



From the Publisher

World Education Services, Inc. is pleased to bring you World Education News and Reviews, a periodical tailored to the needs of international education specialists. This publication comes as a result of a survey administered by World Education Services, Inc. to international admission officers, in the Fall of 1986. The survey showed that while basic information on foreign educational systems was readily available from existing publications, there was a need for news and updates on items relative to education abroad. The recognition and proper assessment of foreign educational credentials raises many interesting problems. Educational comparisons are often controversial and World Education News and Reviews will be a forum for different views. World Education News and Reviews is designed to address those needs in a variety of ways.

o The 'Country Databank' contains news on educational institutions and programs from all over the world culled from publications received by World Education Services, Inc.

o The section labeled 'In-Brief' contains items which are not specific to one country, but deserve documenting.

o The 'Special Report' section is devoted to different topics such as: a profile of an educational system, a comparative analysis of a given field of study in different countries, a discussion of an issue which is of importance to the field of international and comparative education.

As a credentials evaluation agency, World Education Services, Inc. has collected a great deal of information on foreign educational systems, institutions and programs of study. It also maintains subscriptions to

several publications, both foreign and domestic, in international and comparative education. Through World Education News and Reviews, this information will be shared with our readers whom we also invite to submit items of interest. We encourage our colleagues in international education to write articles on relevant issues for publication in the 'Special Report' section.

World Education News and Reviews is a project of World Education Services, Inc. Editorial policy is set by an independent Editorial Advisory Board whose members are recognized specialists in international education.

Designed to complement existing publications, World Education News and Reviews is tailored for the international education professional who deals with foreign academic credentials and the recognition of study abroad. World Education News and Reviews will feature news and different views for which there has been no medium. While the publishers plan to solicit articles on specific topics, readers are encouraged to contribute information, articles and letters to the editor.

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Country Databank

AUSTRALIA

o The Western Australian Institute of Technology is now a full-fledged university and has been renamed Curtin University of Technology. (International Association of Universities Bulletin Vol XXXV. 1987. No. 1)

o An educational study has revealed that socio-economic inequalities within Australian education is resulting in a disturbingly low level of completed education. More than 80% of independent school students complete 12 years, with more than half continuing for higher education. This compares to 30% of students who attend government schools completing 12 years, 15% of whom enter higher education. Catholic school students fall between these two groups. (Times Higher Education Supplement, 4/17/87)

DENMARK

o Effective July 1986, a new further education law was promulgated to assist persons over age 25 gain further education or obtain additional qualifications. Course content is being developed through a combination of educational institutions and business representatives. (Council on Europe News-Letter April 1986)

EGYPT

o The new Higher Institute of Nursing established in 1986 at Assiut University will offer a five-year program leading to a Bachelor of Science in Nursing. Programs in community health and health needs for various age groups are integrated from the first year; sociology curricula are oriented toward family and public health; the fifth year is a nursing internship. Future plans include developing Master's and Ph.D. degree programs. (IAU Bulletin Vol. XXXV. 1987. No.1)

EUROPEAN COMMUNITY

o Recently, the EEC adopted the European Action Scheme for Mobility of University Students (ERASMUS), the student mobility scheme which allows about 25,000 university students to partake in university education in other member countries. The first year's priority will be to build a European network between universities and

other higher education institutions and to strengthen the mutual recognition of academic qualifications. (The Times Higher Education Supplement, 5/22/87)

FEDERAL REPUBLIC OF GERMANY

o The Cultural Ministers from the 11 federal states (lander) disagree over the proposed requirements for the Abitur as they attempt to unify university preparation standards. Debate centers on whether an increased number of vocational courses should be incorporated into the gymnasium or whether a "return to basics" is required. (Times Higher Education Supplement, 5/87)

ITALY

o Italy has established its first school for ecological technicians and managers of ecology-related companies. The Scuola Ambiente (School for the Environment) founded by Castalia, the state-run environmental action company, will be located in

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Ercolano and its orientation will be practical rather than theoretical. The first courses, scheduled for November 1987, are designed for managers in both the public and private sectors. Future courses will be developed first for supervisory personnel and subsequently for ordinary workers. Instruction will focus on such practical matters as how to operate a water purification plant. Students may choose from one of three programs: business organization and branch management; government regulations and legislation; scientific and technological subjects. (Radiocorriere/TV 8/87)

o According to Marcello Pacini, Director of the Agnelli Foundation, too many of Italy's students, on all educational levels, do not graduate on schedule: 4% of students in grades 1-8 and 24% of students in grades 9 and 10 are left back; only about 30-35% of university students graduate with their class. This, Pacini views, is indicative of a lack of "adequate preparation for the demands of modern society." Although a greater percentage of federal monies were spent in 1980 by Italy on education than were spent by either Germany or the United States, Pacini feels that a "basic reorganization" is required.

A recent study conducted by the Foundation recommends new programs coordinated by training centers, business, and industry. It also recommends a stronger link between the research personnel of Italy's universities and industries. For example, about 40% of Polytechnic Institute of Torino's research income is derived from contracts with business. Another example is the agreement between the University of Torino and Technocity, the high-tech area in Piedmont centered in Torin where more than 15,000 people work in research and the development of high technology. Its chief goals are developing Laurea and post-Laurea courses for professionals in the emerging fields of material and biological sciences as well as new systems of instruction and new didactic technology. Emphasis will be on computerized instructional support, video processing, and telematic systems. (News from Italy, 2/87)

JAPAN

o The University Establishment Council will approve plans for 15 new four-year universities, 12 two-year colleges, and will discuss the merits of 21 previously submitted applications during 1987 and 1988. The Ministry of Education has set the target of 86,000 additional enrollment places by

1992 to accommodate increasing student-age demand. The Council is recommending expansion within departments of information technology, new materials and biotechnology; improvements in the quality and quantity of graduate school research facilities; cut-backs in new enrollments in medical schools; and provision for more spaces to mature and part-time students. (IAU Bulletin Vol. XXXV. 1987. No. 1)

o Sixty U.S. universities are examining potential sites for branch campuses in Japan. The Japanese national and local governments are encouraging these efforts which are viewed as a means to foster closer educational and cultural links between the U.S. and Japan. The demand for places at existing branch campuses is increasing as those students who fail to gain admissions to the national universities prefer the U.S. branch campuses to the lower-status private Japanese colleges. (Times Higher Education Supplement, 5/22/87)

MALAYSIA

o New university enrollment will increase 12% in 1987-88. About 10,000 students will be admitted to the six universities. To accommodate students from Malaysia's 55 technical and vocational schools, two new university programs--The Bachelor of Management Technology at the University Technology Malaysia and the Bachelor of Education (TESL) at University Pertanian Malaysia--will be introduced. Each program will enroll 60 students who have passed the Sijil Pelajaran Vokasional Malaysia (Certificate of Vocational Education). (Times Higher Education Supplement, 6/12/87)

MEXICO

o The National Autonomous University of Mexico (UNAM) has approved reforms to include: enforcing passing grades of 8 out of 10 on entrance examinations, thus limiting the number of allowable special examinations; review of all academic plans and programs; preparation of self-teaching and self-evaluation materials in subjects with high failure rates; return to numerical grades from letter grades to permit averaging; ceiling on the number of subjects that students can fail each semester; standardization of departmental examinations; reinforcement of vocational programs in high schools; revise graduate programs with minimum bachelor's degree required for admissions; and development of joint programs with industry. (IAU Bulletin Vol XXXV. 1987. No. 1)

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Country Databank

NETHERLANDS

o Since August 1986, the higher specialized colleges--Hoger Beroepsonderwijs (HBO)--have gained full university status and now have parity with academic universities and the Open University. These specialized colleges offer programs in commerce and administration, home economics, agriculture, small and medium-sized industries, social work, health care, art, and teacher training. Although there are still about 400 specialized colleges, these will be reformed into about 45 HBOs through a series of mergers among independent colleges. Students graduating from an HBO earn the academic title of Baccalaureatu and can now qualify for admission to graduate programs at universities. (CEDEFOP News, Vocational Training in Europe, 1986)

NEW ZEALAND

o Due to increasing enrollments, university admission restrictions have been imposed in mathematics, psychology, and business administration and further restrictions placed on law. Restrictions already existed in computer science, accountancy, law, and engineering. (Times Higher Education Supplement, 6/12/87)

OMAN

o The newly established Sultan Qaboos University received over 800 preliminary applications for the 582 available places. The University has five faculties: Medicine, Engineering, Agriculture, Education and Islamic Studies, and Science. All students enrolling in the arts or sciences must take courses at the College of Education and Islamic Sciences in Arabic, English, Omani and Islamic civilizations, and two other subjects. Students enrolling at the Faculties of Medicine, Engineering or Science must complete a science foundation program to prepare for their specialized studies. (IAU Bulletin Vol. XXXV. 1987. No. 1)

PAKISTAN

o Aga Khan University, the first private university, will graduate its first students in 1988. Training emphasis is on community health: one full year of the five-year course is devoted to community health

science, with commitment to practical work in the field. The first Medical School students were admitted in 1984. (IAU Bulletin Vol. XXXIV. 1986. No. 3)

PEOPLE'S REPUBLIC OF CHINA

o Nine universities began in Summer 1987 to consider applications from Hong Kong students. The Hong Kong Examinations Authority is responsible for organizing entrance tests and final enrollments. (Times Higher Education Supplement, May 1987).

POLAND

o The Ministry of Science and Higher Education is threatening to withdraw recognition of the doctoral and postdoctoral degrees awarded by the Catholic University of Lublin (KUL). A formal protest has been raised by KUL, which is the only university in the Comecon block (Council for Mutual Economic Assistance -- comprised of Soviet-block countries and functions similarly to the European Economic Community) operating outside direct government control. (Times Higher Education Supplement, 6/5/87)

SINGAPORE

o A graduate program leading to the Diploma in Business Law was introduced in August 1986 at the National University of Singapore's Faculty of Law. The program will be completed in one academic year (August-March) with students taking three subjects, each being two-hour-per-week seminars. Subjects offered include: advanced banking law, international business transactions, international taxation, law of intellectual property, law of international trade, and shipping law. (IAU Bulletin Vol. XXXIV. 1986. No. 3)

SPAIN

o The Council of Universities has formed 16 committees to review all existing university qualifications and to propose new ones. Initial committee reports propose new degrees in social work, musicology, social psychology, social anthropology, urban geography, industrial relations, art history and heritage, speech therapy, biochemistry, industrial design, nuclear and civil engineering, and food technology. Examinations in this new range of degrees can be expected within ten years. Requirements for existing degrees are also being reviewed. Once the review process is complete about 150 degrees will be offered; currently 56 degrees are offered in Spain. (The Times Higher Education Supplement, 6/19/87)

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Profile of the U.S.S.R. Education System

by Brian Levin-Stankevich and Erika Popovych

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The educational system of the U.S.S.R. has created a highly literate population of its nearly 270 million inhabitants. Although there exists a unified educational system for the entire Soviet Union, centrally determined educational policies are implemented by local education ministries within the individual Republics and Regions.

Fifty-one political Republics and Regions, encompassing 103 different nationalities many of which have separate languages and highly developed cultural identities, comprise the political and educational system of the U.S.S.R.

Officially, the language of instruction is Russian, although many of the Republic schools -- even at the university level -- offer instruction in the local language as well, with Russian as a compulsory subject.

After a period of development of Marxist-Leninist educational theory following the Russian Revolution, the Soviet educational system began to take shape in the 1930s under Josef Stalin. Its basic premise was and is egalitarianism and polytechnicism. Schools within the U.S.S.R. are very consciously utilized for socialization purposes by the leadership.

PRIMARY AND SECONDARY EDUCATION

The most visible changes in Soviet education have been in the length of primary/secondary schooling. Although technically separate, primary and secondary education result in the first benchmark credential of concern to

evaluators, the Attestat zrelosti (Maturity Certificate).

Until 1959, primary and secondary education in the U.S.S.R. consisted of nine years of schooling. Krushchev's educational reform of 1960, an attempt to introduce labor training in the educational process, increased the number of years required to obtain the Attestat zrelosti to 11 years. Largely the increased time was to compensate for the time spent on labor assignments. Upon Khrushchev's fall from power in 1964, the extra year was dropped resulting in a 10-year system.

Since 1964, primary education covers the first eight years' schooling with secondary education being the ninth and tenth years. Today ten years' study leads to the Attestat zrelosti issued by the Ministry of Education. While primary and secondary education is completed in only ten years, the academic calendar is ten months, with class attendance six days per week.

Following the completion of the eighth year, students may opt for a two-year technical/vocational program or directly complete the academic course of study. The large majority of students, particularly in the rural areas, finish their secondary education in some form of technical/vocational program. The final diploma is awarded under the auspices of the State Qualifying Commission.

Individuals completing the final two years of academic study directly after primary education are generally the children of the urban white-collar workers. The curriculum encompasses Russian language and literature, history, the Soviet constitution, economic geography, mathematics, physics, chemistry, biology, astronomy, mechanical drawing, and electives.

SPECIAL REPORT

Under Brezhnev and his successors, a number of special interest schools were developed. Of note are specialized schools in mathematics and languages, where selection takes place from age 15 on the basis of "olympiad" examinations. Language schools teach academic subjects in the acquired language. These types of schools attract principally urban, economically advantaged students.

TECHNICAL SECONDARY EDUCATION

Vocational Technical Institutes (professional'noe tekhnicheskoe učilišće — PTU)

The PTU is usually affiliated with a factory or industrial enterprise that provides vocational training opportunities of a cooperative education. The PTU generally offers a three-year program for eighth-grade graduates and a one-year course for tenth-grade graduates (who enroll to acquire a skill). Students can continue at tertiary level institutions, generally in fields of study related to their secondary level specialized training. Attendance is often in part-time evening or correspondence programs.

Specialized Secondary Schools (sredno-special'noe učebnoe zavadenie — SSUZ)

The SSUZ can be of two types: the technikum or the učilišće. Both offer integrated programs which include technical training and academic subjects required for the Attestat zrelosti examination and subsequent access to higher education. The technikum offers programs in highly skilled technical and clerical occupations. The učilišće provides integrated programs focused on such occupations as nursing, health professions, librarianship, and lower-level teaching certificates. Generally, the eighth-grade graduates will attend for four years, the tenth-grade graduate for two years.

Any student who finishes eighth grade and then enters a SSUZ for four years undertakes the same courses using the same syllabi as does the eighth-grade graduate who proceeds directly through ninth and tenth grades except, of course, for those drawn into the special-interest schools.

HIGHER EDUCATION

Higher education institutions are generally governed by the Ministry of Higher and Specialized Secondary Education. However,

some "institutes" are governed by the industrial or resource ministries.

Higher education is offered at universities, institutes, polytechnic institutes, pedagogical institutes, as well as high učilišće.

Admission to higher education requires the Attestat zrelosti or its equivalent from the vocational track. Access to higher education is theoretically on a competitive examination basis. However, nationality quotas play a role in the admissions process

and students from special schools are given particular consideration in the selection process. Since there are more university applications than spaces available, many students obtain work experience or fulfill their two-year military obligation between secondary school and university entrance.

Degrees

o Diplom ob okončanji viššego učebnogo zavadeniya (Diploma of Completion of a Higher Educational Institution), awarded under the auspices of the State Examination Commission, is normally earned after four to five years of study; six years for medicine. The courses are lecture intensive, with emphasis on general education for the first two-three years, followed by intense specialization in the latter part of the program. Students choose their specialization in the application process and rarely change once enrolled. All students take compulsory courses in a foreign language, Communist Party history, Marxism-Leninism, and political philosophy.

o The second degree is the Kandidat Nauk (Candidate of Science). Acceptance to graduate study or aspirantura, requires the Diplom in the prospective field of study, the passing of an admission examination, plus two years' work or military experience. Graduate programs last a minimum of two years and consist mainly of research and the preparation of a thesis. Attendance at lectures and seminars is not mandatory. Upon successful completion of research and defense of a thesis, the Kandidat Nauk is awarded.

o Until 1956, the Doktorantura (Doctorate) was granted upon successful submission of a doctoral dissertation. Since 1956, however, the only higher qualification, the Doktor Nauk (Doctor of Science) has been awarded in recognition of advanced original work, usually to academicians and scientists who have extensive publications or inventions to their credit.

