleven official languages, namely: Afrikaans; English; isiNdebele; Sesotho sa Leboa; Sesotho; Setswana; siSwati; Tshivenda; isiXhosa; Xitsonga; and isiZulu. This situation, coupled with South Africa's history of emotional political responses to language and cultural issues, could easily have resulted in cries of "neo-apartheid;" only a last minute compromise kept the process on track.

A *Bill of Rights* (Chapter 2 of the *Constitution of the Republic of South Africa, 1996*) now provides for basic education (including adult basic education) as well as for further education. The State has to take reasonable measures to make such education progressively more available and accessible, and has to provide education in the official language or language of choice, keeping practicability, equity and standards in mind. The right to establish and maintain independent educational institutions has also been established.

The past two years have been marked not only by the formal acceptance of a new constitution, but also by the national parliament passing legislation to determine education policy (RSA 1996a), to regulate the governance and funding of

schools (RSA 1996c) and to establish a national qualifications framework (RSA 1995). Within the context of the semi-federalist status of the political system, the control of education (excluding higher or tertiary education) has been assigned to the provinces, and a national education department established to set general policy and ensure equity. This meant that the plethora of 19 racially and/or ethnically based ex-depart-



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The Coming Crisis in International Education in the United States

by Philip G. Altbach

If the 21st century is to be the global era, then American universities will need to be international institutions. A central part of this profile is made up of the foreign students studying in American universities. However, the news on the foreign student front is not good. According to figures just released from the Institute of International Education's *Open Doors* study, the increase for this year is just 0.3 percent—the smallest increase in the 26 years that the IIE has been tracking flows. If something is not done, the United States will lose its standing as the preeminent place of study for the world's students. At present 453,787 foreign students study in the United States. This constitutes almost half of the world's total number of foreign students. In addition 59,074 foreign scholars chose to study in the United States—an increase of 23 percent over 1994-95 numbers. The changes this year reflect a leveling off in scholar flows following two consecutive years of falling numbers.

These changes will affect American higher education significantly. American colleges and universities will not benefit from the infusion of new ideas from abroad. American students and faculty will not have direct contact with foreign colleagues. These contacts are especially important, since so few Americans study overseas. This year, 84,403 American students went abroad—about one-half of one percent of the student population in the United States. The presence of a half million foreign students and scholars is the most important single element of globalism on American campuses. We can interpret this decline in popularity as an indication of the decline in the status of American higher education—considered for decades as the best academic system in the world.

A combination of government policies and current conditions in higher education also contribute to the present decline. New immigration rules that are soon to come into effect will have a chilling effect on foreign student numbers. A hefty fee will soon be imposed on people coming to the United States on student or scholar visas. Other "loopholes" are being plugged. Most damaging, perhaps, is that colleges and universities are being forced to police foreign students and scholars for immigration violations. Declines in research funds and other fiscal problems in higher education have also had a negative impact on foreign student flows, as 16.5 percent of foreign students are funded by American colleges and universities.

At the same time that the United States is making it more difficult to gain access to its higher education institutions, other countries are opening their doors. They see the importance of internationalization—recognizing that foreign students contribute to the local economy—since the vast majority of them fund their own education. In the United States, for example, 67.8 percent of all foreign students list personal or family funds as the primary source for their study,

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and contribute more than \$7 billion to the American economy. The European Union has several major programs to encourage intra-European study and additional funds have been allocated to attract students from Russia and other Eastern European countries. Japan has a goal of attracting 100,000 foreign students by the year 2000. Australia is aggressively and successfully recruiting students from Asia as a means of making up for budget cuts at home. British universities have long been active in attracting students worldwide as a means of making up for budget shortfalls. Only the United States seems to be turning its back on foreign students and scholars.

Foreign students and scholars contribute an immense amount to American higher education. Two-thirds pay for their education in the United States. Foreign students earn about one-third of the doctoral degrees awarded annually. They serve as research and teaching assistants in fields that attract few Americans at the doctoral level. Foreign scholars provide their (modestly paid) expertise to the laboratories and research projects in which they are located. Foreign students and scholars lend a multicultural and multiethnic presence to American campuses.

Current trends are alarming. American higher education needs foreign students and scholars. United States policy is aimed precisely in the wrong direction and will result in future declines—much to the detriment of the nation's colleges and universities. The following initiatives should be implemented to ready higher education for the global imperatives of the 21st century.

The newly implemented and more restrictive immigration rules must be changed to make it easier—not more difficult—for legitimate students and scholars to enter the United States for study and research.

More American colleges and universities should recruit students and scholars from overseas—recognizing not only the economic benefits but also the curricular advantages of having foreigners on campus.

These institutions should at the same time make sure that foreign students on campus are provided with the best possible academic experience and are fully integrated into the American student population.

Programs such as the highly respected Fulbright scholarships and others that receive funding from American government sources should be adequately funded.

More American students should be encouraged to study abroad. American participation in overseas study is very limited. Most Americans choose to go to Western Europe. Worse still, hardly any students travel to developing countries.

Current American policy will have two highly negative results. The United States will no longer be the most attractive destination for foreign study, and American higher education will find it much more difficult to internationalize. If the United States is to maintain its worldwide academic leadership, it will need to reverse this trend.

AFGHANISTAN

NO WOMEN ALLOWED Kabul University reopened in March for an uncertain academic year short of cash, stationery and bereft of women students or teachers.

The Taliban, an Islamic movement, closed the university indefinitely when it swept into the Afghan capital last September. Its extreme interpretation of Islam excludes women from all but segregated basic education. Students must have beards.

Founded in 1932, Kabul University was once one of the finest in Asia with an impressive campus set against a spectacular backdrop of mountains. It boasted 900 lecturers, more than 300 holding doctorates from all over the world. But since the Soviet Red Army rolled into Afghanistan in December 1979, the university has faced such a daunting saga of problems, including a huge brain drain, that it is remarkable it is open at all.

In March, 1995, classes resumed at the university after much of it had been reduced to rubble in the fall of the Moscow-based government in 1992. It had about 4,000 students. By the time the Taliban came and closed the university, the student body had risen to 10,000, including 4,000 women.

The Taliban bans on women are a big barrier to foreign aid. Women are forbidden to work outside their homes or to attend schools and colleges for education. Because of this, no government has yet recognized the Taliban. Yet the Taliban insist that women will be allowed to work and be educated—albeit on a segregated basis—when the security situation settles. Western governments have yet to be convinced.

The Times Higher Education Supplement 3/21/97

ALBANIA

REOPENING Schools and higher education institutions, shut after an armed insurrection, reopened on April 29 under armed guard in the Albanian capital of Tirana.

Schools throughout the small Balkan state were closed on March 2 under a state of emergency as Albanians, distraught over the loss of life savings in fraudulent savings schemes, plunged the country into violence. More than 300 people have been killed.

Education Director Tomi Tomorri said only schools in the capital would reopen, that school guards would be issued weapons, and police officers would check schools. It was not known when schools elsewhere would reopen.

China Daily 4/26/97

AUSTRALIA

MILLIONS EARNED In 1997, commercial companies operated by Australia's universities are expected to double the combined income they earned just three years ago. The institutions that were the pioneers in this area have been so successful that, today, all but two of the nation's 36 public universities have their own companies to market research discoveries and sell education locally and overseas. Several operate more than one company.

The total income for the 50 or so commercial entities operated by universities exceeded US\$280 million in 1996. But given federal cuts in higher education spending and the need for universities to find millions to finance faculty salary increases this year, pressure is growing for these businesses to become even more entrepreneurial. Several campus companies have set up shop offshore, establishing language and cultural centers, for example, in Indonesia, Japan, and Thailand. Last year,

Macquarie Research Ltd., the commercial arm of Macquarie University, earned more than \$4.5 million in fees from consulting and testing, research projects, training, and sales of hardware and software. The company also earned a contract to provide teacher-training services to the Republic of Maldives.

The commercialization boom has had its critics. Many faculty members have resented the push to generate revenue from private sources, which began under the former Labor government and is now a key element of the new conservative government's higher education policy.

Chronicle of Higher Education 4/11/97

CANADA

CHANGES IN TEACHER CERTIFICATION Most Canadian provinces have been looking closely at updating their teacher preparation and certification requirements to reflect current ideas of effective teaching. Two common themes run through recent and proposed changes—more emphasis on continuing in-service professional development and at least four years of university training, either in a BEd program or a combination of an arts or science program, plus an education program.

Under reforms now being implemented in Quebec, future teachers graduating in 1997 and in 1998 will have obtained their teaching certificate at the end of four years of university, during which they will have completed a minimum of 700 hours of practical training.

In Nova Scotia, a proposal for a minimum five years of undergraduate education for teachers is being considered. All students would have to complete a minimum of 100 hours of professional development over five years.

Canadian Educ Assoc Newsletter 1/97

CHINA

DEMAND FOR POSTGRADUATE DEGREES Over 240,000 students, teachers and enterprise employees took the national entrance examinations for postgraduate schools held in January. This was the highest number of applicants since China resumed granting postgraduate degrees in 1978, and represented an 18 percent increase, or 38,000 more applicants, than in 1996.

Some 421 universities and 322 other higher learning institutions will enroll 51,000 students this year, said the State Education Commission. The biggest increase is in "enterprise" employees, workers trying to qualify for employment in high technology projects. The most popular subjects for postgraduate degree seekers are in industrial and technical subjects, foreign languages and medical sciences. Mathematics, physics, chemistry, history, philosophy and liberal arts were less in demand.

China Daily 1/24/97

CHINESE LANGUAGE EXAM About 20,000 foreigners in more than 30 test centers in China and abroad took the Chinese Proficiency Test, or HSK, in January. The two-hour, 45-minute test of proficiency in the Chinese language includes listening comprehension, structure, reading comprehension, and fill-in-the-blanks. The test is given in January, May and July for non-native students of Chinese. Those who pass are awarded certificates of levels 1-11. A level 8 certificate enables the holder to

UPDATES

apply to graduate schools in Chinese universities, according to rules made last year by the State Education Commission. More than half of those taking the exam were from Japan and Korea, particularly from companies doing business with China. *China Daily 1/14/97*

FIERCE JOB COMPETITION Large numbers of college graduates in China are facing fiercer competition for jobs than last year, according to the State Education Commission. A total of 900,000 college students will graduate in July, compared with 860,000 last year. Specialties in demand are engineering, medicine, pharmacology and teaching, while students of literature, history, agriculture, forestry, finance and economics will find it hard to find employment.

Holders of master or doctorate degrees from key universities are most in demand by employers, while job opportunities for graduates of two- or three-year colleges have dropped by half. In Beijing Normal University, every student will have two job offers. The status of teachers and their income have improved greatly in recent years, drawing more students to the teaching profession. *China Daily 4/08/97*

DROPOUTS DECLINE In 1990, 32.9 million children aged 6-14 dropped out of school, or 18.6 percent of the age group. By 1995, the dropout rate had fallen to 8.8 percent, according to the State Statistics Bureau. The State Education Commission has established that 98.8 percent of all children were enrolled in primary schools by age seven. The biggest obstacle to eliminating illiteracy is a lack of funds. In 1995 the government launched a five-year project to put \$3.9 billion into poverty-stricken areas by 2000. Special attention has been given to the education of girls in impoverished areas, where parents tend to send sons rather than daughters to school. As a result, enrollments of girls have greatly increased.

China Daily 4/4/97

BACK TO SCHOOL Teachers in primary and middle schools across China have been ordered to return to the classroom for professional training. Currently, China has nearly nine million primary and middle school teachers, a number which is expected to rise to 10 million teachers by 2000.

About 90 percent of teachers in primary schools, 70 percent in junior middle schools and 55 percent in senior middle schools meet the qualification standards set by the State Education Commission. In rural areas, however, where 17 percent of teachers now work, many teachers are former farmers who graduated only from junior middle schools and are paid less than employees in urban areas.

Starting this year, teachers at all grade levels, including kindergarten, must pass qualification examinations before they are allowed to enter the classroom. Special training centers have been set up throughout the country where unqualified teachers can train full time for several months, or part-time for one to two years.

In addition to improving teaching skills, teachers also will be required to study educational law and policies, research of teaching methods, psychology and moral education. *China Daily 4/12/97*

CYPRUS

POST-SECONDARY EDUCATION is offered at the University of Cyprus and at several non-university sector

institutions. These are: The Cyprus Forestry College, The Higher Technical Institute, The Higher Hotel Institute, The School of Nursing, The Mediterranean Institute of Management (for staff in-service training), the School of Health Inspectors, The Police Academy, and the School of Tourism Guides. Degrees awarded by these institutions are recognized by the Ministry of Education. In addition, there are a number of private postsecondary institutions offering one- to four-year courses in various fields of study such as business administration, secretarial studies, hotel and catering, banking, accountancy and computer studies. The degrees offered by these private institutions are not yet recognized, but a process of accreditation of these institutions is in progress and the government will release a list of those which have been accredited by the end of this year.

Correspondence from Christodoulos Cleopas, Director of Higher & Tertiary Education, Cyprus 4/8/97

GREECE

NEW QUALIFICATION The *Ethniko Apolytirio* is the name of the new national final secondary education qualification which will be awarded for the first time to students completing the third year of the *lykeio* (upper secondary education) at the end of the 1999-2000 school year. *Le Magazine, European Commission #6/96*

INDIA

DEGREE RECOGNITION DROPPED The Medical Council of India, a government agency, has ruled that medical degrees from Russia and the other republics of the former Soviet Union will not be recognized after this year. Furthermore, Indian physicians in training will be required to serve their internships in India and not in Russia or other former Soviet Republics. The council reportedly took its action because of concern that many of the medical schools in question no longer follow the training criteria established in the Soviet era.

The Chronicle of Higher Education 4/25/97

PROTECTING THE DEGREE MARKET Foreign universities trying to enter the Indian higher education market have discovered that their degrees will not be recognized. The Ministry has warned students that they sign up at foreign universities at their own risk. The University Grants Committee plans to prepare a "code of conduct" to regulate their activities.

The move follows a feverish attempt by British, Australian and Canadian universities and professional colleges to enter the market in the wake of economic liberalization which has relaxed foreign exchange restrictions. Leading newspapers have been flush with advertisements for courses in business management, computer sciences and engineering. Target groups are children of the English-speaking elite in the cities of New Delhi, Bombay, Calcutta and Madras.

The response has been overwhelming, displeasing the government. Officials in the education ministry say that they are flooded with inquiries from parents, students and heads of Indian universities about the status of the degrees/diplomas awarded by foreign institutions.

"Unless a university has a bilateral agreement with an Indian institution or the arrangement is covered by our educational protocols with these countries, we have nothing to do with them," the education ministry said.

Times Higher Education Supplement 1/24/97

IIT ENTRANCE EXAMS RESCHEDULED: Finding substance in the allegations of a leak in the Indian Institute of Technology's entrance examinations, the Government of India announced that it will be holding the exams once again in early July.

A release from the Press Information Bureau today said: "The Joint Entrance Examination (JEE), held on May 3-4, has become infructuous (unproductive) as it has come to our notice that the question paper in mathematics was available ahead of the examinations and there are apprehensions that the question papers in physics and chemistry subjects might have also leaked out."

International Educational Exchange 5/27/97

UNAPPROVED COURSES, INSTITUTIONS: The All India Council for Technical Education (AICTE) has issued a list of some unapproved technical and management training institutions advertising their foreign tie-ups with other institutions.

The list named 13 institutions and courses, including seven being run in Delhi, such as the international MBA degree of Maharishi Institute of Management in collaboration with Maharishi University of Management (Iowa, US); Wigan and Leigh College (Nehru Place, Delhi) and its centers all over India; Delhi Business School (Paschim Vihar); Management Communication Development Institute (New Delhi); Center for Mass Media (New Delhi); Delhi Institute for Management and Services and Academic Trade and Technology (New Delhi).

The institutions named were Mussourie Management Institute of Engineering and Technology, National Institute of Construction Management and Research (Mumbai), The National Council for Labour Management (Chennai), The Institute of Hotel Management and Catering Technology (Bhubaneswar) and the Institute of Correspondence Studies (Hyderabad).

AICTE's chairman, Dr Rame Gowda, said: recently, "The AICTE does not approve any program of any foreign university in technical and management education to be conducted in India, either directly or in collaboration with any institute."

Further information can be obtained from the council's regional offices located at Bangalore, Bhopal, Calcutta, Chandigarh, Chennai, Kanpur and Mumbai and also at its headquarters at Indira Gandhi Sports Complex, IP Estate, New Delhi.

International Educational Exchange 5/17/97

IRELAND

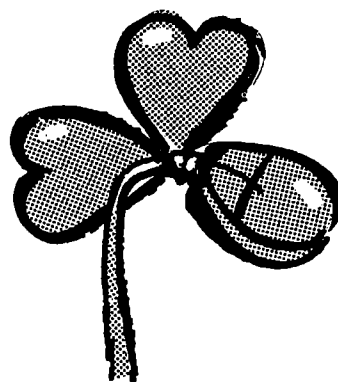
ITS TIME HAS COME Ireland now has an annual economic growth rate of 7 percent, inflation of less than 2 percent, a declining deficit and surging consumer confidence represented by record levels in telling indices like new car sales and housing starts. Ireland's growth rate is nearly three times that of Britain. Sixty percent of all business application software and 40 percent of all personal computer packaged software sold in Europe is made in Ireland.

There is a broad consensus on what is behind the Irish resurgence. The credit must go to the reforms in education. Tom Mitchell, provost of Trinity College, Dublin, dates the moves to the middle 1960s when the Government made secondary education free and put school buses on the back roads to ferry students from remote areas.

At the time, only 20 percent of the population went to high school; today the figure is 80 percent. College

and university attendance, then 7 percent, is now at 46 percent, close to the European norm. "Our education has developed at a massive rate," Mr. Mitchell said. It has also become more ambitious and more competitive. Students are very pro-Europe and they all study a foreign language.

The one deeply preoccupying aspect of this spreading prosperity is an unemployment rate of nearly 12 percent and the dismaying fact that the creation of more than 45,000 new jobs a year does little to cut into it. The rate reflects a group of unskilled and untutored people in the inner-city slums and concrete block suburban



housing projects whom the Irish economy does not accommodate. There are neighborhoods in Dublin with unemployment rates as high as 70 percent, along with drug addiction and crime that is being passed along generationally.

But the great migration from Ireland is over. Quite suddenly and dramatically, young men and women with college degrees in their suit pockets are no longer leaving, and thousands who had fled are coming back to Ireland. The country finds itself today with Europe's fastest-growing economy and a young, continental-inclined citizenry redefining Irishness in exuberant new ways.

The New York Times 2/23/97

ITALY

THE TERZA UNIVERSITA DEGLI STUDI DI ROMA is a state university established in Rome in November 1992.

Correspondence of 1/15/97 from the Fondazione Rui

JAMAICA

PRIVATE INSTITUTE CLOSING Some 120 students of the Institute of Professional Studies (IPS), a privately-run business school in Montego Bay, are now wondering if they will be able to sit examinations this year or if the money invested in their education has gone up in smoke.

The operator of the school had been given one year's notice to vacate the rented premises he had occupied for five years, but he failed to notify the students. This was not the first time this school had run into problems, and the sad thing, observers say, is that the Ministry of Education seems powerless to help. Under existing legislation, there is no regulation in place to provide students with redress if the private institution should fail. Students are at the mercy of independent school operators

There is also no legislation to regulate the number of days of instruction offered. A new code now being prepared will require private schools to provide at least 190 school days for the year, but it will take years be-

fore it becomes law. Private schools now are permitted to begin operating even before they are registered. Anyone who wishes to establish a school is given a one-year-provisional registration after informing the Ministry of Education of the courses they propose to offer, indicating the location of the school and showing that the facilities are adequate. In addition, qualifications of teachers employed must be verified. Being registered does not guarantee that the school is a solid institution.

Carib News, 4/22/97

JAPAN

NEW RULING An Education Ministry panel has adopted a report that calls for improving the complicated approval system for foreign students who wish to study in Japan. Under the panel's proposal, students will be able to get permission to enter specific universities before leaving their home countries, instead of waiting for approval following interviews and tests that must be taken after they arrive in Japan.

The Japan Times International Edition 4/14-20/97

SUNSHINE COLLEGE, founded in 1984 and nicknamed after the building in which it is located, is known officially in Japan as Tokyo Fukushi Shokei Senmon Gakko. It offers two-year associate degrees. The college does not recruit foreign students and has no catalogs available in English.

Correspondence of 5/13/97 from Sunshine College

JORDAN

NEW AMERICAN UNIVERSITY APPROVED The Jordanian Ministry of Higher Education has approved the establishment of a new, American-style university: The American University of the Jordan (the second "the" refers to "The" Jordan River), on the condition that it receives accreditation in the United States.

Government officials hope the new university will produce graduates who have a good command of English and who are computer literate; both skills seen as lacking in the current labor pool. The university will be located in Aqaba and will specialize in programs relating to Jordan and the Middle East. According to Jordanian sources, the new university is being spearheaded by a multinational group and has been incorporated in Kentucky. Construction is expected to begin soon, but no date has yet been announced for student enrollment.

AMIDEAST Institutional Membership Update 5/2/97

NEW BALQA APPLIED UNIVERSITY APPROVED In January, Parliament passed legislation permitting the creation of the Balqa Applied University in Salt. This development has resulted from King Hussein's 1996 directive that the government create an applied university. The new university will be financially and administratively independent and is expected to graduate professionals who can fill technical labor needs in Jordan and in other Arab countries. The new university is also charged with regulating the academic and technical levels of instruction at the country's community colleges. Arabic will be the language of instruction.

AMIDEAST Institutional Membership Update 5/2/97

MALAYSIA

NEW BUSINESS COLLEGE Four Australian universities signed an agreement in February with Metropolitan Col-

lege, Malaysia, to set up a new business college in Kuala Lumpur. The new college, to be known as the International Business Institute (IBI), will open in July, offering business-related courses at Certificate, Diploma and Advanced Diploma levels and will enable students to articulate into business degree programs offered by the four partner Australian universities.

The participating Australian institutions are the Royal Melbourne Institute of Technology (RMIT), Swinburne University of Technology, the University of Newcastle, and Macquarie University. Australian university staff will set and mark final exams for all subjects offered by the Institute, while the academic program will be fully taught by local Malaysian staff.

Metropolitan College was originally established in 1986 as Taylor's College, a private college devoted to twinning programs. In 1995 it had 1,600 students, representing one third of the total twinning market in Malaysia. Currently it has other twinning programs with RMIT, Curtin University of Technology, the University of Kentucky, University of Tennessee, Oklahoma State University and Queens' College, Belfast.

Campus Review 2/5-11/97

RUSSIA

MOSCOW STATE INDUSTRIAL UNIVERSITY is the new name of the Moscow Automobile Construction Institute, renamed about a year ago. It can be reached at sedykh@masi.msk.su or fax 095 275-2256.

Correspondence of 4/1/97 from Moscow State Industrial Univ.

SOUTH AFRICA

SHORT-CHANGED South African universities and technikons are to receive more money than they expected this year, but historically-black universities have still lost out. Funding, outlined in the budget speech of finance minister Trevor Manuel, still falls short of what institutions budgeted for, forcing cuts running into millions of rands.

When institutions discovered in December that higher education faced a real-terms decline in funding, historically white universities were the worst hit. Student loan funds also were slashed from R300 million last year to R250 million. Now an extra R50 million has been injected into student loans, enabling another 9,000 to register, but 25,000 students are still in need.

Students demonstrated against the cuts as soon as universities opened their doors in mid-February, bringing many campuses to a standstill and temporarily closing four universities. Students then turned on the government and, for the first time in years, academics joined students on marches.

While historically-white institutions reacted most strongly in December, the budget announcement provoked fury among historically black universities and technikons, who said the funding increase favored more privileged institutions.

The Times Higher Education Supplement 4/4/97

SOUTH KOREA

GENDER GAP Female high school students are being encouraged to compete for more places at top universities. The move follows the passing of a Women's Development Law and the acceptance of a five-year plan to close the gender gap.

At present, male graduates dominate South Korea's

top jobs; female workers are largely employed in low-paid manufacturing and service jobs.

Some 35 percent of women in the 18- to 21-age group are in higher education, compared with 57 percent of men. But most women are enrolled in lower-status junior colleges and teacher training colleges rather than four-year universities.

Employers argue that women are unreliable employees because they leave to start families. Many female students are reluctant to get involved in the tough competition for places at top universities because of the discrimination they know they will face in the job market.

High schools, meanwhile, are being asked to encourage more female students to take up courses in science, computing and industrial schools. Women-only universities also are being urged to develop their science and engineering faculties and to try to attract more students to these subjects.



The real impetus for change may come from another source. A shortage of key workers threatens to hinder South Korea's future economic development. The country can no longer afford to disregard the talents of a large part of its population.

The Times Higher Education Supplement 12/27/96

TANZANIA

PRIVATE UNIVERSITIES EMERGING With only three state universities—the University of Dar-es-Salaam, the Open University of Tanzania and Sokoine University of Agriculture—Tanzania has the smallest number of university students in East Africa. The demand for higher education has forced the government to consider applications for several private universities.

This demand is most acute for law, medicine, engineering, business and finance degree courses. However, the government is cash-strapped and is not only unable to establish new universities, but had been forced to make major cuts in existing education budgets.

In 1990-91, the government spent about 30 percent of the entire national budget on education, but this has fallen steadily, to 15 percent by 1995-96. Most of the education budget was diverted to revamping primary and secondary education, opening the door for the establishment of private universities.

High on the list of groups interested in setting up private universities are the Christian churches. The Lutheran Church has already applied to establish Tumaini University, with three constituent colleges in

different parts of the country. One will specialize in liberal arts, journalism and business studies. A second will deal with health sciences, and a third will offer courses in agriculture and veterinary sciences.

The Catholic Church has also applied to establish a private university at Mwanza, to be known as St. Augustine University of Tanzania. This institution would be an upgrade of the little-known Nyegezi Social Training Institute to university status, and would offer degree programs in liberal arts, journalism, theology and medicine.

An Indian community is also interested in establishing the Vign International Medical and Technological University in Dar-es-Salaam offering degrees in medicine, dental surgery, nursing, and pharmacy, and later, in computer sciences, communications technology and electronics.

The Times Higher Education Supplement 4/4/97

THAILAND

NEW UNIVERSITY Academics and administrators from North Carolina's Duke University are helping to launch an American-style university, with teaching in English, on Thailand's eastern seaboard. The Asian International University is scheduled to open in 1999 about 50 miles from Bangkok as a private university charging about \$10,000 in annual fees—about half the cost of Duke itself.

Concentrating on undergraduate education, it will aim for a market niche created by Thai families who want the benefits of a western education without seeing their children disappear across the Pacific.

The university will aim to draw students from Indonesia, Vietnam, Laos, Cambodia, and parts of east Asia, such as Hong Kong, Taiwan, and possibly even Japan and Korea. It will compete with Britain and Australia for students.

The economies of the "Asian Tigers" have been growing at rates of close to 10 percent a year, driving up the market for home-grown higher education. Hong Kong and Taiwan have seen rapid university expansion.

Another new college, the \$80 million University of Science and Technology in Asia, is being developed in collaboration with Imperial College, London. Imperial has also been involved with the Mahanakorn University of Science and Technology in Bangkok, which after seven years has 14,000 students.

The Times Higher Education Supplement 2/28/97

PRIVATE UNIVERSITIES There are 35 private educational institutions in Thailand authorized to grant degrees under the auspices of the Ministry of University Affairs: Assumption University; Bangkok University; Bundit Sakonnakhon College (Closed March 1997); Christian College; Dhurakijpundit University; Huachiew Chalermprakiet University; Kasem Bundit University; Krirk University; Mahanakorn University of Technology; Mission College; North-Eastern College; Payap University; Phakklang College; Rajapark College; Rama Ayodhaya College; Rangsit University; Saengtham College; Saint John's College; Saint Louis Nursing College; Siam Pundit College; Siam University; South-East Asia University; Sripatum University; Srisophon College; Technology Ratchathani College; Thongsuk College; The University of the Thai Chamber of Commerce; Vongchavalitkul University; Yonok College; Eastern Asia College; Dusit Thani College; Eastern Asia College; British University (Thailand); Hat Yai City College; and Sirin

Siam University. The last six institutions are now in the process of being established. *IIE, Bangkok, 4/23/97*

UNITED KINGDOM

TOO GOOD FOR THE JOB Some economists are arguing that more than a third of graduates in the United Kingdom are "over educated," and expansionist higher education policies should be checked.

As many as 40 percent of graduates may be over-qualified for first jobs, delegates to the Royal Economic Society's conference were told in March. A study, "Overeducation Duration" by Peter Dolton and Anna Vignoles of Newcastle University, found that the UK is heading for an oversupply of graduates. The 1996 paper said, "Increasing the proportion of graduates in the economy may not automatically lead to a high-skill, high-wage work force."

The authors argue that the return on investment in a degree could be very low, and reinforce research by the Department for Education and Employment, which has urged the government to cap the expansion of student numbers in higher education.

Times Higher Education Supplement 3/28/97

UNITED STATES

G.E.D. STANDARD RAISED For high school dropouts seeking a high school equivalency diploma, the bar has just been raised a little higher. The American Council on Education, the Washington organization that oversees the national examination, has set new standards which it estimates only 66 percent of graduating high school seniors will meet.

Beginning this year, the testing service is eliminating the provision that allowed people who scored lower in one area of the test to compensate with higher scores in another. The move comes in the face of widespread pressures to raise academic standards in primary and secondary schools as well as in colleges. States have the right to set their own G.E.D. (test of general education development) standards above the national minimum, and some, including New York and New Jersey, have.

The G.E.D. tests last seven hours and 45 minutes and cover writing skills (including an essay), social studies, science, mathematics, and literature and the arts. Each of the five tests is scored on a range of 20 to 80.

To earn a G.E.D. diploma, a test-taker must now score at least 40 on each of the five parts of the exam and 225 overall. Previously, students could score as low as 35 on a part of the test and still qualify for a diploma if their total score was 225.

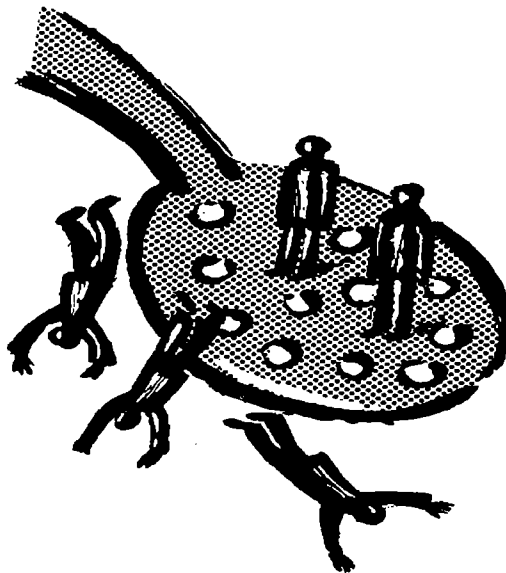
About 800,000 people take the exam each year, about 1.5 percent of the adults in the US without a high school diploma. Many want the G.E.D. diploma as a passport to college or to a vocational program or job. Typically, 450,000 to 500,000 people annually pass the exam, which a person is allowed to take up to three times each year.

The New York Times 4/09/97

COMPETITIVE COLLEGE MARKET Tens of thousands of high-achieving high school seniors have been offered hefty college scholarships in spite of the ability of their families to pay full tuition. And increasingly, it is second-tier private colleges that are making the offers, a new study shows. Their liberal use of merit-based aid is slowing the trend toward the ever-greater concentration of talent in more elite institutions.

"The big worry is that schools will divert funds that would otherwise go to needy students," said William Bowen, head of the Mellon Foundation and former president of Princeton University.

Squeezed by parents looking for more bang from a tuition buck, educators in recent years have discovered the realities of the competitive market—a market in which merit scholarships are a key to keeping good students and attracting better ones. A survey of 379 colleges and universities, to be published in the fall (*The Student Aid Game*, Princeton University Press), shows



that merit-based aid grew at a 13 percent annual rate during the 1980s, even after adjusting for inflation. And there is reason to believe that the pace has accelerated since.

"Nobody pays retail anymore," said Thomas Williams of Group USA/Noel-Levitz in Iowa City, management consultants specializing in colleges.

At the top of the college pecking order stand a few dozen institutions able to skim the cream from the applicant pool and then offer whatever discounts are needed to make tuition affordable to everyone they admit. In contrast, most private colleges are feeling the pressure to use discounts to attract the best and the brightest.

Because merit discounts are usually contingent on continuing academic excellence, the practice creates incentives for students to spend more time studying and less time drinking beer.

While need-based aid as a portion of all institutional aid did fall by one-eighth from 1983 to 1991, the total size of the aid pie grew fast enough to keep needy students ahead of the trend. Indeed, the 10 percent real annual growth of need-based aid far outpaced tuition.

The New York Times 4/09/97

SPANISH—LANGUAGE OF CHOICE A recent survey conducted by Menlo Park Accountemps, a temporary staffing service for accounting, finance and bookkeeping professionals, finds that Spanish is the most useful second language for business in the United States.

Sixty-three percent of 150 executives polled chose Spanish as the most valuable second language. Japanese came in a distant second, with only 16 percent of the vote. In 1989, a similar poll showed that only 44% of executives ranked Spanish as "most valuable," while 32%

ranked Japanese their second choice. *Workforce 5/97*

MAGAZINE RANKINGS COUNT Colleges that disdain magazine rankings might want to think twice before writing them off, according to a study by the American Educational Research Association.

Eleven percent of students said college rankings were a "very important" factor in their college choice. Sixty percent said the rankings were "not at all" important, and 30 percent called them "somewhat important."

Those who relied on the rankings were a select group, however. They were more likely than other students to be from high-income families, to have parents who attended college, to have earned A's in high school, and to have plans for pursuing professional degrees. They also were more likely to attend private institutions. Students who valued rankings were more likely to be Asian American than members of other ethnic groups.

The rankings included those done by *U.S. News & World Report*, *Money*, *Newsweek*, *Time*, and *Rolling Stone*. The study found that the rise in influence of the magazines' guides coincided with a decline in the availability of college counseling for high school students. For a free copy of the study, contact Patricia McDonough by e-mail at mcdonough@gseis.ucla.edu.

The Chronicle of Higher Education 4/4/97

RESEGREGATION OF SCHOOLS The nation's schools are becoming re-segregated at the fastest rate since the 1954 *Brown v. Board of Education* ruling, reflecting court decisions dismantling desegregation plans and the continuing isolation of Hispanic students in largely poor and minority schools, according to a new Harvard University study.

"In American race relations, the bridge from the 20th century may be leading back into the 19th century," concludes the report, *Deepening Segregation in American Public Schools*. "There is no evidence that separate but equal today works any better than it did a century ago."

Other analysts say the trend away from desegregation simply reflects that many parents and educators, white and minority, no longer see desegregation as a paramount educational goal.

States with the highest levels of segregation for black students are Illinois, Michigan, New York and New Jersey. Meanwhile, the proportion of minorities in the nation's schools has been growing. From 1968 to 1994, the number of Hispanics in the nation's schools grew by 178 percent and the number of blacks by 14 percent. The number of whites fell by 9 percent.

The New York Times 4/98/97

THE NEW BOOM Baby-boomers no longer have the record for K-12 enrollment. Last fall, 51.7 million students enrolled in the nation's elementary and secondary schools, breaking the 1971 record of 51.3 million. High schools are witnessing a 15 percent jump over last year.

"We are only at the midpoint of a long, slow rising wave...of a 20-year trend of rising enrollments," reports Education Secretary Richard Riley. The consequences? Within a decade, the nation will need to build 6,000 new schools, hire 190,000 new teachers, and raise an additional \$15 billion annually.

The West and Southwest will experience the greatest rates of growth. But 33 states will share in the phenomena. And, of course, the new wave will soon be spilling onto college campuses across the land. Enrollments

are expected to jump 14 percent to 16.4 million in 2006. To obtain a free copy of "A Back to School Special Report: The Baby Boom Echo," contact the Education Dept, Office of Public Affairs, 600 Independence Ave. S.W., Washington, DC 20202; (202) 401-1579 or at <http://www.ed.gov/NCES/pubs>.
College Bound Vol 11 No 1

WEST BANK/GAZA STRIP

VERIFYING TAWJIBI AUTHENTICITY During the past year, several of the *tawjibi* (general secondary education) certificates that AMIDEAST has sought to verify with the Palestinian Authority Ministry of Education have turned out to be fraudulent. AMIDEAST's staff in Jerusalem has discussed this issue with ministry officials, who advise US universities to pursue one of the following measures if they have concerns about an individual *tawjibi* score: 1) request that the student submit his/her *tawjibi* scores in an envelope sealed with the Ministry of Education's stamp; or 2) submit the document to the Ministry of Education for verification. Documents can be faxed to: 011-972-2-9983200 or 972-9-673330 or mailed to: Ministry of Education, Directorate of Examinations, PO Box 576, Ramallah, Palestine.

AMIDEAST Institutional Membership Update 3/7/97

NAME CHANGE The College of Engineering and Technology in Hebron is a private institution established in 1978 as Hebron Polytechnic. In 1983, the name was changed to Hebron Technical Engineering College. The current name was adopted in 1994, when bachelor's degree programs were introduced. CET was founded by the University Graduates Union, a charitable society established in 1953.

The former Hebron Polytechnic initially offered three-year diplomas in architectural engineering, civil engineering, electrical engineering, and mechanical engineering. These programs evolved and expanded in accordance with local needs for qualified technicians in various engineering fields.

Today, two-year diplomas are offered in the following specializations, organized by department: Architectural and Civil Engineering (surveying, structure and construction, architectural drawing, interior design and decoration); Electrical Engineering (radio and TV, power transmission and distribution, electrical wiring, industrial automation, and automobile electricity); Computer Engineering (computer programming and systems analysis, administration and office automation); Mechanical Engineering (refrigeration and air conditioning, automobile maintenance, production and machines, agricultural mechanization, and animal husbandry mechanization); and Fine Arts (ceramics and glass, and fashion design).

With the name change to College of Engineering and Technology in 1994, four-year Bachelor of Science degrees in engineering technology were introduced in computer systems engineering, mechanical engineering/automotive technology, industrial automation, building engineering, and information systems.

AMIDEAST Institutional Membership Update 3/7/97

ZAMBIA

SHUTDOWN The University of Zambia was closed "indefinitely" by the university senate in late March after five days of student riots sparked by delays in the payment of government allowances for books.

Chronicle of Higher Education 3/21/97

UPDATES

UPDATE ON TAIWAN

by Julie Hu

Since 1988, when my colleague Wang Wen-chung and I wrote a profile of education on Taiwan, there have been two noticeable trends in the system: first, toward greater institutional autonomy, and second, toward an emphasis on technical/vocational education.

Both of these trends may be of interest to admissions officers, since they make the educational system more varied and not as easy to classify. As will be seen below, students with bachelor's degrees will now come both from the technical academic track and the less familiar technical/vocational track. The curricula will be far less uniform as well. However, one element is still present—the frequently criticized Joint College Entrance Examination has not been abolished.

Phasing Out and Upgrading Three-year Junior College Programs

In 1988 there were ten institutions which had three-year junior college programs. These programs had been established decades previously for graduates of senior academic high schools, which did not prepare students for the vocational and technical courses of study offered at the two-year junior colleges. Therefore, an extra year was considered necessary to provide the technical training they lacked before attempting the two-year junior college program.

The three-year programs were not very popular since they required more time to complete, but did not award a bachelor's degree. When the graduates attempted to transfer to a four-year university, they were usually placed only at the junior level. With decreasing enrollment and popular dissatisfaction, the Ministry of Education announced in 1988 that it would encourage the colleges with these programs to upgrade to four-year colleges granting bachelor's degrees. Since then, all have done so.

Julie Hu is the Education Information and Exchange Officer for the Foundation for Scholarly Exchange in the Republic of China (Taiwan).



Changes (Four-Year Academic Colleges or Universities)

The Ministry also offered the colleges a choice of what type of four-year college to upgrade to: academic or vocational. Those which chose the academic path would accept graduates of academic or vocational high schools through the Joint College Entrance Examination (JCEE), as did most of the existing four-year academic universities; would be under the jurisdiction of the Ministry's Division of Higher Education; and would offer academic-oriented, rather than vocational/technical curricula. The following colleges with three-year programs chose to become academic, rather than vocational/technical institutions:

- **Ming Chuan College** 1990 (formerly Ming Chuan Junior College)
- **The World College of Journalism and Communication** 1991 (formerly The World College of Journalism)
- **Shih Chien College** 1991 (formerly Shih Chien Jr. College)
- **National Taiwan College of Arts** 1994 (formerly National Taiwan Academy of Arts)
- **Tamsui Oxford College** 1994 (formerly known by the same name)
- **National Taiwan College of Physical Education** 1996
- **Municipal Taipei Physical Education College** 1996

I. Changes (Vocational/Technical Four-Year Colleges)

Those three-year colleges which chose the vocational/technical route would accept only graduates of vocational high schools through the Polytechnic and Two-Year Junior College Entrance Examination; offer technical/vocational curricula; and be under the jurisdiction of the Ministry's Division of Vocational and Technical Education. In the past, only National Taiwan Institute of Technology offered this type of curriculum. The following colleges which formerly offered three-year programs chose to follow this vocational-technical track:

- **National Pingtung Polytechnic Institute** 1991 (formerly National Pingtung Jr. College of Agriculture)
- **National Taipei Institute of Technology** 1994 (formerly known by the same name)
- **National Taipei College of Nursing** 1994 (formerly known by the same name)

Transition

In addition to the three-year programs, some of the colleges had other types of junior college programs, such as the two-year or five-year programs. These programs were considered to serve a useful purpose, but the Ministry of Education did not permit schools to offer junior college programs in institutions which also offered the bachelor's degree. Therefore, schools which wished to preserve both their five-year junior college program and at the same time upgrade their three-year programs to the bachelor's degree program eventually split in two, at least on paper, in Chinese. Thus, the National Academy of the Arts, which had and still has a five-year junior college program, is still listed under "junior colleges" in the Ministry's publication *School Names of Universities, Colleges and Junior Colleges in the Republic of China*, but under "colleges and universities" there is now a "National Taiwan College of Arts," whose address and phone number are exactly the same as that of the "National Academy of the Arts."

National Taipei Institute of Technology, on the other hand, is still listed with that name under both "junior colleges" and again under "universities and colleges" with the same address, but with a parenthetical note: "temporary adopted name." (Recently, the school indicated that it would keep the same English name for both the junior college and the four-year technical institute.)

All four schools have different Chinese names, it should be noted. Following is a summary of the changes undergone in the schools which had three-year junior

college programs in 1988:

- **Ming Chuan Junior College**: became **Ming Chuan College**, offering the bachelor's degree, in 1990; entrance by JCEE.
- **Municipal Taipei Physical Education College**: became a four-year college offering the bachelor's degree in 1996; entrance through an independent examination, not limited to vocational school graduates.
- **National Pingtung Jr. College of Agriculture**: in 1991, became **National Pingtung Polytechnic Institute**; entrance by the Polytechnic and Two-Year Colleges examination, for vocational school graduates only.
- **National Taipei College of Nursing**: in 1996, dropped its junior college programs and became a four-year technical college offering the bachelor's degree; entrance through the Polytechnic and Two-Year College examinations, for vocational school graduates only.
- **National Taipei Institute of Technology**: in 1994, split into two institutions with the same English name; one is a junior college and the other is a four-year technical college granting the bachelor's degree; entrance by the Polytechnic and Two-Year Colleges examination, for vocational school graduates only.
- **National Taiwan Academy of Arts**: in 1994, split into two institutions; one kept the original name in both English and Chinese and continues to offer a five-year junior college program; the other changed its name (both English and Chinese) and became **National Taiwan College of Arts**, offering the bachelor's degree and requiring the JCEE for entrance.
- **National Taiwan College of Physical Education**: upgraded to a four-year college offering the bachelor's degree in 1996; entrance through the JCEE.
- **Shih Chien Jr. College**: in 1991, upgraded to **Shih Chien College**, offering the bachelor's degree and entered through the JCEE.
- **Tamsui Oxford College**: in 1994, upgraded to a four-year college, offering the bachelor's degree and entered through the JCEE.
- **The World College of Journalism**: in 1991, changed its name to **The World College of Journalism and Communications** and upgraded to a four-year college offering the bachelor's degree and entered through the JCEE.

II. Emphasis on Vocational/Technical Education; Establishment of Four-Year Vocational-Technical Institutions

Since 1988, the Ministry of Education has placed much emphasis on expanding and upgrading vocational/technical education. It has permitted the establishment of eight private junior colleges and has itself established two new public ones. This partly accounts for the increase in the percentage of vocational school graduates pursuing postsecondary education: in contrast to the 1988-89 year, when only 4.57% entered the postsecondary level, in 1995 17.84% succeeded in doing so.

The rest of the increase is accounted for by the establishment of three new four-year technological/vocational track colleges which accept vocational high school graduates for four-year bachelor's degree programs:

- **Kaohsiung Polytechnic Institute** 1990
- **National Yun Lin Institute of Technology** 1991
- **Chao Yang Institute of Technology** 1994

In addition, in 1988, the National Taiwan Institute of Technology was permitted to reactivate its bachelor's degree program for graduates of vocational high schools,



which had been in existence only from 1976 to 1983.

Combined with the upgrading of the three three-year junior colleges to four-year technical colleges, there is now a total of seven institutions with four-year bachelor's degree programs which are especially intended for vocational high school graduates.

These institutions are entered through the annual Polytechnic and Two-Year Junior College Entrance Examinations, separate from the Joint College Entrance Examination usually taken by senior high school graduates.

There is a bewildering variety of Polytechnic and Two-Year Junior College Entrance Examinations, but, in general, they include Chinese, English, Mathematics, Three Principles of the People, and two to three professional specialties, and last for two days. Those who take these examinations are vocational high school graduates around the age of 18.

The Joint College Entrance Examinations, on the other hand, include English, Mathematics, Chinese, Three Principles of the People, and an additional two to three examinations in either history and geography; physics and chemistry; biology, chemistry and physics; or biology and chemistry.

The five-year Junior College Entrance Examination includes only English, Chinese, Mathematics, Social Sciences and Natural Sciences. In addition to the technical colleges especially established for vocational high school graduates, certain departments in the universities and colleges that usually admit students through the JCEE will admit vocational school graduates through a special examination similar to the Polytechnic and Two-Year Colleges examinations.

The purpose of this arrangement is to provide qualified teachers for vocational high schools in such fields as industry and commerce. Thus, the Industrial Education Department of National Taiwan Normal University participates in a combined entrance examination for entrance to two-year junior colleges and four-year technical colleges.

The rate of success in these examinations is between 20% and 25%, but will almost certainly rise as more four-year technical colleges are established. According to one source, the Ministry plans that by the year 2000 there will be a total of 27 such institutes.

The Ministry did not stop there, however. Taiwan's junior colleges are under the jurisdiction of the Ministry's Department of Technological & Vocational Education and have not in the past offered the transfer programs offered by junior or community colleges in the US. Though very highly motivated junior college graduates were sometimes able to pass the transfer examinations to enter the academic colleges and universities, the numbers attempting to do so were increasing rapidly, and with the very limited number of spaces available, the majority were inevitably unsuccessful.

Moreover, most of them could only be accepted at the sophomore level. Only one institution, the National Taiwan Institute of Technology, was designated to accept junior college graduates for a two-year, upper-division bachelor's degree program. Now, all of the new technology colleges have two-year bachelor's degree programs designed for junior college graduates. These programs are entered through examinations in English, Chinese, Three Principles of the People, and three pro-

fessional specialties.

Finally, to complete the vocational/technical track, the graduate programs of the technical colleges can be entered either by examination (in Chinese, English, and three professional specialties) or a combination of job experience and recommendation.

Thus there are now seven colleges offering four-year bachelor's degree programs to vocational high school graduates, two-year upper-division bachelor's degree programs to junior college graduates, and graduate programs. They are:

Chao Yang Institute of Technology 1994
Kaohsiung Polytechnic Institute 1990
National Pingtung Polytechnic Institute 1991
National Taipei College of Nursing 1994
National Taipei Institute of Technology 1994
National Taiwan Institute of Technology 1974
National Yun-lin Institute of Technology 1991

III. Establishment of New Academic Colleges and Universities

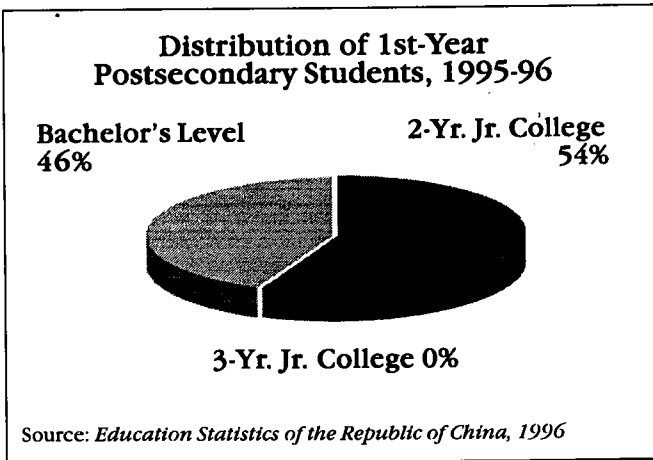
There are now 60 bachelor degree-granting colleges, including the seven which are in the vocational/technical category. This is in contrast to the 41 such institutions in 1988, and several more are in the planning stages.

This expansion was achieved not only by upgrading the seven three-year junior colleges mentioned above, and the establishment of the three new vocational/technical four-year colleges, but also by permitting the establishment of twelve completely new academic four-year institutions with bachelor's degree programs, entered through the JCEE:

National Chung Cheng University
 Chia-Y Co. 1989
Yuan Tze Institute of Technology
 Taoyuan Co. 1989
Huafan College of Humanities and Technology Taipei Co. 1990
Chung-Hua Polytechnic Institute
 Hsinchu City 1990
Dai-yeh Institute of Technology
 Changhua Co. 1990
Chang Jung College of Management
 Tainan Co. 1993
Tzu Chi College of Medicine Hualien Co. 1994
National Dong Hwa University Hualien 1994
National Institute of Technology at Kaohsiung 1995
National Chi Nan University Hualien 1996
National Tainan College of Arts 1996
Hsuen Tsun Humanities and Sociology College Hsin-Chu City 1996

More than half of the newly-established colleges are private. Since permission of the Ministry is necessary to establish such colleges, and since only one private college (Chang Gung Medical College) had been established between 1960 and 1987, it is clear that a deliberate decision was made at the Ministry to encourage the private sector to invest in higher education.

There are plans also for expansion of the system through the establishment of still more universities and colleges in the near future. Fu Kung Humanities and Sociology College (I-Lan) and Kai Nan Management College (Lu-Chu, Tao Yuan) are scheduled to open in 1998. Those still in the planning stage, without a scheduled opening date, are:



- National Taipei University
- National Kaohsiung University
- I Chiang Institute of Technology I-Lan
- Fa Guo Humanities and Sociology College Taipei
- Chien Chen Management College Pin-Chen, Tao-Yuan
- Kuan Heng Institute of Technology Tainan
- Yi Tai Law and Management College Chishan, Kaohsiung
- Tzu Chi Humanities and Sociology College Hualien

IV. Curriculum

The curriculum at Taiwan's postsecondary institutions is not as monolithic as it once was. According to a recent ruling by the Republic of China's Council of Grand Justices, the universities are no longer obligated "to teach a list of courses mandated by the MOE...now schools are free to design their own courses."

In general, the technical junior colleges and newer four-year technical institutes are supposed to have a more practical curriculum, with many opportunities for practice in industry. In recent years, as Taiwan's industries have upgraded, the technical schools have changed their curricula to match the needs of industry. Whereas previously the emphasis was on providing skilled workers or technicians, now it is on high-tech engineers. At the same time, with the drive for internationalization in Taiwan, the need for engineers able to communicate in

foreign languages is leading to the strengthening of language training and the establishment of departments of Applied English, Japanese, or German.

The traditional universities and colleges are also free to revamp their curricula, leading in some cases to the abolishment of such courses as The Three Principles of the People and Freshman English. Students have more room to choose elective courses both inside and outside their own departments.

V. Reform

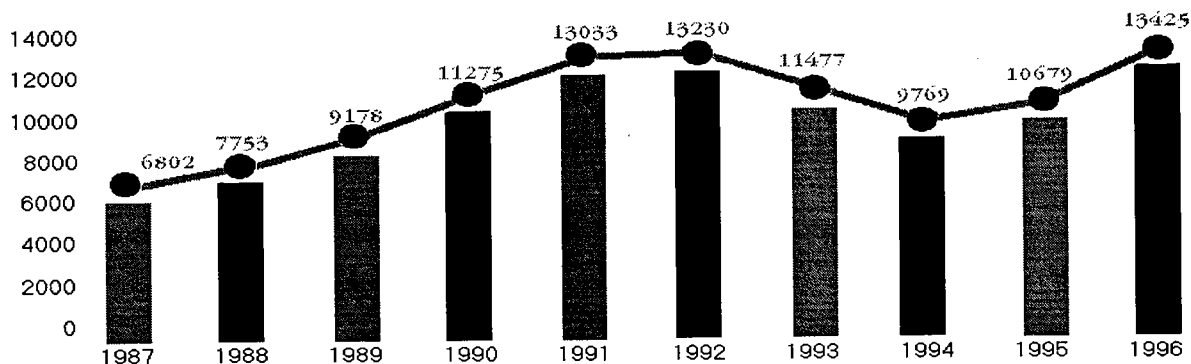
For many years, the educational system has been fiercely criticized because of its perceived rigidity and the strong pressure it places on students in junior and senior high schools, who are admitted to higher levels of education only by passing very competitive entrance examinations. Suggestions to abolish either the high school or college entrance examinations are made year after year. In fact, in the 1988 WENR article we reported as fact that the high school entrance examination was to be abolished. At the time it was written, the Ministry was indeed in the beginning stages of a plan under which, beginning in 1991, there would be places in senior high schools for all students who wished to enter.

Shortly after the article was published, this plan was downgraded to an experiment, applicable only to students in Taipei City. Students were allowed to choose, when they entered junior high school, if they wished to rely on their grades to get into a college or university, or to take the entrance examinations after their graduation from high school three years later. Those who chose to rely on their grades were guaranteed a place in a high school, according to how high or low their three-year grade average was.

The entrance examination to universities and colleges has come under the same criticism, and some small concessions have been made at that level also. For example, students especially talented (as evidenced by grades) in certain subjects such as English or mathematics, may be permitted to waive the entrance examination if they commit themselves to enter and remain in the department to which they are admitted on the basis of this high achievement.

However, as has been pointed out, without an expansion of the system it would do little good to abolish the entrance examinations, since the same insufficient number of places would remain. There is a great distrust of the concept of relying on grades and/or recom-

F-1 Visas Issued in Taiwan 1987-96



Source: American Institute in Taiwan



mendations; it is felt that because schools are unequal in their quality and grading policies, the examination system is still the fairest way.

The rapid expansion of the system, with more institutions being established or planned at the secondary and postsecondary levels, appears to be the most promising way to relieve the pressure on junior high school and secondary school graduates. This includes the opening up of many more opportunities for vocational high school and junior college graduates to pursue higher education credentials.

VI. Graduate Education

Graduate education has also greatly expanded. The number of master's degrees awarded almost doubled from 5,601 in 1987-88 to 11,706 in 1994-95, while the number of graduate institutes more than doubled, from 315 to 664.

VII. Evaluation of Credentials

Admissions officers are already getting applications from graduates of the many new institutions established in the last ten years. Those junior college graduates who have transferred to four-year institutions in Taiwan or who entered the special two-year bachelor degree completion programs present more complicated credentials than has been usual for Taiwan applicants. Moreover, because of the increasing autonomy of the universities, the bachelor degree diplomas of some (for example, National Taiwan University) no longer bear the seal of the Ministry of Education. And the bachelor's and master's degrees will not in all cases represent the same educational background that they did, since the technical/vocational track now extends all the way through the master's degree level.

The 1977 publication on Taiwan's educational system (Kennedy, 1977) is becoming more and more inadequate to the task of assisting admissions officers to evaluate Taiwan credentials, but there is real hope of a new AACRAO publication on Taiwan coming out soon. In the interim, the following references may be helpful in ascertaining the level of an institution and recognition or lack of it by the Ministry of Education. Each has some information not provided by the other, but if a choice has to be made among the three, the first is the most useful because it is the most complete (the others do not include the military schools):

1. Ministry of Education. *Education Statistics of the Republic of China*. Annual. A volume of almost 300 pages, of which 13 have a list, in English and Chinese, of colleges, universities, and junior colleges which are recognized by the Ministry of Education, including military schools. Some additional information is also provided, such as enrollment, date of founding, number of faculty, and location.

2. Ministry of Education. *Higher Education in the Republic of China: A Guide for Foreign Students*. Taipei, 1995. Published irregularly. For each institution, provides the following information: name, address, brief history, campus area, enrollment, number of part-time and full time faculty and staff, library holdings, number of aca-

demical departments and graduate institutes, and degrees offered, followed by a table showing at what date each degree or junior college program was established for each department. Does not include military schools.

3. Ministry of Education. *School Name (sic) of Universities, Colleges, and Junior Colleges in the Republic of China* Taipei, 1995. Published irregularly. A brochure of 20-odd pages providing school's name and address in English and Chinese as well as the telephone and fax numbers. Occasionally a useful note, such as "Newly established in 1995" or "Upgraded in 1994" is added. Does not include military schools.

These publications can usually be obtained at the nearest Taipei Economic and Cultural Representative Office or TECRO (formerly known as CCNAA). Offices are located in Atlanta, Boston, Chicago, Houston, Los Angeles, New York, San Francisco, and Washington, and they are usually listed in the telephone book. The address of the main office in Washington is:

Taipei Economic and Cultural Representative
Office in the United States
4201 Wisconsin Ave., N.W.
Washington, D.C. 20016
Tel.: 201-895-1850; Fax, 202-362-6144, or 364-0416

VIII. Conclusion

The growing tendency toward institutional autonomy and loosening of control by the Ministry of Education is resulting in more varied curricula and standards. At the same time, the decision by the Ministry to expand the whole higher education system, but particularly the technical/vocational sector, is producing a flood of new institutions, not only with new names, but apparently more technically oriented students than admissions officers and faculty members have been accustomed to from Taiwan. Admission officers are sorely in need of a new, basic publication to help them keep up not only with the names of the new institutions but also the new meaning of educational credentials from Taiwan.

In spite of the expansion of the entire system in Taiwan, the number of students going from Taiwan to the US is again on the rise, as shown by the graph on page 13. Thus, for the immediate future, it seems that Taiwan students will still be one of the dominant groups among the international students at US universities.

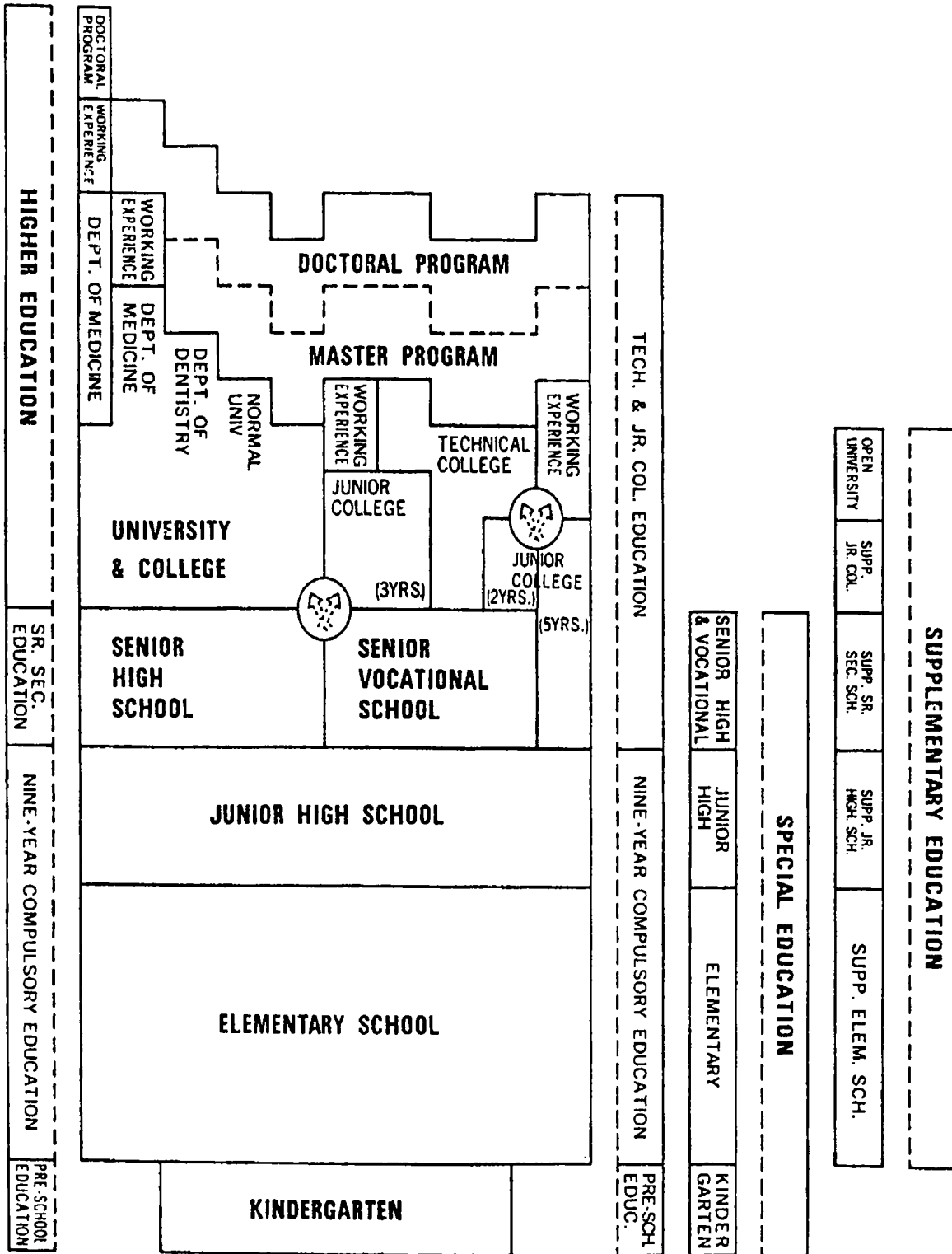
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CURRENT SCHOOL SYSTEM OF THE REPUBLIC OF CHINA (TAIWAN)

NORMAL
AGE
SCHOOL
AGE

25	30
24	29
23	28
22	27
21	26
20	25
19	24
18	23
17	22
16	21
15	20
14	19
13	18
12	17
11	16
10	15
9	14
8	13
7	12
6	11
5	10
4	9
3	8
2	7
1	6
	5
	4



INSTITUTIONAL PROFILES



CHINA EUROPE INTERNATIONAL BUSINESS SCHOOL

Reflecting China's increasing need for personnel specializing in foreign economic affairs and business management, the China Europe International Business School/CEIBS was founded in Shanghai in November 1994, the first international business school in China. CEIBS is a joint venture of the Shanghai Jiaotong University and the European Foundation for Management Development, a consortium of high-level European business schools and companies.

ENTRANCE REQUIREMENTS

Candidates for the 18-month full-time program must be between the ages of 24 and 40, have a bachelor's degree, proficiency in English, and at least two years of prior work experience. Candidates are required to take the Graduate Admissions Test (GMAT), which also serves as a test of skills in reading and writing English for non-native English speakers.

Candidates for the two-year part-time MBA program must be between the ages of 30 and 45 and have at least eight years of work experience, including five years in a managerial position.

LENGTH OF STUDY

The institution offers an 18-month, full-time MBA program, a two-year part-time MBA program for senior managers of Chinese and foreign-invested companies in China, and short executive training programs for managers of Chinese and foreign-invested companies in China. Short training programs are usually conducted in Chinese, or sometimes in Chinese and English.

COURSE LOAD

Courses are offered in six modules over the 18-month period. A pre-module and an internship of about two and a half months are also included. Students must obtain 22 course credits out of 25 offered, and 23 project credits out of 30 available. The latter are broken down into 15 credits for each project (11 for the written and 4 for the oral report).

FACULTY

CEIBS' international faculty are from top business schools around the world. Instruction is in English.

DEGREES

An international MBA diploma is awarded by the Academic Council of CEIBS to those participants who have successfully completed the CEIBS MBA program.

Any applicant seeking a Chinese MBA degree must apply to the Degree Committee of Shanghai Jiaotong University.

GRADING SCALE

0-49% = failure; 50-59% = D; 60-69% = C; 70-79% = B; 80-100% = A. The average grade is about 70%. Students must maintain a grade average of at least 60% in the first year, or they are not allowed to advance to the second year of the MBA course.

University of Technology
Ho Chi Minh City
Vietnam

University of Tasmania
Hobart Tasmania
Australia

TWINNING PROGRAM IN ENGINEERING EDUCATION

The HUT-UT Twinning Program is a cooperative venture in engineering education between the Ho-Chi-Minh City University of Technology in Vietnam and the University of Tasmania in Australia. Begun in February 1994, it is the first program of its kind in Vietnam and the only twinning program in engineering education between Vietnam and other countries.

UT, at over 100 years old, is the fourth oldest university in Australia.

Ho-Chi-Minh City University of Technology was established in October 1957 as the National Technical Center, combining four colleges (College of Civil Engineering, College of Electrical Engineering, Maritime Transportation School, and the College of Mechanical Engineering) founded by the former French colonial government. The university adopted its current name in October 1976. HUT is the only engineering education institution in southern Vietnam.

ENTRANCE REQUIREMENTS

Passing an entrance examination in mathematics, physics and chemistry. Achieving the equivalent of 400 or more on a test of English language corresponding to a TOEFL. Transfer to the University of Tasmania requires a TOEFL score of 550 or the equivalent.

LENGTH OF STUDY

Students study the first two years in Vietnam. If successful, they transfer to Hobart to complete a Bachelor of Engineering degree from the University of Tasmania after another two years of study.

COURSE OF STUDY

The program offers degrees in Civil Engineering (*Ky su Cong Chanh va Xay dung*); Mechanical Engineering (*Ky su Co khi*); Electrical Engineering (*Ky su Dien*); Electronic & Computer Engineering (*Ky su Dien Tu va May Tinh*), and Computer Systems Engineering (*Ky su He thong Dien Toan*).

ACCREDITATION

The program is recognized and accredited by the Institution of Engineers of Australia (IEAust) and is recognized by all English-speaking countries.

HUT can be reached by fax at: +84-8 8653 823
UT can be reached by fax at +61 02 202136 or e-mail at d.t.nguyen@eee.utas.edu.au



STUDY ABROAD

Is There Life After Government Funding?

by Nana Rinehart

International education faces a paradoxical situation. Rhetoric about the need to prepare students for a "global" future abounds, and many university mission statements list "internationalization" as a priority. At the same time, federal funding for educational exchange has been cut while, at the institutional level, "restructuring" and "downsizing" have left many campus international and study-abroad offices with fewer resources to carry out their mandate.

The loss of resources is usually seen as a sign of increased isolationism, but the cuts may also be part of broader social, political and economic changes. These changes include (1) cuts in public spending exemplified by "downsizing" of government and privatization—a general trend not limited to the US; (2) a transformation of the private sector as a result of new technology, globalization of production, acceleration of new product development, and increasingly demanding and discriminating consumers.

Both of these tendencies affect the non-profit sector as well. Not only is public funding drying up, but clients are becoming more diverse and demanding a higher level and broader range of services at lower cost. Further, the promises and demands of new communication technologies have created opportunities, pressures and increased risks.

If the decline in resources allocated to international education is seen as a part of this general phenomenon, the problem becomes much broader than if it is seen as a result of isolationism—and much less likely to disappear if and when attitudes change.

The history and recent experience of the International Student Exchange Program (ISEP) offers one example of the impact of these changes. ISEP was established in 1979 at Georgetown University in Washington D.C. to facilitate exchanges between member institutions in the United States and in other countries.

At present, the ISEP network consists of more than 200 colleges and universities in over 35 countries, includ-

ing the United States. Each member institution recruits and nominates participants, who pay the cost of tuition, room and board to their home institution and take up places at institutions abroad provided by departing students there. The home institution hosts a student from another country (not necessarily the same as the one to which its students are going) in the place of each student sent abroad. Thus, while ISEP participants exchange places and benefits, there is no transfer of funds between institutions. Exchanges are open to students in all disciplines and at all academic levels. Information about programs is provided by ISEP staff in Washington, who also match the qualifications and site preferences of nominees with available openings and monitor the implementation of exchanges.

Participants matriculate directly into the host institution (while maintaining their registration at home) and take courses with native students unless the language at the host institution is one which American students do not normally study, e.g. Dutch, Finnish or Korean. In that case, students take classes in English with other international students and students from the host country who are working to improve their English proficiency.

During its first four years of operation, ISEP was fully funded by the United States Information Agency. Subsequently, the grant amount was reduced and member and participant fees introduced. The annual grant averaged about 35-40% of total operating expenses until, in 1995-96, the amount was cut by 30% compared with the previous year. That reduction underscored the general message sent by Congress after the 1994 elections that federal funding for international educational exchange would be reduced. In the spring of 1995, when ISEP was preparing to bid for the following year's grant, the USIA advised planning for a future without funding. So it came as no surprise when we were notified that no grant would be awarded for 1996-97.

Facing tough decisions about how to spend the reduced funds appropriated by Congress, the USIA chose to focus on core programs and on preserving infrastructure which could only be maintained with federal money. The non-renewal of ISEP's grant was based on the assumption that the program would be able to sustain itself by drawing on resources within and outside the net-

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work. ISEP continues to enjoy a cordial and beneficial relationship with the Agency while moving into independence.

Anticipating the possibility that funding might be lost, the ISEP Advisory Board had begun a strategic planning process in early 1995, reviewing mission and membership standards and setting goals and priorities. At the same time, staff in the Washington office began the process of restructuring in order to mobilize internal resources for the anticipated changes.

Management guru Peter Drucker emphasizes that a successful mission statement for a non-profit organization begins with three "musts": 1. "Look at strength and performance. Do better what you already do well—if it's the right thing to do"; 2. "Look outside at the opportunities, the needs. Where can we really make a difference?" 3. "Look at what we really believe in." (*Managing the Non-profit Organization*, 1990).

For ISEP, Drucker's first and second "musts" neatly converged. Over a period of 17 years, ISEP has developed structures which enable a student to matriculate into a very different academic system abroad, become immersed in the local culture, bring back credits from the foreign institution which count towards the degree at home, and pay for this experience at a rate which matches the cost of a year of study at home.

Because ISEP continues to believe in international exchange as an integral component of higher education, accessible to all students, reciprocal exchange will remain its core activity. Following Drucker's second injunction—to look at opportunities and needs—prompted some interesting reflections on what ISEP is and can become without the benefits and restrictions of government funding. Drucker advises looking "outside," but ISEP planners in fact focused on opportunities and needs *within* the network.

ISEP is a unique kind of member organization whose purpose is to enable members to serve each other. Every nomination of a student for exchange creates a need for a place at another institution and an opportunity for a foreign student to attend the nominating university. In order for reciprocity to be maintained, needs and opportunities must balance each other perfectly, but this balance does not come about without some effort. The ISEP central office plays an important role in educating potential participants about where the opportunities are, e.g. by guiding international students towards US universities *not* located on the East (or West) Coast and making US students aware that there are other countries besides the UK where it is possible to study in English.

The assessment of needs and opportunities—and the effort to match them—will continue indefinitely. It is in the nature of restructuring that the process is never complete, and responding to changing student interests and demographic/economic conditions in more than 35 coun-

tries will require constant attention and creativity.

Replacing the funds received from the USIA will require increased reliance on the membership as well as diversification. Partial use of financial reserves will allow ISEP to support programs during a three-year transition period while additional funding sources are being developed and keep fee increases relatively low.

There are, however, positive sides to the loss of government funding. Submitting proposals for grants and reports to the USIA was labor intensive, especially in recent years when the bidding process was competitive, and USIA and ISEP member priorities did not always coincide. Grants were awarded on condition that ISEP develop exchanges with areas where few other options were available. But, in many of these areas, there were good reasons for the lack of exchange options including inadequate infrastructure, conditions perceived as risky, and a very limited demand on the part of US students.

ISEP has built a strong network in Latin America and is committed to maintaining exchanges with countries in Africa and East/Central Europe, where programs began during the years of USIA funding. US member institutions rely on ISEP to provide access to non-traditional sites. The highest demand for exchanges, however, will continue to be for and from West-

ern Europe although, in response to the needs of an increasingly diverse US student population (and a decline in language study in the US), more English language courses and intensive language training are emerging as alternatives or supplements to traditional total immersion programs.

One new initiative, which would not have been possible while ISEP was still publicly funded, is the development of a multilateral exchange pilot project, involving exchanges between non-US member institutions. Because universities in Australia, Canada, Europe, and Latin America share a common experience of exchanges through ISEP and trust each other as member institutions, they have found the network a means of broadening their students' study opportunities beyond the United States. The fact that an organization in Washington, DC, is making it possible for a Dutch anthropologist to study in Colombia, Mexican architects in Finland, and a Canadian law student in Australia suggests the globalization of educational exchange.

None of these activities would be possible if it were not for electronic communication and the availability of course catalogs on the Worldwide Web. The new technology opens up tremendous opportunities, but it also creates demands for a level of service and information which was not possible just a few years ago. Continuous improvement in the quality and accessibility of academic information is high on ISEP's list of priorities.

EGYPT

SCHOOL'S OUT

At a primary school in a working-class district of Cairo, the bell rings at 11 a.m. Children in smocks pour out of the heavy iron gates. Their school day has already ended. Other children will soon be flocking in. Holidays apart—as at this moment, a break for the last two weeks of Ramadan—half of Egypt's 25,000 schools have to operate more than one shift a day.

Decades of underinvestment and surging population have strained public education beyond endurance. While parents pay out to private schools and crammers, planners worry that poor brainpower will remain a brake on growth even as Egypt's economy emerges from the long stranglehold of central planning.

The statistics are grim. Half a century after universal free education was decreed in Egypt, adult literacy is reckoned to be just 50%. Among the women of the poor southern town of Mallawi—a stronghold of the Islamic radicals who have battled Egyptian police for the past five years—that figure is only 10%.

Typically, an Egyptian completes 4 1/2 years of school, whereas an Israeli completes ten. The quality is poor too. A 1994 survey of 10-17-year-olds who had finished at least five years of school found that barely one in 20 could calculate the volume of a cube. The ratio of pupils to teachers in public schools is 45 to one. Some city classes pack 100 children to a room. With a school-age population of 16m, even the respectable 6% of GDP spent on education means only \$200 per year per pupil; in practice, less, since spending is skewed towards universities—though even so Egyptian college students get 0.04% of the money spent on their Japanese counterparts.

To make space for incoming classes, schools regularly let pupils go to the next class up regardless of merit. Similarly, teachers are pro-

moted solely on the basis of seniority. Paid, on average, less than \$100 a month, most resort to private tutoring to make ends meet. Two-thirds of primary students and nearly all secondary pupils take outside lessons—not only to prepare for exams but to incline their teachers-cum-tutors to let them pass.

In Egypt's rigid system, exam results determine not only whether a student may qualify for higher education but which faculty he may be eligible for. Thanks to poor pay prospects, teacher-training colleges long attracted only those who did worst in exams. Now competition to get into them has stiffened—thanks, ironically, to teachers' ability to earn from private lessons. By one government estimate, cramming has grown into a \$2 billion industry. The cost of schooling, supposedly free, is 10% of the average family income per child, and rising, says Nader Fergany, an educational consultant. In effect, he says, "when the government builds a new school, it is actually building a marketplace for teachers to meet their clients."

The teaching itself, by tradition, encourages rote learning rather than critical thinking. Martial drills and physical punishment are standard. "They flatten students," says a consultant for UNICEF, the United Nations' organization for children. "The Ministry of Education sees its role as socializing and disciplining children as much as teaching them."

Belatedly, the government has recognized the scale of its problem. It has tripled the education budget and built some 6,000 schools in the past five years. Colorful new textbooks contrast with the dreary stuff that children used to have to endure. The ministry now talks of basic education as a priority, and has loosened rules to allow experiments like the 120 community-run schools that UNICEF has

established in some remote hamlets in upper Egypt.

Recognizing that the state cannot cope, the ministry has encouraged private-sector higher education. Four private universities opened in 1996. These, it is hoped, will produce graduates better attuned to the needs of a job market saturated with incompetent holders of degrees in unwanted subjects from the 13 state universities. Demand is fierce. The American University in Cairo, the oldest private college in Egypt, can demand 92% scores in its entry exams and fees of some \$10,000 a year.

Privatization is not seen as an answer lower down, though.

The state allows its schools to offer fee-charging "remedial classes," but remains committed to providing eight years of free basic schooling. Uprooting the practice of outside teaching has proved difficult. Nail-ing crammers for tax evasion has been one method, yet only 4,000 out of 400,000 teachers have registered their lessons with the taxman. Another effort failed just as miserably. Middle schools used to allow teachers' evaluations to make up 20% of a grade, the rest being determined by standardized tests. Finding that teachers used their 20% to pressure students into private lessons, the Ministry of Education decided to make grades 100% exam-determined. Though this liberated students from blackmail by their own teachers, even more of them resorted to exam crammers.

There is one hope on the horizon, however. Two decades of dropping birth rates mean that the school-age population is set to peak this year. By 2000 Egypt will have 1m fewer children to teach.

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