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PROSPECTS AND CHALLENGES OF PRIVATE HIGHER EDUCATION IN BOSNIA AND HERZEGOVINA

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Abstract

The role of higher education is vital in successful functioning of a state, especially of post-conflict states, such as that of Bosnia-Herzegovina, that are in the process of peace-building, state-building and nation-building. Therefore, this paper deals with prospects and challenges of private higher education in Bosnia-Herzegovina. In order to put in the perspective private higher education, the author examines its possible role in bringing about economic development, political stability and education development. The author uses ethnographic research methodology, written sources and international and local education reports. Thorough analysis of the relationship between, on one side private higher education and, on the other side, economic development, political stability and education development indicate necessity for the greater role of private higher education in Bosnia-Herzegovina.

Key Words: Private Higher Education, Economic Development, Education Law, Political Stability and Education Development.

Introduction

Those who long excessively for the past, commonly look at the change and transition with a large dose of skepticism. However, historical, cultural, political and economic changes should not be neglect as they have been a difficult task for many nations and societies. One should recall the history of Europe, where due to historical changes significant philosophy was created, which promoted change and progress for the sake of the development of both, society and civilization. It is necessary to indicate that Western philosophy, whose roots go back to the Greek philosophical thought, is based on the idea of change and progress.

In Bosnia-Herzegovina citizens and broader intellectual and political elite are struggling to understand the conception and significance of the change. Therefore, the intellectual revival in Bosnia-Herzegovina is essential for cultural, political and economic progress and development. Thus, this paper aims to emphasize just one change and it is the novelty of the private higher education and its (mis)understanding among the wider strata of the society. The author doesn't plan to analyze the private or public institutions of higher learning but aims to put the private higher education in comparative perspective by using examples from Bosnia-Herzegovina and

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from other countries. Therefore, author's views do not entirely reflect the current state of private higher education in Bosnia-Herzegovina that has so many shortcomings, but rather the future prospects of private higher education.

Historically, private educational institutions originated in ancient civilizations as foundations. However, foundation educational institutions in the United States were transformed into corporations where first prestigious private institutions of higher learning were founded (Cohen, 1998: 20). Similarly in 1537, Gazi Husrev-beg established first foundation institution of learning in Bosnia-Herzegovina. Europe has been cultivating the tradition of higher education for centuries based on the famous universities, dating back from the eleventh century (Haskins, 1957: 2-3). However, in the very beginning due to specific socio-political and legal systems European countries approached private higher education skeptically. As a result, private universities in Europe are rather the recent phenomenon and first such universities were established in Spain and Portugal in the 1970s. European traditionalists who were aware that this change will greatly undermine the tradition, socio-political role and mission of public higher education, were finally defeated by the progressive layers of the society.

As Field's (2003) argues a significant transformation of higher education in Europe had intensified after the adoption of the Magna Charta Universitatum in 1988 and after signing of the Bologna Declaration in 1999 (p. 182-195). Because of these fundamental changes and cooperation among universities, Europe has been gradually turning towards private higher education, which today significantly contributes to the cultural and economic development. Then, the Eastern European countries and Russia, as a result of quick post-communist socio-economic and political transformations, also adopted successfully private higher education. According to Suspitsin (2007) newly established private universities in these countries played a key role in responding to the challenges of the modern free market economy, a role that could not be played by the public universities.

Economic Development and Private Higher Education

The economic development of a state depends on many factors. However many studies have shown that there is significant relationship between an investment in education and an economic development (Baldwin and Borrelli, 2008: 183-204). Since the higher education depends on long-term investment and planning, it should be noted that due to its difficult and challenging past history, Bosnia-Herzegovina, at the state level, didn't adopt a long-term strategic plan for the development of public and private higher education. Short-term strategy at the entity and cantonal levels could not be applied at the state level and, therefore, there has not been enough progress in its implementation. Apart from unclear vision in comparison to countries in the region, investments in higher education have been reduced to a minimum and they are exclusively aimed at public universities that largely depend on the budget. Then, lack of investments in the higher education significantly influenced the quality of public higher education in terms of infrastructure and human capital.

In Bosnia-Herzegovina public higher education is neither well organized at the state, entity nor at cantonal levels, while private higher education is not clearly regulated within the legal framework. The creators of the law[s] of the higher education at the above levels apparently do not realize that the modern private higher education cannot be regulated by such law(s), which was/were created with primarily aim to maintain the traditionally privileged position of the public higher education institutions. For instance, the State Framework Law on Higher Education, adopted in 2007, and Higher Education Law of Sarajevo Canton devote only a few mentions on private higher education and, as such, private higher education is subordinated to the legal framework that actually regulates public higher education. According to Dizdar (2010) there are

many shortcomings in the State Framework Law on Higher Education, which as such can hardly regulate public higher education. Therefore, instead of adopting a functional law of higher education at the state level that could enable sustainability and significant investments in private higher education, advocates created legislative monopoly that only suits public higher education.

Bosnia-Herzegovina needs to create legal conditions as to enable functioning of private institutions of higher learning. Such newly established private institutions of higher learning with their capital investments in education infrastructure could directly affect an economic development. Several private institutions of higher learning already affect an economic development. For instance, the International University of Sarajevo (IUS) has already invested 20 million Euros in building a modern campus. It should be added that similar projects have been initiated by the International Burch University (IBU) and Sarajevo School of Science and Technology (SSST). Such investments have significant impact on the economic development of Canton Sarajevo and the future molding of the strategic development of the Municipality Ilidža. Therefore, fresh capital investments do not only influence the development of the economy but also increase state revenues. Private institutions of higher learning are also 'corporations' and as such are tax-payers, the state budget in the following years will be further enriched with millions of Euros. Furthermore, private institutions of higher learning will stimulate development of other industries, opening of new jobs and additional investment in the form of the projects and, as well as, giving scholarships to the local and international students. Since private institutions of higher learning are 'corporations' they will be later registered on the local stock exchange as it is common case with other private universities around the world.

Economic development of a state depends on investments in quality education, which must not diminish but must grow in proportion. However, it is necessary to emphasize investment in quality education because only such education is precondition for an economic development. Private universities primarily focus on contemporary economic trends and market needs and, thus, design curricula accordingly. Therefore, the end product of private universities is education of quality graduates that must be competitive and marketable. The success of a private university, thus, depends on adequate and marketable transfer of knowledge and skills (García-Espejo and Ibáñez, 2006: 141-156). Private universities measure quality by using the already implemented standards such as for instance ISO10015 (Macerinskiene and Vaiksnoraite, 2006: 87). Such universities also attempt to implement quality assurance standards as set by the European Association for Quality Assurance in Higher Education (ENQA).

Beginning from 2003 Bosnia-Herzegovina has launched an initiative to ensure the quality of public higher education under the auspices of the European Commission and the Council of Europe. In this regard, Bosnia-Herzegovina established the Agency for Development of Higher Education and Quality Assurance (HEA) and almost all public universities established Quality Assurance Office in order to ensure standards for internal and external quality assurance, but its implementation is largely behind. Furthermore, it should be noted that because of very poor quality of education students who complete studies at public universities cannot respond to the needs of a market because graduates do not possess adequate practical knowledge and skills to use modern technology. The curricula and programs at public universities are outdated and overburdened with the traditional courses that emphasize only the theoretical knowledge and neglect handling of new technology. In addition, as a consequence of the former socialist system, public universities overemphasize social sciences and humanities while natural and technical sciences are ignored. Therefore, Mujić (2007) rightly holds that "the problems of information [and knowledge] society cannot be solved with «old» knowledge of industrial society, or with traditional «adaptive» modes of learning." (p. 294).

In the last few decades, globalization, scientific and technological advances of mankind influenced the educational institutions to consider the role of technology in educational processes (Hutinski and Aurer, 2009: 265–272). Private universities have realized this need and, therefore, they have made investments in building modern laboratories, scientific-research databases and libraries. In Bosnia-Herzegovina, public universities are not equipped with modern laboratories, databases and libraries. These and similar investments by private institutions of higher learning clearly indicate possible impact on economic development in terms of economic initiatives, transfer of knowledge and technology, development of new products and opening of new services and jobs. Due to such investments private institutions of higher learning would fulfill preconditions for an adequate education and training of academic staff. Since the state budget is already overburdened with investments in various social categories, private universities could supplement significantly public investments in the higher education.

Job strategy is also closely linked with economic growth and development of education (Diamond, 2005: 109-185 and Harvey, 2001: 97–109). Global economic flows and developments at the local level certainly affect industrial sectors. Several decades earlier, the market needs focused on agriculture, services and industry but today an employment in these sectors has been reduced to a minimum. For instance, in Bosnia-Herzegovina city of Zenica, which in the past had remarkable steel industry, as a result today needs to redirect both the education and industry. Since private universities must focus primarily on marketable sciences they could in turn produce graduates who would, by using their creative abilities, introduce new industries and jobs.

Private universities harmonize their curricula with the needs of local and global markets. The needs of the global market today are primarily focused on information and communication technologies, scientific and technical, medical and engineering sciences. Why it is necessary to emphasize the needs of global markets and the mobility of skilled workers? Western liberal democracy closely links politics and economics and creates a possibility of flow of capital, goods, services, technologies and skilled workers. Bosnia-Herzegovina will eventually join the European Union; therefore, the European market will be open for qualified graduates from private universities that possess not only the knowledge, skills and ability of using modern technologies but also effectively use the foreign languages. Research studies have indicated that those who are able to use foreign languages very quickly get the jobs because most companies today are of global character and, as such, they are in search for competitive graduates that incline towards leadership, skills and creativity.

Private universities could also adequately respond to the challenges of globalization that largely shapes economics, politics, society and education. Thus, Welch (2001) argues that globalization affects the social, political, economic, technological and even educational integration of a state. (p. 475–492). For example, private universities open joint programs with universities abroad with an aim to foster international cooperation and mobility of students and staff. Private universities have an ability to build international cooperation and to produce graduates for local and international markets. Is private higher education in Bosnia-Herzegovina an alternative to the challenges of globalization? Considering examples of many countries answer to this question is yes! For instance, in order to respond to the needs of globalization, Malaysia accredited significant number of private universities whose medium of instruction is English language. Then, Malaysia also made significant investments in research and development and integrated leading companies with research centers and private universities. Therefore, such commercialization of knowledge and investments in scientific research affected greatly private universities that produce graduates who could respond to the needs of the global market (Molly Lee, 2004: 19-35). Similarly, such response to the needs of global market was successfully carried out by Singapore and Finland. However, it should be noted that this achievement was possible only through the reform of higher education

and, as well as, through investments in private higher education. Therefore, Bosnia-Herzegovina should reform the higher education by adequate implementation of the Bologna and by the creation of legal framework for private universities.

Countries that made investments in private higher education have a tendency for economic development. For instance, India, Malaysia and Turkey had realized the role of such investments. Today these countries are reaping the fruits of their investments from the past decades. Economic development is possible only when the companies focus on changing market trends and their needs. Therefore, changes and requirements certainly affect the design of new products and new manufacturing methods that reduce spending and boost profits. The role of private universities in Bosnia-Herzegovina could come into play here because they should act according to the market needs. Private universities should clearly define the specializations, knowledge and skills according to the market needs. In addition, private universities commercialize their patents, skills and knowledge. Such universities would also become places where new ideas could be created and the same could be applied and used by private companies. This is particularly the case with the development of new technologies, which companies seek to commercialize and to apply to their businesses. Therefore, the link between economic development, technology and education is evident. Not only is such a connection essential for the purpose of producing qualified graduates but it is important because of retraining and lifelong learning that is inevitable for functioning of companies. Since in Bosnia-Herzegovina there is high level of unemployment, lifelong learning would actually become precondition for further economic development.

In the last few decades, globalization has affected rapid economic development, accompanied by the use of modern science and technology and, therefore there is close relationship between economic development, technology and education (Ćosić and Fabac, 2001: 516-544). Therefore it is imperative that universities adapt and change their curricula in accordance with technological development. In many cases the knowledge and skills of students were not marketable and, as a result, many graduates couldn't find jobs. Many developing countries fulfilled this gap by the creation of legal framework for the establishment of private institutions of higher learning. For example, in 1996 Malaysia realized such a need and, as a result, had created a legal framework that stimulated opening of private universities, which not only had positive impact on investments and economic development but for a very short time such universities produced qualified graduates who responded to the needs of foreign investors and entrepreneurs. In 2007, Malaysian Ministry of Higher Education published the data about 599 registered institutions of higher learning. In 1981 Turkey also legitimized opening of private universities and among the first such university was Bilkent University established in 1984, which soon after became one of the most attractive universities in Turkey. Therefore, considering these examples, in Bosnia-Herzegovina similarly private universities could produce qualified graduates who would be able to respond to the needs of foreign investors and entrepreneurs. It must also be noted that private universities measure their success with quality of its graduates. Universities closely monitor their employment rate, especially in leading companies, and their pursuing of graduate studies. Therefore, private universities seriously take into account the evaluation of market. Private universities ensure producing of graduates who possess the skills of critical and creative thinking, communication skills, problem solving skills and an openness for continuous development.

Malaysian experience also shows that it is necessary to allow leading companies to establish their research centers and private universities. Specifically, Malaysian government stimulated three leading companies, Telekom Malaysia Berhard, Tenaga Nasional and Petronas to open their private universities such as Multimedia University, University Tenaga Nasional and University Technology Petronas. A similar situation exists in Turkey, where the Bilkent Holding Company is founder and major shareholder of Bilkent University. Leading companies already possess a capital

and the need for investment in education. In Bosnia-Herzegovina it is desirable that similar type of companies establish their own universities. This will significantly affect spending of the public budget on public universities and increase private investments in opening of new universities. In this way in Bosnia-Herzegovina, there would be a revival of pre-war research centers such as Energoinvest, RMK, UNIS and others. In the end, other companies would probably support such universities and research centers because they also depend on scientific research and modern technology (Cameron, Proudman & Redding, 2005: 775-807). For instance, according to Ćurković (2010) "Bosnia-Herzegovina allocates only 0.05% of its GDP in research and development." (p. 136). Then, another big step that would significantly reduce the consumption of a state budget and would in turn enhance the quality of education is the privatization of a number of public universities. Many developed countries such as the United States and the Britain, have reduced investments in public higher education by requiring the financial sustainability from public universities and, on the other hand, the state gave an impetus to the establishment of private universities.

Socio-Political Perspectives of the Private Higher Education

In Bosnia-Herzegovina and wider in the region the sacred conception of history and national ideological projects have been the subjects of intellectual warfare throughout the history. Such warfare was intensified during the creation of modern nations, after the collapse of the Ottoman, Austro-Hungarian and Russian empires. The historical genesis of the creation of national ideological projects in our region has been written by many writers; however it is necessary to examine and to articulate the roots of these projects? Most of the creators of national projects, ideologies, revolutions and wars, which is largely ignored fact, were influential thinkers and intellectuals commonly known as national ideologists (Parker, 2007: 1-12). However, this paper doesn't aim at debating and analyzing needs and outcomes of such national ideological projects but the main objective is to draw an attention to the fact that intellectuals throughout the history were the creators of the national ideological projects, while educational institutions were the laboratories where they were created (Pesmazoglou, 1999: 493-507).

In former Yugoslav institutions of higher learning the intellectual elite created communist-socialist ideological project. The institutions of higher learning were under direct control and curriculums were largely used for the sake of indoctrination. This fact also points to the limitations of the intellectual elite and their subordination to the political establishment of that time. In the 1980s, the intellectual elite again shifted its attention to the creation of national ideological projects that culminated in 1990s bloody wars, which ended up in Srebrenica genocide. The creators of these national ideological projects were working day and night in the laboratories, i.e., the institutions of higher learning, throughout the former Yugoslavia. Morus (2007) was very critical in analyzing the *SANU Memorandum* and role of intellectual elite and the educational institutions in the creation of national projects. (p. 142-165). Instead of giving an adequate answer to the demands of liberal democracy and the emerging free market economy, Yugoslav intellectuals had turned towards the creation of destructive national ideological projects. Matic (2005) was critically analyzing the conception of nationalism and its role in affects the events of 1990s. (p. 75-92). Therefore, instead of taking their nations to the European Union, reincarnated intellectual elite of the 19th century paved the way for their respective nations characterized by atrocities, mass killings, destruction of towns and villages, planned rape and destruction of cultural, religious and educational monuments. Obviously history repeats itself! If European nations had managed to define the conception of a nation by respecting the territorial integrity and sovereignty why Yugoslav intellectual elite couldn't follow similar path?

Bosnia-Herzegovina and wider region is preoccupied with history and national ideologies; I believe that the above short introduction, sufficiently so, points to the genesis and role of

educational institutions and the intellectual elite in the past two centuries. However, what is the role of public institutions of higher learning and that of intellectual elite in post-Dayton Bosnia-Herzegovina? Are the public institutions of higher learning and its intellectual elite subordinated to Serb, Croat and Bosniak national ideological projects? Is it possible to create a new national project based on the values of liberal democracy and, in this regard, what could be the role of private institutions of higher learning?

It is widely known that every university, public or private is based on a specific vision and mission. However, public higher education in Bosnia-Herzegovina is largely regulated by the entities and cantons. Therefore such higher education ultimately depends on the budgets of entities and cantons. Being conditioned by ethnic and national interests public universities fulfill the expectation of the political establishment that placed the higher education in the position of both political and financial dependency (Mujkić, 2009: 418-426). Therefore, the vision and mission of public institutions of higher learning promote the needs of main, often called constituent, national groups and their ideologies. I do not want to challenge the need for legal framework that would govern both public and private institutions of higher learning but I claim that current legal aspects of the higher education are solely determined by distinctive and opposing national groups while citizens are left aside and as such do not play significant role in the creation of a vision and mission of higher education in Bosnia-Herzegovina. On the other hand, since the private universities argue that education should be formulated according to market needs and the needs of citizens by opening of private universities it would be possible to overcome, at least partly, national ideological aspects of education. Thus private universities would provide answers to economic sector that is in demand for skills and knowledge and, as well as, to citizens who are in need of a culture that is generally accepted by the modern world where there is no place for ethnic, religious, racial and national divisions (Kezar, Chambers & Burkhardt, 2005: 71-87).

Vision and mission of private universities significantly articulate the needs of the market that requires specific skills and specific knowledge. Private universities tend to form their vision and mission in accordance to emphasis on marketable sciences. On the other hand, social sciences and humanities only serve to complement marketable sciences and as such they are offered for the purposes of citizens and the state. Therefore, at private universities there is no place for mere politicking and for the development of mere theoretical thought. Such universities should be guided by models of a free market economy, thus by competition and competitiveness. Furthermore, such universities would be also subordinated to the needs of students, parents and the market that are seen as customers who are primarily interested in quality rather than on excessive emphasis on ideologies.

In Bosnia-Herzegovina public institutions of higher learning exists due to political and social reasons and they were administratively established according to ethnic/national representation. Being in the position of dependency they serve the needs of certain national groups that they represent and do not represent the interests of the market and citizens. Therefore if public universities are primarily responsible to the market and to the citizens and if they ultimately depend from the tax-payers, the focus of public universities would have been entirely different. Such universities would produce conscientious and active citizens who strive for progress and the modern society that recognizes knowledge, progress and development. Unfortunately public perceptions demonstrate that the institutions of higher learning embody political, ideological and exclusive characteristics.

Even more disturbing is the fact that many professors are politically active at various levels of the government. At public universities in Bosnia-Herzegovina key administrative posts are conditioned by national group affiliation of applicants rather than by their qualifications and abilities to hold such challenging positions. This also indicates the power of the national groups'

political elites that are highly respected at public institutions of higher learning. In most of other countries professors are not politically active because it inhibits their scientific and academic development. Therefore, in order to stay in power the political parties must ensure that the institutions of higher learning propagate national group's ideology and in such a way citizens are prevented to think outside exclusive nationalist framework of a particular national group.

According to Pasalic Kreso (2009) due to war circumstances and later implications in Bosnia-Herzegovina the higher education is divided according to the ethnic lines. (p. 67-88). Although not legally and officially so, public universities in Bosnia-Herzegovina are embodiments of Serb, Croat and Bosniak national ideologies. Multicultural and multiethnic representation is partially in place in the University of Sarajevo and the University of Tuzla. The number of academic staff and students consequently point to such a division. This adds to the fact that these universities recruit academic staff from Serbia and Croatia who promotes national ideologies of neighboring countries. Therefore as a consequence of the dreadful events in Bosnia-Herzegovina three distinct forms of higher education were formed that propagate opposing national ideological projects.

Private universities emphasize on marketability and commercialization of knowledge. This is in harmony with the recent trends of globalization that reflect liberal political, economic and cultural values. Therefore, private universities articulate global values that transcend narrow racial, religious, ethnic and cultural barriers. Such values are emphasized in the curriculum and, as well as, in the diversity of teaching staff and students. Diversity is seen as a virtue rather than a hindrance to human progress and development. Considering the above, an alternative to the national division as expressed by public institutions of higher learning are private universities that could denationalize higher education and direct it towards a common liberal values, generally accepted by all national ethnic groups in Bosnia-Herzegovina. Undoubtedly, such an approach as a model at private universities, based on the principles of the European Commission and the Council of Europe, could positively promote civic initiatives and active participation of citizens in a free society. Therefore, private universities could create a caring society that actively works on the establishment of free society that could combat discrimination, racism, nationalism and xenophobia (Print and Coleman, 2003: 123-149).

Features of Contemporary Private Higher Learning

According to Dizdar (2010) public universities in Bosnia-Herzegovina have accepted the Bologna process as imposed reform process. Such reform is very difficult to implement due to the conservative academic and administrative structures that as such operate for decades. On the other hand, the Bologna process positively affects the development of private universities whose models in terms of diploma recognition, accreditation, quality assurance, student and staff mobility, internationalization of curriculums would have been applied from the very beginning. Therefore, the private universities in Bosnia-Herzegovina wouldn't go through the process of the reform but would immediately apply the Bologna principles. The success of such implementation in private universities would greatly depend on the quality of academic staff, international experience and knowledge of foreign languages.

Private universities put an emphasis on practical knowledge and skills and, as well as, employability after graduation. The world's leading private universities established a center for alumni and career development. These centers are primarily established to focus on professional guidance to graduates who wish to continue their studies or who are in search for a job. It is important to follow up graduate's continuation of education and their employment after graduation for the sake of proper development of curricula. An analysis of graduate's success should be done directly through the companies where they are employed. Therefore, an

employment rate and professional success of graduates is an important indicator of the quality of education at private universities (Harvey, 2000: 3–17).

A qualified teaching staff works at private universities. Due to modernization of higher education in technological and specialized ways, as a result of market and customer demands, private universities could become gathering places of the most qualified academic staff. This is primarily related to the young academicians who possess contemporary knowledge and use modern technology and international languages. On the other hand, at public universities in Bosnia-Herzegovina local academicians are in an advanced age and mostly local graduates work at those universities. Thus, private universities would increase an engagement of internationally known academicians who are active in the research and teaching.

As it is generally known everything must have its value. The idea that knowledge is free points to the fact that it has no value. On the contrary, knowledge and education should have its own value and they should be purchased as any other products. Thus, tuition at private universities must be introduced because of valuing of acquired knowledge and education. In this regards, Greenaway and Haynes (2003) gave an excellent example of funding higher education in the UK and the role of fees and loans. (p. 150-166). Since in Bosnia-Herzegovina public universities do not charge tuition fee, except for undergraduate part-time, masters and doctoral studies, knowledge and education are not being valued nor commercialized. Therefore, according to the IBF International Consulting every year across the public universities, in the entity of Federation Bosnia-Herzegovina 24% of students repeat their studies, 13% leave their studies and 50% of students successfully complete their degree studies. Most students study at an average of seven years and this goes at the expense of taxpayers. Actually about 43% of budget on public universities is spent on the above-mentioned categories of students (Ćurković, 2010: 136).

The curricula at leading private universities are in the framework of a global and holistic conception of education. Therefore, an emphasis is given to the subjects of specialization and the elective courses whereby students are given an opportunity to specialize according to their own choice and interest. This approach leaves the possibility for student mobility and transfer of courses from one university to another. Unlike, public universities in Bosnia-Herzegovina overemphasize rigid and narrow specialization (Mulalic, 2008: 19-29).

Because of mobility of students and staff leading private universities could establish the cooperation with other universities, locally and internationally. Therefore, private universities in Bosnia-Herzegovina would in similar ways establish the cooperation with other universities and cooperation would be expressed in a joint promotion, designing of curricula, opening of joint programs and exchange of students and staff (Wendy Chan, 2004: 32-55). There is no doubt that student exchange at the international level also affects cultural and linguistic exchange and there is in particular the possibility of getting knowledge about local industries in countries where such exchange takes place. On the other hand, staff exchange significantly affects the promotion of the scientific research.

Private universities also emphasize student's internship in leading companies. Such professional experience is necessary for an employment upon graduation. Working experience gained in the company affects the students to think differently and to approach solving of problems from a practical standpoint. Practical work and dealing with customers is entirely different from what the students have acquired through the acquisition of theoretical knowledge. Thus, their expertise, creativity and interpersonal communication are being assessed at the workplace.

By the implementation of the Bologna at private universities in Bosnia-Herzegovina, approaches to learning will be changed too. An emphasis would be placed on the interactive learning and teamwork, where the professor acts as a mediator and not as a traditional chair. New

criteria of evaluation will also be introduced which advocates the continuous learning during the semester. Therefore, students would be practically engaged on the path of acquiring knowledge. Private universities could also introduce studies in foreign languages especially in English language, the language of modern knowledge and technology.

Conclusion

Education is a common public good and it is inevitable for the development of a society. This paper has indicated that the economic revival in Bosnia-Herzegovina is possible through investments in private higher education. Therefore, education is, whether public or private, public common good. Investments in private higher education would have a wide variety of linkages with industrial, social or human sectors. The fight against unemployment, poverty, discourtesy, crime, corruption and other ills of our time is possible only through education.

This paper has indicated that Bosnia-Herzegovina must rethink legal framework that will stimulate opening of private universities. Such legal framework is also in accordance to the requirements of the Bologna process and reformation of the higher education. Therefore, private universities in Bosnia-Herzegovina must be stimulated by the state and it is essential that harsh treatment and the public image of private higher education in Bosnia-Herzegovina is changed.

Since 1995, Bosnia-Herzegovina has been in the process of socio-political transformation and public universities were supposed to play a significant role in fostering common national and liberal values. However, as this paper has indicated public higher education couldn't fulfill this mission and, on the contrary, public universities had cemented ethnic/national aspirations gained during the war. Therefore, public universities have been turned into a vehicle of fostering ethno-national ideologies. This paper recommended greater emphasis on the private institutions of higher learning to counter present ethno-nationalism and to emphasize rather on liberal values.

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