

WORLD EDUCATION NEWS & REVIEW

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Africa

■ About 40 million children in sub-Saharan Africa are deprived of basic education, according to the United Nations Children's Fund (UNICEF). Educational spending per child is half of what it was 20 years ago.

While the number of children enrolling in primary school has increased from 25 percent in 1960 to 60 percent today, the ranks of the uneducated have also grown.

It is estimated that by 2015 about 75 million children in the world — most of them in Africa — will have no basic education.

A major reason for this is lack of funds due to debt repayment. Thirty of Africa's most indebted nations currently spend as much on loan interest as they do on health and education combined.

For the past two decades, austerity measures demanded by international aid agencies like the World Bank and the IMF have led to substantial cuts in government spending.

Tanzania, for instance, spends three times as much on debt servicing than it does on education (the education budget has shrunk by more than two-thirds over the past 10 years). Likewise, debt repayment constitutes about 10 percent of Zambia's GDP, which leaves little money for schools and books.

But while thousands of children go without basic education, both of these countries seem to find plenty of money to spend on de-

fense. Zambia's defense spending rose from 1.1 percent of the GDP in 1985 to 1.8 percent in 1996. That same year, the military budget in Tanzania reached 3.3 percent of the GDP.

A few countries, however, have made some progress. Uganda, for instance, has managed to put 2 million more children in school by cutting fees and abolishing school uniforms.

According to UNICEF, \$2 billion more a year would be enough to educate every child in Africa, a sum which is equal to an increase in government spending from 2 percent of the Gross National Product to 3 percent. The world spends approximately that same amount on military equipment each day.

Better-directed aid could also help improve the situation; at present only 15 percent of foreign assistance to Africa is earmarked for education and health. Oxfam has suggested that debt relief programs be contingent on raising educational standards to prevent governments from spending more money on defense.

In addition to the debt crisis, there are other reasons contributing to the failure of education throughout Africa.

AIDS is a big factor in keeping girls at home to care for stricken relatives. Others catch AIDS at school and are forced to drop out.

Teen pregnancy is another reason so many girls leave school, while some parents don't bother to educate their daughters at all.

An even bigger problem is poor salaries for teachers. In Nigeria, for

instance, teachers receive only \$23 a month and often have to wait months at a time for their paychecks. Sometimes they don't get paid at all.

— *The Economist*
May 26, 1999

The Americas

CHILE

■ Out of the 60,000 Chilean students attending universities this year, only about half will make it to graduation, according to *The Economist*. The rest will either withdraw for financial reasons or lose interest and drop out.

For most Chilean families that scrape and save to send their children to college, this is an expensive loss to chalk up. Annual tuition fees can run anywhere from

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Regional News

\$1,700 to \$3,500. There are few scholarships to be had. More than 60 percent of Chilean students pay full tuition without the aid of grants or loans.

Experts attribute the high dropout rate to a lack of information on university programs and job prospects. Many students enter programs that are not suitable for them only to lose interest and leave school before graduation. Moreover, students do not have access to information on dropout rates while, at the same time, many universities have a tendency to over-enroll freshmen to compensate for the thinning out process that occurs in later years.

To combat this problem, the government recently initiated a five-year program that will publish statistics on dropout rates and introduce an accreditation system for institutions of higher education. The plan is backed by a \$145 million loan from the World Bank.

The proliferation of new colleges and universities over the past two decades has also raised concerns about the diminishing quality of higher education. Between 1973 and 1990, the Pinochet government did much to deregulate Chile's system of higher education, opening it to private investment. In 1980, the country had eight universities. Today there are 70; two-thirds of them are private institutions that operate with little or no state funding.

Twenty years ago, about 30 percent of all high school graduates went on to pursue college degrees. That figure has grown to 60 percent today.

The government has recently taken steps to ensure that the emergence of so many new institutions does not bring down educational standards: Newly established universities are now required to obtain a permit and undergo a probationary period.

One of the reasons students give for leaving school early is that courses remain too specialized and the current system makes it virtually impossible for students to change majors if they choose to do so.

The University of Chile, which is state supported, is attempting to solve this problem by introducing a two-year common core curriculum. This will lengthen most university degree programs to six years, but the government hopes the new scheme will give students a broader education while curbing the dropout rate.

— *The Economist*
 May 1, 1999

MEXICO

■ After seven weeks of student strikes, administrators at the National Autonomous University of Mexico finally backed down on June 7 and rescinded plans to raise tuition. The strike, which first went into effect on April 20, was the longest in the university's 89-year history.

The administration, supported by some faculty members and students, pushed for a tuition increase with the

aim of making the university more selective and changing its curriculum to better prepare students for the job market.

But the strikers condemned the proposal, arguing that it infringed on the constitutional rights of all Mexican citizens to a free college education.

The governing council of the university, composed of both students and faculty, announced that tuition fees would still be raised from the equivalent of two cents a year to \$70 a semester but that payments would be voluntary.

Classes and all other campus activities, except for basic research, came to a standstill during the strike, which interrupted the studies of 270,000 students. The council also announced it would extend the semester into the summer months to make up for lost time.

— *New York Times*
June 8, 1999

UNITED STATES

■ Business schools across the country are experiencing a surge in female applicants from China and other Asian countries. The number of Asian women taking the Graduate Management Admission Test (GMAT) rose 44 percent to 14,447 in 1996-97, up from 10,157 in 1992-93.

During that period, the number of women registering for the GMAT increased 867 percent from Vietnam, 185 percent from China and 116 percent from South Korea.

At Yale, where the international student population has traditionally been 99 percent male, the number of Asian women admitted to the business school has surged 132 percent in the past six years.

In 1997, there were only two Asian women attending the University of Chicago's business school. This year, that number jumped to 19. There are 289 women from Asia applying for MBA

admission at the school this fall, up from 168 just two years ago.

This upward trend is largely the result of increasing numbers of women seeking positions in the Asian business world, a realm that has traditionally been dominated by men.

American companies with branches in Asia are hiring more and more native-born women to work for them. Many of these women go to the United States to earn their MBA degrees and then return to their home countries in search of better job opportunities.

— *Wall Street Journal*
June 1, 1999

Asia-Pacific

AUSTRALIA

■ In a recent move aimed at increasing foreign enrollment at colleges and universities, the Australian Tourist Commission (ATC) has agreed to allow institutions to market courses and programs overseas using its Brand Australia logo — a kangaroo against a sun.

Australian Education International (AEI) recently announced the deal to all institutions on the Commonwealth Register of Institutions and Courses for Overseas Students. These institutions will now benefit from ATC marketing.

The decision has been greeted with mixed feelings among higher-education professionals. Some see education and tourism as two aspects of the same market aimed at middle-class consumers. Others feel education is something entirely different from tourism and should be marketed separately.

Under the agreement, ATC marketing will serve as the platform for the AEI campaign: Study in Australia 2000. Advertisements will allow institutions to include the Brand Australia logo along with their own images.

— *Campus News*
Feb. 24 - March 2, 1999

CHINA

■ The government recently passed a new law to protect overseas students from rogue service agencies. Intermediate service agencies in China play an important role in linking students and faculty with foreign institutions.

In general, they provide information on studying abroad, apply to foreign colleges and universities on behalf of students and offer training programs for students before they leave.

But Wei Yu, a vice-minister of education, disclosed recently that some of these agencies deceive students through false advertising and are operating illegally.

There have been several cases where students paid agencies for services that were never rendered. Often the students could not find the fake agents to reclaim their money.

Other students who entered the countries where they intended to study were expelled because the visas the unauthorized service agencies had prepared for them at home were counterfeit.

The new law requires all intermediate service agencies to be authorized educational institutions. They must have experience in dealing with student exchange and cooperating with foreign institutions of higher education.

Before providing services to students, these agencies must first get approval from local educational administrations and the Ministry of Education. In addition, they must meet certain standards set by the Ministry of Public Security.

— *China Daily*
July 6, 1999

■ China University of Political Science and Law currently offers a foreign lawyer training program in cooperation with the Chinese Ministry of Justice.

The program is conducted each year through the university's foreign languages department and

caters primarily to students and lawyers who need to become proficient in English legal terminology.

This is not a law degree but an English language program for Chinese lawyers. The program takes one year to complete and is divided into two terms consisting of the following courses:

First term: extensive reading of English; fast reading of English; focus listening of English; western holidays with associated customs and culture; contract I; property and common law.

Second term: intensive reading of English; writing of English; oral English; American society and culture; contract II; business enterprises.

— Correspondence from China
University of Political Science and Law

INDIA

■ The International Institute for Population Sciences (IIPS) in Mumbai currently offers a distance-learning program leading to a master's degree in population studies (MPS).

Admission requirements are as follows: a master's degree in any of the related social sciences or sciences, including math and sta-

tistics or a diploma in population studies from IIPS.

The program has a duration of two years, but because it is offered through distance learning, students can take up to four years to complete the necessary requirements.

— University News
March 1, 1999

■ Four new job-oriented programs are being offered at Delhi University: a postgraduate diploma program in international business operations; a bachelor's degree in financial analysis; a bachelor of science (honors) in biomedical sciences; and a bachelor of arts (honors) in mass media and communications.

In January 2000, the Indira Gandhi National Open University will launch a new master's program in tourism studies. The objective of the program is to train qualified personnel for the country's growing tourism industry, with special emphasis on job requirements.

Approximately 130 study centers across the country will be open to students participating in this program.

— University News
March 1, 1999

PAKISTAN

■ A university for Afghan refugees was recently opened in the border town of Peshawar. The new institution is funded by the Pakistani government, which only last year shut down several refugee universities.

Authorities said at the time that the universities were closed because they were operating illegally and did not meet national standards for higher education.

However, the closures caused widespread protest among the more than 1.5 million Afghans living in Pakistan, forcing the government to open a new university for refugees.

This means that Afghan women, who are prohibited from attending universities in their home country, will have a chance for higher education in Peshawar.

The university's chancellor is Sibghatullah Mojaddidi, a former Afghan rebel leader and Islamic scholar. According to a university spokesman, the Taliban government in Afghanistan has applauded the opening of the new university and recently sent a letter of congratulations.

— BBC News online
April 5, 1999

VIETNAM

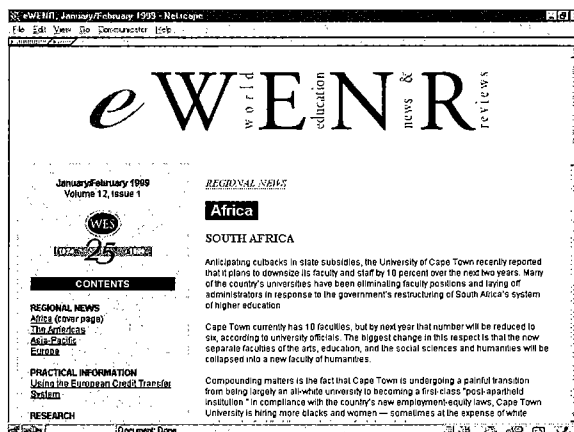
■ The World Bank recently issued an \$80 million loan to overhaul Vietnam's system of higher education.

Since the government introduced economic reforms more than 10 years ago, Vietnam has been slowly moving towards a free-market system. The many internal structural transformations and changes in diplomatic relations have largely reduced the existing Soviet educational model to an anachronism.

To help universities better adjust to a market-economy transition, the government implemented a new education law last June. The law gives institutions greater

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autonomy over their academic, administrative and financial affairs, while effectively decreasing the Ministry of Education's authority to interfere in university activities.

The Ministry of Education organized a workshop in Hanoi with the cooperation of UNESCO's Principle Regional Office for Asia and the Pacific (PROAP) in preparation of the law. Educators and administrators in attendance decided the ministry should be responsible for developing an accreditation system based on foreign models.

However, the workshop recommended that universities be allowed to determine the content of the curriculum and that they should have more autonomy in awarding academic qualifications. Finally, it was suggested that schools be given more control over the allocation and management of expenditures.

The UNESCO-PROAP plans to sponsor another workshop next year.

— *Times Higher Education Supplement*
June 11, 1999

Caribbean

JAMAICA

■ The Northern Caribbean University, formerly West Indies College, has been registered by the University Council of Jamaica (UCJ) to offer tertiary programs. The UCJ serves as the national accreditation body for Jamaica's system of higher education.

The following programs offered by the Northern Caribbean University have been accredited since the dates indicated below:

- 1) Bachelor of science in biological sciences, October 1991
- 2) Associate of science in biology, October 1991
- 3) Associate of science in business administration, October 1991
- 4) Bachelor of science in busi-

ness administration, May 1994

5) Bachelor of arts in primary teacher education, May 1997

6) Bachelor of arts in secondary teacher education, September 1998

7) Bachelor of science in secondary teacher education, September 1998

The bachelor of science degree in nursing has been accredited by the Nursing Council of Jamaica since 1981. It was recently reaccredited for another five years. The UCJ recognizes the accreditation of the Nursing Council of Jamaica.

— *Correspondence from the University Council of Jamaica*
July 14, 1999

E. Europe and the Newly Independent States

HUNGARY

■ The International Organization for Migration, an international relief agency based in Geneva, and the University of Pecs Medical School in southern Hungary have joined forces to create a post-graduate program in "migrational medicine."

The curriculum is being developed with the support of a \$500,000 grant from the Canadian government, and classes are scheduled to begin this fall.

The one-year program, the first of its kind anywhere in the world, is geared towards doctors who want to work with relief agencies or have an interest in treating immigrants and refugees. In addition to dealing with the special medical needs of displaced people, the course of study will also focus on the clinical and psychological aspects of treating refugees and immigrants, as well as the international policies that affect them.

Tuition for the program is \$10,000. Classes will be taught in English by noted specialists from Hungary, other European countries, the United States and Canada.

— *Chronicle of Higher Education*
March 12, 1999

RUSSIA

■ The Institute of Diplomatic Relations (IDR) was recently founded in Moscow through the joint sponsorship of the International Academy for the National Security of United Europe, with its head offices in Boeham (Germany), and the International Center for Systems Analysis of National Security Problems in United Europe based in Vienna (Austria).

However, IDR is a separate international higher-education institution registered in Russia and is not affiliated with any foreign university.

The institute was created for the explicit purpose of training professionals in various fields, so they may take part in the process of integrating Russia into the new European order. It is hoped that graduates of the program will go on to become leaders in government and non-government organizations, private business enterprises and professional agencies.

In addition, the institute functions to disseminate information to the public regarding major issues related to Russia's integration into greater Europe. The institute offers degree programs at both the bachelor's and master's levels, and students can study either full-time or part-time.

Graduates who wish to continue on for a Ph.D. are entitled to enroll in the doctoral program at the International Academy for the National Security of United Europe in Vienna.

IDR is a nonprofit organization, and the tuition charged covers only about two thirds of its actual operating costs.

The three main faculties at the institute specialize in international economics, European law and diplomacy and public relations. In addition, the institute has established training bases in Germany and Austria and is currently working on further enlarging the scope of its European activities.

— Correspondence from the
Institute of Diplomatic Relations

KYRGYZSTAN

■ In November 1997, the Kyrgyz-American Faculty at Kyrgyz National University was reopened as the American University in Kyrgyzstan (AUK).

The new institution was founded with the help of a grant provided by the U.S. Information Agency and has also received substantial assistance from the Soros Foundation.

The university has introduced an American-style undergraduate curriculum with elective choices for students. English and Russian are the main languages of instruction.

Those who are qualified to enter the university but lack proficiency in either language are enrolled in special preparatory programs that usually last up to a year.

Graduating students receive a bachelor's degree in addition to two diplomas: the Kyrgyz National Diploma and an American diploma. On average, students complete the undergraduate programs in four years. They can then go on for a master's degree either at AUK (a two-year program) or abroad.

Annual tuition is \$1,400, which is high by local standards. About 30 percent of freshmen enter on scholarship, which includes a tuition reduction of \$1,200.

The faculty is international with past and present members from the United States, Canada, Egypt, Germany, Romania, Italy, France, Australia, Korea, Japan, Turkey

and Senegal, including Kyrgyzstan.

In the 1999-2000 academic year, AUK will be offering courses and degree programs in the following disciplines: business administration, international relations, law, journalism, sociology, economics (taught in both English and German), psychology, Anglo-American Studies, Austria and German studies, French studies and Russian as a foreign language.

— Correspondence from the
American University in Kyrgyzstan

Middle East

EGYPT

■ The Fulbright Commission plans to launch its Pilot Pre-Doctoral Program this year in Egypt. For the first time in more than 30 years, the commission will award research grants to Egyptian students doing graduate work in the field of American studies.

Recipients will be able to undertake course work related to their thesis topics for one or two semesters at an American university of their choice. They will also be expected to participate in workshops, clubs and lectures while studying in the United States.

The following fields of specialization were emphasized in particular: anthropology, economics, environmental management, history, law, political science, public administration and sociology.

Although competition for the grants was formidable, the commission selected only two applicants for this year's program.

— *Fulbright Chronicle*
Spring 1999

ISRAEL

■ Tel Aviv University is introducing a new track starting this fall that will allow some students to gain admission to the school's humanities faculty without having to take the psychometric examina-

tion. This is the first institution to undertake such a radical decision in Israel.

Two kinds of applicants will be eligible for the track: students who have a high matriculation exam average in the humanities, and people over 40 whose life experiences are considered valuable for humanities studies.

According to Professor Marcelo Dascal, dean of the Lester and Sally Antin Faculty of Humanities, "The psychometric test, just like the Scholastic Aptitude Test in the U.S., doesn't sufficiently stress the expertise and knowledge relevant to the faculty, such as expressive ability, logical understanding and a wider humanistic background.

"The other point is that, because it is a barrier and requires money to prepare for, it bars certain people from being admitted," he said. "It thereby impoverishes the human composition of the student body."

However, others suggest that diminishing numbers of applicants at the university is the real reason behind the proposal.

"Once there were only universities," explained Shem Levy, general manager of High Q, a company that prepares students for the psychometric exams. "Now there's a much wider offering of opportunities for higher education.

"The universities thought that the only people who would go to these other institutions were those they had rejected, but they were wrong. There are people who choose to do so."

Professor Dascal countered this by saying there has only been about a 10 percent drop in university applicants in recent years.

— *The Jerusalem Post online*
Jan. 28, 1999

W. Europe

AUSTRIA

■ Increasing numbers of Bulgarians are flocking to Vienna for

higher education. At the University of Economics in Vienna, for example, they now comprise the largest contingency of foreign students: 655 out of a total student population of 22,000.

According to Austrian authorities, Vienna is popular among Bulgarian students for a number of reasons. The economic downfall of 1997 prompted many parents in Bulgaria to send their children abroad.

Earning a foreign degree is considered a sound investment for one's future and has allowed students to avoid the hardships in their own country. Many Bulgarian students in Austria are able to find jobs illegally on the black market and save up as much as they can before they have to return home.

In addition, Austria's system of higher education is relatively accessible to international students compared with the rest of Europe. There is little red tape to get through when applying to Austrian universities, and Bulgarians don't have a terribly difficult time getting in.

Most secondary-school certificates from Bulgaria are accepted in Austria as a valid qualification, and there is no additional entry examination. Bulgarians are also attracted to the wide range of courses students can choose from in Austrian degree programs that are not available at home.

— *Times Higher Education Supplement*
April 30, 1999

EUROPEAN COMMUNITY

■ In June, education representatives from 29 European nations signed an agreement, known as the Bologna Declaration, in an attempt to harmonize the region's diverse systems of higher education.

In essence, the objective of the pact is to allow students to transfer credits from one country to another. At present, degree programs

across Europe differ substantially in terms of duration, curricula and grading systems.

The declaration calls on participating countries to adopt the following measures: 1) a system of comparable degrees that is intelligible in all countries; 2) a system based on undergraduate and graduate cycles (the second cycle should lead to a master's degree); 3) undertaking measures to facilitate student mobility between participating nations; 4) the establishment of a universal academic credit system.

— *Chronicle of Higher Education*
June 28, 1999

tion.

The *Gradué en Ingénierie* degree qualifies students to:

1) Continue their studies for an additional year to fulfill the requirements of the French *Diplôme d'Ingénieur* awarded by INPG. In the first semester of this fifth year, students take courses in their major. During the second semester, they are expected to complete an engineering project either at school or, preferably, with a company.

2) Continue on for a doctoral degree (*Diplôme d'Etudes Approfondies* and then a Ph.D. thesis).

This degree is also awarded jointly by the Instituts Nationaux

In June, education representatives from 29 European nations signed an agreement, known as the Bologna Declaration, in an attempt to harmonize the region's diverse systems of higher education.

FRANCE

■ The Institut National Polytechnique de Grenoble (INPG) established a new degree in 1997 called the *Gradué en Ingénierie*. This degree was first awarded in 1998.

The *Gradué en Ingénierie* is conferred upon those students who have successfully completed a four-year program.

Students are accepted to INPG after they have passed a competitive national examination administered at the end of a postsecondary, two-year, college-level scientific program. These preliminary two years of study focus mainly on math, physics and technology.

During the final two years, students can choose electives related to their chosen area of specializa-

Polytechniques of Grenoble, Toulouse and Lorraine. The three institutes award 2,500 degrees in engineering each year.

INPG specializes in the following disciplines: applied physics, applied mathematics, chemical engineering, civil engineering, computer and electrical engineering, telecommunications, industrial engineering, materials science, mechanical engineering and paper engineering.

— *Correspondence from INPG*
April 26, 1999

GERMANY

■ The Freiburg University of Mining and Technology (Technische Universität Bergakademie Freiberg) is offering a new major

Continued, Page 11

Rebuilding the University of Pristina

by Robert Sedgwick
Editor, WENR

Serbia's capitulation after 72 days of NATO air strikes has paved the way for the fall reopening of the University of Pristina as an Albanian language institution. Many challenges line the road ahead: campus buildings have to be renovated, equipment needs to be updated and university records and documents have to be reconstructed.

Then there is the enormous task of reintegrating returning students into Kosovo's system of higher education. By late July 1999, more than 700,000 ethnic Albanians had been repatriated from neighboring countries, according to the United Nations High Commission for Refugees; there are still more than 100,000 Albanian Kosovars waiting to come home. An estimated 10,000 to 12,000 students are among the refugees.

In recent years, the University of Pristina has come to reflect the ethnic strife that has long divided Serbs and ethnic Albanians. About 90 percent of Kosovo's 2 million inhabitants are ethnic Albanians, most of them Muslim.

University Splits in Two

After Kosovo was stripped of its autonomy in 1989, ethnic Albanians set up a shadow government and Albanian language schools. As a result, the University of Pristina split into two institutions: a Serb state-run school and a parallel university for ethnic Albanians.

The latter was strictly an underground operation with classes and research conducted in private homes, cellars and other makeshift facilities. Professors and their assistants continued to teach without pay or health benefits, while books and mimeographed lectures

Timeline

1945: Marshal Tito emerges as head of the new socialist state of Yugoslavia, which is comprised of six republics: Bosnia, Croatia, Macedonia, Montenegro, Serbia and Slovenia.

1970: The University of Pristina is founded in Kosovo as a bilingual institution for majority Albanians and minority Serbs.

1974: After years of repressing Albanian nationalism, Tito finally grants Kosovo autonomy within the Republic of Serbia. Under a new constitution, ethnic Albanians are free to establish their own parliament, as well as legal and education systems, with relatively little interference from Belgrade.

1989: Yugoslavia begins to unravel following the collapse of the communist regime. Croatia and Slovenia gain independence three years later, setting the stage for the civil war in Bosnia-Herzegovina.

Serbian President Slobodan Milosovic revokes Kosovo's autonomy as ethnic tensions escalate. Albanian institutions fall under the direct control of the government in Belgrade.

1990: The Serbian government repeals the entire body of education legislation passed by the Kosovo parliament. Primary and secondary schools are forced to accept a Serbian-language curriculum while the special Albanian curriculum is scrapped.

Similar measures imposed on the University of Pristina meet with fierce resistance from Albanian faculty members, administrators and students.

1991: Albanian is officially banned as the university's main language of instruction, and henceforth, only Serb professors are authorized to teach courses.

As a result, hundreds of ethnic Albanian faculty members and administrative aides are expelled; 20,000 stu-

dents are also banned from the campus.

In all, more than 18,000 teachers, professors and staff members are dismissed from schools and university faculties in Kosovo by the end of the year.

1992: Ethnic Albanians boycott virtually all Serbian-controlled institutions and set up para-state structures of their own, including an underground parliament, health-care facilities and an education system. These shadow institutions are largely funded by the Albanian Diaspora community.

1996: In an attempt to resolve the ongoing education dispute, ethnic Albanian leader Ibrahim Rugova and now Yugoslavian President Milosovic, meet in Rome to sign an agreement allowing Albanian students and teachers to share university facilities with their Serbian counterparts.

However, implementation of the accord is stalled. The Serbs are only willing to hand over a few buildings to the Albanian academic community and these are badly vandalized and stripped of vital equipment.

1997: On Oct. 1, some 20,000 students demonstrate for the right to return to university and school buildings but are dispersed by police. Other demonstrations follow.

1998: Increasing violence derails the Rome agreement on education. The Kosovo Liberation Army emerges and begins attacks on Serbian police.

The Yugoslav army retaliates with brutal force, and subsequent massacres of Albanian citizens cause an international outcry.

1999: All classes and research activities at the University of Pristina are suspended following the commencement of NATO bombing raids on March 24.

were printed in secret.

In 1998 the parallel education system as a whole enrolled a total of 266,413 primary-school pupils, 58,700 secondary-school students and 17,000 university students.

At the same time, the war forced large numbers of ethnic Albanian students to leave the country and continue their studies elsewhere.

Many students — as well as faculty and staff members — sought refuge at Tirana University in Albania. Others fled to Macedonia, while some remained home and joined the Kosovo Liberation Army.

The War and its Aftermath

University building interiors were badly vandalized even before the NATO bombing campaign began. When the authorities finally relinquished control of some buildings to ethnic Albanians under the Rome agreement on education (see timeline sidebar) professors and administrators returned to find that chairs, desks, books and computers had been looted. Up until the air strikes, university buildings used by the Serbian academic community were spared.

Other buildings fell into disrepair during the early 1990s when government funding was diverted towards the war effort in Bosnia.

The overall damage incurred to the university since the war is extensive. Buildings and facilities are in desperate need of repair, and much of the technical equipment on campus needs to be modernized to meet current international standards.

During the NATO bombardments, Serbian police broke into many buildings — smashing in doors and windows and covering walls with pro-Serb graffiti.

Twenty-two computers were stolen out of the language lab and 20,000 books, written in three languages, were missing from the library. Other pieces of technical equipment like fax and copy ma-

chines were also looted.

UN Takes Control

On June 30, in accordance with the international peace agreement, the university's Serbian rector handed the keys to the school's buildings to members of the United Nations Mission in Kosovo (UNMIK).

UNMIK's task has been to guard the buildings while trying to mediate an agreement between the two sides. Nevertheless, a number of Albanian faculty and staff members entered the campus on their own accord following the ceasefire and occupied many of the buildings.

Due to this incident, university buildings are currently locked and will not be reopened until both sides agree over future use of the

campus facilities.

UNMIK has proposed a three-phase plan to reopen the University of Pristina as a public institution for both Serbs and ethnic Albanians, with classes and research conducted in both languages.

Tensions Still Run High

But there are those who feel that UNMIK is wasting its time. Despite restoration of the status quo, the political situation in Kosovo remains volatile, with ethnic tensions still running high between the two communities.

Compounding matters, Albanian rector Zejnel Kelmendi and university board members are under pressure from those students and faculty members who fought

against the Serbian regime.

Many of the hard liners, who want all Serbs out of the university, have accused Kelmendi and his associates of being too moderate.

At least one Serb is killed each night in revenge killings while thousands of others have been turned out of their homes and forced to flee the province.

An estimated 70,000 Serbs, fearing reprisals from returning ethnic Albanians, have fled Kosovo since the war ended in June. Much of the Serbian academic community has likewise vacated the university following the ceasefire.

Their fears were not exaggerated. On June 24th, a Serbian economics professor and two staff members were murdered on campus.

UNMIK has proposed a three-phase plan to reopen the University of Pristina as a public institution for both Serbs and ethnic Albanians.

The language question will also be a difficult issue to resolve, especially because most Serb students who attended the University of Pristina came from outside Kosovo.

Before the NATO air strikes, there were 7,000 to 12,000 Serbs enrolled at the university, although figures regarding the Serbian academic community have not been reliable.

Because the University of Pristina was the only institution of higher education in the Federal Republic of Yugoslavia that did not require compulsory examinations for admission, it attracted a lot of applicants from Serbia and Montenegro. Most of them have left, and it is doubtful they will be returning anytime soon.

Education in the Federal Republic of Yugoslavia

Serbia, Montenegro, Kosovo and Vojvodina offer 3 levels of education, 7 universities

by WES Staff Members

In the Federal Republic of Yugoslavia* (Serbia and Montenegro, including the autonomous provinces of Kosovo and Vojvodina), the education system is divided into elementary, secondary and tertiary levels.

The academic year runs from October through July, and the main language of instruction for most institutions is Serbian.

At present there are seven universities in the country: the University of Belgrade, the University of Fine Arts of Belgrade, the University of Kragujevac, the University of Nis, the University of Novi Sad, the University of Pristina and the University of Montenegro.

Elementary and Secondary Education

Primary schooling is compulsory, free and lasts for eight years. About 97 percent of children ages seven to 15 are enrolled in elementary schools in the Federal Republic of Yugoslavia (FR Yugoslavia).

Secondary education lasts four years, from age 15 to 19. Pupils attend either vocational/technical schools or the more academically oriented schools called gymnasia.

Organization of Higher Education

University Education

Admission requirements: secondary-school certificate. Other admission requirements may include: aptitude tests administered by faculties of architecture, fine and applied arts, music and drama.

* The United States does not formally recognize the Federal Republic of Yugoslavia and refers to the entity instead as Serbia and Montenegro.



◆ *Visoke skole* ("high schools") can be independent higher education institutions, or they can be attached to universities or university faculties. Such schools offer programs that last two to four academic years. Two-year programs lead to a Level VI/1 diploma, while four-year programs lead to a Level VII/1 diploma. Both diplomas carry a professional title in various scientific and artistic fields (mechanical engineer, lawyer, teacher, etc.).

◆ University faculties and specialized institutes (for example, art and music academies) offer programs lasting between four to six years leading to a Level VII/1 diploma. Students who earn this degree are also awarded a professional title in various scientific and artistic fields (for instance, mechanical engineer, doctor of medicine, economist, professor of physics, etc.).

Non-University Higher Education

Admission requirement: secondary-school certificate.

◆ *Vise skole* ("higher schools") offer programs in technical subjects, paramedical sciences and other vocations. They usually run from two to three academic years and lead to a Level VI/1 diploma with a professional title (for in-

stance, senior nurse, senior medical technician, transport engineer, etc.).

Post Graduate Education

◆ The master's degree program is at least two years long. Upon successful completion of the required course work and defense of a thesis, successful candidates are awarded a *Magistar Nauka* (Level VII/2 diploma).

◆ The doctorate of science, or *Doktor Nauka* (Level VIII diploma), is the highest academic degree awarded in FR Yugoslavia. This degree is obtained through independent research and does not require structured course work of any kind. Candidates are evaluated on the basis of published research papers and their ability to write and defend a doctoral dissertation.

Teacher Education

Elementary school teachers (grades 1-4) are trained in two-year programs at a pedagogical academy or teacher-training college (*vise skole*). Grades 5-8 teachers must complete a four-year program, offered at a *visoke skole* or a pedagogical academy attached to a university faculty. All candidates are required to pass a state examination to practice teaching.

Prospective secondary-school teachers must complete a four-year degree program at university arts or science faculties. Starting in the second year, candidates take classes in education and teaching methodology, in addition to classes in their majors. In the first semester of the last year, they are allowed to teach in an actual classroom.

Higher education instructors (assistants, faculty professors, docents, extraordinary and regular professors) are recruited among graduates, postgraduates and holders of doctoral degrees in relevant disciplines. A *Doktor Nauka* is re-

quired for the highest and best-paid faculty positions, and further specialization is required by law for all instructors.

Grading System

◆ In secondary education, a 1-

5 grading scale is used with 2 being the minimum passing grade.

◆ At the tertiary level, a 5-10 grading scale is used with 6 being the minimum passing grade.

Sources: 1) *World Guide to Higher Education* 2) *Country Ed-*

ucation Profiles: Republics of the Former Yugoslavia 3) *International Association of Universities* 4) *Yugoslavia: Projects for International Education Research*

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in "archeometrics" or archeological engineering (*archaeometrie ingenierarchaeologie*).

The science of archeometrics attempts to solve archeological questions using natural science and engineering methods.

Classical archeology, on the contrary, practices typological (comparative) methods. The core requirements include history, in addition to physics and chemistry. Graduates of this program will be awarded the title of Diploma-Archeologist (*Diplom-Archaeologe*).

— *Frankfurter Allgemeine Zeitung (FAZ)*
June 19, 1999

■ Plans are underway to replace Germany's traditional *diplom* — a degree that takes four years or more to complete — with American-style bachelor's and master's degrees.

The *Wissenschaftstrat* (Science Council) also intends to make degree programs less research based and more career oriented to better prepare students for the job market.

Under the new system, students can obtain a bachelor's degree after only six semesters of study. Exceptionally gifted students have the option of continuing on for a master's degree, which places greater emphasis on research.

With the traditional *diplom* eventually phased out, the new bachelor degrees would make Germany's system of higher education more internationally compatible. It is hoped that the shorter degree programs will help curb the country's high dropout rate.

Although attempts to modernize Germany's system of higher education have met with resistance in past years, the *Wissenschaftstrat* is confident that it will succeed this time. Many universities in Germany are already experimenting with bachelor's and master's degree courses.

— *Times Higher Education Supplement*
Feb. 12, 1999

■ The *Fachhochschule* in Hamburg will offer a new international degree program called "information engineering" starting in September. Both bachelor and master

Plans are underway to replace Germany's traditional *diplom* with American-style bachelor's and master's degrees.

degrees will be awarded.

Classes will be taught in English. Half of the 40 available places will be reserved for foreigners. A semester-long internship abroad (for Germans) or in Germany (for foreigners) is part of the four year program.

Further information about this program can be found at www.e-i.fh-hamburg.de.

— *Frankfurter Allgemeine Zeitung*
June 9, 1999

United Kingdom

■ Students enrolling at British

universities now have to pay annual tuition of about \$1,600 per head. The introduction of fees has impacted more dramatically on Scottish universities than it has on institutions of higher education in England and Wales.

According to a report released by the Universities and Colleges Admissions Service, applications to Scottish universities were down by 4,000 this year, a 6 percent drop over last year. At the same time, applications fell by only 2.7 percent in England and 2.2 percent in Wales.

Both Thomas Docherty, president of Scotland's National Union of Students, and David Bleiman, an officer of the Association of University Teachers, concurred that these statistics are a clear indication that the imposition of fees are discouraging students from applying to British universities.

But a survey conducted by *The Times* of London found that, while the new tuition regime may be deterring older students from pursuing university degrees, there is little evidence to justify fears that dropout rates would soar once currently enrolled students received their tuition bills.

Les Ebdon, deputy vice-chancellor of Plymouth University, recently told *The Times*, "I think the impact of the fee and of loans has

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been to make students think more carefully about applying.”

— *The Chronicle of higher Education*
April 30, 1999

■ Prime Minister Tony Blair recently announced the launching of a new campaign to promote British colleges and universities abroad. At present the United Kingdom is second only to the United States in terms of the number of international students it attracts each year.

The international-student drive aims at increasing Britain's market share to 25 percent, which means enrolling an additional 50,000 overseas students by 2005. In addition, education colleges in the United Kingdom will attempt to attract 25,000 more students by that year. This is double the present number.

The campaign includes a number of reform measures intended to remove any obstacles that may hinder the flow of international students into the United Kingdom:

1) Relaxing visa requirements for students coming from countries where there may be problems.

2) Making it easier for students to leave and reenter the United

Kingdom while they are studying there.

3) Providing students with more work-study opportunities on campus and during vacations.

In 1996/97, there were 271,000 international students enrolled at British institutions of higher education. Out of that number, 45 percent originated from the European Union countries, while 55

At present the United Kingdom is second only to the United States in terms of the number of international students it attracts each year.

percent came from more than 100 different nations from around the world.

Between 1987/88 to 1996/97, the number of full-time international students in Britain increased from 67,500 to 174,600.

The United States, Canada and Australia remain Britain's main

competitors in the international-student market. In 1996/97, there were 602,000 international students attending institutions of higher education in these four countries.

Out of that number: 6 percent were from non-European Union countries; 7 percent were from the Middle East; 9 percent were from South Asia; 56 percent were from the East Asia/Pacific region; and 16 percent were from the Americas.

The U.K. share of the market for that year was 17 percent, while the United States had 68 percent, Australia had 10 percent and Canada was at 5 percent.

In addition, of the 151,000 European Union students who studied in these four countries during the same year, 63 percent studied in the United Kingdom, 32 percent in the United States, 1 percent in Australia and 4 percent in Canada.

— www.britcoun.org/ecs/newsflash.htm

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