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INTERNATIONAL TRENDS

SWEEPING REFORMS CHANGING AUSTRALIAN HIGHER EDUCATION

Australian higher education currently is undergoing what some are calling the "Dawkins Revolution," sweeping reforms instituted by John Dawkins, Australia's Minister for Employment, Education and Training. To better understand the implications of these reforms, a brief review of Australia's tertiary history is in order.

Until very recently, Australia had a binary system of tertiary education which distinguished between universities and the colleges of advanced education. (A third level of postsecondary education, Technical and Further Education (TAFE), straddles the secondary and tertiary sectors).

The Universities

Australia's university sector dates from the 1850s when its first two universities, Sydney and Melbourne, were founded. By the time of the First World War, there was one university in each of Australia's six states. A rapid expansion of the tertiary system took place after World War II, until by 1988, there was a total of 19 universities enrolling almost 200,000 students.

Each university is an independent corporation by law. The universities patterned themselves after the model of British universities in the structure of their programs as well as the awards they offered. Close ties were maintained with the United Kingdom. Many of the academic staff were recruited from universities in the U.K.; most Australian teachers did their postgraduate training in British

universities. Research was considered the prerogative of the universities, and in the British tradition, the responsibility for academic matters was delegated to academic boards and committees.

Before World War II, the universities had derived about one-third of their income from endowments, one-third from tuition fees and one-third from their state governments. After the War, the Commonwealth government instituted a series of grants to assist universities with expansion programs and began to pay the tuition of returning service men and women who wished to further their education. The universities quickly became dependent on this financial support.

In 1974 the government abolished tuition fees, making the universities solely dependent upon the Commonwealth for funding and, therefore, vulnerable to government intrusion upon their independent status.

Colleges of Advanced Education

Colleges of Advanced Education (CAE) were designated in Australia in the 1960s to provide an alternative to university education. Culled from the postsecondary level of existing technical colleges, their courses were designed to be vocationally-oriented, and they were first authorized to offer only diplomas, not degrees.

The original 26 recognized institutions, financed in part by the Commonwealth (central) government and in part by the states, included institutes of technology and the major technical col-

leges in each state, as well as small, specialized colleges for agriculture, art, pharmacy, nursing and occupational therapy. When it was decided to include teacher education under this sector, the number of CAE soared to 80 institutions between 1977-79.

The size and scope of the CAE varied greatly. Many of the colleges--particularly those in rural areas--had very small enrollments in the range of less than 200 students, while some of the larger institutes enrolled as many as 40,000. Although they were publicly funded, the formula for determining their grant per student was less generous than that used for university funding.

By 1969 the government decided that a number of courses offered by the CAE were at the same general level and length as degree courses offered in corresponding disciplines at the univer-

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International educators are looking to Australia with new interest as a result of recent events. First, major changes are taking place in Australian higher education with the merger of the colleges of advanced education and the universities creating a single system. Secondly, Australia is becoming much in demand for study abroad opportunities. In response, a network of government-sponsored centers has been opened by the International Development Program of Australian Universities in association with Qantas, the national airline. These centers, which operate principally in Asia, coordinate the promotion and recruitment activities of Australian educational institutions. U.S. students also are discovering Australia as a friendly and academically challenging site for study abroad. According to Joan Solaun and Sheila Spear, this student-driven demand is prompting U.S. study abroad advisors to seek information on Australian universities. In recognition of these developments, this issue of *World Education News & Reviews* begins the first of a series of periodic updates on Australian higher education.

The demand for information on Eastern Europe and the USSR is overwhelming among international educators. There is not yet a single, up-to-date source on any of the countries--a situation which soon will be remedied when two reports commissioned by PIER (Project on International Educational Research) are published. In the interim, *WENR* has prepared brief outlines of the current educational systems of the USSR and Eastern Europe to introduce our readers to the different levels of education as well as the principal credentials. When Communist regimes came to power after World War II, they replaced existing educational systems with a new "socialist model" imported from the Soviet Union. This model led to the homogenization of centuries-old national systems of education, and was characterized by the total centralization of administration and the politicization of education at all levels. Today, as with everything else, education is slated for major reform. Ideological



courses on Marxism already have been abandoned, and institutions are struggling to adapt to their new environment. It is, however, unlikely that major educational reform will take place before economic and political problems are tackled. East Germany may be the exception, for the two Germanys soon will be reunited. Germany is expected to play a major role in the economic development of the rest of central and eastern Europe, and when reforms are introduced in education, it would not be surprising if, as in the past, the German model of education became dominant.

Mariam Assefa

C O R N E R

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Mariam Assefa
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AUSTRALIAN REFORMS continued

sities. As a result, the CAE were authorized to award bachelor's degrees, and later, master's degrees. All CAE awards and programs of study are subject to review by the Australian Council on Awards in Advanced Education (ACAAE), which accredits or approves them for funding purposes.

Before the current reforms, the number of CAE had been consolidated into 47 institutions enrolling about 180,000 students.

Basis for the Current Reforms

Throughout the 1980s the Australian government pressured tertiary institutions--particularly the universities--to shed their Ivory Tower mentality, to become more responsive to the country's social and industrial needs, and to become more efficient in their operations.

Minister Dawkins charged that the institutions were so poorly managed they did not know what they were doing. Also, inequities existed in the opportunities for higher education. According to government figures, 20,000 qualified students were unable to gain entry to higher education courses at the beginning of the 1988 academic year.

With the release of his White Paper policy statement in 1988, Mr. Dawkins set out the government's new strategy for the long-term development of the higher education system. Saying that "our educational institutions cannot be isolated from the major changes occurring in Australian society and the economy," Mr. Dawkins announced that henceforth these institutions would be "the prime agents in the process of change through both their teaching activities and their contribution to research and innovation."

Priorities stated were:

- an expansion of the higher education system to meet the

demand for higher education places;

- the abandonment of the old binary system, which distinguished between universities and colleges of advanced education, in favor of a unified national system;

- the consolidation of institutions, setting a minimum size of 2000 full-time students to be eligible for funding;

- the demand that institutions outline specific proposals for goals, strategies and measures of performance to help determine the amount of their funding;

- the requirement that research and postgraduate education have more applications for direct social or economic benefit to be eligible for funding.

Results of Reforms

In the two and a half years since issuing his White Paper, Mr. Dawkins has put his reforms solidly in place, despite fierce and continuing resistance from some senior university faculty members and from students, who have been hit with unexpected fees.

The government says that enough additional funding has been provided for 63,000 additional places for Australian students between 1989-92. Emphasis has been placed on creating places for 3,500 Aboriginal students in that time.

The binary system of funding education has been scrapped in favor of the Unified National System. No longer are universities funded at a higher level than the country's colleges of advanced education.

Because no institution enrolling less than 2,000 students can be part of the unified national system, many of the country's colleges of advanced education are disappearing, swallowed up in mergers

which are producing jumbo-sized, multi-sited universities.

Two new universities were formed in 1989: The University of Western Sydney, which incorporated the Macarthur Institute of Higher Education in early 1989, and Charles Sturt University, which was created in July 1989 by amalgamating Mitchell College of Advanced Education and the Riverin-Murray Institute of Higher Education. More mergers are taking place, and it is advisable to keep a watch for these changes for some time to come.

Across Australia, mergers will cut the number of higher education institutions to 34. More important to both staff and students, the distinction between the universities--which carried out research--and the teaching-only colleges will be wiped away.

Competition for research money has been made more difficult. New Cooperative Research Centers have been established. Each is to be loosely affiliated with a tertiary institution, and each is mandated to be "user-oriented" and to play a "brokerage role" in bringing together public and private research groups. By giving industry tax incentives to help fund these new research centers, the government is making a deliberate attempt to commercialize research.

Tuition fees also have been re-introduced. Students are appealing to the High Court over the enactment of the Higher Education Contribution Scheme (HECS), which obliges them to pay about 20 percent of their tuition costs as a tax levy once they graduate and find employment. Also, institutions are being encouraged by the government to develop more professional graduate and non-degree courses for which they can charge students and pocket the fees.

As of January 1, 1990, all new overseas students are being charged full tuition, although the government has

COUNTRY UPDATE: Unrecognized Indian Universities...

BRAZIL

- Brazil's education system remains in deep trouble. One Brazilian expert on the economics of education said the universities are "starved for funds," with outdated laboratories and equipment; 95 percent of university funds are used for salaries.

Brazilian higher education also has been trying to cope with serious problems in student admissions and faculty hiring. After the latest series of entrance examinations, universities were left with a record number of vacancies when many students failed to qualify for admission. At the University of Sao Paulo, for example, 100,000 students applied for 15,000 places, but nearly 800 places had to be left unfilled.

The vacancies reflect low standards in Brazilian secondary schools, and inadequately trained teachers for elementary schools. Analysts fear that what little money is available will be diverted from universities to primary education, further endangering the quality of the universities. Already, the new government's Secretary for Higher Education, Sivino Lopes Neto, has declared that university entrance requirements will be eased to eliminate vacancies. (*The Chronicle of Higher Education*, March 28, 1990)

CHINA

- Shantou (Swatow) University located in the southern province of Guangdong was officially inaugurated in early February 1990 although it had already graduated 2,000 students. Construction on the university began in 1981 and the first group of students enrolled in 1982.

The university has 12 departments and a medical school. Courses are offered in liberal arts, sciences, engineering, law,

business and art design, as well as medicine. Generously funded by Chinese living abroad, particularly by those in Hong Kong and Macao, the university boasts a computer center and a library with 600,000 volumes. (*China Daily*, February 1, 1990)

FINLAND

- Haaga Institute, founded in 1969 and the only Scandinavian school providing managerial education and training in the field of hospitality, is reorganizing its degrees and is now offering the following:

- a three-year, full-time diploma course
- a two-year full-time diploma course for hotel and restaurant school graduates
- a two-year, full-time diploma course for commercial college graduates

a Master of Science in Hotel and Restaurant Management degree program, which began in 1988. The program is jointly carried out by the University of Helsinki, Helsinki School of Economics, and Haaga Institute. The duration of studies is approximately five years.

In addition, a degree program leading to a Bachelor of Science in Hotel and Restaurant Management is being proposed to begin in August 1990. If accepted by the Finnish Ministry of Education, this revised program will replace the three-year diploma course.

The school is a working hotel with 109 guest rooms largely run by students and trainees. It is owned and operated by a private foundation, but is regulated by the Finnish Ministry of Education. (Correspondence of January 1990 from Haaga Instituutti)

INDIA

- The Purvanchal University has begun a two-year MBA degree program.

Admission is open to any graduate of a recognized university under a 10 + 2 + 3 scheme, or with a degree in agriculture, technology, medicine, education or law, or a postgraduate degree in any discipline or a graduate with a two-year degree plus a one-year bridge course or any other equivalent course. Candidates must pass an admissions test, undergo a group discussion and interview. The initial intake of students will be 530, and the course will be conducted full-time in four semesters. (*University News* {Assoc. of Indian Universities} April 9, 1990)

- The University Grants Commission (UGC) has issued a list of self-styled "universities" which are not recognized as universities and are not empowered to award degrees. These include: Maithili University/Vishwavidyalay, Darbhanga (Bihar) (*this is not be confused with the recognized L.N. Mithila University*); Takshila Kendriya Vishwavidyalaya, Uttam Nagar, New Delhi; Mahila Gram Vidyapith/Vishwavidyala (Women's University) Prayag, Allahabad (Utter Pradesh); Varansey Sanskrit Vishwavidyalaya, Varanasi, (Utter Pradesh); Commercial University Ltd., Darya Ganj, New Delhi; Testator Research University, Bodinaya-Kanur (Tamil Nadu); Sree Narayana Open University, Quilon (Kerala); Ghandi Hindi Vidyapith, Prayag, Allahabad (Uttar Pradesh); National University of Electro Complex Homeopathy, Kanpur (Uttar Pradesh); Universitetu Newjerusalem, Kuthuparamba, Cannore (Kerala); World Social Work University, Perunguzhi (Kerala); Netaji Subhash Chandra Bose University (Open University), Achaltal, Aligarh (Utter Pradesh); Shrimati Mahadevi Verma Open University, Mughal Sarai (Utter Pradesh); and D.D.B. Sanskrit University, Puthur, Trichi (Tamil Nadu). (*University News*, April 9, 1990)



... Protests Cause Suspension of Academic Year in Côte d'Ivoire

- **Jadavpur University of Calcutta** has been granted permission by the University Grants Committee to set up a department of Film Studies. Both bachelor's and master's degrees will be offered. Cinema film will be studied from aesthetic, historical and sociological aspects. Film technology, and techniques of film making will be among courses offered. (*University News*, April 2, 1990)

ISRAEL

- **Three community colleges on the West Bank** were allowed to reopen in March for the first time since the beginning of the Palestinian uprising more than two years ago. The colleges are the teachers training colleges at Ramallah and the al-Arrub refugee camp, and the Islamic College in Abu Dis, near Jerusalem.

Pressure to reopen the universities persists, and has met with some success. The Knesset Education Committee in Israel has approved a resolution calling for the military government to allow the West Bank's five universities to reopen one by one, so long as they are not used for violent demonstrations against Israeli authorities. (According to a report of May 23 in *The Chronicle of Higher Education*, the opening of at least one university was "imminent.") The affected institutions are Al-Quds University, An-Najah University, Bethlehem University, Bir Zeit University, Hebron University and the Gaza Islamic University, which enrolled a total of more than 14,000 students before they were forced to close in January 1988. (*The Jerusalem Post International Edition*, March 10, 1990)

- **Academics at Israeli universities now can have on-line computer contact** with their counterparts at 25 higher education and research institutions in the U.S., Europe, Africa and the Middle East.

Israel's first international computer communications and data network, called Ilan, was dedicated in Tel Aviv in late April.

With the hook-up of Ilan, Israel's universities have joined the European Academic Research Network (EARN), used by 50,000 academic researchers. The hook-up allows users to contact large data banks abroad to communicate with their counterparts. (*The Jerusalem Post International Edition*, May 5, 1990)

ITALY

- **In an effort to overcome the "backwardness" of southern Italy's education and training systems**, the government has allocated an expenditure of 1,200 billion lire over the next three years to reinforce the southern universities.

Of the 1.6 million illiterates in Italy, 1.1 million live in the South. About 29.9% of Italy's population of working age has no elementary school diploma; 43.6% of these people live in the South. Five times more students fail there than in the North, and only 30% of the South's university students obtain their university degree.

The government cites the backwardness of the whole vocational training system as the obstacle most limiting development in the South. While full employment is nearly a reality in the prosperous North, unemployment continues to rise in the South. The paradox is that businesses in the South are unable to find enough qualified applicants to fill their posts, and there is a lack of communication between employers and the institutions providing job training.

Compounding these problems, the government spends less on compulsory education per pupil in the South than in the North, university teachers resist teaching in southern universities, and only 5% of research and development funds has been spent in the South.

Some businessmen are calling for compulsory education to be extended to age 15 with provision for more specialized job training programs. (*Notizie Dall'Italia*, March 1990)

CÔTE D'IVOIRE

- **In response to violent protests by students over economic austerity measures**, the government on April 7 announced that all schools and universities would be closed for the entire academic year.

The action came one day after armed paramilitary forces dressed in riot gear hurled tear gas and stun grenades at high school students in several districts of Abidjan.

Teachers in Abidjan say the closing of the schools is an attempt by the government to defuse the potential of serious unrest. Students are considered to be the major instigating element of anti-government protests, but they have been joined by workers and university teachers, 126 of whom were recently arrested for defying the government's ban on public gatherings.

The Côte d'Ivoire is the world's biggest cocoa producer and the fourth-largest producer of coffee, but the recent fall in prices on the world market for these commodities has ravaged the country's economy. (*The Christian Science Monitor*, April 11, 1990)

JAPAN

- **CUNY/Lehman at Hiroshima, the first branch campus from New York State to be located in Japan**, opened in late April in accordance with the traditional Japanese academic calendar. The \$50 million, 37-acre campus was built by Japanese industrialist Tasuo Tanaka in

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World Bank Calls for "Radical Changes" in Sub-Saharan Africa....

JAPAN continued...

suburban Chiyoda, 25 miles from Hiroshima, even before a U.S. college was selected to operate the facility, and is entirely funded by Japanese sponsors.

The 16-member faculty at the Japanese campus consists mainly of Lehman professors, supplemented by other City University of New York academics, teaching an initial class of 300 Japanese freshmen. The institution will be open to Lehman students by September 1990, and is expected to draw 1,200 students by 1994.

The Lehman Core Curriculum being taught to the Japanese includes courses in natural sciences, social sciences, and the humanities, as well as courses in computer science and English-as-a-second language. After completing two years of study, Japanese students will be able to come to the U.S. and finish their bachelor's degree at Lehman or another CUNY college. The option of awarding a two-year associate degree is under consideration. (*CUNY Facts*, March 1990)

JORDAN

• Al Quds Open University (QOU), the first of its kind in the Arab world, opened its doors in Aman in Spring 1990. The QOU initially is offering three programs: Land and Rural Development, Accounting and Data Systems, and Education. According to QOU president Dr. Munthir Salah, the university aims to provide education for people in the occupied territories. The new institution already faces financial difficulties and has been offered \$1 million by the Palestine Liberation Organization, while Unesco also has been supplying aid. As yet, no television studio has been funded to broadcast the university's programs. (*HCIJ Communications Report*, March 1990)

SAUDI ARABIA

• Five new programs leading to a Master's degree are being offered in the Department of Civil Engineering at King Saud University in Riyadh. The programs are: Construction Engineering, Water and Hydraulics, Highways and Transport, Environmental Engineering, Geodynamics, and Soils and Foundations. (*HCIJ Communications Report*, April 1990)

SUB-SAHARAN AFRICA

• "Radical changes are called for in postsecondary education" if the economies of Sub-Saharan Africa are to survive in the technological age according to a report by the World Bank.

In the first 30 years of independence for these countries, the report says, African governments have spent lavishly on universities and training centers, with enrollments for higher education rising from a few thousand in 1960 to half a million today. Public subsidization has been so high that the direct private cost of higher education has been kept close to zero. It is usual for students to receive subsidized allowances for housing, food, transportation, and health care. For Sub-Saharan Africa as a whole, the cost for each student-year of public higher education was \$3,655 in 1979-80 and ranged from \$895 in Somalia to \$11,081 in Zimbabwe. As a percentage of GDP per capita, these costs are six to seven times higher than in some Asian countries and nine times higher than in some Latin American countries.

However, expenditures have been marked by waste, excessively large staffs (particularly non-teaching staff) and the

nearly universal policy of charging no fees. Only two percent of resources have been spent on physical plants and equipment. Further, the declining quality of primary and secondary education has kept the quality of higher education low. A "brain drain" also has weakened these countries. Seeking job opportunities elsewhere, more than 70,000 educated Africans have settled in Europe, while the U.S. had more than 34,000 African students in 1985, many of whom are unlikely to return to Africa.

The report recommends reforms, including cost sharing by students to lower education subsidies, a shift of resources to science, engineering, accountancy and other technical fields, and vocational training better attuned to employers' needs. The report concludes that the quality of African higher education must be much better than it is today if African development is to become self-sustaining. (*A.C.U. Bulletin of Current Documentation*, February 1990)

TANZANIA

• University education in Tanzania is developing at a snail's pace compared to the phenomenal growth of higher education in Kenya.

This country of 25 million people produces only 1,000 university graduates each year. Kenya, with 21 million people, will graduate about 10,000 students from its four state universities in 1990.

Although university education in Tanzania has developed slowly, much progress has been made in diversifying courses and improving standards. The University of Dar Es Salaam has established a faculty of education which is expected to be fully operational by October 1990. New master's degrees in hematology, morbid anatomy and histopathology were set up in 1987, while a master's pro-



...U.S. Business Schools Urged to Improve MBA Programs

gram in water resources engineering was begun in 1988.

One of the major problems affecting education standards has been the neglect of English in primary and secondary schools, where teachers use Kiswahili, the national language, as the medium of instruction. English is now receiving more emphasis.

Because Tanzania limits admission to 1,000 students each year, only a chosen few have access to university education. In an effort to satisfy the growing demand for education, the government set up the Sokoine University of Agriculture at Morogoro in 1984. The University has places for only 300 students, however. (*The Inter-University Council for East Africa Newsletter*, January 1990)

UNITED KINGDOM

• A new Certificate in Management has been introduced by the Council for National Academic Awards (CNAA) to meet a need for more education and training for Britain's junior managers. Courses leading to the certificate will be offered in modules to allow managers to start and complete their studies at different times and places as their careers develop.

The Certificate will be equivalent to a one-year, part-time program and will be awarded on a pass/fail basis only. Those who are awarded the Certificate will be entitled to 35 credits at Level "M" in the nationally-recognized Credit Accumulation and Transfer Scheme (CATS), and may be given advanced standing into appropriate Diploma programs. The program will be offered not only by higher institutions of education, but also by companies with the proper facilities for teaching. The practical application of management skills will be emphasized. (*Higher Education News*, March 1990)

• The London Center of International Relations was established in February 1990 as an integral part of the University of Kent at Canterbury's Board of Politics and International Relations. The London Center offers a one-year full-time course leading to the MA, a two-year full-time course leading to the MPhil and a three-year full-time course leading to the PhD. Courses are also offered on a part-time basis.

Candidates for admission should have a First or Second Class Honors degree or an equivalent in an appropriate subject such as international relations, politics, economics, history or sociology. (Correspondence of April 27, 1990 from Hannah Eno, Program Coordinator, London Center of International Relations)

UNITED STATES

• The National Task Force on Undergraduate Education Abroad has just released a report calling for ten percent of American college and university students to "have a significant educational experience abroad during their undergraduate years" by the year 2000. Calling the United States "ill-prepared for the changes in business, manufacturing, diplomacy, science and technology that have come with an intensely interdependent world", the Task Force made several recommendations for changes. Among them are a mandate to make undergraduate study and other academically related experiences abroad a higher national priority, to develop new legislation at state and federal levels to facilitate this goal, to increase access to these programs for minority students, and to correct the grossly disproportionate involvement of Western European program sites compared to

all the rest of the world.

The Task Force was organized in June 1989 at the instigation of the National Association for Foreign Student Affairs (NAFSA). Other member organizations were the Council on International Educational Exchange (CIEE) and the Institute of International Education (IIE). Chairs were Barbara Burn, University of Massachusetts, and Ralph Smuckler, Michigan State University. Their report was issued in May at the annual NAFSA conference held in Oregon. (*Report of the National Task Force on Undergraduate Education Abroad*, May 1990)

• Business schools were urged to sharpen the focus of their MBA programs or face "professional irrelevance" in a report issued in April by the Graduate Management Admission Council.

The Council called for new admissions standards, reshaping of the curriculum of MBA programs and greater relevance in the research pursued by business professors.

Three broad trends will shape the business environment: rapid technological change; the growing diversity of the work force in terms of age, sex and race; and the "globalization" of markets, communication and human resources.

Among the recommendations made by the Council was that courses commonly taught in the first year be made prerequisites for admission, including basic courses in accounting, economic theory and quantitative methods. Further, applicants to MBA programs should be required to present evidence of such personal skills as reading, writing, speaking, data presentation, problem solving and working with others. (*The Chronicle of Higher Education*, May 25, 1990)



OUTLINES OF THE EDUCATIONAL SYSTEMS OF THE USSR AND EASTERN EUROPEAN COUNTRIES

Compiled by *Marilyn Umehara in cooperation with Erika Popovych*

The educational systems of the USSR and the Eastern European countries of Albania, Bulgaria, Czechoslovakia, East Germany, Hungary, Poland, Romania, and Yugoslavia are outlined below. Only a few general schema of the systems have been included for each country. This is not intended as an in-depth study, and should not be regarded as such.

When the Bolsheviks overthrew the Tsarist regime in Russia in 1917 and Communists won control over Eastern European countries in the years following World War II, Socialist political systems were installed which secularized education and made it widely accessible.

Where higher education had existed in these countries it had been elitist, and in most cases, denied to peasants and the working classes, and even to women of the upper classes. Illiteracy among the masses was widespread. This changed under the egalitarian ideals of Socialism.

A primary goal was to eradicate illiteracy. In all these countries dynamic growth in enrollments and in the number of higher education institutions took place under Communist rule. Special emphasis was put on programs of study for workers, allowing them access to higher education while working.

Education is free at all levels. Schooling follows uniform programs, with minor exceptions. Curricula and examinations are centrally controlled at all levels. Where substantial ethnic minority populations exist, it is the stated goal to offer education in their own languages. Marxist studies were required in all curricula until recently, and in some cases, military service or a period of work experience was mandatory before moving on to the next level of education.

Although Socialist ideals have shaped the educational systems of these countries, diversity exists in the educational patterns, the nomenclature of diplomas and certificates awarded, and the varying emphasis placed by countries on technical/professional programs at tertiary level.

ELEMENTARY & SECONDARY EDUCATION

All the countries under study have eight years of compulsory education except for Romania and East Germany, which have 10-year compulsory systems.

In seeking ways to make education better serve the economic and social needs of the state, each country has incorporated certain vocational or technical tracts of study into their secondary system, in addition to general education.

Highly skilled technicians, nurses, and--in some cases--primary and lower elementary school teachers, are educated at secondary level.

Upon graduation from academic high school, students earn a state certificate or diploma which generally grants access to higher education, although university entrance examinations are required in most of these countries.

Some secondary vocational programs incorporate apprenticeships which give graduates certification as skilled workers but do not grant access to higher education. Other vocational/technical programs result in a technical diploma which permits access to higher education.

HIGHER EDUCATION

Higher education is offered at universities and at institutes originally derived from universities (medical schools, agricultural institutes, and academies of economics) as well as at institutions specializing in technical sciences, such as polytechnics. Graduate studies and research are done at research institutes

under the aegis of academies, such as the Academy of Science.

Student intake is determined by manpower needs. In most countries higher education degrees are validated and awarded by state commissions.

Graduates of the various types of higher education institutions receive university level diplomas which are considered equal, regardless of the type of institution attended. Socialist countries also have mutual recognition of each other's diplomas.

SUMMARY

Dramatic political changes underway in the USSR and Eastern Europe are already affecting their systems of education.

The Soviet Union is calling for "decentralization" of its higher education system under perestroika. Institutions of higher education in Romania, Hungary, Czechoslovakia and Poland are struggling to adjust to greater autonomy. The two Germanys are scheduled to reunite. The republics which constitute Yugoslavia, and each maintain control over their educational systems, seem intent on going their separate ethnic paths. Even Albania and Bulgaria, which have maintained their allegiance to Socialism, are allowing their students some freedom of movement.

Rapid change in these volatile times is the only certainty. Students from these countries who will be seeking study opportunities abroad for the next few years are all products of the systems described below. The time has come to familiarize ourselves with their systems and to make them welcome.



ALBANIA: Until the end of World War II, Albania, located in the southwest area of the Balkan peninsula, was one of the poorest countries in Europe with 90 percent of its population illiterate. Higher education was non-existent. After the Communist Party came to power in 1944 the educational system was reorganized. Free and compulsory education was established for all children between ages seven and 14 and for all illiterates between ages 12 and 40. As a result, it was claimed that illiteracy among the population under age 40 was wiped out by 1955. Between 1957 and 1971, the State University of Tirane and university-level professional institutes were formed.

Education is free, secular and guarantees the right of national minorities to receive instruction in their own language. Eight years of basic school is compulsory followed by four years of either academic or vocational education. Formal education in the schools is integrated with work in productive enterprises, physical education, and military service. Albanian is the predominant language of instruction.

LEVEL	ENTRANCE REQUIREMENTS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION			
	Basic compulsory school	8 yrs.	
SECONDARY EDUCATION			
	Academic (<i>gymnasia</i>)	4 yrs.	Secondary School Leaving Certificate (<i>Deftese Pjekurie</i>)
	Vocational	4 yrs.	Technical School-leaving Certificate
(All graduates of secondary schools must serve one full year in work enterprises before they are permitted to continue their education).			
HIGHER EDUCATION			
University			
First degree	<i>Deftese Pjekurie</i>	4-5 yrs.	Diploma
Engineering	<i>Deftese Pjekurie</i>	5 yrs.	Bachelor's degree in various disciplines
Medicine	<i>Deftese Pjekurie</i>	6 yrs.	Professional qualification
Dentistry	<i>Deftese Pjekurie</i>	5 yrs.	Professional qualification
Pharmacy	<i>Deftese Pjekurie</i>	4 yrs.	Professional qualification
Agronomy	Tech. Leaving Cert. or <i>Deftese Pjekurie</i>	4.5 yrs.	Diploma
Veterinary science	Tech. Leaving Cert. or <i>Deftese Pjekurie</i>	4.5 yrs.	Diploma
Agrarian economy	Tech. Leaving Cert. or <i>Deftese Pjekuri</i>	4.5 yrs.	Diploma
Forestry	Tech. Leaving Cert. or <i>Deftese Pjekuri</i>	4.5 yrs.	Diploma
TEACHER TRAINING			
Pedagogical Institute or Teacher Training School			
	Completion of 8 yrs.	3 yrs.	Primary Teacher's Qualification
Pedagogical Institute	Completion of 8 yrs.	3 yrs.	Lower Secondary Teacher's Qualification
University	<i>Deftese Pjekurie</i>	3 yrs.	Upper Secondary Teacher's Qualification



BULGARIA has a long history of educational development. The first schools were established in the ninth century and the concept of compulsory education was introduced in 1879. Sofia University was founded in 1888.

The present educational system has been shaped by the Communist-led coalition which gained power in 1944. Strong religious influences in education were eradicated. Emphasis was placed on technical and scientific education for students at all levels. In 1959 compulsory education was increased from seven to eight years from age seven, and mandatory vocational education was introduced into the academic secondary schools. Education is free at all levels. Bulgarian is the official language of instruction.

LEVEL	ENTRANCE REQUIREMENTS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION			
Primary School (<i>nachalno uchilishte</i>)		3 yrs.	
Intermediate School (<i>progimnazija</i>)		5 yrs.	
SECONDARY EDUCATION			
Vocational School	Intermediate School	1-2-3 years	Vocational School-leaving certificate
Vocational-Technical School (<i>Teknikum</i>)		2-4 yrs.	Diploma of Completion of Secondary School/ Technician's qualification (<i>diplom za zavrsheno sredno obrazovanie/udostoverenje za poluvissa techniceska praktika</i>)
Academic (<i>gimnasium</i>)	Intermediate School	3 yrs.	Diploma of completion of Secondary School (<i>Diplom za zavrsheno sredno obrazovanie</i>)
HIGHER EDUCATION			
University			
	<i>Diplom za zavrsheno sredno obrazovanie</i>	4-5 yrs. + thesis	<i>Diploma (Diplom za zavrsheno visse obrazovanie)</i>
	<i>Diplom za zavrsheno visse obrazovanie Kandidat</i>	3-4 yrs. research + thesis research + thesis	Candidate of Sciences degree (<i>Kandidat na naukite</i>) Doctor of Sciences (<i>Doktor na naukite</i>)
Engineering	<i>Diplom za zavrsheno sredno obrazovanie</i>	5 yrs.	<i>Diplom in specialization</i>
Medicine	<i>Diplom za zavrsheno sredno obrazovanie</i>	6 yrs.	<i>Diplom in Specialization</i>
Dentistry	<i>Diplom za zavrsheno sredno obrazovanie</i>	5 yrs.	<i>Diplom in Specialization</i>
Pharmacy	<i>Diplom za zavrsheno sredno obrazovanie</i>	5 yrs.	<i>Diplom in Specialization</i>
Veterinary medicine	<i>Diplom za zavrsheno sredno obrazovanie</i>	5 yrs.	<i>Diplom in Specialization</i>
TEACHER TRAINING			
Teacher Institute	<i>Diplom za zavrsheno sredno obrazovanie</i>	2-3 yrs.	Primary Teacher's qualification (<i>udostoverenie za pedagogiceska rabota</i>)
University or Institute	<i>Diplom za zavrsheno sredno obrazovanie</i>	4-5 yrs.	Secondary Teacher's Qualification
GRADING SCALE:			
	0-6 (6 being maximum); 3 is passing.		



GERMAN DEMOCRATIC REPUBLIC (EAST GERMANY): Higher education in Germany dates from the Middle Ages. The first universities were founded in Heidelberg in 1386 and in Cologne in 1388. Polytechnics were introduced in the early 1800s. German institutions of higher education became the model for most European higher education until the Nazi era, when education became politicized and standards declined. In 1949 Germany was divided into three zones of occupation by the Allies. The German Democratic Republic was ruled by the Communists, who eliminated the old three-school compulsory system, which they considered elitist, and introduced a single school to equalize educational opportunities. Private schools were abolished and in 1959 an element of technical training, or polytechnical education, was introduced at all levels.

Compulsory education begins at age six and extends through the completion of the 10th grade. In practice, more than 90 percent of students have a minimum of 12 years of school and/or vocational training. German is the language of instruction, and education is free at all levels.

LEVEL	ENTRANCE QUALIFICATIONS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION	General Polytechnical high school (<i>Allgemeinbildende Polytechnische Oberschule</i> --commonly called <i>Oberschule</i>)	10 yrs.	Certificate of Completion (<i>Abschlusszeugnis</i>)
SECONDARY EDUCATION			
Extended High School (<i>Erweiterte Oberschule</i> (EOS))	<i>Abschlusszeugnis</i>	2 yrs. + exams	Maturity Certificate (<i>Abitur</i>)
Vocational Schools (<i>Berufsschulen</i>)	<i>Abschlusszeugnis</i>	2 yrs. including apprenticeship 3 yrs.	Skilled worker qualification (<i>Facharbeiterbrief</i>) <i>Facharbeiterbrief</i> + <i>Abitur</i>
OTHER (Straddles Secondary/Post-Secondary)			
Specialized colleges for professional training (<i>Fachschulen</i>)			Professional qualification (<i>Fachschulabschlusszeugnis</i>)
Medical technology, applied arts, engineering technology, etc.	<i>Abschlusszeugnis</i>	3 or 4 yrs.	
HIGHER EDUCATION			
Universities & Postsecondary institutions (<i>Hochschulen</i>)			
<i>Abitur</i> or <i>Fachschulabschlusszeugnis</i>	<i>Abitur</i>	3-5 yrs. + thesis	<i>Diplom</i>
<i>Diplom</i>	<i>Diplom</i>	3-4 yrs. research + dissertation	Doctor of a Scientific Discipline (<i>Doktor eines Wissenschaftszweiges</i>) Promotion A
<i>Doktor</i>	<i>Doktor</i>	minimum 4 yrs. research + dissertation	Doctor of Sciences (<i>Doktor der Wissenschaften</i>) Promotion B
Engineering	<i>Abitur</i>	4.5 yrs.	<i>Diplom Ingenieur</i>
Medicine	<i>Abitur</i>	5 yrs.	<i>Diplom</i> in specialization
Dentistry	<i>Abitur</i>	5 yrs.	<i>Diplom</i> in specialization
TEACHER TRAINING			
<i>Fachschulen</i>	Completion of 10 yrs.	3 yrs.	Teacher's Qualification for kindergarten
Pedagogical School	<i>Abitur</i>	4 yrs.	Teacher's Qualification for Grades 1-4.
Pedagogical School/Institute	<i>Abitur</i>	5 yrs.	<i>Diplom</i> (Teacher's Qualification for Grades 5-12)
University and <i>Hochschulen</i>	<i>Abitur</i> or <i>Fachschulabschlusszeugnis</i>	4 yrs. + thesis	<i>Diplom</i>
GRADING: School and Higher:	1-5 (1 is the maximum); 4 is the minimum pass.		

HUNGARY: Universities were first established by the church in the 14th and 15th centuries but functioned only for a few decades. Turkish occupation from 1526 to 1683 suppressed church-based education and was followed by Hapsburg domination until after World War I. While the first unified Hungarian school system was created in 1777, a hierarchical social system confined education to the elite. It was only in 1868, after public education between the ages of 6 and 12 years was made compulsory and free, that illiteracy among the general population began to wane. The system was modeled after those of Central Europe.

The foundation of Hungary's present socialist education system was laid in 1948 and provided for a mandatory eight-year elementary school and four years of secondary school, including vocational training. Although the national language of instruction is Hungarian, some separate schools are maintained for Germans, Yugoslavs, Romanians and Slovaks with instruction in their native languages. Elementary and secondary education are free; students must pay a nominal fee for higher education but 90 percent of these students receive some kind of grant.

LEVEL	ENTRANCE QUALIFICATIONS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION (<i>altalanos iskola</i>)		8 yrs.	
SECONDARY EDUCATION (<i>kozepfoku iskolak</i>)			
Academic (<i>gimnazium</i>)		4 yrs.	Maturity Certificate (<i>Erettsegi bizonyitvany</i>)
Technical Secondary School (<i>Szakkozepiskola</i>)		4-5 yrs.	Technical Secondary School-leaving Certificate (<i>Szakkozepiskolai technikus bizonyitvany</i>)
Vocational Schools (<i>Szamunkakepzoiskola</i>)		3 yrs.	Certificate of Skilled Worker (<i>Szakmunkas bizonyitvany</i>)
HIGHER EDUCATION			
University			
	<i>Erettsegi bizonyitvany</i>	4-5 yrs.	Certificate of Completion (<i>Absolutorium</i>)
	<i>Absolutorium</i> + state examination		Diploma (<i>Oklevel/Professional title</i>)
	<i>Oklevel</i>	variable	Doctor (<i>Egyetemi Doktor</i>)
	<i>Oklevel</i> or <i>Egyetemi Doktor</i>	variable	Candidate of Sciences (<i>Tudomany kandidatus oklevel</i>)
	<i>Kandidatus</i> variable (research + dissertation)	6 yrs.	Doctor of Sciences (<i>Tudomany doktora</i>)
Medicine	<i>Erettsegi bizonyitvany</i>	5 yrs.	Doctor of Medicine (<i>Orvosdoktori oklevel</i>)
Dentistry	<i>Erettsegi bizonyitvany</i>	5 yrs.	Doctor of Dentistry (<i>Fogorvosdoktori oklevel</i>)
Pharmacy	<i>Erettsegi bizonyitvany</i>	5 yrs.	Doctor of Pharmacy (<i>Gyogyszereszdoktori oklevel</i>)
Engineering	<i>Erettsegi bizonyitvany</i>	5 yrs. + thesis	Diploma in engineering (<i>Mernoki oklevel</i>)
TEACHER EDUCATION			
Nursery/Kindergarten Teacher Training School (<i>ovoda pedagogusi/ovonokepzo intezetek</i>)		2 yrs.	Primary Teacher Diploma (<i>Ovono oklevel</i>)
Teacher's Training Institute (<i>tanitokepizo</i>)		3 yrs.	Lower Primary Teacher Diploma (<i>Tanitoi oklevel</i>)
Teacher's Training College (<i>tanarkepzo foiskola</i>)		4 yrs.	Upper Level Elementary Teaching Certificate (<i>Tanari oklevel</i>)
University (<i>tudomanyegyetem</i>)		5 yrs.	<i>Oklevel</i>
	<i>Erettsegi bizonyitvany</i> + entrance exam		
GRADING SCALE:	School: 1-5 (5 being highest); 2 a pass		
	Higher: 4.51 = Summa cum laude; 3.51 = cum laude; 2.-3.50 = rite (pass)		



POLAND: Catholicism and external political forces have played a large role in education. The first institutions were started in the Middle Ages to train members of the clergy, and the Jagellonian University in Cracow was founded in 1364. The first Ministry of Education in Europe was Poland's Commission of National Education, created in 1773. Standards of education declined from 1772 to 1918 while Poland was occupied and partitioned off among Austria, Prussia and Russia. The Polish Communist state which emerged after World War II attempted to secularize learning. However, religious influences continued in education.

Poland's current educational system offers free and compulsory elementary schooling for eight years, from age 7. Although Poland attempted to extend compulsory education to ten years from 1978, economic hardship and a lack of teachers have hampered the attainment of this goal. Tuition is free at tertiary institutions and government-funded student housing and scholarships also assist students. The language of instruction is Polish.

LEVEL	ENTRANCE REQUIREMENTS	LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION			
Basic School (<i>szkoly podstawowy</i>)		8 yrs.	
SECONDARY EDUCATION			
General (<i>licea ogolnoksztalace/szkoly ogolnoksztalace</i>)	Completion 8 yrs.	4 yrs.	Maturity Certificate (<i>swiadectwo dojrzalosci</i>)
Basic Vocational schools		2-3 yrs.	Certificate of Completion of Basic Vocational School (<i>swiadectwo ukonczenia zasadniczej szkoly zawodowej</i>)
Secondary Vocational Schools (<i>szkoly zawodowe</i>)	Completion 8 yrs.	5 yrs.	Technical Maturity Certificate (<i>Swiadectwo dojrzalosci-technikum</i>)
<i>Swiadectwo ukonczenia zasadniczej szkoly zawodowe</i>		2-3 yrs.	Technical Maturity Certificate (<i>Swiadectwo dojrzalosci-technikum</i>)
Secondary Technical Schools (<i>technikumy</i>)	Completion 8 yrs.	5 yrs.	Technical Maturity Certificate (<i>Swiadectwo dojrzalosci-technikum</i>)
OTHER			
Post-lyceum Schools (<i>szkoly pomaturalne/szkoly policealne</i>)		2 yrs.	Technician's Diploma (<i>Dyplom ukonczenia policealnego studium zawodowego</i>)
<i>Swiadectwo dojrzalosci</i>			
HIGHER EDUCATION*			
* Although an entrance exam is required for applicants to higher education, winners of national competitions (<i>olimpiada</i>) in secondary school subjects are exempt.			
University			
	<i>Swiadectwo dojrzalosci</i>	4-5 yrs.	Magister
	Magister	minimum 2 yrs. research & dissertation	Doktor
	Doktor	exceptional research	Doktor Habilitowany (<i>dr. hab.</i>)
Medicine	<i>Swiadectwo dojrzalosci</i>	6 yrs.	Dyplom lekarza
Dentistry	<i>Swiadectwo dojrzalosci</i>	5.5 yrs.	Dyplom Lekarz stomatolog
Engineering	<i>Swiadectwo dojrzalosci</i>	4 yrs.	Inzynier
	<i>Swiadectwo dojrzalosci</i>	4.5-5 yrs.	Magister-inzynier
TEACHER TRAINING			
Teacher training schools (<i>wywsze szkoly nauczycielskie</i>)			
	<i>Swiadectwo dojrzalosci</i>	4 yrs.	Magister pedagogiki
	<i>Swiadectwo dojrzalosci</i>	4 yrs.	Magister pedagogiki
Universities			
GRADING LE:	2-5 (5 being highest); 3 is a pass		



ROMANIA: Church schools existed as early as 1001. The Princely Academies established in Bucharest (1694) and Iasi (1714) were cultural centers for all of southeast Europe. Between World Wars I and II, five universities and a number of professional institutions already existed.

Romania has a 10-year compulsory system for students between ages 6-16. Education is funded by the State and is free at all levels. Secondary education is offered in 4-year lycea which are of several categories: industrial, agro-industrial, economics, health services and sciences. The first two years of the lycea are open to all, but students wishing to enter a particular tract must take an entrance exam for placement if positions are limited.

LEVEL	ENTRANCE REQUIREMENTS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION			
Primary School		4 yrs.	
Gymnasium		4 yrs.	
SECONDARY EDUCATION			
General Lycee (first level)	Completion 8 yrs.	2 yrs.	Certificate of Completion (<i>Absolvevire</i>)
General Lycee (second level)	First level + exam	2 yrs.	Secondary School Leaving Cert. (<i>Bacalaureat/Maturitate</i>)
Specialized Lycee	Completion 8 yrs.	4-5 yrs. including apprenticeship	
Vocational School	Completion 8 yrs.	1-1.5 yrs. including apprenticeship	
Vocational Apprentice Schools (<i>Scoli Profesionale de Ucenici</i>)	Completion 8 yrs.		
	<i>Absolvevire</i>	2-3 yrs.	Certificate of Completion
		1-2 yrs.	Certificate of Completion
HIGHER EDUCATION			
University	Bacc. + entrance exam	3-5 yrs.	State diploma/License (<i>Diploma de stat/Licenta</i>)
	<i>Diploma de stat/Licenta</i>	3-4 yrs. + thesis	Doctorat
Engineering	Doctorat	Professional distinction & publications	Doctor Docent of Science (<i>Doctor docent in stiinta</i>)
	Bacc.	3 yrs.	Jr. Engineer (<i>Diploma de subinginer</i>)
	Bacc.	5 yrs.	<i>Diploma de inginer</i>
	Bacc.	6 yrs.	<i>Diploma de doctor</i>
	Bacc.	6 yrs.	<i>Diploma de rhitect</i>
TEACHER TRAINING			
Pedagogical High School	Completion 8 yrs.	2 yrs.	Qualification for Nursery School Teacher (<i>educatoare</i>) and Primary School Teacher (<i>invatatori</i>)
Teacher Training College (<i>Institut Pedagogic</i>)			
	Bacc.	3-4 yrs.	Diploma for Middle School Teacher (<i>profesor</i>)
	Bacc.	4 yrs.	Diploma for University-level teacher
University	Lower & Secondary: 10-4 (10 being highest); 5 is minimum pass. Higher: 1-10 (10 being highest); 5 is the minimum pass, but 6 is the minimum pass mark in the final examinations.		



USSR: Although schools under the auspices of the church existed from the fourth and fifth centuries, and the Slavonic Cyrillic alphabet appeared in the ninth century, the country was considered educationally backward until the Bolsheviks seized power in 1917. The principle of egalitarianism was introduced into education, making possible the highly literate population which exists today. The reforms of 1917 banned private schools and put education under the exclusive control of the state. Education became universal, free and secular. Subsequent reforms emphasized polytechnicism. Although Russian is the official language of instruction, teaching is also offered in 50 other languages used by the more than 100 different nationalities of the Republics and Regions.

Education is compulsory from ages 7 to 17; a 1984 Reform is gradually lowering the compulsory age for Primary School to age 6. An extensive system of part-time study also exists. Technical secondary education in the Soviet Union is divided into Vocational/Technical Institutes (*professional'noe techniceskoe/ucilsce PTU*) which provide the vocational training opportunities of a cooperative education, and Specialized Secondary schools (*srednoe special'nogo ucebnoe zavadenie SSUZ*). The latter straddle both secondary and higher education, and can be of two types: the *technikum* or the *ucilsce*. Both offer integrated programs including technical education and academic subjects. The *technikum* offers programs in highly skilled technical and clerical occupations. The *ucilsce* provides programs focused on occupations such as nursing, health care, librarianship, and lower-level teaching certificates.

LEVEL	ENTRANCE REQUIREMENTS	PROGRAM LENGTH	DIPLOMA/CERTIFICATE
ELEMENTARY EDUCATION			
SECONDARY LEVEL			
Academic		8 yrs.	Maturity Cert. (<i>Attestat zrelosti</i>)
Vocational/Technical		2 yrs.	Technical/Trade School Diploma
		3 yrs (for 8 grade graduates)	(<i>Svidetel'stvo/Diplom ob okoncanji Srednego special'nogo ucebnoe zavadenija</i>)
		1 yr. (for 10 grade graduates)	
Specialized Secondary Schools (SSUZ) (Technikum/ucilsce)			
	Entrance exam	4 yrs. (for 8 grade graduates)	Diploma of Specialized Secondary School
	Entrance exam	2 yrs. (for 10 grade graduates)	(<i>Diplom ob okoncanjisrednego special'nogo Ucebnoe zavadenija</i>)
HIGHER EDUCATION			
Universities & Postsecondary Institutions			
	Attestat zrelosti or technician's diploma	4-5 yrs.	Diploma of Completion in specialization
			(<i>Diplom ob okoncanjis ucebnoe zave deniya</i>)
	Diplom		Kandidat nauk
	Kandidat nauk + significant professional accomplishments	2-3 yrs. research + dissertation	Doktor nauk
Medicine		6 yrs.	Diplom/professional qualification
Engineering		5 yrs.	Diplom/professional qualification
Dentistry		5 yrs.	Diplom/professional qualification
TEACHER TRAINING			
Pedagogic School (<i>Pedagogicheskoe Uchilishche</i>)			
	Completion 8 yrs.		Diplom for Nursery/Primary School Teacher
	Completion 10 yrs.		Diplom for Nursery/Primary School Teacher
Pedagogic Institute (<i>Pedagogichesky Institut</i>)			
	Completion 10 yrs.		Diplom ob okoncanji vyssego ucebnoe zavadenija

GRADING SCALE: 2-5 (5 being highest); 3 is passing.



YUGOSLAVIA: This ethnically heterogeneous Balkan country is divided into six republics (Bosnia and Hercegovina, Croatia, Macedonia, Montenegro, Serbia, and Slovenia) and two autonomous provinces (Kosovo and Vojvodina). The five principal ethnic groups in order of population are Serbs, Croats, Slovenes, Macedonians and Bosnian Moslems. Although the Jesuits founded schools of theology and philosophy in Zagreb in 1662, Yugoslavia had only three universities until well after World War II and opportunities for education at any level varied widely among the Republics.

Each of the Republics and provinces has control over its system of education; the language of instruction in each is that of the dominant ethnic group. The Latin alphabet is used in Croatia and Slovenia and the Cyrillic in Serbia, Montenegro, and Macedonia. Only primary education is compulsory from ages 7 to 15, or grades one through eight. Secondary education is available in different types of schools, some aiming only at vocational preparation, although recent reforms have attempted to introduce a common curriculum for the first two years of all secondary schools. Recent reforms also have established several levels for higher education. Tuition at institutions of higher education is free, and a well-developed system of grants and scholarships exists. Universities are autonomous.

LEVEL	ENTRANCE REQUIREMENTS	PROGRAM LENGTH	DEGREE/CERTIFICATE
ELEMENTARY EDUCATION (<i>osnovna škola</i>)		8 yrs.	Elementary School Diploma
SECONDARY SCHOOL (<i>srednja škola</i>)			
Vocational School (<i>škole za kvalifikovane radnike</i>)	Elementary School Diploma	2-3 yrs. + apprenticeship/practical training	Diploma (a vocational qualification)
Technical School (<i>tehnicke škole</i>)	Elementary School Diploma	4 yrs.	Matura with professional qualification
Academic (<i>gimnazija</i>)	Elementary School Diploma	4 yrs.	Matura
HIGHER EDUCATION			
University			
Level I	Matura + entrance exam (optional)	2-3 yrs.	Diploma, I stepen/ <i>stručni naziv</i> (professional qualification)
Level II	Matura + entrance exam	4-5 yrs.	Diploma, II stepen/ <i>stručni naziv</i> (high professional qualification)
Level III	Level I Diplom II stepen	2-3 yrs. 1-2 yrs.	Diploma, II stepen/ <i>stručni naziv</i> Master's (<i>Magistar</i>), stepen III or Specialist (<i>specijalist</i>)
TEACHER TRAINING	<i>Magistar</i>	2 yrs. research + dissertation	Doktor upon examination
Teachers' School (<i>uciteljski školi</i>)	Completion 8 yrs.		Diploma for teacher of grades 1-4
Pedagogical School (<i>visi pedagoski Škola</i>)	Completion 8 yrs.	5 yrs.	Diploma for Teacher of grades 5-8
Pedagogical Academy (<i>pedagoska akademija</i>)	Matura from gymnasium or technical school Gymnazija	2 yrs. 2 yrs.	Diploma for teacher of grades 5-8 Diploma for Upper Secondary Teacher
GRADING SCALE:	Secondary 1-5 (5 is highest); 2 is minimum pass. Higher: Slovenia & Croatia 1-5 Maximum; 2 = minimum pass In other Republics: 5-10 Maximum; 6 = minimum pass		

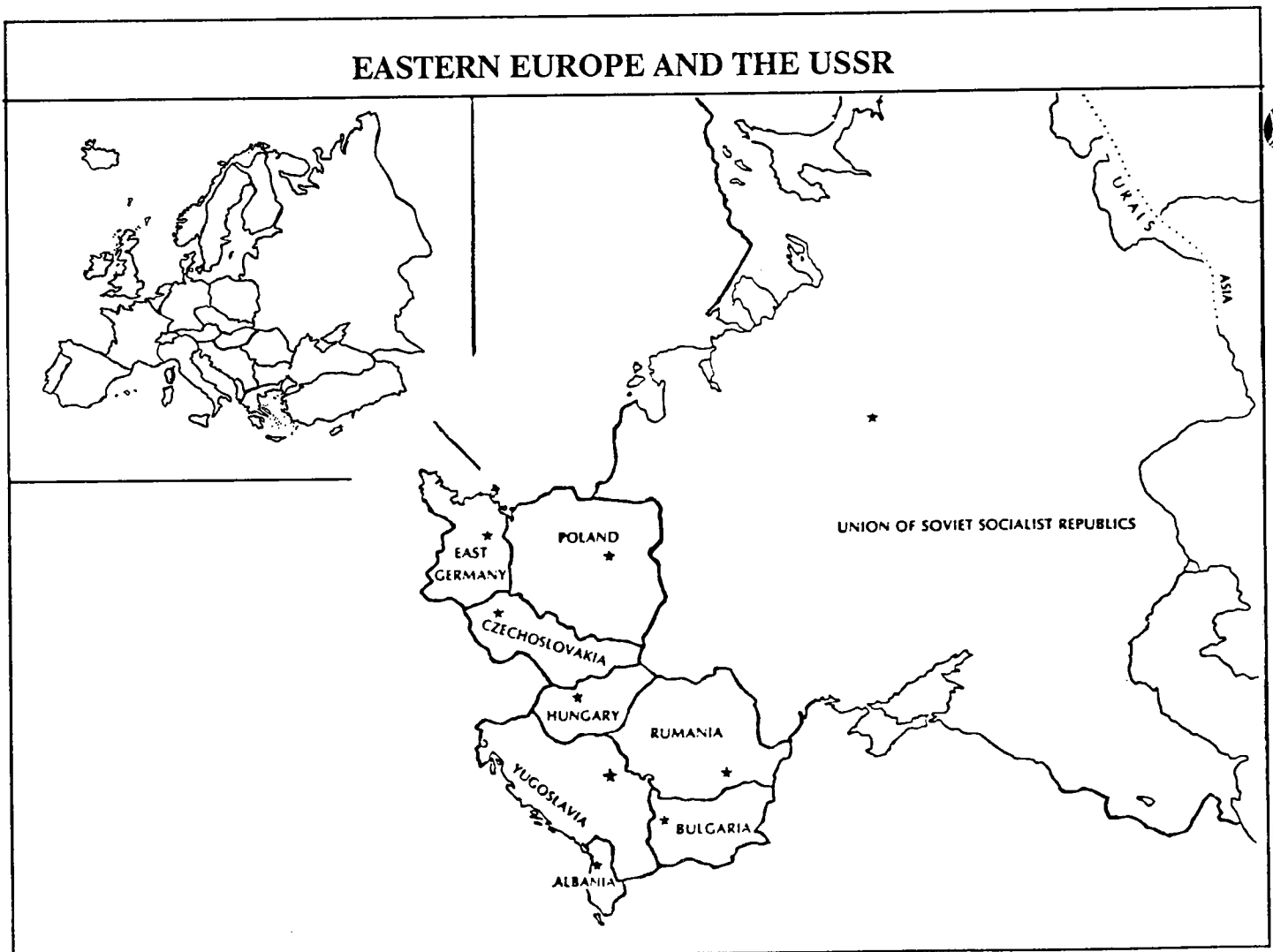
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About the Authors:

Marilyn Umehara is editor of *World Education News & Reviews*.
Erika Popovych is Director of Evaluations at World Education Series, Inc.
and an authority on education in Eastern Europe and the USSR.

EASTERN EUROPE AND THE USSR




SAMPLE EVALUATIONS

Country YUGOSLAVIA

Institution University of Skopje (also known as Kiril and Metodij University in Skopje)

Credential DIPLOMA, *I STEPEN* (First Phase)

Assessment Admission to this program follows high school graduation. The Diploma was awarded following completion of *I stepen* of an electrotechnical engineering program (two to three years of study). Emphasis in the "first phase" of studies is on practical work. It is equivalent to an associate degree from a community college in the United States.

 **Institution** University of Zagreb

Credential DIPLOMA, *II STEPEN* (Second Phase)

Assessment: The Diploma was awarded following completion of *II stepen* of an electrical engineering program (two to three years of study after *I stepen*). It should be noted that admission to the "second phase" could also follow high school graduation and the successful completion of a university entrance examination. It is equivalent to a bachelor's degree in electrical engineering from an accredited institution in the United States.

Institution University of Zagreb

Credential DIPLOMA, *III STEPEN* (Third Phase)

Assessment The diploma was awarded following completion of *III stepen* of an electrical engineering program (one to two years of study). It is equivalent to a master's degree in electrical engineering from an accredited institution in the United States.



Study Abroad in Australia

or
How to handle a
Student
Stampede!

by
*Dr. Joan Solaun and
Guest Contributor
Sheila Spear*



Dr. Solaun is currently Director of Study Abroad and Associate Director of International Programs at the University of Illinois at Urbana-Champaign, and has been Chair of SECUSSA and SAUSS.

In the past five years, study abroad advisors have gone from being frustrated to confused to excited about the opportunities for their students at Australian universities. This is because the demand for Australia has been entirely student-driven. From only a handful of undergraduates throughout the 1980s, we woke up to find about 800 American students scattered among Australian institutions. How did this happen and what is the current state of affairs for U.S. students in Australia?

A. In the early years before the spate of excellent Australian films and novels began to creep into the consciousness of the educated adult community in this country, our undergraduates were becoming caught up in Australian popular culture through Aussie rock groups and Mel Gibson movies. This was fueled by perceptions of Australia as a "safe" place, free from terrorism, and as one which offered a whole new unexplored world with the advantage of English-speaking universities. For all intents and purposes, it was also free, since the tax-supported Australian universities did not charge a comprehensive tuition fee.

Ironically, at the AACRAO-NAFSA-sponsored KEYS seminar in Princeton in 1985, Study Abroad advisors present reported growing student interest in Australia but lamented the difficulties

involved in direct enrollment in Australian universities. There was no articulation between U.S. and Australian universities. With the exception of Rotary, Fulbright and other major scholarship holders, it was the rare U.S. student who managed to get admitted and work out a program of studies. Most universities were not successful in mounting reciprocal exchanges either. Fortunately, with the Australian government's new policy to encourage "full-fee students" in 1985 and recruitment in the hands of the Minister of Trade (Australian education is an export commodity) the situation began to improve. And everywhere we turned, we saw Paul Hogan, the actor.

The stampede, which really began in 1989, is a combined response to the awareness of this new availability by study abroad advisors and the previously repressed demand on the part of U.S. students.

Q: But weren't there some programs in Australia run by U.S. institutions before 1988?

A: Yes, but given the inaccessibility of regular classes at Australian universities, the first responses to the demand were "island" programs. The School for Field Studies, the School for International Training and Rollins College ran special programs of their own, using local facilities and faculty. These programs utilized the home stay concept as well as

some creative independent study programming.

Q: What kinds of experiences have U.S. students had at Australian universities?

A: Early students from Smith, and Williams in the humanities, and Illinois students in engineering reported an extremely high quality academic experience. Knowledge of the British educational system was essential, however, as the same constraints of admission by department and course work limited to one or two subjects prevailed.

Q: Now that Australian universities welcome "miscellaneous," as U.S. visiting students are called, what can students expect?

A. First, academic structure has become more flexible. The semester system is almost universal. With the exception of the most traditional universities, such as Sydney and Western Australia, there are few faculties that do not have semester options. However, some important "core" courses are still year-long. At the newer universities such as Wollongong, Monash and Murdoch, there is more of an interdisciplinary focus.

Secondly, Australian universities are academically challenging. This comes as an unpleasant surprise to semester students with an agenda based on the Paul Hogan commercials. A full load can be anywhere from three to five subjects. There

There is no uniformity yet as far as weighting of these subjects is concerned but, in general, universities are moving toward weighting by units or credits. An engineering degree at the University of Sydney, for example, requires 200 units. Transcripts come with explanations of the weighting system used.

Q: What about grades? What is the system followed?

A: A variety of grading systems exists. One commonly used is High Distinction, Distinction, Credit and Pass. (The University of Sydney considers "Credit" to be equivalent to our "B" as High Distinction is rarely awarded.) Some use the 1 to 10 scale; others use one based on 100%, with 80% as equivalent of our "A."

There is no grade inflation and no curve. This does not always make for happy campers. Again, most universities now attach to the transcript an explanation of the grading system used.

Q: What can our students study in Australia?

A: In addition to their strengths in the more traditional subjects such as philosophy at the Universities of Sydney, Melbourne, WA and Queensland, there are some unusual academic opportunities for undergraduates, such as Australian literature, film and communications, and multicultural education at the new institutions. Scientific innovations make Australia attractive to pre-

medical and environmentally oriented students; Pacific Rim area studies and language courses appeal to those looking for a curricular bridge between East and West. Government-mandated amalgamations of institutions of higher learning have expanded the traditional university offerings, as well as the size of these universities from around 6,000 to 20,000 students. Almost anything is now available anywhere!

Q: What about support services for U.S. students? We know that they can be very consumer-oriented and demanding, particularly when they are paying hefty fees of between \$US5000 and \$7500 for tuition alone.

A: In terms of the kinds of student services expected by U.S. students, the Australians are way ahead of the British universities. Counseling, programs for the handicapped, workshops for stress and writer's block, for example, are in place. Australian universities also have shown a warm and caring attitude toward Americans, and overseas students in general.

The Australian Vice-Chancellors' Committee developed a Code of Ethical Practices in dealing with full-fee paying students (June 1988). This provided a solid base for university planning for the arrival of large numbers of U.S. students as well as for the degree students for which it was originally intended. Although the past

two years have been rocky for many universities in learning how to deal with visiting Americans in groups of 50 or 100 at a time, there has been a whole-hearted commitment and organizational planning to provide for their needs at most institutions. The University of New South Wales, in particular, and Sydney, Melbourne, Monash and Wollongong can be relied upon for good service. Although in the major cities it is difficult to guarantee on-campus accommodations, the Overseas Student Offices ensure that all students are helped. Housing is checked, students are accompanied on their searches.

Visiting students also are allowed to work legally for up to 22 hours a week.

Q: How can I find out more about opportunities in Australia?

A: *The International Development Program* of Australian Universities has two useful publications: *Australian Study Abroad Opportunities*, and *The Directory of Higher Education Courses*, both available from Hobsons Press Pty. Ltd., 491 Kent St., Sydney 2000, Australia. This will give you the most up-to-date information on which universities offer what subjects as well as good descriptions of their facilities. You can then advise your students to apply directly to the Overseas Student Office of the university of their choice or utilize a program sponsored by another U.S. university or college listed in the IIE *Academic Year Abroad*.

Q: What do I need to know before sending my students to join the happy stampede to study in Australia?

A: Be sure to advise your students that study in Australia is by no means "fun in the sun." Australian Overseas Advisors are extremely helpful; make sure you or your students obtain catalogues and request course descriptions. The latter are now much easier to get. Ask about the course loads and grading scales so that your students know what the bottom line is at the institutions which interest them. Then send them off and sit back and wait for the happy postcards. American students love Australia, and the Australians. But that's another story...!



Sheila Spear is the Director of Australian Programs for the Butler Institute for Study Abroad, Indianapolis, overseeing the over 400 U.S. students currently enrolled in Australian universities through the Butler program from their office in Sydney.

AUSTRALIAN REFORMS continued...

increased the number of scholarships available to them. About 10,000 overseas students study in Australia each year.

Following is a list of Australian universities, showing in italics the institutions with which they have merged:

NORTHERN TERRITORY:

Northern Territory University
P.O. Box 1341, Darwin NT 5794
(*University College of Northern Territory;*
Darwin Institute of Technology)

SOUTH AUSTRALIA:

University of Adelaide
GPO Box 498, Adelaide, SA 5001
Flinders University
Bedford Park, SA 5042
TASMANIA

University of Tasmania
GPO Box 252C, Hobart, TAS 7001
(*Tasmania State Institute of Technology*)

WESTERN AUSTRALIA

Murdoch University
Murdoch, WA 6150
University of Western Australia
Nedlands, WA 6009
Curtin University of Technology (formerly
Western Australian Institute of Technology)
Kent St., Bentley, WA 6102

QUEENSLAND

James Cook University
Townsville, QLD 4811
University of Queensland
St. Luci, QLD 4067
(*Gatton Agricultural College*)
Griffith University
Nathan, QLD 4111
(*Gold Coast CAE*)
Queensland University of Technology
GPO Box 2434
Brisbane, QLD 4001
Private:
Bond University
Private Bag 10, Gold Coast Mail Centre,
QLD 4217

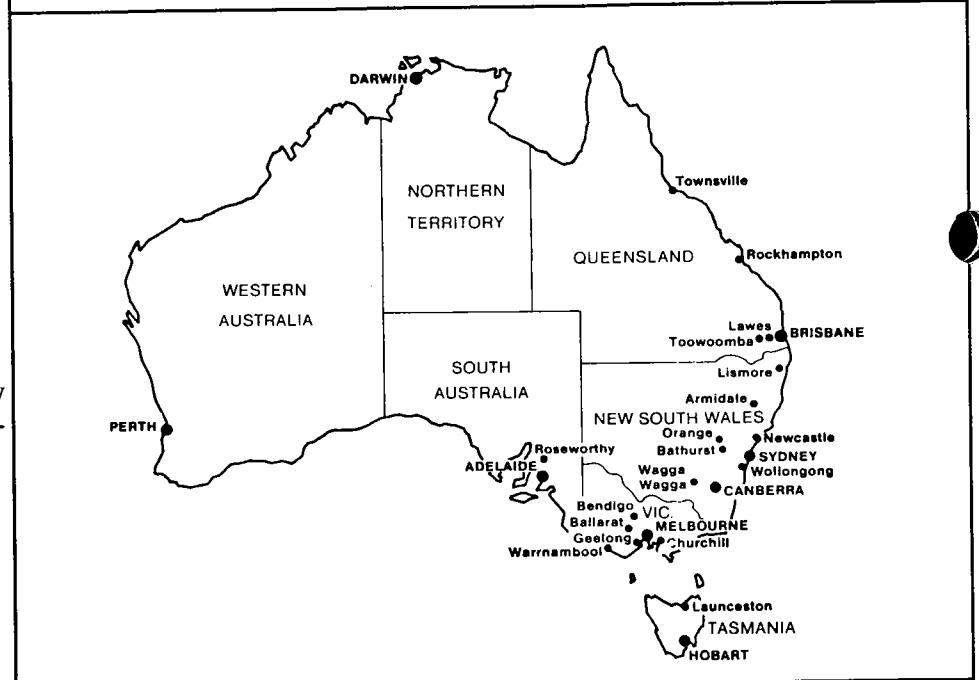
NEW SOUTH WALES

University of Sydney
Sydney, NSW 2006
(*State Conservatorium of Music,*
Cumberland College of Health Sciences,
Sydney CAE nursing program,
Sydney Institute of Education)
University of New South Wales
P.O. Box 1, Kensington, NSW 2033
(*City Art Institute*
St. George Institute of Education)
University of Technology Sydney, formerly
New South Wales Institute of
Technology

Macquarie University
North Ryde, NSW 2109
(*Institute of Early Childhood Studies*)
University of Newcastle
Newcastle, NSW 2308
(*Hunter Institute of Higher Education*)
University of Western Sydney
P.O. Box 1000 St. Marys
NSW 2760
(*Macarthur Institute of Higher Education,*
Hawkesbury Agricultural College, Nepean
College of Advanced Education)
Charles Sturt University
P.O. Box 99 Bathurst, NSW 2795

AUSTRALIA

Source: International Development Program of
Australian Universities and Colleges



Box 123, Broadway NSW 2007
(*Kuring-gai CAE*
Institute of Technical and Adult Education)
University of New England
Armidale NSW 2351
(*Armidale CAE*
Northern Rivers CAE
Orange Agriculture College)

(*Mitchell CAE, Bathurst Institute of
Higher Education,*
Riverina-Murray Institute of Higher Education)
University of Wollongong
P.O. Box 1144, Wollongong
NSW 2500

AUSTRALIAN CAPITAL TERRITORY

Australian National University
GJPO Box 4, Canberra, ACT 2601
(*Canberra Institute of the Arts*)
University of Canberra, formerly Canberra College of Advanced Education
P.O. Box 1
Belconnen, ACT 2616

VICTORIA

University of Melbourne
Parkville, VIC 3052
(*Melbourne CAE, Victorian College of Pharmacy, Hawthorn Institute of Education, Victorian College of the Arts, and Victorian College of Agriculture and Horticulture*)

Monash University
Clayton, VIC 3168
Latrobe University
Bundoora, VIC 3083
Deakin University
Waurm Ponds, VIC 3217
(*Warrnambool Institute of Advanced Education*)
Victoria University of Technology
P.O. Box 64
Footscray, VIC 3011
(*Footscray Institute of Technology, Royal Melbourne Institute of Technology, and Western Institute of Technology*)

Eight institutions also have been designated as Distance Education Centers (DECs):

Charles Sturt University
University of New England
Deakin University
Monash-Gippsland
University College of Central Queensland
University College of Southern Queensland
South Australian College of Advanced Education and Western Australian Distance Education Center (a joint DEC operation involving Murdoch University, Curtin University of Technology and the Western Australian College of Advanced Education)

-Marilyn Umehara

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- ■ ■ **BRAZIL:** our long-awaited study of the current status of Brazil's education system is nearing completion.
- ■ ■ **SPAIN:** a synopsis of the overview of Spain's education system, which was presented recently at the AACRAO and NAFSA annual conferences and as a World Education Services Workshop session.
- ■ ■ **ACRONYMS** associated with the economic unification of western Europe: which do you have to know regarding European education?
- ■ ■ **FRANCE:** Changes in teacher training programs.



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New Publications

Australian Study Opportunities: A Directory for Overseas Students, 1988/89, 1988. 224 pp. \$18.95 postage paid.. (Available from Hobsons Press [Australia] Pty Limited, 491 Kent St., Sydney 2000, Australia). Aimed at overseas students interested in becoming full-fee students at Australian institutions, this directory leads off with reasons why study in Australia is desirable, offers brief descriptions of the length of programs, cost, and names of degrees offered, and supplies addresses of various universities and colleges. The bulk of this directory is comprised of a hodgepodge of competing advertisements from both public and private institutions. Potential students seeking detailed information about programs offered will have to research this on their own. The directory is handicapped by a gaudy format which is hard to read, while the information offered for each institution is minimal.

Polytechnic Courses Handbook, The Committee of Directors of Polytechnics, 1989. 608 pp. \$19.72, including overseas postage. (Available from The Committee of Directors of Polytechnics, Kirkman House, 12-14 Whitefield St., London, W1P 6AX) This book describes in detail the courses that were scheduled to be offered in 1990 at each of the 30 polytechnics in England and Wales. Section 1 offers a general description of each polytechnic, including a lengthy explanation of its location, academic organization, student amenities and admission requirements. Sections 2-5 describe in detail first degree courses, higher national diploma courses, advanced non-degree courses, and second-stage courses offered in various disciplines such as engineering, business, environmental sciences, para-medical studies, materials and manufacturing technologies, etc. An index allows the reader to quickly find specific course titles, principal subjects and topics within courses. This is an easy-to-read, well-organized, and useful reference.