

# WORLD WORLD EDUCATION education NEWS news & REVIEW review R

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Online Education's  
Impact on Recruitment

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## Regional News

### Africa

#### CAMEROON

Efforts to prop up Cameroon's floundering, state-run Yaounde University under the aegis of a World Bank plan have not met with much success.

Following guidelines set by an IMF-sponsored structural adjustment program, the government introduced an annual registration fee and cut scholarships. Despite these measures, laboratories and classrooms remain poorly equipped, students still have to sit on the floor and teachers are poorly paid.

In comparison, the private, Jesuit-run Catholic university that charges a lower registration fee, has better facilities and offers superior teaching. But because most Cameroonians cannot afford the luxury of private schooling, their only hope for a college education lies with Yaounde University.

The university's reputation has been further damaged by the fact that undergraduate degrees earned through its faculties are not recognized by institutions of higher education in France, where many Cameroonians aspire to attend graduate and professional schools.

Yaounde University students who apply to graduate programs in France are required to repeat their senior year and pass an entrance exam.

— *The Times Higher Education Supplement*  
Oct. 30, 1998

#### TANZANIA

The Open University of Tanzania is one of 12 English-speaking African nations to participate in a new distance-learning program. COMSAT, an American based corporation, recently installed special equipment that will enable Open University students to view live lectures from New Jersey (USA) and Dublin (Ireland) via satellite.

During this pilot phase of the project, courses will be offered in mathematics, statistics, computer science and physics.

— *The Inter-University Council for East Africa Newsletter #18, October 1998*

#### KENYA

After three days of bloody student demonstrations in early February, the government shut down the University of Nairobi indefinitely. The students were protesting the controversial sale of Nairobi's last public forest to a private developer.

The demonstrations, which were joined by contingents from neighboring Kenyatta University, spilled out into the streets and led to violent clashes between students and riot police.

Students and environmentalists claim that the land deal was illegal and that they have the right to protect the forest from the scourge of encroaching urbanization.

— *The Chronicle of Higher Education*  
Feb. 12, 1999

### The Americas

#### UNITED STATES

Slightly more than one-third of all colleges responding to the most recent College Bound National Admissions Survey reported no change in the number of international enrollments for 1998 compared with the previous year. Another 34 percent said they admitted more foreign students than they did in 1997, while 32 percent admitted fewer.

The following schools experienced an increase in foreign enrollments for 1998: Bowling Green, Carnegie Mellon, Coe Eastern College, Fordham, Johnson and Wales, Middlebury, Muskingum, Northwestern, Purdue, Randolph Macon, Tiffin, the University of Toledo and Vassar.

Colleges that reported a decrease in foreign student enrollments in 1998 included Boston

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# Regional News

University, Carroll College, Hope, Iowa, Kentucky, Lawrence, Muhlenberg, NYU, Ohio Northern, St. John's, Willamette and Wittenberg.

— *College Bound*  
 December 1998

Native Spanish speakers are in great demand these days as bilingual education programs continue to expand in cities all over the United States. In response, Puerto Rican teachers fluent in both English and Spanish are flocking north in ever-increasing numbers.

Because they are technically U.S. citizens unfettered by immigration restrictions, Puerto Rican teachers are actively sought and recruited by schools on the mainland.

A 1996 survey, conducted by a nonprofit organization called Recruiting New Teachers, found that eight out of 10 schools across the country were experiencing difficulty in procuring certified bilingual instructors.

In California, despite the cutback in bilingual programs, there is still a need for 20,000 more Spanish-speaking teachers per year.

In Puerto Rico, the mass exodus has sparked concerns that the island is losing its best and brightest teachers at a time when they are desperately needed at home. An estimated one-third of Puerto Rico's 10,000 English instructors do not have proper certification.

The brain drain is also affecting private schools, which are likewise experiencing a shortage of bilingual teachers. Marie Aloise, who supervises 200 teachers in Puerto Rico's Caguas district, says she loses between 10 and 20 instructors and administrators to the United States each year.

In New York City alone, up to 35 teachers per year are hired out of Puerto Rico.

Although some Puerto Ricans feel a bit guilty for leaving, the rewards on the mainland are too tempting to pass up. Starting teachers in the United States can earn up to double the \$18,000 they make in Puerto Rico. More enticing still, some states like New York offer to pay for a three-year master's program for Puerto Rican teachers who agree to a three-year contract.

— *American Language Review*  
 January/February 1999

## CANADA

Foreign students in Canada are finding that they can save on tuition and gain entrance into the country by switching to landed immigrant status while enrolled in school. As a result, colleges and universities allege that they are losing as much as Can\$30 million each year.

Universities noted a 16-percent drop in foreign-student enrollment between 1992 and 1996. At the same time, the number of visa students who changed their status by claiming permanent residence rose almost four-fold during the same period.



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It is estimated that at least 10 percent of the overseas students enrolled at the University of British Columbia become landed immigrants each year. The university's foreign students pay five times as much in tuition as domestic students.

The Canadian Education Centre Network (CECN), the organization that promotes Canadian higher education abroad, strongly condemns the practice of using student visas as a stepping stone to acquire permanent residency. CENC currently works with university recruiters overseas to try and "weed out" those students who may try to abuse their privilege to study at Canadian institutions of higher education.

— *Times Higher Education Supplement*  
Jan. 15, 1999

## CUBA

An exchange agreement between the University of Havana (UH) and the University of Buffalo (UB), signed in July 1998, calls for expanding and enhancing UB's study-abroad program in Cuba.

It is the first agreement to be signed between UH and an American institution since 1959, when the revolution brought Fidel Castro to power.

Thirty-three students from throughout the United States participated in UB's *Havana '98* program, which was conducted in two sessions. The program included eight courses taught by three UB professors and two faculty members from UH. Fifteen visiting professors were also featured. Students were given the option of choosing from five subject fields and could earn up to six UB credit hours.

Moreover UB's program organized several expeditions and field trips in and around Havana and provided students with the opportunity to meet with artists and intellectuals throughout the country.

The agreement further commits UB and UH to develop a jointly administered research program, including the publication of material dealing specifically with Caribbean-related issues. The two universities are also thinking about creating a master's program in Caribbean studies that would be administered on an alternating basis from Buffalo and Havana.

A meeting between representatives of both institutions will be held sometime in the spring of 1999.

— *UB International*  
Fall 1998

## THE CARIBBEAN

The University of the West Indies (UWI) is celebrating its 50th anniversary this year. UWI will be hosting a number of activities throughout 1999 on its three campuses in Cave Hill, Barbados; Mona, Jamaica; and St. Augustine in Trinidad and Tobago.

Founded in 1948 as a medical school with 33 students, UWI has a current enrollment of 20,000. It features degree programs in agri-

academic year 2001/2002; increasing the number of students enrolled in science and technology faculties by 60 percent; expanding research in the field of development aimed at enhancing regional economic growth; providing students with links to governments and private sector companies; strengthening ties between the region's various institutions of higher learning; and sustaining the university's financial stability without relying on tuition increases and government hand-outs.

— *The Bulletin*  
December 1998

## Asia-Pacific

### SINGAPORE

The University of Chicago Graduate School of Business recently announced plans to open a branch campus in Singapore that will feature an Asian international executive MBA program. This would make it the first American business school to set up a perma-

## The University of Chicago Graduate School of Business recently announced plans to open a branch campus in Singapore that will feature an Asian international executive MBA program.

culture, law, engineering, medicine, natural sciences, fine arts, social sciences, education and nursing.

The university has also achieved recognition in such diverse fields as nutrition, tropical medicine, soil science, tropical agriculture, Caribbean economics and West Indian literature.

UWI has also outlined its strategic objectives for the next three years, which include the following: enrolling 21,000 students by the

next facility in Asia.

In 1994, UChicago established a European international executive MBA program in Barcelona, Spain, where it maintains a permanent campus.

The international executive MBA program in Singapore is scheduled to begin sometime around the middle of the year 2000. Only about 80 students will be admitted to the program annually.

The course of study is subdivid-

ed into 16 residential sessions, called modules, to be taught over a period of 19 months.

The program is specifically designed for seasoned corporate executives who possess at least 10 years of experience. Because the majority of students will be based outside of Singapore, they will rely heavily on distance-learning technology when not attending residential sessions.

Furthermore, the program includes international exchange with students from the Singapore campus taking four weeks of classes with colleagues enrolled in the European and U.S. programs. For at least part of that time, participants in the Asian program will study in Barcelona and Chicago, while students from the other two programs will travel to Singapore.

— [www.uchicago.edu/programs/exec/singapore](http://www.uchicago.edu/programs/exec/singapore)

## INDONESIA

It is estimated that more than 1,000 ethnic Chinese were killed last summer during the student-led democracy movement that led to President Suharto's resignation.

While in past years the number of Chinese-Indonesians studying in Malaysia has not been significant, the riots impelled thousands to apply to Malaysian institutions of higher education.

But Bill Watson, senior lecturer in anthropology at the University of Kent, suggests that other factors may also account for the surge in Indonesian enrollments at Malaysian colleges and universities.

The higher quality of education in fields such as business, management and economics, coupled with the high cost of studying in the United States and England are likewise fueling the mass exodus of ethnic Chinese students from Indonesia.

As foreign students pay up to 25 percent more in tuition than locals, the Malaysian Ministry of

Education has welcomed the influx of Indonesians. Likewise the Indonesian government is happy to see large numbers of students going abroad for higher education because Indonesian universities are already crowded beyond capacity.

In addition, officials are sanguine that these students will return home after they graduate with skills and training that can only benefit Indonesia's faltering economy.

— *Times Higher Education Supplement*  
Nov. 15, 1999

## JAPAN

Tokyo Nerima Advanced Child-Care Institute is a postsecondary school that specializes in training teachers to work in day-care centers. Although this institution is not recognized by the Japanese Ministry of Education, it has been approved by the Ministry of Health and Welfare.

Full-time students usually complete the program in two years, while night students take three years to finish. The only prerequisite for admission into the program is a high-school diploma. The program's curriculum breaks down as follows: 10 credits of core requirements; 49 credits of specialized courses; and 17 credits of electives.

— *Correspondence from Tokyo Advanced Nerima Child-Care Institute*

In October 1998, Japan's University Council (Daigaku Shingikai) published a report calling for an overhaul of the country's traditional system of higher education.

There has long been much criticism over the fact that, while Japanese universities are difficult to get into, students do not have to work particularly hard during their four years of undergraduate study.

Compounding matters, the

steady decline in the number of 18-year-olds applying to college has sparked concerns that an overabundance of tertiary places will lower entrance requirements that, in the past, have served to maintain high standards.

The report, entitled *Universities at the Turn of the 21st Century: Plans for Reform*, strongly recommends that universities adopt tougher grading policies, emphasize more written assignments and improve class attendance, while limiting the number of credits students can take each year.

In addition, the report calls for the expansion of graduate education in Japan. Such measures would include, for instance, establishing business and law schools similar to those in the United States and developing more programs geared towards working professionals who want to improve their skills.

The proposed reforms would also deregulate Japan's system of higher education, allowing each university to determine the length of its degree programs instead of adhering to the standardized four-year undergraduate and two-year graduate tracks.

Moreover, the report calls for the adoption of a semester system to replace the current system, in which all levels of education begin in April and end in March. It also recommends establishing a credit-transfer system to facilitate student mobility from institution to institution.

Finally, the reforms would attempt to create a more efficient management system within higher education by allocating more executive power to university presidents and deans rather than faculty councils.

— *International Higher Education*  
Winter 1999

## CHINA

China's Minister of Education

announced in November that during the next two years, more state funding will be allocated for basic, vocational and higher-education projects.

He further stated that most of the money would be used to fight illiteracy among 15- to 20-year-olds. The money would also be used to oversee full implementation throughout the country of the nine-year compulsory education program by the year 2000.

According to ministry statistics, illiteracy has been effectively reduced from 18.5 in 1978 to less than 6 percent today.

China also plans to promote vocational and adult training programs in addition to pre-employment and on-the-job training. Moreover, the country will set up Internet-based educational and research networks to enhance distance learning.

— *China Daily*  
Nov. 25, 1998

## PAKISTAN

Authorities recently uncovered a scam involving fraudulent degrees at Punjab University in Lahore. A gang calling itself the "Cheetah Group" has confessed to dishonestly giving out thousands of degrees to people who are now working in the medical, legal and academic professions.

The group's ringleader, Muhammad Sharif, said that for fees ranging between 5,000 and 15,000 rupees, he and his cohorts altered grades on award lists and answer sheets to make students eligible for the degrees. Sharif was hired by the university in 1968 as a clerk and started running the scam in 1987.

He admitted to personally giving out degrees in economics, botany and French, and said the most lucrative years for his "business" were between 1990 and 1993, during the first period of rule by the Pakistan Muslim League. In that time, he claimed that one member

of his gang was involved in 100 to 150 cases of fake degree scams every session.

— *The News International*  
*Pakistan (online)*  
Jan. 8, 1999

## INDIA

Distance learning in India was first introduced in 1962, when the University of New Delhi began to offer correspondence courses to help compensate for the lack of tertiary places on campus. Now almost 40 years later, distance learning has become an accepted and increasingly popular alternative to traditional campus-based degree programs in countries all over the world.

India, of course, is no exception to this trend. Of the 6 million or so students currently attending Indian institutions of higher education, 20 percent are enrolled in some form of distance or "open" learning program. There are currently 80 colleges and universities in the country providing this alternative mode of education. Even the elite oriented Indian Institute of Technology (IIT) offers distance learning courses.

There are currently four categories of open and distance education in India:

1) National and state open universities, which includes the Indira Gandhi National Open University and the state open universities in Andhra Pradesh, Bihar, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Rajasthan and West Bengal.

2) Dual mode universities comprised of 70 conventional institutions of higher education, which offer a variety of distance-learning courses at both the undergraduate and graduate level.

3) Professional societies like the Institute of Engineers offer distance-learning courses mainly in engineering and technology.

4) Private sector and corporate organizations (Aggarwal, Rapidex,

NIIT, APTECH, etc.) have discovered the profit potential of distance-learning programs and now offer a variety of online courses of their own.

NIIT (one of the world's first virtual universities) and APTECH, for example, teach courses in information science that lead to graduate and postgraduate equivalency qualifications. More recently, private organizations and open universities have been merging to offer joint distance-learning courses.

— *University News*  
Dec. 28, 1998

## NEW ZEALAND

New Zealand's government has recently taken steps to relax immigration laws in an ongoing effort to encourage more Asian students to enroll in the country's institutions of higher education. Such measures, which have increased the yearly quota of Chinese students from 1,000 to 4,000, are aimed at matching the success of Australian universities in attracting foreign enrollments.

A study conducted by New Zealand's Ministry of Education found that the country's seven universities are somewhat lethargic when it comes to recruiting overseas. New Zealand's foreign student population accounts for only 4.9 percent of the total, compared with Australia's 9.6 percent.

Furthermore, unlike their counterparts in Australia, New Zealand universities have failed to advertise themselves as cheap alternatives to the United States and the United Kingdom for overseas students hit by the Asian crisis.

At present, a university education in Australia and New Zealand is half the price of what it would cost at a public institution in the United States.

The changes in immigration laws include lowering the English requirement for entrants and moderating the point system (based on

