

**NEW BORDERLINES: NEW UNIVERSITIES**  
**The Regeneration of Universities in State Partition**

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**SALAH ELDIN ABDEL HAG ABDEL HALEEM, Ph. D.**

Associate professor of pharmacology, College of Medicine, University of Bahri.  
Deputy President of the Higher Committee for Adjustment and Follow-up of the Situation of Northerners at Southern Sudanese Universities.

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**ABDEL WAHAB ABDALLA MAHMOUD, M. Sc.**

Associate professor of virology, College of Veterinary Sciences, University of Bahri.

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**Abstract**

To solve the problem of Northern Sudanese citizens in Southern Sudan universities, The University of Bahri, has recently been established. The establishment of the University of Bahri faces serious challenges. The present work was conducted with the objective of exploring the experience of institutions established under similar situations. Methods included data collection, classification & analysis. Results provided answers to the questions of the investigation. Recommendations covered issues of administrative, financial, academic, & student affairs concern.

**Key words:** University of Bahri, Sudan Referendum, education reform.

## **Introduction**

Formal education in Sudan was started by the British Colonial Administration after their re-occupation of the country in 1898. Gordon Memorial College, which later became the University of Khartoum, was established in 1902 by the colonial powers in order to provide the Administration with its needs of indigenous manpower in the fields of education and administration. Technical colleges were then established to provide the much needed technical skills on which development projects and municipalities depended. The Khartoum Branch of Cairo University, then later, became the fore-runner for mass higher education in Sudan. Omdurman Islamic University helped to provide the education system with teachers and later, after expansion and modernization, became another source for manpower in different fields (El-Hassan, 2011). The University of Juba was established in 1977 to provide education for development and for the civil service in Southern Sudan. It was open to students from the whole country. After the outbreak of violence in the South in 1983, the university had to operate in the North for several years due to security concerns.

The Education Revolution implemented in the 1990s overextended Sudanese universities, and at least one new university was created in each state (El-Hassan, 2011). Bahr al Ghazal and Upper Nile Universities were established in 1991, to contribute to the development of Sudan in general, and Southern Sudan in particular. During the war, both universities (Bahr al Ghazal and Upper Nile) shifted their operations to the North, although some colleges continued to operate in the South.

Repatriation of three main Southern universities to their bases was initiated as far as 2002. However, the process has been slow due to lack of infrastructure (laboratories, lecture halls, staff and students residence) and scarcity of funding.

As the Referendum approached, the repatriation efforts intensified in 2009 to reach climax by the end of 2010 when the last colleges were expected to have repatriated (Akec, 2011).

Amongst the total student population, approximately 12,000 are from Northern Sudan. Moreover, there are about 956 North Sudanese academics in 5 Southern Universities, of which 451 are based at University of Juba alone where they form 73% of the estimated 620 academic staff's total head count at that university. Nearly 700 Northerners are employed in administrative, technical, and support roles. In most colleges and schools in Southern Sudan universities, the number of Northern academics averages 65% in all universities. In colleges such as veterinary and medicine, the percentage of Northern academics is higher and may exceed 90% or reaches 100%.

To solve the problem of Northern Sudanese citizens in Southern universities, a new university which is called the University of Bahri, has recently been established. This university will provide education for students from the North who are currently registered at Southern universities as well as provide employment opportunities for

the academic and administrative staff that used to be employed by Southern universities.

The process of Southern Sudan Referendum was accompanied by an uprise of Southern nationalism, Northern disappointment & mistrust from both sides. Prior to the sailing of the ship of separation, students parted from classrooms in the counterpart of the country. Northern teachers pulled off their institutions and even those students & teachers who were forced to Upper Nile University Center under certain administrative threats, were driven back to North Sudan by armed conflicts that involved their premises & targeted their very existence.

### **Definition & statement of the problem**

The completion of the establishment of the University of Bahri faces more challenges than those that necessitated its decreeing. The university is intended to employ the Northern man-power of the three universities & to enroll students pulling off them including willing Southern students. Issues of administrative, financial, legal, academic & student concern are expected to tear deep into the newly formed body if not given enough anticipation & not adequately addressed.

### **Question raised by the problem**

The appreciation of higher education institutions as a global human legacy and considering separation & the appearance of new nations as a cosmopolitan phenomenon commonly executed under harsh & extraordinary situations.

1. Was there a comparable situation in other educational institutions?
2. What problems did they face?
3. Were the strategies adopted to counteract these situations successful?

### **Objectives**

The present work was conducted with the objective of negotiating & exploring the experience of institutions under these situations aiming to pave the way of The University of Bahri by answering the abovementioned questions & the establishment of recommendations.

### **Methods**

Data were collected, classified & analyzed according to a retrograde descriptive analytical model.

### **Results**

#### **Germany; The Free University of Berlin**

The higher education system in the federalized German states throughout the 19th and 20th centuries evolved in response to industrialization, parliamentary democratization & the rise of National Socialism. It has also been characterized by

the resistance of academia to change and modernization, followed by a new humanistic ethos emphasizing *Lern- und Lehrfreiheit* (the freedom of learning and teaching) and focused on the fostering of *Bildung* (cultivation of the individual) and *Wissenschaft* (scholarship), decoupled from any direct economic or societal application. This German university system being patterned on the ideals of the 'Humboldtian' university was responsible for the creation of Germany's international reputation for academic excellence, (Haston, 2009).

After 1945 & despite the professors perceptions of themselves as 'an elite' that preserved the purity of scientific knowledge undefiled by ideological distortion, were subjected to de-Nazification of higher education which resulted in some 4,289 scholars and scientists being dismissed as well as the complete closure of some institutions.

In the Soviet Zone, later East Germany, the rhetoric of a return to the Humboldtian tradition was used to justify the politicization of higher education policy to allow the diffusion of basic 'democratic' principles, it also permitted the rise in power of a self-styled and self-replicating academic elite which was to become increasingly isolated from a rapidly industrializing and ever more technologically challenging society. This 'Ivory Tower' mentality & the growing reluctance to participate in international scientific circles, combined with the attitude of the National Socialists towards higher education and research led to East Germany falling increasingly behind international standards in many scientific fields, while large gaps in technology were opening up, (Haston, 2009).

The founding of the new Free University of Berlin in 1948 in response to a very specific situation in the divided city was, nevertheless, envisaged as providing a positive influence for change on the universities of the West. This was a much more democratic institution with a more egalitarian population and strong student representation in its governance, including a say in the appointment of professors. The university also incorporated a much more flexible attitude to study, with evening, part-time and distance learning courses (via the radio) being offered and large cohorts of mature students and students from the East being admitted. Within a few years, however, rather than encouraging reform in other West German higher education institutions, it began instead to conform to existing trends.

The analysis of the development of higher education in two countries closely related by tradition but fundamentally opposed politically and ideologically, although both were convinced that increasing the level of human capital development. A number of issues suggest the question of technology transfer, the funding of higher education research & distortions caused through the introduction of funding by agencies outside the academic sphere. Conclusion;

- Human capital development is particularly country-specific.

- Research is needed to explore the interactions between different institutional systems and the promotion of higher education in the creation of growth.
- Primary emphasis on scientific and technological education and the role of these in furthering technological advance.
- Focus on the interconnections between the higher education sector, labor markets and economic growth, (Haston, 2009).

### **Bosnia and Herzegovina; University of Mostar**

The establishment of higher education institutions in Bosnia and Herzegovina took place in the period after the Second World War when Bosnia and Herzegovina formed part of an exclusively state-supported and controlled system of education that lasted forty-five years. The legal and financial framework of education in Bosnia and Herzegovina reflected the political system and the structure of Yugoslavia. This system was usually labeled as *Communist* or as the *Yugoslav variety of Socialism*. School fees were abolished from the very beginning, and education was declared *free*, disciplines were the object of strict planning. Those students who qualified in terms of being ideologically loyal to the political system were given the possibility of choosing the faculty or academy in the universities of their particular preference. Others were simply ordered to enroll in disciplines the quotas of which had not been filled or required extra time for completion. (Dizdar and Kemal, 1996).

The aggression against the Republic of Bosnia and Herzegovina disrupted the normal functioning of all levels of education. Higher education was not exempted from this situation. A number of students and teachers were forced to leave their homes, or found themselves stranded outside their home towns in the early stage of the war, in the spring and summer of 1992. Some of them opted to join the forces of the aggressor and took part actively in the destruction of the lives and homes of their former colleagues and of their faculties and academies. The University of Sarajevo suffered the greatest damage to its buildings, libraries, laboratories, and equipment, while Tuzla, Zenica, Mostar, and even Bihac managed to either avoid major destruction, or to prevent further deterioration of their respective premises. The ethnic purges, caused a number of students and teachers to leave the country, either by force or voluntarily. Some students who were in the countries of former Yugoslavia (mostly the Universities in Slovenia, Croatia, and Serbia) became foreign citizens overnight. To them, higher school fees and various forms of subtle discrimination were applied because of their ethnic origins. According to some estimates, at least 6,000 students from Bosnia studied abroad during the 1992-1995 period. About 65 percent of the teachers could not remain in their normal places of residence. A small number of them managed to continue their University careers abroad, usually as visiting professors or fellows. Those who remained in Bosnia, although exposed to all kinds of hardships, stubbornly continued to teach under sometimes impossible

circumstances - without proper premises, food, heating, or teaching materials, libraries, let alone new books and periodicals. Teachers and other staff members did not receive their wages for months. There were no funds available to pay either for the replacement or the repair of the many premises that were destroyed or damaged or for the purchase of basic items needed in the education process, (Dizdar and Kemal, 1996).

In order to keep the higher education system functioning, the Ministry of Education pressed the central government to provide regular salaries to the University teachers. The Ministry also made great efforts to identify other sources of income, such as the European Union or incidental donors, who, at times, provided either food parcels or donations not exceeding D M 100 per person employed in higher education, (Dizdar and Kemal, 1996).

### New Higher Education Institutions

The University of Banja Luka cut its ties with the Association of Universities of Bosnia and Herzegovina and linked itself with the universities in Serbia and in Montenegro. The *Dzemal Bidedlc* University of Mostar teaching activities were moved to the town of Neum, a change of name for the university was decreed to the *Croatian University of Mostar*. After the conflict between the Croats and the Bosniaks in May 1993 and the emergence of the self-styled *Croatian Republic of Herzeg-Bosnia*, a number of students and teachers were expelled from the western part of

Mostar, & the university were occupied. All the attempts to reunite the two parts of Mostar as well as to restore the single University of Mostar failed to produce results even with the creation of the Federation of Bosnia and Herzegovina as a result of the Washington Agreements in March 1994. The two universities are usually referred to as Mostar West and Mostar East. The major problem with which this part of the City is still confronted is the lack of suitable premises, equipment, laboratories, and a library. The most serious problem is the lack of teaching staff, (Dizdar and Kemal, 1996).

### Higher Education reform & adjustments broad agreement

- Public universities should be supported by the government secured budget. 70 percent of the funds have to come from the central budget, 30 percent gradually raised through school fees and the involvement of the University staff in projects for the reconstruction and the further development of the country.
- The autonomy of the university would have to be reinforced.
- A call was made for more restrictive approaches to enrollments (*numerus clausus*) and to study programmes offered to new students.

- University members having the right to vote would be limited to faculties and academies.
- The advanced schools would be encouraged to extend their scope of study so as to become faculties.
- The highest body within the University structure would be the Senate, and the Rector would be elected by secret ballot of the full members of the University.
- Education, culture, the media, science, and research were no longer to be considered vital concerns of central government. Rather, they were to be transferred to the regions (or cantons as per the current political terminology). (Dizdar and Kemal, 1996).

### **Kosovo ; The South East Europe University (SEEU)**

The Kosovo crisis in 1999 and the ethnic Albanian armed insurgency in 2001 destabilized the country, resulting in economic and political uncertainties. The Ohrid Framework Agreement of 2001 and subsequent changes in the Constitution affirmed the multi-ethnic character of the country's society, and by providing for further implementation of the principles of non-discrimination and equitable representation, opened the way for reducing ethnic tensions. It is the cornerstone of ethnic equity policies for the economy, society and education. The transition period has been marred by conditions leading to pronounced ethnic dissatisfactions, especially by the Albanian community which has continued to demand more rights and increased participation in the country's affairs. The Albanian community is underrepresented at both upper secondary and tertiary levels. Albanian students in the state universities were only 4.9% of total enrolments for the academic year 2001/2002. The Albanian community has always stressed that the main reason for low participation rates has been the lack of possibilities for studies in the mother tongue at the tertiary level (OECD Report, 2004).

Higher education studies are provided by the two state universities (SU and BU – respectively in Skopje and Bitola) and by the independent SEEU in Tetovo. There are 31 faculties in the two state universities. Required by law, two higher vocational schools operate as units in each of the two state universities. SEEU has five faculties and its Higher Schools offering vocational programmes commenced operations in October 2003. By contrast with the state universities, all SEEU activities are coordinated by the central university and faculty administrations in line with prevailing international practice. The university, although “private” and fee-charging, was established as an initiative of the High Commissioner on National Minorities (HCNM) of the Organization for Security and Cooperation in Europe (OSCE) with substantial international donor support (OECD Report, 2004).

Foundation of SEEU in 2001 as a multilingual institution with focus on the Albanian language and culture has resulted in a very substantial increase in the participation of

Albanian students in higher education. After only two years of operation of SEEU, the percentage of Albanian students at tertiary level has almost doubled. It is expected that when the four year cycle is complete in 2004 the Albanian speakers will represent over 14% of all higher education students in the country. This is the most impressive and highly significant achievement, under very difficult circumstances.

SEEU provides multilingual education in traditional fields but also in modern interdisciplinary programmes. Though SEEU is committed to support the development of the Albanian community and culture, a sizable number of students from other ethnic groups – Macedonian, Turkish, and Serbian – are also registered. The institution provides possibilities for cooperation and mutual learning among students from different ethnic groups and cultural backgrounds. Considering the accumulated problems in the higher education system, the establishment of SEEU was the most important step toward the restoration of ethnic and cultural tolerance. The new institution is attractive to prospective students also because the educational process is based on new methodologies that include student centred interactive learning, wider application of ICT and modern assessment methods (OECD Report, 2004).

#### Governance and management structures

- ✓ The University Board comprises five international members and five FYROM members, none being staff or students, each group appointing its successors; its Bureau comprises three members: two international and one FYROM.
- ✓ The Rectorate (Rector, Vice- Rector if appointed and Secretary General) are responsible for the management of the University within the Board's policies.
- ✓ The (large) Senate of academic staff and students is advisory to the Board through the Rectorate, except for having responsibility for the assessment of academic performance and implementing academic quality assurance.
- ✓ The (smaller) Council is the executive committee of the Senate.
- ✓ For each faculty, there is a Faculty Council chaired by the relevant dean.
- ✓ With the creation of a fully articulated structure for self-governance and management by the University, the formal role of the SEEUFZ has been reduced to the management of the bank accounts held there for international donations.
- ✓ The separate Foundation established in Tetovo under FYROM law survives formally only as a vehicle for local fund-raising.
- ✓ The University is now being governed and managed through a structure fully comparable to that found in the most advanced systems, internationally. (OECD Report, 2004).



### Academic staffing and qualifications

- ✓ The Plan postulated an establishment of academic staff by faculty and grade, on the assumption of a staff: student ratio of 1:23 for 2800 students.
- ✓ Required qualifications are stated as conformity to “European standards” and include a good knowledge of English and at least one other European foreign language [presumably meaning, in addition to languages of ethnic communities in FYROM, thereby meeting the specification in the Plan for “a passive knowledge of at least three European languages including English”]. (OECD Report, 2004).

### Quality assurance

- ✓ The Business Plan proposed that SEEU should maintain “international standards of quality” and underlines the need for systems for self-evaluation and control.
- ✓ The SEEU statute makes one of the Board’s responsibilities: “establishing procedures for assuring Higher Education in Transition in academic quality, including, on the advice of the Senate, the appointment of an Evaluation Commission and the adoption of evaluation guidelines.
- ✓ The Senate has formed a working group to frame proposals for institutional self-evaluation.
- ✓ The Board ran a workshop on quality management.
- ✓ SEEU has launched a revised on-line system for students’ evaluation of courses and for surveys on their use of services, etc.
- ✓ All Faculties have benefited from visiting academics, under the USAID Indiana programme, who have commented extensively on the curriculum and teaching; & revisions of the curricula.
- ✓ The intention 285 in the Catalogue that all teaching materials would be reviewed by international experts is being implemented to the extent of an international member of the Board reviewing the revised curricula in his field.
- ✓ The European Universities Association (EUA) will carry out an institutional evaluation commencing in February 2004. (OECD Report, 2004).

### Pakistan

At the time of its creation in 1947, Pakistan had only one university; The University of Punjab at Lahore. But now there are about 50 public and private universities and 18 other degree-awarding institutions. The total enrollment in higher education is only about 4.6% of 17- to 23-year-olds.

Public universities, which are state controlled and funded, enroll 85% of students in higher education. Colleges, of which 88% are publicly funded, enroll about 71% of

all students in higher education. Colleges are affiliated to universities, (Mukhtar, Tatlah & Saeed, 2011).

### Problems in higher education

Since the very day of independence, the higher education could not achieve its proper place in education scenario of Pakistan resulting in Lower Product Standard and enhanced number of unemployed graduates.

- ✓ The present system of college education provides to the student a little choice of disciplines.
- ✓ Students have to study many subjects which are neither relevant to their present curriculum nor for future studies or employment.
- ✓ The major weaknesses of college education are: Irrational policy making: haphazard changes. Sticking with the Pre-Independence Colonial legacies. Higher education without determining future goals. In-adequacy in educational environment: Political polarization among college Students. Not developing indigenous model of higher education. (Mukhtar et.al, 2011).

On average, a new university has been started every second year since 1947, irrespective of the capacity of the new institution to deliver quality education. Despite the fact that quantity was prioritized over quality, demand has far exceeded supply. In contrast to the marked increase in the demand for higher education, every year the federal budget allocation for higher education has declined. The increase in research costs also affected the quality of research and teaching, as little money was available for improvements in facilities: Eighty-five% of the university budget is spent on salaries and allowances. Universities have been encouraged to steadily increase their tuition fees & that public universities place 25-40% of their seats in “self-financing” admission schemes, (Tarar, 2006).

### **South Korea; Seoul National University**

A state university modeled on Tokyo Imperial University established in Seoul in 1923, but the number of Koreans allowed to study there never exceeded 40% of its enrollment; 60% were Japanese expatriates.

When The United States occupied southern Korea in 1945, they established a system based on the American model of four years of higher education & coeducation at all levels.

South Korea’s spectacular progress in modernization and economic growth since the Korean War is largely attributable to the willingness of individuals to invest a large amount of resources in education: the improvement of “human capital.” The traditional esteem for the educated man, originally confined to the Confucian scholar

as cultured generalists, now extend to scientists, technicians, and others working with specialized knowledge.

Government expenditure on education has been generous. In 1975, it was 220 billion won, the equivalent of 2.2% of the gross national product, or 13.9% of total government expenditure. By 1986, education expenditure had reached 3.76 trillion won, or 4.5% of the GNP, and 27.3% of government budget allocations, (Jambor, 2009).

### University reforms

- 1980 – 1989: a 3.5 fold dramatic enrollment increase at the ratio of from one college place for every four applicants in 1980 to one for every three applicants in 1981, thereafter South Korea faced the problem of what to do about a large number of young people kept in school for a long time, usually at great sacrifice to themselves and their families, and then faced with limited job opportunities because their skills were not marketable.
- Prohibition of private, after-school tutoring & intensive coaching which gave wealthy families an unfair advantage in the competition for hi-education. Under the new rules, students receiving tutoring could be suspended from school, exempt from competition for acceptance and their tutors dismissed from their jobs.
- A graduation quota system, in which increased freshman enrollments were counterbalanced by the requirement that each four-year college or university fail the lowest 30 percent of its students; junior colleges were required to fail the lowest 15 percent. These quotas were required no matter how well the lowest 30 or 15 percent of the students did in terms of objective standards. Ostensibly designed to ensure the quality of the increased number of college graduates, the system also served, for a while to discourage students from devoting their time to political movements. Resentment of the quotas was widespread and family counter-pressures intense. The government abolished the quotas in 1984, (Jambor, 2009).

### Ministry of Education & Science Technology reform of universities

- 2011: The dispatch of un-hired reserve teachers overseas for extra training.
- The forbidding of relationships among students. A citizen group under the Unification Church gives out sexual virginity awards under an uncertain standard.
- The South Korean education system does not allow any leeways for students' rights, there are concerns about the severe lack of community spirit among South Korean students that comes from examinations as the main educational

direction and “harsh competition-oriented and success-oriented parenting among the parents”.

- The new Teachers’ Evaluation System, The Korean Federation of Teachers’ Associations announced that 40% of teachers are not satisfied with the loss of teachers’ powers in classroom due to this system, (Jambor, 2009).

### **Eritrea ; Asmara University**

- 1950; Asmara University originated from the efforts of the Comboni Sisters in Asmara.
- 1977-78; Red Terror in Ethiopia, teachers and students were a particular target. Thousands were detained and many were executed.
- Surveillance was constant in the educational system. All teachers were obliged to attend weekly classes in Marxism-Leninism, in which their adherence to the official philosophy could be scrutinized and assessed. Official publications were read and funds were raised for political or military activities. Teachers who wanted promotion, or who wanted civil rights such as easy access to travel permits, were usually obliged to join the Workers’ Party of Ethiopia (WPE), the single state party
- 1974-91; egregious abuses against academic freedom at Asmara University, in 1975 Dr. Petros Habtemikael, an economist who taught extension courses in the evening, and some of his students were Ethiopian military officers, who objected to his use of Eritrean rather than Ethiopian examples in his coursework, and to the low grades they were given. He was detained and executed, (Rena, 2008).
- 1990; 62% of the staff were non-Eritreans, and 91% of the students were from the interior part of Ethiopia. The University was known as “Asmara University for the Northern Regions of Ethiopia.”
- Asmara University was in effect controlled, not by the Senate and the academic staff, but by the Workers’ Party of Ethiopia (WPE) and the security. All the restrictions present in Addis Ababa University were amplified in Asmara. The WPE required that a member be present at all discussions, whether they be academic or staff-related; it also demanded a transcript of all proceedings. The Students’ Union was part of the Revolutionary Ethiopian Youth Association, and thus a branch of the government/party apparatus. Cadres sat in on all classes and reported on the ideological correctness of both staff and students.
- July 1990; the university was relocated to the internal part of Ethiopia. All the textbooks, laboratory equipment, computers and office equipment were moved. Social sciences, agriculture and languages were moved to a former peasant training center at Agarfa, in Bale in the far south of Ethiopia. Conditions there, for both living and teaching, were very poor. The other faculties were moved to

Addis Ababa, where facilities were shared with Addis Ababa University. Teaching took place in the afternoon and evening. The staff of Addis Ababa University resented the additional burden on their resources and granted little cooperation. This state of affairs lasted for just over one semester, after which the students were required for military service, and the university was closed, (Rena, 2008).

- The Government of Eritrea is attempting to fuse the shadow that remained of Asmara University with the Research and Information Center on Eritrea (RICE), a loose association of Eritrean academics throughout the world. Creative approaches are required to tap the skills of Eritrean academics to create a new university that fulfills the government's stated aim of respecting academic freedom.
- As the only university in the country, the importance and the role of the University of Asmara in supplying the needed skilled manpower is noteworthy for about 15 years. When Eritrea reopened the university in 1991, new plans were drawn up for the future. Three guiding principles are being implemented in this rebuilding process:
  1. Relevance to society's needs.
  2. Quality of the educational system.
  3. Sustainability, (Rena, 2008).

### **Discussion**

Academic `ivory towering`, detachment from society needs & from international scientific cooperation, and ideologization generated the lag-behind of East German institutions compared to the flourishing of the Free University of Berlin by democratization, open-mindedness & adherence of programmes to market needs. The experience of The University of Mostar emphasizes that teachers are the cornerstones of the educational process keeping their institution alive by heroic sacrifice; it also suggests that although budgeting should be centrally secured, autonomy of the university necessitates developing private resources & investment. The outstanding success of The South East Europe University (SEEU) of Kosovo suggests the importance of democratization of the administrative tool of the university & that in multi-ethnic communities non-discrimination and equity approaches should be implemented including multi-lingual education & the restoration of ethnic & cultural tolerance. Pakistan experience identifies inadequate funding responsible for the poor quality of higher education in public universities & endorses that quality should not be overlooked for expansion of enrollment, & that curricula should be tightly tailored to fit professional requirements. Seoul National University progress is attributable to the generous governmental expenditure on education keeping pace with enrollment expansion, & to the strict quality control measures, however, the loss of community

spirit among students to academic success should be revisited. The fusion of The Research and Information Center on Eritrea (RICE) into Asmara University is similar to the fusion of academicians from our 4 universities in The University of Bahri, however, the Eritrean model is yet to be monitored.

### **Conclusion & recommendations**

The investigation of the experience of these global institutions shows an overall similarity to our current situation. The analysis provides answers to the questions raised by the study. Following are the recommendations;

1. Administration; a democratic model should be instituted & advocated.
2. Finance & budgeting; centralized governmental support assures sustenance of the university, investment & private resources development are vital to its autonomy.
3. Academic; adherence to quality education provision, tailoring of disciplines & programmes to fit community & labor market needs, & detachment from ideologization.
4. Students; addressing of multi-lingual, multi-cultural & ethnic issues aiming at the restoration of ethnic & cultural tolerance adjunctive to academic excellence.

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