

PROCEEDINGS OF ESRUC

2nd Eurasian Silk Road Universities Convention (ESRUC)

"Building Bridges in Higher Education:
Seeking for a Eurasian Model and Developing ESRUC Consortium"

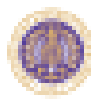


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2nd Eurasian Silk Road
Universities Convention
(ESRUC)

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Universities Convention
(ESRUC)

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Available electronically at : www.atauni.edu.tr/ESRUC



Prof. Dr. Hikmet KOÇAK
President of Atatürk University



Foreword

Today, we cannot deny that the world has become closely connected through communications and modern technology. Cultures and ideas can be rapidly transferred from one society to another. Higher Education institutions that become the future strengths of the nation need to innovatively prepare themselves for information flows and rapid influxes of different cultures and ideas. Universities worldwide face numerous challenges. Although the scale of the problems and the local conditions vary across and among regions, there are remarkable similarities in the fundamental nature of these challenges.

I am indeed greatly privileged to declare that the first two Eurasian Silk Road Universities Conventions were held in Erzurum Atatürk University. As a very significant international conference on Higher Education, we are pleased to be the host to welcome all the distinguished guests from all parts of the world. The First and the Second Eurasian Silk Road Universities Conventions (ESRUC) provided a unique opportunity for university presidents/rectors/vice-chancellors and their representatives to gain knowledge and experiences from experts with a wealth of experiences in Higher Education from the university to global levels. Such knowledge and experiences will serve as valuable guidelines on Higher Education in various countries. We are having the enthusiasm to host the upcoming 3rd ESRUC next year again in Erzurum Atatürk University.

Also, it is a great honour to establish the Eurasian Silk Road Universities (ESRUC) Consortium together with your continuous support. The consortium was formed as a result of shared concern for the future of the institutions. The consortium is governed by a balanced Executive Committee and led by a President. Global meetings of the ESRUC Consortium will be hosted every year by different institutions. Continued consultations and cooperation of all parties will guide the ESRUC Consortium to greater heights and a remarkable success.

It is our believe that the first and the second volumes of the proceedings are of fertility and valuable for reference. We sincerely hope that the proceedings will become a much-used source of reference for researchers and university lecturers in the field of higher education. We would like to thank the authors and conference delegates for their active participation. We also would like to express our heartily gratitude to everyone who helped us to make the conference a success.

I am therefore very pleased to present the Proceedings of 2nd Eurasian Silk Road Universities Convention (ESRUC) which is an example of vital cross-border negotiation. The publication addresses a broad range of issues related to higher education and attempts to extend the understanding how ESRUC Consortium contributes to social, environmental, economic and institutional sustainability.

Finally, I underscore the importance that Atatürk University attaches to the Eurasian Silk Road Universities Conventions and wish ESRUC Consortium continued success in the arduous attempt.

Prof. Dr. Hikmet KOÇAK
President of Atatürk University & ESRUC Consortium



Professor Dr. Hikmet KOÇAK
President of Atatürk University and ESRUC Consortium

*requests the honor of your presence at a Conference titled “1st Winter Summit
at the Anatolian Summit (WISAS): Collaborative Projects on Tourism, Sports,
Bio-Diversity and Global Changes.”*

Date: February 23 -26, 2012

Venue: Atatürk University, Erzurum Province/Türkiye.

Please RSVP by email to esruc@atauni.edu.tr





**ATATÜRK
UNIVERSITY**

**2nd Eurasian Silk Road
Universities Convention
(ESRUC)**

*“Building Bridges in Higher Education: Seeking for a
Eurasian Model and Developing ESRUC Consortium”*

Yükseköğretimle Oluşturulan Köprüler:

Bir Avrasya Modeli Arayışı ve ESRUC Konsorsiyumunun Oluşturulması

ESRUC CONSORTIUM

MEMBER INSTITUTIONS of ESRUC

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Afghanistan	Bakhter Institute of Higher Education
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Crimea	Crimean State Engineering and Pedagogy University
Egypt	Al-Azhar University
France	University of Rouen
France	FISU-International University Sports Federation
Georgia	Akhaltzikhe State Education University
Georgia	Akhalkalaki State Higher Educational Institution
Georgia	International Black Sea University
Georgia	Tbilisi State University
Georgia	Tbilisi State Medical University
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India	KIIT University
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Iran	University of Tehran
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Iraq	Ishik University
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Kazakhstan	Al-Farabi Kazakh National University
Kazakhstan	Gumilyov Eurasian National University
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Kyrgyzstan	Academy of Governance
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Kyrgyzstan	Osh State University
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Malaysia	Universiti Putra Malaysia
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2nd Eurasian Silk Road Universities Convention (ESRUC) Delegation

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CONVENTION PROGRAMME

2nd Eurasian Silk Road Universities Convention (ESRUC)
“Building Bridges in Higher Education: Seeking for a Eurasian Model and
Developing ESRUC Consortium”

PROGRAMME

Place : Atatürk University Culture and Exhibition Center
 Atatürk Üniversitesi Kültür ve Gösteri Merkezi
 June 3-6, 2011, Erzurum/TÜRKİYE

Thursday, June 2, 2011	
20:00-23:00	Gala Dinner (Guest House 1)
Friday, June 3, 2011	
07:00-09:00	Breakfast
09:00-12:00	Tour of Winter Universiade Facilities
13:00-14:00	Lunch (Guest House 2)
14:00-14:30	Registration
14:30-15:00	Music Recital by Assoc. Prof. H. Hagigat MUHARREMOVA and Ms. Ebru SUNAR
15:00-15:10	Introduction of participants
15:10-16:00	Opening Speeches <ul style="list-style-type: none"> - Prof.Dr. Hikmet KOÇAK <i>President of Atatürk University</i> - Erkan ALA <i>Undersecretary of the Prime Ministry</i> - Prof.Dr. Yusuf Ziya ÖZCAN <i>President of the Council of Higher Education</i> - Prof.Dr. Recep AKDAĞ <i>Minister of Health</i> - Hayati YAZICI <i>Minister of State</i>
16:00-16:30	Coffee Break
Plenary session:	
Chairs: Prof.Dr. Cevdet ÇELİK, President of Ankara University-Turkey Prof.Dr. Mustafa T. BİLİMİR, Deputy Supervisor and Deputy Director, Ministry of State Education - Iraq	
16:30-17:00	Keynote Speaker : Prof.Dr. Üstün ERGÜDNER, President <i>Magyar Charva Observatory, Bologna, Italy</i> “Relevance of Institutional Autonomy and Academic Freedom for Collaboration on an International Scale Among Institutions of Higher Education”
17:00-17:30	Keynote Speaker : Prof.Dr. Satyendra PATNAIK, Rector <i>KIT University, India</i> “Higher Education : Issues & Challenges”
17:30-17:45	Commemorative Plaque Presentation and MOU Signing Ceremony
17:45-19:00	Tree planting at 2011 Universiade Thematic Garden
19:00-20:30	Dinner by MUSIAD
20:40	Performance by Ankara State Turkish World Music Ensemble

Saturday, June 4, 2011	
07:00-09:00	Breakfast
First plenary session:	
Chairs: Prof.Dr. <i>Özkan Ayar</i> Chairman Institute of Southern Punjab-Pakistan Prof.Dr. <i>İbrahim Halil Akman</i> President of Izmir University, Turkey	
09:00-09:15	Dr. Adnan TEKŞEN <i>Vice President of Fırat Eczacıbaşı Institute, Turkey</i>
09:15-09:45	Keynote Speaker : Prof.Dr. Claude-Louis GALLIEN, Vice President <i>FISU-International University Sports Federation</i> "Globalization, Power and Higher Education - Excellence in University Profiles"
09:45-10:00	Prof.Dr. Alessandro MARTIN, Pro-Rector <i>University of Padova, Italy</i>
10:00-10:15	Prof.Dr. Ilgiz KIZIRGULOY, Rector <i>Shirvan State Pedagogical Academy, Bakhkhoristan</i>
10:15-10:30	Prof.Dr. ANM Meshquat UDDIN- Vice Chancellor <i>Southeast University, Bangladesh</i> "Public-Private Partnership (PPP) in Higher Education"
10:30-10:45	Prof.Dr. T. T. JUMABAIEVA, Vice Rector <i>Orh State University, Kyrgystan</i> "Integration Process of the Education in KR"
10:45-11:00	Commemorative Plaque Presentation
11:00-11:15	Coffee Break
Second plenary session:	
Chairs: Prof.Dr. <i>Yusuf Sivret</i> President of Istanbul University-Turkey Prof.Dr. <i>Tamara Uulu</i> Vice President National University of Mongolia-Mongolia	
11:15-11:30	Professor Aleksandar NIKOLOVSKI, Rector <i>FOM University, Macedonia</i> "The Modern Era and the New Social Role of the University"
11:30-11:45	Prof.Dr. Asim NAZIR, Rector <i>Executive Director of Precision Institute of Management, Science and Technology, Pakistan</i>
11:45-12:00	Prof.Dr. Askarbek Ishevich DZHYLKICHIEV, Rector <i>Talas State University, Kyrgystan</i> "Higher Education Condition in the Kyrgyz Republic"
12:00-12:15	Prof.Dr. Mohd. Saleh JAAFAR, Deputy Vice Chancellor <i>Universiti Putra Malaysia, Malaysia</i> "Developing Robust R&D Culture in Malaysian Institution of Higher Learning"
12:15-12:30	Commemorative Plaque Presentation
12:30-14:00	Lunch by ETSO
Third plenary session:	
Chairs: Prof.Dr. <i>Shamim YASIN</i> President of Eurasian Academic University-Turkey Prof. Dr. <i>Carmon Z. Usamah</i> Rector of American International University-Bangladesh	
14:00-14:30	Keynote Speaker : Prof.Dr. Murtaz AHMAD, President <i>International Islamic University, Pakistan</i> "The Role of Eurasian Universities in the Emerging Global Intellectual Trends"
14:30-14:45	Prof.Dr. Zamb VADACHKORIA, Rector <i>Tbilisi State Medical University, Georgia</i> "Collaboration and Internationalization – the Strategic Choices of Tbilisi State Medical University"
14:45-15:00	Prof.Dr. Md. Abdul AZIZ, Vice-Chancellor <i>University of Information Technology and Sciences, Bangladesh</i>
15:00-15:15	Prof.Dr. Inaki BARAMIDZE, Deputy Rector <i>Shota Rustaveli State University, Georgia</i> "Iliauni Shota Rustaveli State University New Outlooks for Development"

15.15-15.30	Prof.Dr. Asilbek AYDARALIEV, President <i>International University of Kyrgyzstan, Kyrgyzstan</i>
15.30-15.45	Prof.Dr. Antonio Donato SCIACOVELLI, <i>University of West Hungary, Hungary</i> "Amber Road and Silk Road, Culture-Connections"
	Commemorative Plaque Presentation
15.45-16.00	Coffee Break
Fourth plenary session:	
Chairs: Prof.Dr. Ibrahim Balda YILMAZ/President of Uspu University-Turkey Prof.Dr. Baski BUDENYASLIYEV/Vice Rector of Academy of Civil Aviation-E Kazakhstan	
16.00-16.15	Prof.Dr. Carmen Z. LAMAGNA, Rector <i>American International University, Bangladesh</i> "Building Bridges in Higher Education: Cooperation and Partnerships"
16.15-16.30	Prof.Dr. Mowafak Y. HAMEEDON, President <i>Supervision and Scientific Evaluation System, Ministry of Higher Education – Iraq</i> "Higher Education in Iraq"
16.30-16.45	Prof.Dr. Abdullah YAVAS, President <i>International Antalya University, Turkey</i> "Building an International University"
16.45-17.00	Prof.Dr. Natela DOGONADZE, Vice-Rector <i>International Black Sea University, Georgia</i>
17.00-17.30	Commemorative Plaque Presentation
17.30-17.45	MOU Signing Ceremony
17.45-20.00	City Tour
20.30-22.00	Dinner at Jumping Tower
22.00	Therapy in Ilca Spa and Wellness Thermal Springs by Azizliye Municipality

Sunday, June 5, 2011	
07.00-09.00	Breakfast
Parallel session I : (Hall I)	
Chairs: Prof.Dr. Muzal EDI SBU/ President of Fubara University-Turkey Prof.Dr. Muzal FARKHSHADIE/ Vice Rector of Black Sea Agriaria University-Georgian Republic	
09.00-09.15	Prof.Dr. Siyarov F. QARAYEV, Rector <i>Azerbaijan State Oil Academy, Azerbaijan</i> "Development of International Cooperation in the Field of Higher Education by the Azerbaijan State Oil Academy "
09.15-09.30	Prof.Dr. Tina GELASHVILI, Rector <i>Mtskheta State Education University, Georgia</i> "National Qualification Framework in Georgian High Educational Institutes"
09.30-09.45	Prof.Dr. Ahmad Tariq KAMAL, Rector <i>Kharosan Institute of Higher Education, Afghanistan</i> "Development in the Higher Education in Afghanistan in the Past Decade and our Current Barriers"
09.45-10.00	Assoc.Prof. Gulsum ESPAYEVA <i>L.B.Goncharov Kazakh Automobile Road Institute, Kazakhstan</i> "Silk Highway in Kazakhstan "
10.00-10.15	Prof.Dr. Tumur-Ochir SANJIBEGZ, President <i>National University of Mongolia, Mongolia</i>
10.15-10.30	Assoc. Prof. Amanullah FAQHRI and Mrs. Marzia FAQHRI <i>Kabul Polytechnic University, Afghanistan</i>
	Commemorative Plaque Presentation
10.30-10.45	Coffee Break

Parallel session II : (Hall I)	
Chairs: Prof.Dr. Ergil ÖZKANLI, President of Maltepe University-Turkey Prof.Dr. Anshik S. JHARSUNI, President International University of Azerbaijan- Azerbaijan	
10.45-11.00	Prof.Dr. Muhammed YAYLALI, President Erzurum Technical University, Turkey "The Mission of ETU"
11.00-11.15	Prof.Dr. Vladyslava DEMETSKA Kherson State University, Ukraine "Three-subjective dialectical model of modern University"
11.15-11.30	Prof. Dr. Fatmir MEMAJ, Deputy Dean University of Tirana, Albania
11.30-11.45	Prof.Dr. Agnes Toth NEMETH University of West Hungary, Hungary "Special Teacher Education in Hungary"
11.45-12.00	Nino ZHVANIA, Head of the Quality Assurance Iliu State University, Georgia
12.00,12.15	Commemorative Plaque Presentation
12.15-14.00	Lunch (Guest House 2)
Parallel session I : (Hall II)	
Chairs: Prof.Dr. Mustafa ERGÜN, President of Bilkent University-Turkey Prof.Dr. Satyendra PANTAB, Rector of EOU University, India	
09.00-09.15	Prof.Dr. Adnan KISA, President Zirve University, Turkey "Zirve University as a Bridge Between Middle East and Europe"
09.15-09.30	Prof.Dr. Jafar JAFAROV, Rector Azerbaijan Tourism Institute, Azerbaijan
09.30-09.45	Professor Mammad RZAYEV, Vice Rector Nakhchivan State University, Azerbaijan "International Relations of Nakhchivan State University"
09.45-10.00	Dr. Richard ROQUE University of Balkh, Afghanistan "Transforming Higher Education: Academic and Financial Bridge Relationships to Promote Economic & Academic Development in Emerging Markets."
10.00-10.15	Prof.Dr. Ahmed EL MOUSSAOUL, Vice President Abdelmalek Essassi University, Morocco "University Reform in Morocco"
10.15,10.30	Commemorative Plaque Presentation Coffee Break
Parallel session II : (Hall II)	
Chairs: Prof.Dr. İrfan ANILAN, President of Çiğir İbrahim Çeçen University-Turkey Prof.Dr. Abdul Latif BOZBİLAN, President, Balkhler Institute of Higher Education, Afghanistan	
10.30-10.45	Prof.Dr. Turxula YUSIFOVA, Vice Rector Azerbaijan Teachers Institute, Azerbaijan "Foreign Language as a tool of internationalization of Higher Education"
10.45-11.00	Prof.Dr. Xaniya GONCHAROVA, Dean L.B.Goncharov Kazakh Automobile Road Institute, Kazakhstan "The Formation of Students' Independent Self-informative Activity as Mathematical Discipline Under Credit form of Education at Technical Institute"
11.00-11.15	Assistant Professor Bahram AMIRAHMADIAN Telran University, Iran "Managing Political Space: Role of Higher Education Institutions With an Emphasis on Eurasian Countries"
11.15-11.30	Assistant Professor Ali Çağlar GÜLLÜCE Çöğem Education Faculty, Atatürk University, Turkey Hir KADUKU, Ph.D. Agricultural University of Tirana "A Multilevel Analysis of the Influence of Demographic Factors on Leadership Traits: A Study in Higher Education"

11.30-11.45	Mr. Kaim ZHUNIS <i>Al-Farabi Kazakh National University, Kazakhstan</i> "Internationalization of Al-Farabi Kazakh National University as a Leading Higher Education Institution of The Republic of Kazakhstan"
11.45-12.00	Assoc.Prof. Anar HATAMOV <i>Head of Department Agro Politics and World Economics</i> <i>Azerbaijan State Agrarian University, Azerbaijan</i>
12.00-14.00	Commemorative Plaque Presentation Lunch (Guest House 2)
FINAL PLENARY SESSION	
14.00-14.45	Evaluation Panel and ESRUC Consortium Panelists: <ul style="list-style-type: none"> - Prof.Dr. Ahmad Tariq KAMAL <i>Kabaran Institute of Higher Education, Afghanistan</i> - Prof.Dr. Mohd. Saleh JAAFAR <i>Deputy Vice Chancellor Universiti Putra Malaysia</i> - Prof.Dr. Muntaz AHMAD <i>President of International Islamic University, Pakistan</i> - Prof.Dr. Alessandro MARTIN <i>Pro-Rector of University of Pavia, Italy</i> - Prof.Dr. Tumor-Ochir SANJEEGZ <i>President of National University of Mongolix, Mongolia</i> - Prof.Dr. Ahmet SANIÇ, Rector <i>Rector of Azerbaijan Çagır University, Azerbaijan</i> - Prof.Dr. Ahmed EL MOUSSAOUI <i>Vice President of Abdelmalek Essadi University, Morocco</i> - Prof.Dr. Salt ÇELİK <i>President of Uşak University, Turkey</i> - Prof.Dr. Isa HABİBBAYLI <i>Rector of Nakhchivan State University, Azerbaijan</i> - Prof.Dr. Vladyslava DEMETSKA <i>Kherson State University, Ukraine</i> - Prof.Dr. Şehahattin TÜZEMEN <i>Vice President of Atatürk University, Turkey</i>
14.45-15.00	Commemorative Plaque Presentation
15.00	Excursion (Black Sea Coast-Trabzon)
20.00-22.00	Dinner in Trabzon

Monday, June 6, 2011

07.00-08.30	Breakfast
08.30-19.00	Excursion (Black Sea Coast-Trabzon and Country Side)
19.00	Return to Erzurum

PROCEEDINGS

JUNE 04, 2011 SATURDAY

Prof.Dr. Üstün ERGÜDER

*Professor Emeritus at Sabancı University Istanbul, Turkey
and President, Magna Charta Observatory, Bologna, Italy*



**ACADEMIC FREEDOM AND
INSTITUTIONAL AUTONOMY:
RELEVANCE FOR INTERNATIONAL
NETWORKING AND
COLLABORATION AMONG
INSTITUTIONS OF HIGHER
EDUCATION**

What I Plan to Do

The presentation that follows will be organized as follows:

1. I will present a brief historical outlook about the evolution of these concepts.
2. This will be followed by an analysis of the significance of these values for our universities and academic life.
3. Thirdly, I will dwell on the contemporary challenges that our institutions face.
4. I will conclude with remarks on international networking and its importance for preserving and defending the values that make our institutions so distinctive.

The University: One of the Oldest Institutions of the World

Clark Kerr makes the following observation about universities:¹

“About eighty-five institutions in the Western world established by 1520 still exist in recognizable forms, with similar functions and with unbroken histories, including the Catholic church, the Parliaments of the Isle of Man, of Iceland, and of Great Britain, several Swiss Cantons, and seventy universities. Kings that rule, feudal lords with vassals, and guilds with monopolies are all gone. These seventy universities, however, are still in the same locations with some of the same buildings, with professors and students doing much the same things, and with governance carried on in much the same ways.”

This is a striking reminder in these times of change and transformation. Our institutions appear to be very durable.

WHAT MAKES A UNIVERSITY SO DURABLE AND DISTINCT AS AN INSTITUTION:**ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY**

Lets turn to Humboldt to look for clues as to why our institutions have been integral part of our societies.

Society needs institutions that search for truth and understanding where scholars and students work together in the pursuit of knowledge.²

Michael Oakeshott in his Idea of a University refers to the significance of the unique and corporate character of the university as an organization:

“What distinguishes a university is a special manner of engaging in the pursuit of learning. It is a corporate body of scholars, each devoted to a particular branch of learning: What is characteristic is the pursuit of learning as a co-operative exercise.”

¹ Clark Kerr, *The Uses of the University*. Harvard University Press, Boston, 1963. p.115.

² W. V. Humboldt, *On the Spirit and the Organizational Framework of Intellectual Institutions in Berlin*. Minerva, 1970

NATION STATE and UNIVERSITIES

The growth of universities is very much related but not limited to the emergence of the nation state.

- The external authority (church) acted as an agent or channel for accountability. One might even say that civil, or to be more precise traditional, society acted as the external authority that controlled the university.
- From the 19th century onwards, the external authority became the nation-state.
- Scott estimates that of the 1,854 universities founded between 1200 and 1985, three quarters were established since 1900, and 1,101 were founded between 1950 and 1985. Thus, the modern university, especially the modern higher education system is a creation of the nation state. P. Scott (ed.) *The Globalization of Higher Education*. Buckingham, UK: Open University Press, 1988.
 - o According to Journal of Scientometrics there are currently 17036 universities, See www.webometrics.info/methodology.html. Other estimates around 9000.
 - o Although contemporary numbers may not agree, what is certain is that in this age of globalization the numbers of institutions in higher education have grown in leaps and bounds.
- Some contemporary questions:
 - o Did the market take over as the external authority? We witness the growing impact of the market on our lives on the campuses. What are the challenges, threats and benefits?
 - o Globalization challenging state borders: Will we witness global universities? What kind of impact will it have on the universities, as we know them?

MODERN CONCEPT OF ACADEMIC FREEDOM: Are There Limits?

This is a controversial question. There are many differing opinions and debates. Yet, what is certain is that every freedom comes along with responsibilities. Lets see what some thinkers have to say:

- Academic freedom is the right to teach what one believes, to espouse unpopular academic and nonacademic causes, to act upon knowledge and ideas, as one perceives them without fear of retribution from anyone. Nothing can diminish the need for academic freedom; its absence has reduced universities to caricatures in many parts of the world. (Rosovsky 1990, 179-81).
- There are basic differences between the rights of citizenship in a nation and the rights that are attained by joining a voluntary organization. Faculty members are invited to teach and do research and to set educational policy in their sphere of knowledge. (Rosovsky 1990, 265-6).
- The original German concept of academic freedom (Lehrfreiheit) was confined within the university. It did not include any rights for academics to engage in politics outside their employment. *The encyclopedia of higher education*. (Eds. B. R. Clark and G. Neave, 4 vols.), 1295-6 in vol. 2. Pergamon Press. 1992.
- “...to ensure that academic staff have freedom within the law to question and test received wisdom put forward and to new ideas and or unpopular opinions without placing themselves in jeopardy of losing their jobs or privileges they may have at their institutions. Article 202 of the Education Reform Act. United Kingdom. 1988

The rise off social sciences has raised interesting issues. Social sciences deals with our values, ideologies, how we organize our societies, how individuals behave. Analyses of social and political events, ideologies, and alternative historical narratives have often pitted academic researchers against politicians, bureaucracies including legal ones.

ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY OFTEN CONFUSED

- Academic freedom and university autonomy are concepts that have evolved hand-in-hand over centuries in a mutually reinforcing fashion.
- But they are not identical:
 - o Academic freedom is a personal privilege accorded to faculty members.
 - o University autonomy, on the other hand, is an institutional privilege.

ARE THERE TENSIONS BETWEEN ACADEMIC FREEDOM AND INSTITUTIONAL AUTONOMY?

- They are complimentary and reinforce each other.
- This, however, may not always be true.
- Yet, leadership of the university may violate academic freedom whereas leadership must be a defender of the academic freedom of scholars.
- On other occasions interference by academic personnel in the management of the university may limit the capacity of the university to act.

Let me try and illustrate what I mean by examples of recent good practices:

1. Nicholas Wade of the New York Times reported on August 20, 2010 that Harvard University found a leading researcher, Marc Hauser, in the field of animal and human cognition, “solely responsible” for scientific misconduct involving eight instances data acquisition, data analysis, data retention, and the reporting of research methodologies and results.

- This is a good example of institution acting responsibly by taking the initiative to defend ethical standards and values. Institutional autonomy certainly involves a responsibility by the institution to impose ethical standards regardless of arguments for academic freedom.

2. The second case concerns an institution acting in defense of academic freedom and standing behind a researcher who is faced with a fraud investigation, involving climate-change research, by the Virginia Attorney General Ken Cuccinelli II's. The researcher involved was the former University of Virginia assistant professor Michael Mann. The University of Virginia resisted and challenged the subpoena issued by Mr. Cucinelli on grounds of academic freedom and institutional autonomy. Mr. Cuccinelli argued that he is trying to protect Virginia taxpayers from fraud. Molly Corbett Broad, reporting in Inside Higher Education (“We All Could Lose in the UVA Case,” July 29, 2010) states:

No doubt inquiry is appropriate in cases where there is real evidence of financial wrongdoing. But Professor Mann has been cleared of wrongdoing by numerous scientific and governmental bodies that have investigated Climategate. And the exceedingly broad “civil investigative demand” served on UV sweeps in scientific papers and scholarly exchanges between colleagues -- exactly the kinds of exchanges that prosecutors should be chary to disturb. She goes on and makes an excellent case for academic freedom:

The stakes are high. Academic freedom protects scholars of every stripe from government repression or retaliation, especially when they take on controversial topics and espouse unpopular theories. Throughout history, nations that protect academic freedom have strong institutions of higher education. Where academic freedom is weak, governmental power goes unchecked.

The matter concerns not just the academy but all of us as citizens. We know that a thriving, independent, intellectually diverse higher education sector is best able to produce the scientific discoveries and advances in knowledge that make society better.

There may, however, be bad practices. The history of our universities are full with instances when university leaders act to curb academic freedom or make life difficult for academics due to political and ideological reasons. The archives of the Magna Charta Observatory have many examples of such cases.

The reverse is also true: academics sometimes do violate the autonomy of the institution in the name of academic freedom.

- o Resistance to change and innovation in programming or academic organization.
- o There are many instances when faculty has revolted to turn down donations to universities involving large sums. In such cases either the source of funds are questioned or arguments are raised in defense of academic freedom arguing that private funds may be detrimental to freedom of scholarly investigation.

UNIVERSITY AUTONOMY AND THE CHANGING ROLE OF THE STATE

- Before the mid 1980s
 - Regulatory state: Prescribes through input controls
- In the global knowledge economy of our day the role of the state is changing.
 - It is best to describe this role as the evaluative state: evaluates outcomes and outputs
 - Related to this we are witnessing the emergence of national and supranational agencies of quality and accreditation.
- Accountability to stakeholders, namely to our societies, becomes the third and complementary concept to academic freedom and institutional autonomy.

TRADITIONAL UNIVERSITY AUTONOMY: Freedom from (State) Interference

- Who will teach?
- Who will be taught?
- What will be taught?
- Who will be awarded degrees?
- What will be researched?

Traditional conceptions of institutional autonomy place almost no emphasis on financial matters. Major assumption was that the universities would operate within a safe financial haven provided by the state. Bureaucratic controls that came with state funding were taken for granted.

Freedom to strategically plan, set missions and visions is a contemporary trend. Financial autonomy is an absolute minimum for strategic planning as institutions have to set financial policies according to their strategic plans.

OECD IDENTIFIES EIGHT CRITERIA

OECD, Education Policy Analysis 2003. Chapter on “CHANGING PATTERNS OF GOVERNANCE IN HIGHER EDUCATION” The attempt of the OECD to identify criteria for institutional autonomy is a reflection of contemporary issues that we debate. Financial matters play an important role among those criteria.

- Ownership of property: buildings and grounds
- Ability to borrow and spend
- Ability to make budgets and spend according to strategic goals.
- To be able to make your academic design and set course structure
- Hiring and firing of academic and administrative personnel.
- Determining salaries.
- Deciding on student intake
- Setting tuition for students

STOCK OF UNIVERSITY AUTONOMY IN EUROPE

Thomas Estermann and Terhi Nokkola, “University in Europe. An Exploratory Study”.

A recent EUA study is also reflective of the contemporary trends. The EUA undertook a comparative study to analyze institutional autonomy within Europe. The outline of the study design below speaks for itself.

- Organizational Autonomy
 - Internal Academic Structures
 - Governing Bodies
 - Executive leadership
- Financial Autonomy
 - Funding Framework
 - Funding Capacity
- Staffing Autonomy
 - Recruitment of staff
 - Civil servant status
- Academic Autonomy
 - Institutional Strategy
 - Academic Profile
 - Degree Programmes
 - Student admission

MAJOR DEVELOPMENTS/CHALLENGES IMPACTING THE GLOBAL HIGHER EDUCATION AGENDA

- Increasing demand for and the related massification of higher education
- Growth in the number of institutions and diversification
 - New providers, global institutions, private institutions and increasing competition.
 - Growing diversification naturally comes with demands for national agencies to control higher education with its consequent impact on institutional autonomy. In some national contexts this takes the form of output controls – evaluations based on performance, performance based budgeting, quality assurance, and accreditation. In other national contexts we witness the rise intrusive state interference in the form of bureaucratic input controls.
- Demographic shift in the world – population explosion versus aging.
 - In some regions of the world we witness demographic explosion with a corresponding increase in demand for education.
 - In other regions such as Europe aging of populations is a major trend.
 - This creates an imbalance between supply of and demand for higher education.
 - Emergence of a global economy where technology plays an important role creates a demand for continuing and lifelong education leading to an increasing number of non-traditional students.
- The rise of market forces
- Impact of technology
- Internationalization in response to globalization
- Universities in the service of society emerging as new responsibility for our institutions.
- Decline in public spending and a corresponding need for income generation
- Fund raising
- Diffusion of lay governance: Burton Clark and his concept of Creating Entrepreneurial University
- Rise of lay governance in some European countries.

NEW ACTORS/AGENTS IN UNIVERSITY AUTONOMY AND ACCOUNTABILITY

- International quality assurance networks such as ENQA/EQAR, INQAAHE
- National accreditation agencies playing an international role (ABET)
- OECD-UNESCO guidelines
- Bologna Process
- GATS (General Agreement on Trade and Services) –Market Intrusion and Commercialization?
- Magna Charta Observatory (MCO) as a watchdog of academic freedom and institutional autonomy

CHALLENGES?

- All these developments and complexity put extra strain on our institutions to preserve the integrity of the university.
 - The balance between applied research and pure research.
 - Ethical values with respect to malpractice in education and research.
 - Declining state funds force the need for income generation on our institutions.
 - Intrusive quality assurance processes.
- Reconciling managerial efficiency with collegialism: Professionalism in running our institutions is a rising trend. Managerial efficiency is replacing our traditional ways of governing our universities.
 - A distinct type of executive leadership: Burton Clark's "academic core." Burton R. Clark, Sustaining Change in Universities. New York: Open University Press, 2004.
 - The challenge: How do we reconcile managerial efficiency with our traditional values and collegialism.

HOW DO WE MEET THOSE CHALLENGES?

Three levels:

1. Institutional
2. Local
3. International

INSTITUTIONAL LEVEL

- Internalization of the universal values that make our institutions very distinctive by leaders, academic and administrative staff and students is critically important in the operationalization of these values.
- This is one of the reasons why we (MCO) ask our signatories to post on their websites a symbol or a statement that they have signed the Magna Charta Universitatum. We believe that this will be a small but an important step towards the internalization of the values enshrined in the Universitatum. It will also help universities shield themselves from pressures coming from outside the institution.
- A good practice:
 - Sabancı University statement of academic freedom with reference to the values enshrined in the MAGNA CHARTA UNIVERSITATUM. See: http://www.sabanciuniv.edu/eng/?genel_bilgi/felsefemiz/akademik_ozgurluk_anlayisimiz.html

NATIONAL CONTEXT

- Each one of our institutions operates in a complex cultural setting that may or may not be supportive of our values. Our legal framework may be too intrusive.
- We are called upon to teach more students and perform better on research: To secure these states often impose a regulatory framework based on input controls rather than output controls based on performance.
- First question to ask ourselves are we ready for such a system of accountability and responsibility based on outcomes. This is the cost, if you will, of increased autonomy.
- The universities have an important role to play in leading to a paradigm change in their national contexts from input controls with decreased autonomy to a system of increased autonomy based on a system of accountability and output controls
- Another threat: rising incidence of corruption. Universities must take the lead; otherwise..... Good practice: Harvard and researcher Marc Hauser.

INTERNATIONAL LEVEL

- Given increasing mobility of students and faculty across borders, international intergovernmental regulatory framework is bound to flourish as well. The Bologna process is case in point. This may both be a threat and an opportunity. It will be a threat if the international regulatory framework becomes too intrusive. It will be an opportunity if it helps sustain universal values related to our profession and help protect the diversity of our institutions.
- Prof. Boaventura de Sousa Santos, a Portuguese sociologist, speaking at the annual Magna Charta Conference in September 15, 2010, posed pessimistic and optimistic scenarios.
 - o Bologna process may end diversity, “kill different flavours” and make our universities prey to international bureaucrats and ranking agencies.
 - o On the optimistic side Bologna process might help deal with academic conservatism, misuse of power by authorities, and use of academic freedom as a shield against change.

INTERNATIONAL LEVEL: NETWORKING

- International non-governmental networking between universities and international non-governmental organizations to disseminate and keep the universal values of good practice and higher education on the agenda of our institutions is critically important.
- Works of organizations such as Scholars at Risk, EUA, IUA, Magna Charta Observatory and other organizations promoting transparency are terribly important. Development of international codes of ethics and values and their dissemination is critical for the development of institutional autonomy based on responsible governance. The Magna Charta Universitatum is a case in point.
- Academic freedom and institutional autonomy are values that distinguish universities from any other organization that one can think of. Upholding them and guarding against threats to the integrity of our institutions is critically important for the generation of knowledge and the pursuit of truth.

UNIVERSITATUM AND THE OBSERVATORY

- Magna Charta Observatory and the Bologna process are often confused
- The Bologna Process was kicked off as an intergovernmental process in 1999 to build the European Higher Education area by 2010.
- The Magna Charta Universitatum and the establishment of the Observatory dates back to 1988: signed in Bologna by the Rectors of 388 universities from Europe and beyond in Bologna – a non-governmental process.
- It basically defends the cardinal value that the University's obligation to society and to the world community is to ensure scientific integrity and scholarly quality of education. The UNIVERSITATUM states that to fulfill this obligation, research and teaching in universities must be "morally and intellectually independent of all political authority and economic power."
- The Magna Charta Observatory is quoted in the preamble of the Bologna Declaration as providing the moral basis upon which the European Higher Education Area should be established by 2010.
 - o Activities of the Magna Charta Observatory: What Do We Do?
- Act as a repository of the idea
- Monitor and keep values on the agenda of higher education
- Network with other international organizations
- Publications
- Participate in conferences
- Be a part of reform efforts in different parts of the world if called upon

Prof.Dr. Satyendra PATNAIK
Rector, KIIT University, India



HIGHER EDUCATION – ISSUES AND CHALLENGES

Education is the act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgement and generally of preparing oneself or others intellectually for mature life. Education is the development of the special and general abilities of the mind (learning to know). Education, however, suggests chiefly the information acquired. It suggests an aspiration towards and appreciation of high intellectual and esthetic ideals.

If it is a process of imparting or acquiring knowledge then this process has been continuing since the dawn of civilization. Adults must have trained the young in knowledge and skill and this process still continues in many parts of the world about which I will speak little later. The evolution of civilization depended largely on the practice of transmitting knowledge.

What we know or discuss on education is just a part of the whole process. The part which can be called as Formal or structured education. In this we have a set pattern and we try to follow what has been given to us to teach the children and we evaluate them on the basis of their performances. Various levels have been fixed in this pattern of formal education. What is being taught to small children is categorized under Elementary education there after they are taught little extra in the same prescribed curriculums and that comes under Secondary education.

Post-Secondary or the next level of education refers to that learning which is imparted in post-school institutions, rather colleges and universities. This is precisely what we understand as Higher education. It is also called Tertiary education which collectively refers to the education level following the completion of school, hence colleges, universities, technical institutes, professional course delivery schools collectively are known as Tertiary institutes. This education usually culminates in the receipt of Certificate, Degrees and Diplomas.

There are agreements and disagreements about what precisely constitute higher education. Should it be only restricted to getting some Degrees, Diplomas. If so, then, what about non-Degree courses where students are trained for certain period of time and go out without a Degree or Certificate?

Since all these are beyond the purview of my talk, I would like to concentrate on what is the present global scenario in the field of Higher education.

Each one of us would agree that there has been rapid changes in every field and the world has now virtually under the grip of the most powerful economic order. Economic power has been determining almost everything.

With the growth of Information Technology, the higher education scenario is fast changing. Besides, the expanding role of World Trade Organization (WTO) in determining the trends of world economics, have cast its shadow on higher education.

Never before one could get information at the press of a button. ICT revolution has changed the way world behaves and thinks. Not only school children access the Internet for their homework, even academicians have started skipping libraries and taking notes. They have started accessing the Internet not just to read but to print or save or forward it to others. Class room teachings are on the wane. Teachers prefer to receive tutorials online which are faster in transmission and they get relieved by not reading a manuscript. Some teachers also put up their lectures which can be heard on-line. Both the faculties and students remain connected through email on which the students receive instructions and send their assignments.

Traditional Universities still continue with interactive classrooms. This helps developing a personal bond between the students and the teachers. On-line courses and chat-room discussions might sometime prove more rewarding than the regular class room interactions. It is individual perception. On line transaction and on-line interaction lack the human approach. The smell of the money while buying a thing physically and the feel of the warmth of your loved one, you derive from receiving a hand written letter from the postman can never be equated with e-mails or e-payments.

Human values and emotions have also changed because of globalization and liberalization of economy. Higher education is now a global business. The days of higher education being controlled and regulated by the state, are numbered. It is now more a commercialized affair. Since late 1990s the higher education market is growing by 9 (nine) percent a year. The Economist Survey on Higher Education way back in 2003, suggests that the annual fee income alone was estimated at \$30 billion. While private players have entered the education business, even government controlled Universities are looking for independence from government authority. Despite all these, many countries including India continue to control the fee structure of their Universities. In order to deal with the financial loss, most Universities openly are soliciting entry of foreign students. To attract foreign students many Universities have tailored their courses to international requirements besides appointing agents abroad and publicizing the offers widely.

In the entire process students are reduced to customers or clients. Globalization helped Universities to go beyond their geographical boundaries. US, British and Australian Universities are setting up campuses in many countries and by that they earn fabulously. Many Universities are collaborating or franchising to teach their courses under their brand name without getting involved in direct business of imparting education.

The idea of the student as consumer is rather a new and subversive concept. In the past centuries the customer in education had been the government, which wanted the nation's brains educated in the most useful disciplines and in cost-effective ways. Universities may have seen themselves as temples of learning. But today the system is facing a transition to what, in effect is a market and the change is definitely messy and painful.

NAFSA – Association of International Educators estimates that foreign students contributed approximately \$18.78 billions to the US economy during 2009-2010 academic year.

Similarly, as per the report from the Universities UK published in 2009, the annual contribution by overseas students to UK economy is estimated to be around £ 5 billion in 2008.

Education is a trillion Dollar industry worldwide. Education industry players, therefore, are attracted by the prospects of liberalization and globalization of the industry. These players, therefore, seek more international deregulations.



Private companies like Kaplan, BPP and Apollo group already run successful edu-business ventures. Kaplan is a big education company owned by the company that runs Washington Post. BPP has entered into deals with British Universities so that students enrolled into their professional courses can earn degrees from the Boston Post Graduate University. University of Phoenix, the first University to offer full time on line degree is owned by the Apollo group. Sixteen leading Universities including McGill, British Columbia, Virginia, Edinburg, Sweden and Melbourne of Australia joined together to set up a \$50 million joint venture called Universitas 21 Global – an online MBA School. This \$50 million project has been established in collaboration with a private company Thomson Learning a division of the Thomson Corporation. Even in India more and more corporate houses are opening up Universities and institutes of higher learning and those are doing well too.

With more and more business houses jumping into the business of Higher education, the fundamental question that arises in mind - Is Higher education a marketable commodity like a fast moving consumer goods product or is it a service like water or electric supply? Is higher education a commercial service or a public good?

These questions give rise to many more questions like what would be our most important role - Educating the young, Preparing and Transmitting Culture, Basic Research and Scholarship, Sustaining the academic discipline and profession, A Responsible Critic of the society.

While academic community in general would like higher education to be viewed as public good, WTO believes it is akin to 'Private Consumption' directly benefitting the consumer by way of higher income. The III Summit of Iberian and Latin American Universities in Porto Alegre, Brazil adopted a declaration in April 2002 stating education as a public good and requested their governments not to make any commitment on the issue within the framework of WTO. But the perception has been changing and higher education is viewed as a 'commercial service'.

Contrary to this, way back in 1998 the World Conference on 'Higher Education in the 21st Century : Vision and Action' held at UNESCO Head Quarters in Paris from October 5-9, attended by 5000 participants from 180 countries adopted an Action Plan for reforms in the field of Higher education. It adopted that Higher education shall be equally accessible to all on the basis of merit keeping in mind Article 26.1 of the Universal Declaration of Human Rights. It, further, declared that Higher education would uphold education's role of service to society.

While the academic community has not reacted positively to commercialization, yet the governments of many developed countries view it as an opportunity to expand their edu-business. Many Universities in UK are exporting services to Russia, Ukraine. Wi gan & Leigh has students in 26 countries including 10 campuses in India. Many British Universities have franchised operations and deals with other colleges and universities outside UK.

In the present scenario, India stands with definite advantages in its favour. Its Higher education Policy of 1950 has started showing signs of improvement. Doctors trained in India have been the backbone of the British Medical service. As per a conservative estimate in 2005, out of 140,000 graduates from IIT, nearly 40,000 went to US and they have been given the credit of creating 150,000 jobs and \$80 billion in market capitalization. In the second meeting of IIT Alumni in the US, prominent persons like Jack Welch of GE, Larry Summers, President of Harvard University and Tom Friedman, the Globalization Columnist of New York Times were present.

The States of Virginia and Maryland declared the month of May 2005 as IIT-Indian American Heritage Month. Besides, 55 US Members of House of Representatives co-sponsored Resolution 227 honouring the economic innovation attributed to graduates of the Indian Institute of Technology. Bangalore has more software engineers compared to Silicon Valley. The top 50 global IT service firms alone target India for quality manpower. In 2005, as per the Brain Bench Inc, India was just behind US in the number of certified software professionals though India's figure was 30 times larger than Germany and one hundred times than that of China's. Leading US IT firms have their CMM (Capability Maturity Model) level 5 certification in India rather than in US.

The high technology leadership of the US is now under the threat from India. It is no wonder then that IBM cut its job in the US and Europe and recruited more in India. It is surprising that in two years the Indian R&D centres of BELL laboratories, the world's largest research organization, filed more patents than the US labs. In 2006 in the month of August alone India announced 1312 applications for drug patents which is 25% higher than Germany and much ahead of Britain and Japan. Apart from R&D and scientific research, Indian commercial research market has further widened and many companies including the World Treaty have been outsourcing from India. Leading financial leaders like Mc Kinsey & Co., A. T. Kearney Inc. have shifted most of their research to India so also J. P. Morgan, Moral Stanley, Deutsche Bank, etc. In health sector, the story is almost same. It is expected that India will be earning 2 Billion Dollars a year by 2012 in health care. Indian Medical Schools and Hospitals have been receiving more than 150,000 foreign patients a year and it is emerging as one of the most sought after medical destination in Asia giving the best quality treatment with only 25% of the cost for the same in US and UK. Even in fundamental research India has been doing exceptionally well. GE has announced a huge shifting of research projects from US to India.

India has been moving forward very fast and the contribution of higher education in India for this boom has been tremendous. According to an analysis, world's outsourcing business currently is about 80 Billion US Dollars and India holds 90% of it. It is no wonder then, US President during his visit to India in November 2010 asked for job creation in his country through India's help. Despite all the advantages India has today, the country still stands at a crossroad. India still fight bureaucratization and government interference in its education policy. Despite limitations, India has emerged as a global education hub. Public spending on higher education has increased but as a vastly populated country, majority of Indians still are deprived of higher education. The scenario is changing but it will take time for a complete turn around. In this regard, I would like to make a point here that the university and its students come across many things and witness many situations which they feel to be wrong. It is their responsibilities to make these wrongs right by giving whatever time and skills they can offer, no matter how small the contribution is but it provides a source of fulfillment and empowerment to them as individuals and institutions.

It is true that economically the country gains by making University education commercialized but we still believe Universities must incorporate values and ethics in the curriculum. It seems impossible in the beginning but every once



Dr. Achyuta Samanta amidst 15000 tribal students of KISS. INSET: He also founded KIIT University, which is now a leading technical and professional university of India.

in a while an individual comes along with a vision - an idea born that challenges established practices. At first, the idea may be ridiculed; even fiercely resisted but eventually it is accepted by the mainstream. The man with this idea is someone, perhaps you would expect to be rich and influential but he was a frail looking unassuming young man, Achyuta Samanta without any financial or influential backing though with lot of dreams in his eyes. He founded KIIT University and emphasized on the integration of human values in the curriculum. Since its inception we in KIIT have been doing this and I am happy to inform you that we have successfully experimented this.

I take the liberty of introducing my University - Kalinga Institute of Industrial Technology (KIIT) and its social responsibility to the august gathering. This University started with just 100 US\$ way back in 1993. With Samanta's efforts and dedication, this University has come to be recognized as one of the fastest growing Universities of the country with huge infrastructure imparting quality education in Engineering, Medical Sciences, Dentistry, Law, Computers, Biotechnology, Management studies and many other subjects. In its national ranking this university has been placed ahead of many IITs (Indian Institute of Technology) and NITs (National Institute of Technology). Despite being a young University, KIIT has become the member of several important national and International bodies including the Association of Indian Universities (AIU), Association of Commonwealth Universities (ACU), International Association of Universities (IAU), Association of Universities of Asia and the Pacific (AUAP), Institute of International Education (IEE), University Mobility in Asia & the Pacific (UMAP), besides establishing bilateral relationship with over 50 International universities across the globe.



KIIT University - A leading technical and professional university of India.

However, the uniqueness of this University is not confined to education by way of imparting quality education alone but to support the vast majority of people living outside 'our civilization'. In order to create an equitable world sans poverty and ignorance, the university supports another institute also founded by Dr. Samanta in 1993, named Kalinga Institute of Social Sciences (KISS) where 15000 underprivileged aborigine children are provided with accommodation, food, healthcare and education from Kindergarten to Post - Graduation absolutely free. It gives me immense pride to inform the august gathering here that these 15000 children are drawn from the poorest of the poor families of underprivileged section of the society who continue to live in abject poverty and in relative isolation away from our so called 'civilized world'. These children have been excelling in all fields and they have proved that given scope they can out shine anybody and everybody.



Tribal students of KISS holding candle light prayer in solidarity with victims of 26/11 terror attack on Mumbai.

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The Founder of these institutions, Dr. Samanta has been getting lot of appreciations from all quarters. Many Universities across the globe have conferred the Degree of Doctorate (honoris causa) on him. It is a sort of recognition by those Universities which show solidarity with KIIT for this cause.

We in KIIT are committed to give the children a better life and groom them as the Change Agents of the society. We hope that within the next 15 years we can provide education to a million children. Though world organizations like UNESCO, UNICEF, UNFPA, US Federal Government have joined hands to promote KISS, we in KIIT voluntarily donate 3% of our salary to support KISS. I appeal to all of you to help and support KISS for making this world more livable by empowering the aborigines and making provision for their sustainable livelihood through education. The time has come now to know the challenges before us - what are our most important values, should it be confined only to Academic freedom, Openness to ideas, Rigorous Study and Research, or should it be only faculty governance and deciding faculty tenure. We need it all but more importantly we need to face the most important challenge before all of us. From our experiment we can say that the biggest challenge before higher education today is not creating financial wealth for the country but to enrich the human resources living beyond 'our civilization' thus we need to integrate human values in our education.



Tribal students of KISS in an interactive session with teacher in classroom.

Thank you for giving me a patience hearing.

Dr. Adnan TEKŞEN

Vice President of Yunus Emre Institute, Turkey



YUNUS EMRE FOUNDATION

The Yunus Emre Foundation is a public foundation established in accordance with the Law No. 5653 and dated 05 May 2007 with the aim of “promoting Turkey, its cultural heritage, the Turkish language, culture and arts; to develop friendships with other countries; to increase the cultural exchange and present information and documents for the benefit of all in Turkey and abroad and to establish the Yunus Emre Foundation in Turkey and the Yunus Emre Turkish Cultural Centres abroad”. President of Turkey Mr. Abdullah Gül is the chairman of the Founding Board of Trustees. The Board of Trustees, to which the Minister of Foreign Affairs presides, includes as members the Minister of Culture and Tourism, the Minister of National Education, the Minister of Finance, the President of TOBB (The Union of Chambers and Commodity Exchanges of Turkey) and representatives of the Inter-University Board and leading names in the scientific and arts community.

YUNUS EMRE INSTITUTE

The Yunus Emre Institute, established under the Yunus Emre Foundation, conducts all types of educational and training activities, promotional activities and scientific research and applications in order to reach the objectives of the Foundation. Among the objectives of the Institute is to conduct research for the improved promotion and teaching of Turkish language, history, arts and culture, to support scientific research by cooperating with various organisations and informing the wider public of the results of such endeavours with various publications.

Yunus Emre Turkish Cultural Centres

The Institute establishes Yunus Emre Turkish Cultural Centres to promote the cultural heritage, arts and culture of Turkey abroad and to extend the teaching of the Turkish language, activities which are in line with the overall objective of the Institute. The Yunus Emre Cultural Centres in Sarajevo, Tiran, Cairo, Skopje, Astana, London, Brussels, Damascus, Pristine, Beirut, and Bucharest continue their activities as do the branches in Shkodër, Prizren, Warsaw, Lima, Constanta. Activities are continuing in Bosnia-Herzegovina, Albania, Egypt, Macedonia, Kazakhstan, UK, Belgium, Syria, Kosovo, Lebanon, Romania, Poland, Peru and Germany.

At the Yunus Emre Turkish Cultural Centres, not only are Turkish language courses conducted for those who are interested in learning Turkish but cultural and social activities are also conducted between the two countries to strengthen ties. Among and alongside these activities are events and activities aimed at promoting Turkish culture and arts such as “Ebru” (marbling) and “Hat” (traditional calligraphy), exhibitions, concerts, conferences, symposiums, panels, book club/reading and discussion club events. Besides aiming to establish a bridge to increase cultural exchanges between the two countries through such activities as teaching Turkish and introducing Turkish culture, the Yunus Emre Turkish Cultural Centre is also a centre of interest and attraction to Turkish citizens residing abroad. Congruent to its main objective, the Institute continues to conduct activities, which preserve and promote Turkish cultural heritage, arts and culture nationally and abroad.

Yunus Emre Turkish Language Education Centre (YETEM)

Established under the umbrella of the Institute, Yunus Emre Turkish Language Education Centre (YETEM) coordinates the Turkish language courses within the Yunus Emre Cultural Centres in the cities they are located. YETEM is continuing its efforts to develop the “Turkish Proficiency Exam” (TYS) and also provides training for trainers who will be assigned to teach Turkish, supports the research and academic staff conducting studies in the field of Turcology abroad, conducts the Turkish Summer Schools and internship programs and establishment of the Yunus Emre Cultural Centre libraries. YETEM

has also undertaken the responsibility for developing textbooks, which meet the universal standards and the Common European Framework of Reference for Languages to ensure that Turkish is taught in foreign countries as a global language.

Turkish Proficiency Exam (TYS)

A “Turkish Proficiency Exam” is being developed with the aim of preparing a standard proficiency exam which can be administered easily universally and throughout the world in accordance with the “Common European Framework of Reference for Languages” to assess Turkish language skills (reading, speaking, writing, listening) of those learning Turkish as a foreign language. The first administration of the exam will be in 2011 and will provide certification in Turkish language proficiency for those wishing to continue their studies in Turkey and who want to work utilise their Turkish language skills in the work force.

Certificate Programs for Teaching Turkish as a Foreign Language

Certificate programs for Teaching Turkish as a Foreign Language are conducted at certain times during the year with the aim of training trainers and interns. The training is provided by teaching staff who are experts in teaching Turkish as a foreign language for teachers and candidate teachers who are graduates of related university faculties. Opportunities for internship are also provided.

Trainers working at the Yunus Emre Turkish Cultural Centres have the opportunity to gain expertise and to develop themselves further theoretically and in practice with the certificate and in-service training programs.

Libraries

The Yunus Emre Cultural Centres are compiling libraries within their establishments. Besides the fundamental books which may be needed by students learning Turkish, all libraries contain resource books about Turkish history, culture and arts alongside fiction, story books, poetry, atlases, albums, CDs and DVDs. In addition to these, all libraries contain promotional booklets and brochures prepared in different languages by the General Directorate of Promotion of the Ministry of Culture and Tourism providing information about the history, cities and geographical wonders of Turkey.

Support for Turcology Studies Project

With priority given to Turcologists, doctoral program students and post-doctoral researchers conducting studies about Turkey are invited to Turkey for a period of 6 months with the aim of providing the opportunity for further information about Turkish language, history, culture, economy and social structure through scientific, practical and firsthand experience. In addition, it is foreseen to provide post-graduate and doctorate study opportunities in Turkey for students studying in the Turcology Departments of universities abroad.

Yearly scholarships are provided for the students in the top 5 success rate and who are in need in the countries where the Yunus Emre Turkish Cultural Centres are established.

Summer Internship Programs / Turkish Summer School

With the Turkish Summer School Program, it is aimed to bring together different languages and cultures and to encourage the development of inter-cultural communication, interaction and cooperation.

The Turkish Summer School Program provides a good opportunity for successful Turkish language course students of the Yunus Emre Turkish Cultural Centre and students of the Turcology Departments in universities abroad to not only further develop their Turkish language skills which they have learned in courses provided by expert academics, but they are also able to participate in cultural events and get to find out more about Turkey, its people and culture with the visits which are made.

Internship Opportunities

The Yunus Emre Institute provides the opportunity for 3-month internships in Turkey and abroad for undergraduate students currently studying in areas directly related to social sciences such as linguistics, culture, arts and history or other such fields as finance, information and documentation management or human resources management. With such internship, the intern student would have the opportunity to gain knowledge in their field of study by taking advantage of all kinds of scientific or applied experience in the scope of the Institute.

Cooperation

The Yunus Emre Institute signs protocols with various organisations and state and foundation universities in Turkey and abroad in the scope of the Institute’s areas of activity and its objectives.

Such protocols encompass various collaborative operative initiatives as assigning teaching staff to the Turkish Cultural Centres already established abroad, establishing new Turkish Cultural Centres, providing support for Turkish language courses, establishing libraries abroad to promote Turkey, bringing foreign student to Turkey and Distance Turkish Language Teaching programs.

Prof. Claude-Louis GALLIEN*First Vice-President of FISU**Emeritus Professor – University Paris Descartes*

GLOBALIZATION, POWER and HIGHER EDUCATION EXCELLENCE IN UNIVERSITY PROFILES

Abstract

Global consciousness, ethics and culture represent a necessary condition for world stability, sustainability, wealth and peace. The last four decades appear as a period of dehumanization in which the political, financial and economic powers have brought physical and intellectual misery to individuals and communities, and have exhausted the regeneration capacity of the planet in terms of natural resources and environment.

A restricted number of decisioners are the major actors in the dynamic of globalization. They have not received the proper education that would enable them to understand that the extension of risk is consubstantial with the globalization of the industrial economy. The traditional elite university model, based on partitioning of disciplines and focusing on technology and economy with little reference to the human values, has failed. Endogenisation of ethics in the higher education of young people is the main challenge our society must meet to survive in the near future. Culture and sport shall play a major role in higher education, as a part of transdisciplinary research and educational university programs conveying ethical values to students, who are the decision makers of tomorrow.

Asia and Europe have demonstrated their ability to meet the highest technological challenges and they are the heirs of great millenarian cultures; as “partners in civilization” the universities of the “silk road” are in the best position to initiate a revolution in higher education at the world level.

Key words: competition, culture, ecological balance, economy, education, ethics, global consciousness, globalization, risk, sport, technology, transdisciplinarity, university.

After the first world war, modern « developed » societies were built on two competing politico- economic systems: socialism in the autocratic Eastern states, capitalism in the representative democracies of the West. Economic power was, therefore, based on actual material capital i.e. access to raw materials and control of manufacturing industries. It was also subjected to close regulations by national states.

The so-called post-modern period (1970-1990) refers to a universe where it no longer seems possible to organize the world or the cultural form which represent it, into a hierarchy (1). Post-modernity is characterized by the putting into perspective of established values and the development of a neo-liberalism which is no more than a new incarnation of classical capitalism, a « third generation » capitalism which is more powerful than ever (2). Liberal society does not altogether abandon the idea of referral to values or norms but it is subjected to a varied choice of alternative standards. Post-modern liberalism advances a sort of « negative liberty » characterized by the rejection of individual constraints. This negative liberty generates a tendency towards deregulation and the abolition of codes whenever it is not accompanied by a « positive liberty » (wisdom or ethics), to prevent liberty from being transformed into an abuse of liberty.

Globalization: The last decade of the 20th Century, marked by the collapse of the communist bloc, is that of globalization, which signals the end of the modern (and post-modern) period... as well as, for some people, the end of history!(3). Globalization is certainly not a new phenomenon; it is a universal tendency which clearly manifested itself during the course of the last three millennia through the spread and the mongrelisation of language, literature, music, culture, sport, science and technology as much as by the exchange of consumer goods. As early as the 18th Century, at the dawn of the first industrial revolution, Adam Smith had already laid down the principles of an international economic liberalization (4). In the 21st Century, however, the world was confronted by infinitely more radical changes than those which accompanied the development of the industrial era. Globalization is now inextricably associated with the explosive progression of information and communication technologies (ICT), which has resulted in an accelerated internationalisation of the economy, the establishment of an integrated capital market and the spread of capitalistic market conditions.

Globalization is a fact which brings with it certain undoubted advantages. Care should be taken, however, to ensure that it does not become an ideology which institutionalizes relations between the globalisers and the globalised. When Thomas Friedman (5) (6) argued that globalisation had led– paradoxically – to a flattening of the world, he feigned to ignore the fact that this “flat” global world is particularly craggy, topsy-turvy and uncomfortable for more than three billion of poor people who survive on less than 2 euros a day. Substantial human groups and numerous regions are left behind by the global market and, even in the most privileged areas, not all groups benefit to the same extent from globalization (7). It is not, therefore, surprising that it leads to increased inequality in standards of living through the unequal distribution of goods (8, 9, 10). In developed countries, globalization leads to a latent political crisis, related to a deterioration of public confidence in the will and the ability of the system to respond to social needs, to put in place a different work structure and a new method of distribution of benefits. This crisis also reflects the growing power of banking capitalism and the arrogance of large international corporations which promote a stampede towards over-production, excessive consumption, over-indebtedness and waste, at a time when the exploitation of natural resources is growing at an exponential rate (11) to the point where it is endangering the ecological balance (carrying capacity) of the planet. In the lesser developed countries and even in some “emerging” countries, the disquiet and frustrations aroused by globalization are giving rise to a retreat into identity groupings, fundamentalisms, integrisms, communitarisms, nationalisms, and, recently, revolts or revolutions. Overall, globalization is seen as emanating from an international plutocratic system (government by the rich for the rich), which normalises inequality in the name of a convenient « moral code » and which makes profit an alternative to ethical values.

Power: A new world order is in the making, a cyberworld (12) in which economic power is still, quite naturally, rooted in commodities and industry, but where an abstract intangible capital, organized around individual talents, know-how and the ability to come up with innovative ideas (13) is tending to replace actual material capital in the major criteria for economic dynamism. In this unprecedented context, if the individual can exceed the institution and if personal interests can outweigh the common interest, the question arises as to who exercises real power ? The essential powers are now shared between nation states (eventual power of regulation), major international financial groups and transnational conglomerates (power of influence, decision and control). It is also increasingly delegated to a limited number of individuals with direct access to technologies of information and communication. Those individual decisioners, without adequate supervision and with no regard to the long term, can call on the enormous potential of new computer technologies (400 000 billion mathematical calculations per second!) to go straight from plan to implementation; it means they are the major actors in the world dynamic of decision. Following a first alert in 2001, banking capitalism, which gambled on speculation and virtual operations, setting its own rules as it went along and largely avoiding control mechanisms and institutional regulation, provoked a general financial crash in 2008, then an economic disaster (2009), then serious social difficulties (2010), the consequences and duration of which cannot yet be measured.



The simultaneity with diverse “megashocks” or “megacrisis”:

- natural (Australia bushfires and inundations 2009-2011),
 - industrial (BP platform “Deep water horizon” – 2010)
 - or combined (earthquake/tsunami/Fukushima nuclear plan - 2011),
- reminds us that the extension of risk is consubstantial with the globalization of the industrial economy, and not just the single result of a clash between nature and man (14). In fact, it appears that the actual decisioners of the globalization have not received the proper education that would enable them to anticipate, to assess, to cope and to respond to risks.

As Smith had pointed out in his founding study (4), economic liberalism becomes incoherent when it ceases to be underpinned by ethical values, responsibility and realism. Beyond economic and financial logic and that of the « almighty » market place, it will be essential for the decision makers of tomorrow to reconcile economic competition, social responsibility, risk understanding, global conscience of man in his environment and ethics (15).

Higher education - In the original meaning of the term, the University – Universitas magistrorum et scholarum – corresponded to a corporate group of masters and students, united by a specific set of privileges, rights and obligations. The first institutions which corresponded to this definition were the centres of higher learning - studium generale – set up in the middle of the medieval period with the purpose of preserving a body of knowledge comprising acknowledged truths, and passing on codes, values and established traditions.

Traditional University profile – For a long time, the University remained a system having little contact with the outside world. It developed, however, a project for research and teaching in which the production, dissemination and discussion of knowledge gradually superseded the accumulation, conservation and handing down of such knowledge. This vocation made claims to excellence (higher degree of ability). Its implementation relied upon a clear segregation of the increasingly diversified disciplines (multidisciplinarity) and a narrow specialisation at the heart of each of them, which implied a regrettable loss of perspective of the interaction between disciplines (no or little transdisciplinarity).

At the end of the 20th Century, the shortening of the shelf-life of knowledge led to the need to hurriedly interconnect the established knowledge bases with recent discoveries. In effect, we moved from a pedagogical society to an educational society, in which strategies for positive reaction to new situations would be more important than the memorisation of facts (7, 16). The student could no longer be thought of as a “recipient” to be stuffed with diplomas. He or she must be prepared to confront a society which demands high standards of professional skills (know-how); and must also strive for fulfilment as an individual in his or her social environment (self-seeing knowledge).

Competitiveness and “elite” profile – The internationalisation of structures, programs and diplomas, as well as the growing mobility of researchers, teachers and students, intensifies the competition between higher education establishments worldwide. The notion of excellence is at the heart of this competition. The universities which offer the most attractive courses, have the best facilities and the biggest budgets attract – or hold on to – the best known researchers, the best teachers, and the most talented students. Since 2003 (first ranking established by the University Jiao Tong in Shanghai), the « criteria of excellence » have been defined allowing the classification of universities. The methodology clearly favours the “useful knowledges” linked with “effective powers”, to the detriment of larger educational projects (17, 18). It appears that two main types of establishments can be distinguished (19) : the « elite universities » (ranked in the top 100) and... “the others”, some of which (ranked in the top 500) can nevertheless be considered as very good universities in world globalization terms.

Most of the elite universities are located in North America, in Europe and in Asia. More than half the universities considered as the best in the world (Top 100) are located in the United States of America. The governments of some emerging states which are determined to raise the level of their international prestige and to invest in the economics of knowledge and intangibles, have recently launched a regeneration program providing for significant funding for creating elite universities. Some universities of high international standing have even begun to set up « satellite » or « franchise » establishments in the emerging countries with the most resources in order to guard against any possible competition and thus maintain their monopoly on excellence.

The elite universities are fully committed to the concept of globalization; they are privatised or very substantially autonomous, enjoy considerable financial support (20) and operate strict admission selection. The educational and research project of these establishments is aligned to the notion of “market laws”, it insists on exact sciences, advanced technology, economy and business management. The programs give also a part to cultural expression and sport, but the United States of America which is currently the reference in the field of elite higher education profile, broadcasts an “American culture” (cultural industry, recreation, entertainment) which refers to a “culture of globalization”, and promotes a “prolympic sport” fully integrated into the globalization process, giving priority to performance (in both the French and English meanings of the term, exploit and show), economy, media exposure, excessive medical issues.

Unbalanced and well balanced profiles: The actual world best ranking universities proposes an unbalanced model which embodies the efficiency and instantaneousness to meet the requirement of globalization:

“One **IS** by what one **DOES**”

We see, in fact, that « Universities, today, produces cohorts of brilliant barbarians ! » (21). Within this number of “brilliant barbarians” ignorant of ethical values and devoid of any global conscience of humanity and its environment, are the decision makers which tipped us into a succession of megacrisis from the beginning of the 3d Millenium.... Because the actual students will be the decision makers of tomorrow, the future of our societies rests upon the effectiveness of our higher education system. The time has come to make a educational transition, by rethinking certain choices which determine current elite university policies and by building an innovative and well balanced university profile, which shall embody the sum of scientific wisdom, and general humanist culture to meet the requirements of global consciousness:

“One **DOES** by what one **IS**”

Alternative profile of “excellence” in higher education – A new profile of excellence in higher education has to reflect the needs, the constraints and the concerns of globalization; nevertheless one would have to be very naïve to claim to anticipate future events based exclusively on our knowledge of the past and the understanding we think we have of trends and schemes that are being shaped today. It is entirely legitimate, to foresee and prepare for the future: in that case, we must consider what is probable. But the future lasts a long time and it is open to an extraordinary diversity of possibilities subject to great uncertainty. Louis Armand, engineer and “philosopher of action”, warns us against overly simplistic analyses (22): “There are two negative attitudes with regard to the future. The first consists of ignoring or underestimating the movement, and the second, which is more commonplace, insists on believing that tomorrow’s world will be a direct extension of the world in which we live. We start with what is new in the world today and, out of laziness, we imagine that evolution will correspond to the fulfilment of these trends. In fact, the new aspects of what is new today must be identified to predict the effects that they will have and, particularly, the inevitable changes in social structures. Expressed in a more mathematical way, this is equivalent to saying that we must be concerned with acceleration as much as with speed, that we must now go beyond static thought to thought in movement, but in addition, and above all, we must imagine that this movement is not a uniform straight line, but varies in speed on a twisting path. What is important in preparing for the future in the long run is to reduce the dimensions of uncertainty by finding the means to dominate change and point it in the desired direction”.

The university programs shall permit students to develop responsibility and accountability, together with a vision and understanding of themselves and of the world in which they will have to take decisions of ever greater consequences. In this context, transdisciplinary methodology in academic programs, risk management, and the endogenisation of ethical, cultural and sport values in research and in teaching become necessities.

Transdisciplinarity: The principal evil that affects knowledge is the closure and compartmentalization in isolated and scattered academic disciplines becoming the matter of experts working on specific problems. University dominantly transmits an education of subset and partial analysis, it does not provide the methodology of linking subsets with the set structures, and students are taught neither synthesis nor binding.

Transdisciplinarity is different from the “interdisciplinarity” or “pluridisciplinarity”. Transdisciplinarity science methodology is not to juxtapose or stack knowledges, but to bridge them and make the whole of them nourished on the spirit of each, i.e. create a synergy from various disciplines in order to understand, interpret and act on complex problems, as presented by Morin (23): "When I say complex, I refer to the Basic Latin sense of the word *complexus* : what is woven together. The components are different, but look like a tapestry in the whole figure". More than a particular scientific knowledge, transdisciplinarity targets the complexity of the problems to be solved, and brings a scientific wisdom.

Risk management: Risk is also an essential concept to be considered in our paradoxical society, which on the one hand proclaims the “precaution principle” but, on the other hand, bases its development on high-risk technologies. The notion of risk is rarely taken into account in our educational structures, particularly in higher education (14). Not only do the actual programs not favour a reasoned approach of risks, but they also seem to admit that students enter university to obtain reassuring certitudes, and that all what is uncertain, left to chance and risky is an undesirable destabilising factor not to be developed. Therefore, in our educational systems, students are very rarely explained that certainties are temporary, and that they are built on a series of multiple hypotheses – although it is the basis of every scientific thought process.

The study of a risk does not make any sense if it remains isolated from its context and without considering the long term issues. In the compartmentalized academic programs, risks of every nature are never approached in their ethical, social or economical dimensions; they are hardly discussed and debated with opposition of different views. Therefore, it is the role of the University to demonstrate, with examples and precise data in support, that emotional, psychological and cultural aspects can bring a distorted idea of how to estimate a risk. The University has the advantage to be able to deal with these problems with a certain hindsight, to track their causes and history, even if this history is recent, and to feed the analyses with diversified and contradictory data. This must enable the student to become a responsible citizen, capable of tackling the appearance of new problems with a critical mind, but also to become a leader, who is able to make decisions on difficult complex issues.

Ethics: Normative ethics pretends to propose standards that regulate right and wrong social behavioural conducts. However, ethics does not claim corresponding with the absolute best social behaviour, but to the best possible social behaviour at a given time. In that, it is open to some flexibility which makes it rather different from “Moral”, which revendicates the knowledge of an absolute good and evil, and the rules that have to be respected to have everything as it must be.

Ethical standards must be increased among students as future decision makers, simply because ethics is a necessary condition for any system optimal at the individual, institutional, corporation, national states and international sphere levels (24). However, since ethics “is soluble in time, space and casuistic...” (25), and must consider the situation of various actions together with their controversial issues, it shall not be studied as a well defined and isolated specific academic topic. Ethical values must be endogenized in all the academic disciplines as part of a transdisciplinary program, so that students will be prepared to analyse the applied ethical issues in complex and overlapping topics such as biomedicine, business, environmental concerns, social policy.

Culture: The individual culture is the process by which man builds himself by developing a complex set of knowledges, beliefs, arts, ethics, laws, traditions, and sport practices. Collective culture helps to create a lifestyle, a specific "spirit " which are the roots of a civilization. It is a heritage, but it is mostly a perpetual motion; culture is becoming, exchange, sharing, enlargement and loss (26). Deciphering the past and diversity of the human civilizations is essential to understand the present world and imagine its future.

The actual decision makers promote unified “global cultural criteria” as universal values and elite universities programs do not refer to the rich cultural diversity of humanity.

An alternative university project would be to integrate cultural and physical education in academic programs, with a transdisciplinary and participatory approach and a continuing obligation of excellence in every way (excellence in mind and body). Combining sciences, arts and sports would promote and foster a spirit of curiosity, originality and transversality, and make the students more active by arousing their questioning. This program should be developed

through partnership agreements between universities, museums and sporting clubs, and taking advantage of emerging opportunities for communication and exchanges offered by new digital tools.

Sportsmanship: Modern sport developed at the end of the 19th century when Pierre de Coubertin, in 1894, was able to breathe new life into the Olympic ideal (27). The “New Olympism” appeared as a magnificent allegory of modernity: non only the accomplishment of man, but the transcendency of humanity (28). The Coubertian sport project corresponds with what we may simply call sportsmanship, an ethical lifestyle inspired by fun based competitive game, played in the freely given consent to the respect of rules, fair play and exemplarity. Sportsmanship is constructed around :

- an educational project founded on the values of excellence, risk management, decision taking (29) (30),
- a public health project making reference to hygienic lifestyle, wellness, prevention and therapy (31),
- a societal project developing global consciousness, with the common interest always taking prevailing over private interests.

Being both actor and target in a process of moral relativisation and economic globalisation, Coubertin’s olympic ideal has, since the 70s, felt the full force of the demands of new technologies, media, commercial and financial interests, procedures and ideologies. The values attached to sport, the place occupied by sport in society, attitudes towards sport, sporting policies, the organization of sports and everything which can be commonly referred to as the spirit of sport has been profoundly affected by this phenomenon. Sport, which in the 20th century was perceived as a major element of public service is now being drawn into the logic of globalization that tends to overtake the concept of general interest. Reduced to the dimensions of a business, “pro-lympic” sport appears mainly as a consumer product.

By contrast, the FISU model of University Sport still refers to the values of sportsmanship. In the context of an alternative university project, the full integration of University Sport within transdisciplinary programs appears to be an element that is likely to maximise the potential personal behavioural capacity of the students in the direction of efficiency, creativity and innovation. Conceptually we refer to University Sport major contribution to the main objectives of the universities as beeing:

-a *school for knowledge*: Through participation in physical and sport education, associative life and volunteering action, University sport permits students to acquire a practical approach and formation in various matters such as sport management and engineering, economy, finance, administration, law, human intercourse, public relations, communication, organizing, coaching...

-a *school for know how*: University Sport brings an appreciation of economic development, improving the productivity of the workforce, increasing economic output, adding positive global and cross-cutting production capacity.

-a *school for excellence*: Sport carries an image of excellence and might be considered as giving “prestige” to a university. University Sport might be considered a way to make university life more attractive. University sport can be an aim, or a tool, for fundamental or applied medical, scientific or pedagogical researches in universities.

-a *school for social knowledge*: University Sport favours social bonding, encourages integration and dialogue, brings people together, teaches respect for partners and opponents, the rules and the referees, offers a celebration of diversity and the appreciation for intercultural contacts.

-a *school for self beeing knowledge*: University Sport contributes to individual development and teaches self control, self esteem, integrity and individual responsibility.

-a *school for a healthy life*: University Sport brings health benefits, such as good physical and mental conditions, emotional intelligence and good balance of the “self”; it has a positive impact on diet improvement and contributes preventing diseases and accidents.

-a *school for innovative decision makers* - Sport teaches management of strategic long-term objectives through control of informations and resources. Sport develops capacity for thinking in a creative way, capacity for solving problems, capacity to deal with defeat as well as with victory, capacity to anticipate and manage the risks. Sport is a constructive outlet for energy and emotions.



Revolution in higher education – Now if we accept the idea of an authentic transdisciplinary education for students, there is none the less an important question to face. How will universities implement it ? For there is a wide range of aspects to deal with, such as educational choices, supervision, staff, tutorials and all requirements for students to benefit from an adapted physical and intellectual instruction instead of the impoverishment globalization is imposing in today's world. A practical and yet all embracing structured program is crucial. It will have to link with the basic know how of all previous teachings, but also with higher expectations thanks to the complex relations with different courses such as scientific studies, arts, cultural studies, sports, vocational education, all that should be engaged. It is essential to get rid of the different constraints paralyzing all educational innovation with the establishment of modern ways of teaching and new methods for the management of human resources. Links with associations, museums and clubs should be activated within and between universities along with an interest for all international relations and e-learning possibilities. Finally, in the era of satellite television, the internet, blogs, social networks, multifunctional cell phones, and other « nomadic » systems of information and communication, the notion of education goes far beyond the confines of the school, the university or the family unit. The media have become a favoured tool for a certain type of popular education which could reinforce the impact of a modern and dynamic university system ... but which could also, if one is not careful, contribute to a substitution of mediocrity for excellence! This media-led educational project must be taken into account when defining and drawing up an alternative university project.

The affirmation of Asia on the international scene, with its five thousand years of history, and the fact that it recognizes Europe, which has itself a prestigious cultural power, as a “partner of civilization”, highlights a worldview that is not that of the global thought, but of the cultural diversity (32) . The integration of Asian thought (nondual, impermanent, cyclic, morphologic) and European thought (dual, permanent, linear, teleologic) can be fertile, as well as teaching the “how?” can be coordinated with teaching of the “why?”. Asia and Europe have demonstrated their ability to meet the highest technological challenges and they are the heirs of great millenarian civilizations, which gives them a huge advantage in the educational competition. The universities of the “silk road” are in the best position to play the winning cards of transdisciplinarity, ethics, culture and sport to initiate and take the leadership of a revolution in higher education at the world level.

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PROMOTING THE FUTURE OF THE ESRUC CONSORTIUM AND OF AN EURASIAN MODEL. WHERE WOULD I START?

To contribute to this second ESRUC meeting, I shall try to address the question: on the basis of your experience in the West, what would you do, or where would you start, if you were to carry out the mission of this conference: “Building Bridges in Higher Education, seeking for an Eurasian Model and Developing the ESRUC consortium”? The question, the mission, is therefore threefold: to build bridges, to define a model and to develop the ESRUC consortium. here are my humble reflections and tentative answers:

1. Building Bridges

To this effect, I think that there are three major points to address. The first is a basic, preliminary need: to develop language skills that enable students, researchers, professors to communicate, create bonds, even friendships. If communication is difficult, it will be almost impossible to build relations and to work together and learn together. We see this happening frequently with many students visiting from the Far East. To develop language skills requires an effort by the Educational System and the society as a whole, but Universities can give an important contribution, like providing supplemental training in languages. In the West we accept (not without reservations and obstacles) that English is the “lingua franca” of science and therefore if you can communicate at least in English you can interact without too much trouble in any country. In fact, the European Union now recommends that young students should become proficient in three languages: their own native one, then English and then one other European language of choice. I think that this model is sensible; in the Eurasian region, the selection of the second foreign language might be different and I suspect that Turkish might be a strong candidate, but of course a sufficient proficiency in English is the priority. The second point which is necessary in order to build bridges is to promote mobility of students and teachers in the area. Here I would take inspiration from the ERASMUS programme which has proven so effective and useful in Europe. A starting point could be to promote information on the ERASMUS programme in those countries of the Eurasian area which have not been touched by this programme yet, in order to understand how it works, the strategies, what we have learnt in years of implementation. I think that here the problem is not of inventing something new, but rather to adapt the European approach and experience to the specificities of a different area. Of course there are financial costs and this is something to be considered carefully; I can imagine that a different way of providing support should be considered for the Eurasian area. In the future, who knows how far or how near, the two systems, European and Eurasian might even merge and work together. The third point, which is linked to the one above, is the necessity to have a system to recognize the value, the credits, of the study done abroad. Again, the experience of the European Credit Transfer System, ECTS, is largely satisfactory and could be an inspiration for the Eurasian area. This is an important point, otherwise the student who knows that his studies abroad do not count for his academic career is certainly less motivated to make an experience in mobility.

2. An Eurasian Model

I find it very difficult to imagine the features of a Higher Education System which is specific to “Eurasia” and therefore different to the known systems. This is of course due to the fact that I am European and I can see well the pros and cons of our system(s); with some effort I can understand the other western systems, but certainly do not know the various approaches of the Eurasian area. My immediate reaction therefore would be why not just try and harmonize the systems according to what has been proposed in the Bologna Process? Even if this approach is not without criticism, it has been widely adopted. In order to see if there are reasons that justify a different approach in this area, I think that there is a lot of work to be done, starting from an analysis of the local needs, the aims, the differences (economic, political, etc) that exist in the area. This is the kind of task where ESRUC could give invaluable help. Some issues that have to be taken into account are also whether the Higher Education system is mainly public or mainly private, whether the aim is at mass education or a more elitist approach and also whether we are thinking of comprehensive, generalist, large Universities or we are dealing with the more focused, smaller sized Universities. Since the two approaches apparently co-exist everywhere, this will be another problem for harmonization. However, even if the task of defining an Eurasian Model is difficult, one point which is much easier as a start is that of concentrating on the definition of standards. No matter what the system is (public, private, large, small, comprehensive, focused, etc) perhaps it would not be too difficult to agree on a definition of standards. Several of them, starting from the logistics, to the input features, the outputs, the system mechanisms. It should not be too difficult to agree on voluntary standard entry examinations and/or final examinations. Through student performance, we could learn a lot about our students, define our objectives better, make comparisons among the different universities of a given country (or even among different countries). I am not so naïve not to understand that there would be resistance to this approach (it happened here in Europe too) but I am sure that this an obligatory step for the future. Evaluations are difficult to accept and to make, but even if we refuse to do them in a formal way, they are done informally by the students, the society, other countries. We cannot avoid them, so I suggest that we may as well deal with this aspect, carefully, prudently. With a positive aim, of course: in order to learn and to develop a policy and to plan improvements.

3. To develop the ESRUC Consortium

Although a very important point, this an easier question to answer, since there is already a pointer in the conclusive remarks of last year’s conference. It has been agreed already that ESRUC should be a permanent organization, of which the founding members take the responsibility of its development and that the focus of the organization should be the development of a policy, of academic collaborations and of joint activities. The general guidelines are therefore already there; the point is to consider how we can carry them out. It is more a problem of methods and strategies rather than of aims. Here again I should focus on three main areas: the first one is to work on defining a series of goals and a schedule, a timetable. According to the goals I should establish task forces: this is an effective way of working collectively and a way to motivate and involve a larger base of members of ESRUC. This approach has been extremely effective in the Coimbra Group network, for example. A number of task forces could be considered, for instance: Language skills, Mobility, Harmonization of systems, etc. A second initiative should be to approach and establish relationships with the other international associations or groups whose experience may be useful to ESRUC. Here one could consider the Coimbra Group, the European University Association, the EPUF, etc. I think that such contacts are useful for both understanding the European associations better, but also in order to become recognized by the Europeans as an organization with similar aims. Finally, a proposal which might be controversial, but which I believe that could be effective in developing the quality of the Universities of the Eurasian area. We all have several of the usual academic agreements which are so common, but which are also often of little effect. The reason is that these agreements allow exchanges, etc but of course do not include a commitment to help. I am therefore suggesting to think of a sort of “buddy system”, where one University from the ESRUC group makes a special partnership agreement with one European University. As I said, this type of agreement should be different from the usual because it should be based on the wish of the European “sister University” to help the Eurasian “sister” to develop. The goal would therefore be not only to allow exchange of students, etc. but the wish to make the “sister university” grow better and successful, with the common setting of goals, activities, etc. An initiative which requires a strong basis of good personal contacts, a degree of idealism, an attitude of being able to obtain academic satisfaction from the successes of the partner. A different, perhaps difficult approach but one worth trying in this age where we all depend on each other and where successes are rarely if ever individual.

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**TO THE FUTURE**

The academy represented by me dates back its history as an institution of higher education in 1940 when Sterlitamak Bashkir pedagogical vocational school was transformed into Sterlitamak Teachers' Training institute aimed at training teachers for school. Later on the status of the institution changed several times. At present the academy represents a significant educational and scientific centre of a southern region with the population of about 1 m/n people.

A comparatively small number of students (about six thousand people) is trained in the academy, however the spectrum of specialties and trades is impressive.

The training is held on 7 faculties (Pedagogy and Psychology; Mathematics and Natural sciences; Bashkir Philology, History, Philology, Technology and Enterprise, Economics and Management) in 40 educational programs in 5 trades of training specialists of higher professional education (Education and Pedagogy; Physics and Mathematics sciences; Natural sciences, Economics and Management specialties) being given qualifications of specialists and bachelors.

In 2011 enrolment takes place in 61 educational programmes, 28 of which are full time, 33 are part time.

Stating itself as a pedagogical institution of higher learning and training mainly teachers many other specialists are graduated from the academy, for instance: system programmists, physicists, biologists, historians, journalists, managers. The academy provides post-graduate training in 17 specialties where 175 people are taught. The academy is a co-constitutor of a dissertation board in Russian Literature.

Educational process is provided by qualified instructors with the high level of scientific background.

The academy currently employs 76,1% of instructors including Doctors and Professors – 10,5%

34 Doctors work full time, 22 Doctors work part time.

In 2009 – 2010 there were 5 doctoral and 25 candidate theses defended. 13 research laboratories function at the Academy now.

Diverse scientific investigations have primary trends and form acknowledged scientific schools. Among them there are:

1. System of education: history, general education, the Higher school.
2. Methodology and methods of higher professional and school education.
3. Up-to-date state and development of pedagogical psychology. Social psychology.
4. Equations of mathematical physics and differential equations.
5. Electric, magnetic and thermodynamic characteristics of multicomponent solids, liquids and gases.
6. Up-to-date state and prospects of chemical production in the conditions of the regional industrial development.
7. Natural Bashkortostan and Ural ecosystems. Nature conservation. Human ecology.
8. Theoretical problems of Bashkir and general linguistics, study of literature in polylinguistic surroundings.
9. Problems of language and speech units analysis.
10. Aesthetic and sense raising functions of fiction.
11. Social and political history of society.
12. Social and economic problems of the development of society.
13. Developing into scientific world outlook.

- information resources: 570000 titles of books, 900 computers, about 500 Internet terminals.
- training and laboratory base: there are 7 buildings with area of 53231 square meters. 53 contracts with enterprises, institutions and organizations give opportunity to students to get different sorts of practices.
- supporting measures directed to the students:
 - 60,8% of students get academic scholarships;
 - 15,4% of students get social scholarships;
- rendering material help to the students who need it;
- autographed scholarships: Federal (RF President, RF Government), republican (RB President; named after Akmulla; named after Babich), municipal (Sterlitamak City Administration), Academy's (named after Zainab Biisheva, Academy's Council);
- units of social appointment: 3 hostels (for 1500 students), canteens and buffets in each building and in each hostel, stadium, health-centre.

A high potential of the Academy, its authority in the professional medium provide the opportunity to join the Bologna process.

Three years ago we began to realize a multilevel system of higher professional training, and in 2011 a new enrolment will be organized according to this system in full. Positive expectations are also connected with the fact that really substantial preparatory work has been done: necessary documentation has been made up, educational and methodological sets have been developed, students' knowledge estimation has been done experimentally in the form of mark and rating system, etc. Ordinary practice is quality control standards of students and doing so it has become possible to optimize training and get objective results.

Educational innovations take priority in academic process. Among them:

- Internet, occurring everywhere; collaboration with Russian State Library is very important for us;
- mass usage of electronic aids, and electronic versions of Academy's printed editions;
- multimedia educational effect. There are special laboratories of each specialty;
- methods of active training (problematic, role play, business-like play, social and psychological training, methods of design and graphic tasks solving).

Partner relations with other schools of higher learning and scientific centers have taken new forms. We collaborate with 17 Russia's universities, 8 academic institutions. There are also certain achievements at the international level, for example:

- collaboration with Gazi university (Ankara, Turkey);
- collaboration with State Educational Institution "Republican Ukrainian Theoretical Lyceum-Complex of Tiraspol university (Tiraspol, Republic of Moldova);
- collaboration with "Mozyr State Pedagogical University named after I.P. Shamyakin" (Republic of Belarus);
- the programme of universities collaboration in the states of Illinois and Arkansas (Little Rock): a curator is A.I. Filippov, professor, head of the chair of theoretical physics and methods of physics training, who works in the USA for a few months annually.

Leading scientists both home and foreign ones are regularly invited to deliver lectures and conduct research of post-graduates. So, professor Kamal Kandi Nandi (Republic of India, North-Bengal University) works as a professor of theoretical physics for more than 4 years.

Speaking more thoroughly about cooperation with Turkey in the framework of the agreement with Gazi University we share students for more than 2 years. The students of our Academy get acquainted with the language and culture of Turkey, as for Gazi representatives they in their turn get acquainted with our culture, broaden their outlook. Such students exchange is important not only from the point of getting educated and acquainted with culture, but from the fact itself that putting a person into quite new surroundings helps him or her in the development of themselves as personalities, helps to broaden their outlook, to meet hardships of life more easily, he/she becomes more independent, wishes to achieve much in life. There are many examples when people who have got education abroad, in Turkey as well, achieve greater success than the graduates of their home schools of higher learning and that is not the point of good education. They may become famous statesmen, managers of different organizations, business structures and simply good specialists, but the main thing that unites them is that all of them are directed toward success.

Our Academy has great plans, and in the framework of the present educational system our nearest perspectives are aimed at getting of:

- licences for new bachelor programmes;
- licences for master programmes;
- opening the dissertation board of our own;
- offering a doctoral course of learning;
- developing innovative academic technologies, distant education in the first place;
- integrating into home and international educational sphere.

Sterlitamak State Pedagogical Academy named after Zainab Biisheva looks ahead with confidence.

Prof. ANM Meshquat UDDIN

Vice Chancellor, Southeast University, Bangladesh

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PUBLIC-PRIVATE PARTNERSHIP (PPP) IN TERTIARY EDUCATION: THE CASE OF BANGLADESH

The world is not what it was even two decades ago, and education in Bangladesh is just a small part of that transformation, yet it holds the promise of a completely new horizon for our people and our nation itself. With the emergence of private universities, the overall landscape for tertiary level education has now become more accessible, competitive and innovative. Despite all the hurdles initially faced by this sector, private universities have mushroomed in Bangladesh and established a firm foothold in the formal education sector, raising the bar in terms of quality and competitiveness. As a direct consequence of this relentless phenomenon, and its domino effect on the overall academic mechanism in Bangladesh, the public universities have also experienced some changes. They can now neither claim a monopoly to imbue them with an immunity to change nor prolong the stagnation that has characterised their functioning in the past. The advent of the private universities has in fact changed the scope and reach of education in Bangladesh; providing options and alternatives that were, until a decade ago, open to only a small percentage of the population. Therefore, the inexorable truth, that faces the education sector of Bangladesh today, is that there is an undeniable and unexplored correlation between the dynamics of the private and public universities. While the pros and cons of private and public universities are a hot topic for debate in Bangladesh, and have been delineated heatedly and repeatedly in many circles, that is not the objective of this paper. This paper will present an exploration of constructive comparisons between the dynamics of the private and public universities in Bangladesh, with a view to identifying the potential benefits of public-private partnership.

While public-private partnership is common in many multinational development projects involving infrastructural facilitation, electricity generation, etc, in Bangladesh, the potential repercussions of utilizing this concept in developing tertiary education, remains wholly unexplored. However, the sad reality is that private universities are viewed with suspicion and mistrust, they are stigmatised, monitored relentlessly for their supposedly commercial proclivities and apolitical inclinations, and they have to live with strangleholds levied through taxes and a regulatory body that has no representation from the very sector that it regulates. This perceptual dichotomy not only segregates the private and public university, it stands in the way of further growth in tertiary education in Bangladesh. In this age of change, as new ideas, new technologies and a new global culture colours the horizon, we face the option to evolve and embrace the change or dwindle and perish in its wake. Adaptation to the demands of the day can make or break any enterprise and an educational enterprise is no exception. Moreover, the education sector is no ordinary enterprise; it is singularly responsible for honing the most talented individuals of a society and producing the skilled workforce for all other industries. A successful public-private partnership in the tertiary education system could help Bangladesh keep up with progress in the rest of the world. In this regard, private universities possess vitality and vigour but not the huge resources of the public universities, which are conversely notorious for their languor in adapting to newer pedagogy.

The progressive and adaptive nature of the private university can be best understood by taking a glance at the economics that determine their very existence. Without the government subsidies that sustain the public universities, private universities have to face the persistent pressure of sustaining enrollment numbers; this invariably places them on par with any other commercial venture that must rely on its consumer base for its very existence. Thus, driven by the necessity to impress and woo parents and prospective students, private universities have kept up with the demands of the times far better than public universities even though the public universities hold all the clout in terms of size, power and resource; this single point of comparison is pivotal in exploring a symbiotic partnership between the two.

Private and public universities share common goals in the pursuit of knowledge as both operate with the primary objective to impart, develop and acquire knowledge. In the milieu of competition and rivalry between these institutes, this fundamental resemblance can still provide common ground for collaborative activities aiming to pool the knowledge from these universities for the mutual benefit of private and public universities alike. With this rationale steering the way, public-private partnership for universities can lead to the exchange of ideas and experiences that can help to foster development in the overall education scenario in Bangladesh. While public universities have powerful resources, the best talents tend to congregate at private universities where credit transfers are easier, the medium of instruction is English, and the options are more varied. Thus, the conditions are such that these two sectors stand to strengthen and complement each other in collaborative academic ventures, but on their own, each lacks what the other possesses. The nation as a whole stands to gain from collaborative efforts that can result from a PPP venture, because our academic resources as a third world nation are meagre to begin with and it is only by collective efforts, such as through PPP, that we can hope to make more efficient use of these resources. Through PPP, the pursuit of knowledge can acquire a more competitive edge, and greater efficiency, as a direct result of the quantitative implications of such an endeavour. The pooling of data resources, for example, can facilitate research that has more depth and outreach, and publications resulting from such a pooling are likely to be qualitatively superior because of this. Seminars, conferences, and workshops, that are open to participation by academicians from both private and public universities, can help disseminate knowledge on a wider range and open doors to more competitive and innovative implementations of this knowledge.

This knowledge-sharing trend if extended to the sharing of academic and economic resources can enable students, researchers and teachers to benefit in a variety of other ways. The private universities, which have to worry about renting space, are essentially compact in nature and so they have to forego many of the usual extra and co-curricular endeavours that characterise a holistic environment for the overall academic culture. Sports facilities, accommodation for students and staff, canteens and open grounds are all taken for granted by the public universities while these are glaringly absent in the private scenario. With PPP, these resources can be shared for the benefit of all concerned. At the same time, for reasons cited as “commercial,” private universities tend to have more upgraded libraries, laboratories, and technologically progressive facilities such as in the use of classroom multimedia and the internet. Despite the fact that these are small in size and fewer in quantity, their very existence presents a case in point and they can be used as model prototypes for public universities that invariably have more expansive libraries and laboratories but lag woefully behind in their modernity.

One of the fundamental reasons behind this lag in the modernity of the public universities can be identified in lay terms as the “language barrier.” This is what causes the persistent failure of most public universities in keeping up with the changes in the global academic context. The path to global relevance comes in English not Bengali. The “language barrier” impedes the public universities’ progress down this path because all texts and technologies must invariably go through a translation in meaning if not in literal terms, before they can reach the students and teachers of the public universities. The translation, which in effect wastes time, wastes effort and distorts the meanings in some cases, is necessitated by the fact that firstly, the public universities enforce Bengali as the sole medium of instruction and secondly, because even when they do not, they neglect to take appropriate measures to equip their students with the English skills required to comprehend these texts. Private universities, on the other hand, suffer from no such delusion. Students in all of the private universities undergo compulsory and rigorous training in functional English language, during the first year. A shared academic culture can help in sharing relevant curricular resources and experiences from the private universities to overcome this problem in the public ones.



Public-private partnership between the universities can also enable the establishment of a common platform to facilitate faculty training, faculty exchange programs, accreditation etc, all of which will go a long way in enhancing the overall quality of tertiary education in Bangladesh. While public universities can and do afford foreign training for their faculty, most return home only to be lured away by lucrative offers of better-paid jobs in the private universities. PPP could nullify this talent drain and in fact facilitate better utilization of such talent. Faculty exchange programs, which do not formally exist at all between private and public universities,

hold the potential for evening out the odds of institutionally polarising talent. Both students and faculty stand to benefit from formalizing such a program, as it will regulate faculty defection and nullify the present stalemate that often sees public universities struggling to retain their faculty in the face of intense competition from the private sector. Public-private partnership could also take the universities of Bangladesh a step further towards the establishment of a systematic accreditation for all tertiary educational institutions. The difference in the standards of the private and public sector leaves open room for both controversy and errors in interpreting or comparing grades. This leads to inconveniences in compatibility issues such as in credit transfers from public to private universities or vice versa. As things stand now, students from private universities in Bangladesh that have obtained accreditation from foreign affiliates can have their credits transferred to those foreign universities but they cannot do so within their own country simply because no such system exists here. This effectively shuts the door on all the benefits of a standardised tertiary education.

Public-private partnership could be extended to even more ambitious joint endeavours, such as the sharing of classroom facilities, or the alleviation some of the session jams riddling the public universities across the country. There is a clock ticking and every hour delayed in graduating the next group of professionals, is an hour lost in taking our nation forward toward economic emancipation.

With the immense resources available to public universities, there is far more scope for specialisation within the academic disciplines yet despite this, it is the private university that has kept a figure on the pulse of progress in education in the global context. Innovative graduate and undergraduate programs and specialisations are characteristic of the vibrant and prolific private university culture in Bangladesh. With pertinent collaborations in policy and procedure, the development of a mutually acceptable and recognised value system for the programs offered by all of the universities can develop and enhance the overall credibility of the entire education sector in Bangladesh. This should not be interpreted as a recommendation for singular standardisation as such a move would stagnate and stifle innovation; the focus should be on developing a continuum of standards for mutual recognition and acceptance. This holds a potential for numerous benefits for those who wish to avail of academic mobility between the universities. Credit transfers, student exchange programs and admissions represent just the tip of the iceberg. This could act as a springboard for the development of a common admission platform, like the College Board Common Application for undergraduate college admissions in the United States. It even holds the potential for a common admission test similar to the Scholastic Aptitude Test (SAT), which can increase the efficiency of the admission testing process; save time, money and effort, while making life a lot smoother for students of both private and public universities.

Private and public university partnership can facilitate greater success for students in obtaining internships and jobs. In the absence of any point of reference, the job market has developed biases regarding the best graduates to take into their employ. Through collaboration between all universities, students can obtain impartial assessment through a common forum, when applying for jobs or internships.

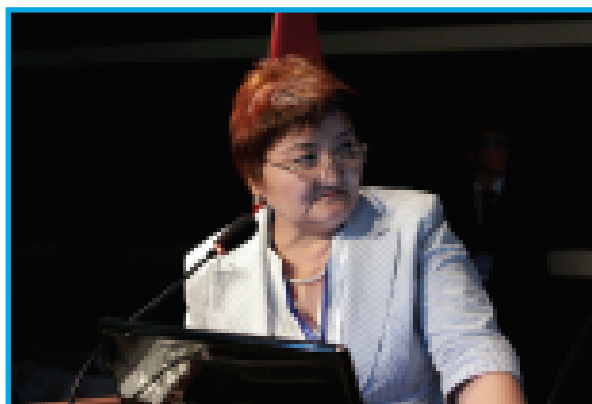
The segregation between the private and public universities has repercussions even among the student bodies. There is a common feeling that private university graduates are more pampered and less intellectual sons and daughters of affluent parents, or that they lack the intellectual prowess to enrol in public universities. Our society already suffers from numerous economic, social, political and geographic biases; the private/public university divide stands to fabricate yet another reason to compromise our national unity. Therefore, it stands to logic that public-private partnership for the universities of our country can help produce better citizens with a greater sense of comradeship for national achievements and endeavours. Values like social responsibility, patriotism, etc. are other possible positive offshoots of such an undertaking. Through a partnership between the universities, students could harness the rivalry between their institutions for healthy competition in sports and other student activities, such as commonly seen in developed countries.

The public-private partnership envisioned in this paper can be best utilised by first recognising the entrepreneurial dimension of the universities of both sectors in our country. There is a need to call a spade a spade; all universities need financing, all universities need resources and all universities produce dividends, so the dynamics of a thriving university is in fact akin to any business enterprise and it is safe to assume that collaborative efforts will successfully benefit both sectors if motivated by both academic and commercial benefits. This has long been the rationale behind the dynamism of education in the developed world today. Through an institutional recognition of the stakeholders, as well as a realistic and strategic approach, education can be transformed into an efficient industry to produce the next generation of efficient, competitive and dynamic graduates, who will succeed in placing Bangladesh on the track to socio-economic emancipation, growth and development.

Academic progress should be a national ambition; as a nation, we should remain undivided and unwavering in its pursuit; but most of all, we should be willing to take a bold step to unify and share our resources for the selfless betterment of our nation as a whole. Given the dense population of Bangladesh, and its propensity for exporting migrant professionals, it is not just Bangladesh but the international community at large that stands to gain from the qualitative and quantitative production of a new generation of skilled professionals in Bangladesh.

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THROUGH THE INTEGRATION OF EDUCATION TO SUSTAINABLE DEVELOPMENT

The modern system of education of Kyrgyzstan covers ten official levels authorized by the Law of the Kyrgyz Republic "About education" in editions of 1992, 1997 and 2003:

- Preschool education – day nursery and kindergartens;
- (primary, basic) general secondary education - different types of schools (Liceum, gymnasiums); (slide show)
- Secondary professional education – vocational schools (Liceums).

High professional education - schools, technical schools, colleges, institutes, universities;

- High vocational - different types of high schools;
- Postgraduate education - aspirantura, doctorantura;
- Additional vocational training for the adult;
- Additional education for children.

In Kyrgyz Republic, the state is responsible for development of educational establishments, system of education in general, maintenance of availability of general secondary education, high level of professional training of the experts. Availability and quality of education acted by key tasks from the date of a finding by Kyrgyzstan of independence. The systems of education in KR are called to promote realization of the basic tasks socially - economic and cultural development of a society, as the high school prepares the man for the vigorous activity in different spheres of medicine, economy, culture and political life of a society.

The modern society puts before all types of educational institutions a task of preparation of the graduates, who are capable:

- to adapt flexibly in varying vital situations,
- to think and to accept the decisions independently and critically,
- to work competently with the information,
- to be sociable,
- to work above development of own morals, intelligence and cultural level.

SPECIALIZED SECONDARY EDUCATION

From 1992 general educational establishments with a not state pattern of ownership: private schools, private school complexes, private-state Liceums in republic have begun to be created.

In the same period the kyrgyz-turkish educational establishments "SEBAT" were created on the basis of the contracts between Ministry of education of the Kyrgyz Republic and Turkish pedagogical association "Sebat". Last year the general educational establishments of Kyrgyzstan began to offer the students and their parents a wide choice of paid educational services with orientation on personal needs of the pupils that has allowed many schools to involve out of budget of a means for increase of teachers salaries and material equipment of schools.

In view of today's situation in Ministry of education of the Kyrgyz Republic, public began to be arranged on saturation of educational establishments by the educational literature. The large help the Kyrgyz Republic in the edition of the textbooks and manuals began to render donor organizations.

Among them significant investments in the edition of the textbooks of new generation were made by the Danish society "DANIDA", UNICEF, Government of Germany, Asian Bank of Development. For these purposes the means of the technical credit "About granting by Russian Federation of the state credit for the Kyrgyz Republic" was given. Important meanings were used to questions of the warranty of education.

In 1993 the National Centre of Testing was created, which has entered a test technique into an estimation of knowledge of the graduates of comprehensive schools. During existence of the Centre testing through the obligatory forms have passed more than 10 thousand pupils and on a voluntary basis about 70 thousand of graduates of schools were tested on a basis of the second and thirds levels.

With the purposes of an objective estimation of knowledge of the graduates and maintenance of fair access to the HIGHER EDUCATION in 2002 for the first time was entered General Republican testing for the graduates of schools who are going to enter higher educational institutions by the state budget. The success of going nowadays cardinal transformations in system of education in our country depend on the professional competence of the teachers, understanding of the purposes and tasks of modern reforms and their desire to carry out their work.

SYSTEM OF HIGH VOCATIONAL EDUCATION

Today high vocational education of the Kyrgyz Republic represents a network from higher educational institutions, where the state and private educational institutions, including branches of foreign high schools: America, Turkey, Russia and Kazakhstan.

Practically in each high school there are function different sorts of the structural divisions as institutes, centres, branches etc.

The HIGH SCHOOL in life of the man leaves an indelible trace, forms outlook, skill to communicate and to live in a society, attitude to the profession, self-estimation, influences the internal world and culture of behaviour, defines abilities to self-perfection and realization.

Let's trust, that the countries of Central Asia that appeared in approximately identical conditions and trying to cope with similar problems, will get out from the temporarily existing difficulties, period of reorganization and reforms, when all of us are compelled to redirect and to adapt to the international uniform requirements of the world.

The policy of the state on the international cooperation in the field of education is directed on integration and gradual entry of Kyrgyzstan to world educational space, in particular joining to Bologna process. By the decision of Ministry Board of Science of Kyrgyz Republic from the 22nd April of the current year the (Bologna) two levelled system of Higher Education was accepted. Higher Educational institutions and universities in Kyrgyzstan need close cooperation with other foreign institutions and universities. The president of the Kyrgyz Republic has put a task to increase the quality of educational services and integration of system of HIGHER EDUCATION of Kyrgyzstan in world educational space in view of the usual experience and national traditions. For achievement of these purposes the large work for studying of the world tendencies of development of systems of education and introduction of principles of Bologna process in frameworks of the pilot project on the basis of seven high schools are conducting.

The state policy also includes internationalization of HIGHER EDUCATION as one of the important directions with the purpose of integration of high schools of Kyrgyzstan in world educational space. This process is carried out more fruitfully at active participation of our state in development of strategy of entry in world educational space. Now basic directions in this plan are the following:

- Recognition of the diplomas of the Kyrgyz Republic abroad;
- Accreditation of our high schools in the international organizations;
- Increase the quality of education up to the best world standards.

The policy of Kyrgyzstan in the field of education is directed on organization of complete system of the international cooperation. The process of reforming of system of education goes on the basis of principles of creation of uniform (general) educational space within the framework of CIS (Commonwealth of Independent States) and exit to the world educational space.

With a finding of the status of the independence, sovereign state by the Kyrgyz Republic connections with foreign countries have got new quality. The process of reforming in sphere of education has passed from a stage in-republic of reorganization, maintenance by normative-legal base to a stage of an active cooperation with the foreign states. In republic the work on an exchange of the students and teachers of a higher school begins, a lot of educational institutions founded together with the foreign states, partners Kyrgyz-Russian (Slavic) University, Kyrgyz -American and Kyrgyz-European faculties in Kyrgyz National university, American university in Kyrgyzstan, International university of Kyrgyzstan, Kyrgyz-Turkish university, Kyrgyz-Kuwaiti university.

In system of education the grants of numerous funds are involved. They are: Soros, Eurasia and others; the investments of foreign banks, namely:

The International Bank of Reconstruction and Development, European Bank of Reconstruction and Development, Asian Bank of Development, Islamic Bank of Development, and also means of the international programs and organizations: IREX, ACCELS, UNO, USAID, TEMPUS/ T ASIS, UNESCO, UNIFEM, World Corps etc.

A Lot of the intergovernmental agreements is focused on the invitation of the teachers and scientists from foreign countries to work in higher educational institutions of Kyrgyzstan (USA, Turkey, Germany, France, India, Korea, Japan, China, Arabian countries etc.). The work with the Embassies of the foreign states and representations of the international organizations considerably liven up.

The integration of system of HIGHER EDUCATION of Kyrgyzstan in world educational space with use of information technologies and computerization of educational institutions is carried out in view of national experience and traditions. Joining of our republic to Lisbon Convention on recognition of qualifications concerning HIGHER EDUCATION in the European region from 11th April ninety seven (1997) and recognition of other international agreements on equivalence of the education documents also promotes to the integration process.

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THE SOCIAL CHANGES AND THE ROLE OF THE UNIVERSITY

Abstract

The 21 century has announced the rising of scientific era and promotion of the so-called informatics society. The serious governments in the world considered this historical appeal by taking a numerous measures to fulfill this very important challenge in their development strategies. Of course, the education, especially the higher education, occurs as one of the very important tools in this set. The academic field is no more a noble activity, but it emerges in the lightness of modern public (massive) activity. The modern professions need a big amount of knowledge and information, so the education became an unavoidable part in the process of professional training. The university has been forced to be transformed in the way of being a place, where the theory and practice are creating mighty ground for the new social role of the education to be realized.

We do accept the fact that the social role of the higher education in the modern societies needs a new vital educational policy. That includes at least two aspects. Firstly, the standards, principles and amount of information differ very much in the quality and specialization regarding the past centuries. Secondly, the need of the scientific approach to the reality the countries in transition are looking for more cooperation between state educational/scientific institutions and those which are result of the private sector investment.

Republic of Macedonia's educational policy follows the so-called Bologna declaration. The system of higher education includes both experiences: state universities and several private universities. But it needs big amount of knowledge, too. That is a challenge to be answered by the intellectuals and businessmen in this country which is still in transitional process.

Key words: society, science, university, transition, education, higher education, knowledge, professions, investment



THE SOCIAL CHANGES AND THE ROLE OF THE UNIVERSITY

1. The University as an educational and scientific institution emerged in the period when strong and deep changes in the social life have begun. The establishing of the capitalist relations and processes asked for more knowledge and information. The new way of production preferred higher level and different quality of training to enter successfully at the world of labor and living. The appearance of the University has been clear evidence that the society is a very dynamic phenomenon evaluating in the time with a logical reasonable social order. The University was an indicator and witness of the rising new modern era in the human civilization.

It started as a need the social changes to be followed and droved successfully by the “social engineering” (Augusto Comte). Technological and scientific advances and researches supposed to be the “spiritus movens” of the social development of the modern era. So, the University becomes one of the most valuable elements in the set of the social tools to the progressive way of the society.

The big progress made in the productive sphere of the society, the including of new needs and professions in the community, the involving of the women in the economy and the complexity of the modern working tools led directly to the higher education. So, you can say, the University becomes the “center of the labor universe” in the society. The number of information and knowledge to cover the contemporary professions has increased enormously. There is a wide-range of academic institutions and organizations to create the amount of a systematical and scientific approach to the reality.

Nowadays the University is highly organized system with many levels and participants. Not all the professions need the same amount of knowledge and information. There are skills with higher and lower complexity and specific weight. The complexity of the system of the production is followed by the complexity of needed information in the skills. That is why the higher educational system is constructed by different levels and amount of scientific and educational information.

2. The Republic of Macedonia is part of the European continent, and a candidate for the membership of the European Union. That fact obligates the country to apply all the aspects of the social life in the practice, including the education. The system of higher education in the Republic of Macedonia is based on the concept of the so called Bologna declaration with three levels of learning: first (bachelor) level, second (master) level, third (PhD, doctorate) level. Having in mind that our country is European one, the state educational authorities have accepted the Bologna model. In seven years experience the results shows that this model is operating successfully, with some difficulties in the everyday practice, as a normal part of the functioning of that big and complex system. The ECTS (European Credit Transfer System) gives the students a chance to choose from the curriculums of all the Universities in the European Union and widely in the world. At the same time, the system gives a chance to the University staff. Many professors and assistants are visitors in many Universities abroad. It makes science and higher education to be appropriated and more equal to the hall higher educational and scientific system in the world. Despite the fact that this model has some corrections it manifests many benefits for the participants. The new academic approach through the Bologna model contributed the relations between the university staff and the students to be very relaxed and collegial with greater level of the dedication to the “spiritual praise”. Cooperation between these groups of the University is one of the main ways to reach good skill capabilities.

In the Republic of Macedonia there are two kinds of higher educational institutions. Dominant type of Universities is the state University. It is important to say that there are four state universities in range: University of Skopje, University of Bitola, University of Tetovo, University of Shtip. It is interesting to mention that the university lectures are partly multilingual according to the demographic structure of the country.

At the same time, the system recognizes so called private universities, among which the FON University of Skopje is the most famous one. This University realizes trilingual classes – in Macedonian, in Albanian, in English. There are eight faculties with approximately four thousands students.

3. The contemporary higher education is functioning in the atmosphere of globalization of the societies in the modern world. Despite some subjective or objective obstacles and difficulties this undergoing process overlaps the state frontiers on the planet and obviously contributes in the transforming “the societies with states” in the state of “planet humanity”. The planet becomes the lonely community without borders. This makes the social life and human needs pretty much equal but rich in the differences. The necessity of researching, controlling and stabilizing these complexities asks for knowledge and information which is of world-wide importance. Nowadays every human in the world depends on the process of education because new technology is connecting with qualitative labor engagement, not simple jobs. The technology is a main characteristic of the modern society. The modern educational system in all levels is relating with the new society. The modern society is transforming itself from the “material world” to the “informatics society”, or “society of knowledge”, or “society of information”. The place of the higher education is very recognizable in this context. The science leads the social changes, but social changes promote the system of higher education and its quality. The University is one of the main means of the progressive social changes. The new technologies are result of the intellectual labor; they are very similar, worldwide. Their advances are connected with the system of higher education, so every society in the world is looking for quality and quantity in this field. The new technologies and a verified system of higher education are the ID card of the societies, worldwide. It is a topic of great competitiveness among them. In that way, we recognize the term “leading scientific countries in the world”.

4. The system of higher educational has immanent tendency to the unification. The similarity of the modern technologies, the globalization process and the common characteristics of the world knowledge lead to the unified system of higher education in the modern world. The knowledge becomes the world’s property. In that way, we can speak of “world model” in the sphere of the higher education.

The system must work functionally and progressively. Its social status must be very rationally determined. The system of higher educational does not have magic capability. Its role cannot be hyperbolized as magic mean, as an almighty thing. The example of Ireland’s financial crisis is very indicative in this way. There was a predominate thought that the education is the most mighty tool which could provide the successful country development. But, as it is now clear the promotion of the development is linked whit much more factors, not only the system of higher education. The system can be fruitful, if despite it there is a set of means, activities and attitudes with whom the rational and scientific approach to the reality will be assured. Hyperbolic approach to the role of the higher education is likely some form of rationalism.

The educational system could be more successful, if it is based on some preconditions and function

- It must be very flexible, democratically, not autocratically, constructed and oriented.
- It has to be constructed in the way to be accessible for large-scale of people,
- To assure the democratic atmosphere within the educational institutions and academic type of relationships among its participants,
- To be open-minded,
- To give space to the new scientific evidences and consciousnesses in the lectures,
- To be a “home” of the scientific researches,
- To be a “house” of the progressiveness and fresh humanist ideas.
- The lectures must create personality based on the idea of individualism, person who is full with ethic and intellectual integrity, proud and dignity. From the other side, the educational system must be an instrument against the mediocrity, idolatry, hypocrisy, autocracy.
- To be on the side of the role of the law state and the high principles of the humanity, freedom and human rights.
- The lectures at the University must be predominantly globally, not locally, oriented system. The social events are small part of the events in the “global village”, so the globalization closes the autarchy in the modern world and forces the general trends in the world life. There are megatrends in the planet life movement. The local becomes evidently only the part of the universal, not the whole world anymore.
- The higher education must function as a promoter and animator of the general human norms,



- The quality of the social elite is one of the tasks of the University. It is a very important role because the elite are the main actor in the activities linked with the social development. The members of the elite have to be very well educated people,
- The University must give attention to the issue of the women rights as a very important part of the entire set of human freedoms and rights,
- The University has to put attention on the topic of national equality in the modern world, contrary to the remains of the neocolonialism, the big disproportions in the social development between the countries in the world, the battle against starvation and poverty,
- The system of higher education has to follow the changes in the social life and labor and to prepare the students to be adaptable to these changes, in respect to their future professions,
- The higher education is on the top of the ranging institutions capable to predict and manage the social processes guiding the humanity from the “society of material values” into the “society of post material values”.

SUMMARY

The modern world is a world of information and knowledge. The main task and social role of the University is to organize and cultivate science, to predict future development, to create human resorts in the sphere of labor.

The system of higher education takes universal world-wide dimensions, following and managing the social changes and striving to be at the center of the globalization process. The great social role of the higher education attracts the engagement of many social subjects and participants. There are official institutions and organizations with the state in the front, and many other NGOs, institutes, foundations and associations. All of them have on mind that the University in the contemporary human community is the leading learning and scientific institution researching the tendencies of the social development and the process of unification of the social life and general values in the whole world. Therefore, through the role and functions of the modern University it is very possible to locate and predict the future of the human civilization on the Planet.

The system of higher education is very similar in the world. The tendency to convergence of the values and general conditions of the life all over the world brings the unified general model of learning and high education.

The practice especially in Europe is the system which is created on the foundation of the so called Bologna declaration. Meanwhile, the declaration is not treated as a closed structure, as a dogma. The Bologna document is only the frame and course in structuring the system of higher education. The results and the experience of the application of the Bologna declaration are acceptable. It shows that the general idea and trends contained in the document are very adaptable for others in the world. Perhaps, we could think of some mix of the different approaches to the higher education, in term to accept all experiences in the world and to create one general course in the higher education.

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**2nd EURASIAN SILK ROAD
UNIVERSITIES CONVENTION
VENUE: ATATURK UNIVERSITY,
ERZURUM, TURKEY**

TOPIC'S / TERMS OF REFERENCE: - (i) ROLE OF HIGHER EDUCATION IN
STRENGTHENING RELATIONS
BETWEEN THE NATIONS
(ii) BUILDING BRIDGES IN HIGHER EDUCATION
SEEKING FOR A EURASIAN MODEL AND
DEVELOPING EURASIAN SILK ROAD CONVENTION (ESRUC)
CONSORTIUM

I feel it a matter of great honour to be among high caliber dignitaries, men of letters and eminent scholars participating in the said dignified Eurasian Silk Road Universities Convention to foster utmost co-operation in the area of Higher Education among the countries of South Asia, Middle East, Far East and Eurasian. I feel extremely pleasure to express my heartfelt gratitude to great Turkish Nation for taking keen interest for the improvement of Higher Education among nations in general and among the Muslim-Umma in Particular. Mr. President, I say without any fear of contradiction that these commendable efforts to promote Higher Education shall play vital role to provide yardstick and parameter to promote the growth of society and civilization in a constant process.

Your country has taken most needed steps to meet the challenge of the day to enlighten the nations with valuable wealth of Higher Knowledge which would result in elimination of ignorance. I feel much excited and thrilled with pleasure to recall that his Excellency Abdullah Gul the President Republic of Turkey and Honourable Prime Minister Tayyab Urdgan have graciously hosted the conference for the promotion of Higher Education in the very near past organized by International Universities Council and extended generous hospitality by their gracious selves. To conduct under reference convention in succession one after another within shortest span of time reflects the importance attached by the Great Turk Nations to promote the noble cause of Higher Education.

KEMAL ATATURK

I feel prestigious to give brief achievements of the Great Turkish leader. He was the first President of Turkey. He is credited with being the founder of the modern Turkish state. He died on 10 November, 1938, at the age of 57 years. Ataturk was a military officer during World War I. Following the defeat of the Ottoman Empire in World War I, he led the Turkish national movement in the Turkish War of Independence. Having established a provisional Govt. in Ankara, he defeated the forces sent by the Allies. His military campaigns gained Turkey independence. Ataturk then embarked upon a program of political, economic, and cultural reforms, seeking to transform the former Ottoman Empire into a modern, forward looking and progressive nation.

He earned reputation as an efficient military leader. He introduced political, economic and social reforms. In doing so, he transformed Turkish society from perceiving itself as a Muslim part of a vast Empire into a modern and democratic nation.



He clarified that complete independence of the country means, is complete economic, financial, juridical, military, cultural independence and freedom in all matters, lacking in any of these is equivalent to the nation and country being deprived of all its independence”.

Ataturk published eight books and kept a journal throughout his military carrier. Ataturk’s daily journals and military notes during the Ottoman period were published as a single collection.

ATATURK UNIVERSITY ERZURUM TURKEY:

Ataturk University's history is that one of the dreams of the Republic of Turkey. Mustafa Kemal Ataturk, founder of the Republic National Assembly of Turkey on 1 November 1937 inauguration speech by expressing the necessity of establishing a large university in eastern Anatolia.

Ataturk University Erzurum was established in 1957, launching therein program in the Departments of Agriculture, Arts & Sciences, Engineering and Architecture in the opening sessions.

I am well mindful of the facts that the 20th century made enormous progress in the field of Management Sciences, Natural Sciences and Information Technology with the result thereof, the world has shrunk to a global village. The electronic media of information technology played vital role in revolutionizing our life with enduring affects.

Inevitable need of the day is to promote Higher Education in strengthening the relations between the nations and building bridges in Higher Education Seeking for a Eurasian Model and Developing Eurasian Silk Road Convention (ESRUC) Consortium. The educational institutions and teachers must rise to the occasion to measure up to the hope, inspirations and brainwave of the younger generation.

Much I feel honored & prestigious to express my sincere aspiration and ambition for promoting cordial, affable and friendly Inter-University cooperation’s among the countries of South Asia, Middle East and Far East in general, and among the Muslim countries in particular. We wish to evolve some workable mechanism to share research and skills on reciprocal basis. This would contribute to build up excellent understanding among nations in following area of studies: -

- Initiation of academic link program through group efforts.
- Sharing curriculum designing.
- Exchange of academic staff.
- Teacher training in service.
- Credits transfer accessibility to alumni to each other Institute / University.
- Provision to share skills, experiences and disseminations of knowledge etc.
- Conduction empirical and pragmatic study.
- Introduction new techniques and strategy for teaching methodology.

I seek privilege to articulate that the Almighty Allah through the First Revelation of the Divine Communication “Read by the Name of thy Creator” signifies the importance of education for all and more particularly for Muslim Umma. Islamic Traditions towards learning are well illustrated by the Holy Prophet (S.A.W) saying “Seek knowledge from cradle to grave” and acquire knowledge if thou hast to go to china.

Evidently learning process made obligatory for the believers therefore, achievement in academic excellence is legacy of our religion as well as society. The Holy Prophet (S.A.W) said on one occasion that “the best gift that any father may offer his children is education”. The history of the world provides ample chronicles prints and witnesses that the Muslim scholars pioneered and made gigantic leaps in the various branches of science. I offer brief details of the inventions of some of prominent Muslim Scientists of the past as under: -

- Father of chemistry: Jabir Ibn Haiyan
- Omar Al-Khayyam (Physician, Astronomer, Mathematician, Philosopher)
- Yaqub Ibn Ishaq Al-Kindi (Philosopher, Mathematician, Physicist, Astronomer, Physician)
- Al-Idris (Botony)
- Abul Wafa Muhammad Al-Buzjani (Mathematician)
- Abu Abdullah Al-Battani (Astronomy)
- Great Optician: Abu Ali Hasan Ibn Al-Haitham
- Abu Al-Nasr Al-Farabi(Logic, Sociology, Philosophy)
- Master Physician: Abu Marwan Ibn Zuhr (Averroes)
- Doctor Of Doctors: Ibn Sina (Avicenna)
- Ali Ibn Rabban Al-Tabari (Physician, Mathematician, Sociology)
- Greatest Botanist And Pharmacist of The Middle Ages: Ibn Al-Baitar

- Al-Farghani (Astronomer)
- Father of Surgery: Abu Al-Qasim Al-Zahravi (Abulcasis)
- Ali Ibn Rabban Al-Tabari (Physician)
- Discoverer of Pulmonary Circulation : Ibn Al-Nafis
- Ibn Rushd (Philosophy ,Logic)
- Mohammd Ibn Zakariya Al-Razi (Chemist, Philosopher)
- Abul Hasan Ali Al-Masu'di (Traveler)
- One Of The Greatest Mathematicians: Mohammad Bin Musa Al-Khawarizmi
- Nasir Al-Din Al-Tusi (Physician, Philosopher, Mathematician, Astronomer And Theologian)
- Thabit Ibn Qurra (Mathematician)
- Ibn Battuta - The Incredible Traveler

Their invention in different fields of knowledge as depicted above are worth applauded. It is said that the University of Baghdad under the reign and rule of caliph, Al-Mansur and the University Cordoba of Al-Andalus (Spain) under the sovereign authority of Emir of Abd-ar-Rahman of Andalus (Spain) were tower of light for the world. Scholars from Germany, France, and England were acquiring education in various branches of knowledge from the University of Qurtaba. Andulas at that time called the jewel of the world. The Books authored by these scientists were taught in the European Universities as text books for a span of 300 years.

The present age is most challenging era, which involves survival of nations through attainment of excellence in the modern knowledge, based on technological advancement? Unfortunately the negative and epithetic attitude of Muslim towards acquiring education dragged them in the domain of darkness.

The tide of the events turned in favour of the West. It is high time for us to play dynamic role in the society with focus strategy to make young Muslims proud of their heritage and free from any complex by establishing institution of higher learning whereby launching programmes in Information & Communication Technology, Telecommunication Technology, Computer Science or Computing Science, Communication System & Electronics, Civil, Mechanical, Electrical, Lathering, Spinning & Weaving Technology, Chemical, Management Sciences, IT, Computer to rank our society at par with the advanced country.

The Pakistan appeared on the map of the world as a sovereign state in 1947. At the time of independence only two out of 21 universities of undivided India came to Pakistan's shares. Pakistan's educational base was deplorably narrow. The British rule in India, which was erected on the debris & remains of the Moghal Empire, gave a fatal blow to the system of Education that distinguished the Muslims from the rest of the communities of the Sub-continent. Foreign ruler completely scraped the Islamic way of education.

The Pakistan ranks at the lowest in literacy ratio and utterly lagging behind in literacy race. The literacy percentage licks at the lowest ebb and the educational scenario have sunk into the pale of gloom and looming darkness. It remained a fond hope, as no sooner the country steered through the waters of time, its sails had to weather the storms of political instability.

The nation rose to the occasions to promote the noble cause of education because with 90% illiteracy and handful of educational institutions the new state was required to adopt an aggressive and revolutionary strategy to address the issue.

The people of Pakistan are very much excited to establish institutions to cope with the surging demand of higher educations. Hopefully the nation has fulfilled the escalating demands of the student population for higher education by establishing institute at different level. Pakistan is a densely populated country comprising 172, 800, 00 and its ranking in the world population is 6th.

1-	All Schools (Elementary, Madrassas)	2, 20, 885
2-	Middle Schools	9297
3-	High School	9820
4-	Intermediate/Degree Colleges	5636
5-	Poly Techniques Institutes	830
6-	Medical Colleges / Veterinary	08
7-	Engineering Colleges / Universities	09
8-	Agriculture University	02
9-	Textile Universities	02
10-	National Arts & Craft	01
11-	General Universities/Degree Awarding Institutes	133

(Private Sector: 60 Public Sectors: 73)



Pakistan still feels urgent need to establish more professional institutions in modern and emerging technologies to pace the country shoulder to shoulder with advanced nations.

Quaid-e-Azam Muhammad Ali Jinnah the founder of Pakistan while addressing his nation in 1945 had said “No sacrifice of time or personal comfort should be regarded as too great for the advancement of the cause of education”. Let this spirit the vision be the guiding principle of teaching professional life. No single sector of the society shoulders greater responsibility than the teaching profession. They are the people who can make great contribution as builder of the nation by providing rich and meaningful learning experiences. Better teachers, better institution, better curricular; this is indeed a goal worth achieving.

The national development, to a great extent, depends on the people being educated and aware of their national responsibilities. It is only educated masses who can fully and properly understand the national needs and requirements and thus can render useful assistance to their Government in the process of nation building and economic development. Education contributes a great deal in discovering and developing human talent. It is because of this reason the economists all over the world are of the opinion that the money spent in the education sector is the safest investment which is bound to fetch rich benefits to the country and nation. The Government of Pakistan is fully aware of the over-riding importance of modern education and the social and economic uplift of the country. Needless to say, that no society has progressed without sustained efforts to acquire higher knowledge. Well planned education system only ensures progress of the society. The universities enjoy mandatory obligation to strive constantly to develop civic responsibility among students to transform them as good citizen. Fairness in all work needs to be our focus strategy to garner a good reputation. We should be committed to persuade quest for truth, academic integrity, justice, prudence, fortitude and compassion for comprehensive growth of a person intellectually, spiritually, socio culturally. We should be proud to have a variety of well established national and international teaching and research links that provide our students with access to top slot knowledge and experience. Pakistan is launching multiple disciplines in emerging sciences.

We are endeavouring towards excellence in all our sphere of activities. We have constant focus on consistent development of curriculum and infrastructure matching with the needs of day and age. We are excited and enthusiastic to promote academic life / Institutions at the cutting edge of knowledge. We are striving to impart knowledge to the society matching with ever growing needs of the science and technology era ahead with focus strategies. We are sanguine hopeful that this would play vital to bridge the technological gap promptly between us and west. Our Institutions are well established and providing vibrant high teaching in an ideal and conducive environment with emphasize to establish strong links with industry that would make available ample opportunities of employment to our graduates, and enable them to step forth in the highly competitive world. This would positively capitalize rich dividend of public admiration for playing role effectively in educating the society.

I conclude my version that the under developed countries should establish institutions in their respective countries for Higher Education with motive and objectives that to provide career-oriented undergraduate and graduate university programs. Advance the highest quality of research, learning, teaching and professional practice in a technologically conducive environment. Contribute to the socio-economic advancement of their countries in the global context. Foster fulfilling student experience and a rewarding educational (work) environment and develop institutions to be acknowledged as innovative and market-oriented institutions, pursuit their inquiry, discovery and application through excellence in teaching and learning, value-added research and vibrant student life, matching to its national objectives, values & culture. I propose at the end that such conventions and get-together must be managed frequently for uplifting the cause of Higher Education in its true perspective and prospective for the development of under developed countries.

CONCLUSION

I convey my heartfelt thanks to venerable erudite Professor Dr. Hikmet Kocak for providing me an opportunity to participate in the highly venerated 2ND EURASIAN SILK ROAD UNIVERSITIES CONVENTION.

I once again express my warm compliments to Professor Dr. Hikmet Kocak for hosting the convention for the Promotion of Higher Education and generous hospitality extended by the host University. Time spent with Prof. Dr. Hikmet Kocak will be remembered for all the times to come as sweet memorable experience.

Prof. Dr. DHYLKICHIEV Askarbek Isaevich
Talas State University, Kyrgyzstan



HIGHER EDUCATION CONDITION IN THE KYRGYZ REPUBLIC

The system of higher education of the Kyrgyz Republic has passed two big stages in the development: the Soviet period and the period of independent development. During the Soviet period the higher education system has been completely directed on realization of plans of socialist building and at different stages solved put before it of such problems, as illiteracy liquidation, creation of national educational system, creation of system of public health services, formation of national intelligence, creation of national engineering shots and etc.

Now higher education is put forward in number not only national, but also universal priorities. Therefore world development demands essential changes in system of higher education, entering of new elements into its maintenance. We become witnesses of association of efforts of national systems of higher education for the decision of problems of its development which are beyond one country, development of the coordinated educational policy at the international level more often.

It is obvious that the system of higher education of the Kyrgyz Republic can't be improved out of global processes and tendencies of world development and structural changes of its labor markets. Integration processes, more and more fascinating many spheres of public life of our country, demand to go in a channel between national components on preparation of modern experts.

During the independent development of republic throughout a mild time interval of the state policy in an education sphere underwent essential changes. From the liberalization of all system of preparation of experts of higher education before certain restrictions in organization and management system.

Reforming and education system reorganization are begun at once together with formation of independence of Kyrgyzstan and proceeds till today, somewhere more, and somewhere is less successful.

Main objectives of reforming and modernization of system of higher education are:

- Satisfaction of the public requirement of availability of qualitative higher education;
 - Creation of mechanisms of constant updating and higher education development;
 - Maintenance of advancing development of higher education as spheres of national and strategic interests;
- Reduction of structure and the maintenance of system of higher education in conformity and new living conditions of the country, its orientation to the decision of national interests;
- Integration into world educational space.



One of strategic problems on realization of the problems set forth above is joining of higher educational institutions to republic to Bologna process. In the Kyrgyz Republic now there are serious changes of system of higher education, as a result of efforts and intentions to make use of the international experience for higher education lifting on absolutely other qualitative level, the vigorous activity on joining to Bologna process of our high schools is conducted.

Necessity of movement towards to Bologna process is dictated by a number of objective circumstances:

- Strengthening of processes of globalization;
 - Interstate integration;
 - Activization of migratory mobility of youth;
 - Necessity of a mutual recognition of diplomas and our documents on formation by other countries.
- In connection with the circumstances set forth above the increasing unification in higher education form and content is necessary. The Bologna agreement is directed on internationalization of higher education for the purpose of warranting of modern quality of training as bases for trust, mobility, compatibility and appeal.

In the Kyrgyz Republic a number of positions of Bologna process are executed or are in an introduction stage. Innovative processes take place for a long time already at our higher school. It is transition to multilevel system of training, introduction of remote training, conducting credits-hours, information of educational process.

For maintenance and realization of multilevel system of higher education are developed and installed the State educational standard «Higher education. The general requirements» and the State qualifier of directions and specialties of the higher vocational training. Basic state standards on all levels of higher education are generated: base higher education – preparation of the bachelors, full higher education – preparation of masters and the high school gradulators. Necessity of introduction of multilevel system of university education has been dictated by the life. Now preparation of bachelors and masters at universities covers the majority of directions and specialties.

For improvement of quality of preparation of the experts, corresponding to requirements of world educational standards, in republic high schools the system of credits-hours is actively entered. The system of credit hours will allow to make active and intensify educational-informative activity of students, to raise level of independent work, will create optimum conditions for the creative approach to self-realization of the person of transformation of relations between the teacher and the student in a context of their democratization and a humanization of increase of economic efficiency of training.

Application of credits-hours gives to students possibility to continue education abroad and to receive the diploma about the higher education, equally recognized as in the country, and abroad. Simultaneously introduction of credits-hours per educational process of high schools will make ours above formation more attractive to foreign students that will lead to growth of their number in Kyrgyzstan and will allow adjusting higher education export.

In the majority of high schools of republic the trainings are developed distance education into educational process. Introduction and development of distance education of study is necessary and natural process in formation of uniform system of continuous formation. Distance education assumes active integration of educational levels, lifting of information literacy of citizens, development of new ways of delivery of the information and tutorials. Besides, distance education is a new form of the organization of the educational process, basing on principles of independence, individuality and mobility of training. It is the most flexible democratic mode of study allowing practically realizing the right of each person on formation and reception of the information. Special value has remote formation for development of regional higher educational institutions, branches of higher educational institutions, and also for sphere of increase of qualifications and retraining of experts. Distribution of distance education will promote growth of virtual mobility and transnational formation.

One of the problems which the system of higher education of republic for today it excessively considerable quantity of the high schools which have appeared in republic on a wave of democracy and formation of liberal market relations has faced. At the same time with increase in quantity of higher educational institutions certain decrease in quality of preparation of experts is observed.

If in 1990 in republic were only 9 educational institutions with the general contingent of 58,8 thousand students, now the system of higher education of republic is presented by 50 higher educational institutions where it is trained 250 thousand students. Dynamics of change of quantity of higher educational institutions of republic in its market development is presented in the below-mentioned table.

Years	2004	2005	2006	2007	2008	2009	2010
Number of high schools, including: state private,	47	49	51	49	50	50	50
	31	33	33	32	33	34	34
	16	16	15	16	16	16	16
Number of students including: (ТЫС) State private	203	218	231	230	250	243	242
	188	202	213	216	225	217	216
	15	15,8	17,5	20,8	24,9	25,6	25,9
On 10000 population it was necessary students	401	426	447	454	477	458	453

Thus, higher education development in the Kyrgyz Republic is based on following principles:

- Integration into the international educational space;
- A full computerization of educational institutions;
- Use of new educational information technology;
- Achievement of effective and qualitative system of the higher education forming and increasing national scientific, spiritual information resources;
- Development and improvement of human resources for increase in productivity and the efficiency of work promoting effective economic and social development of the country.

Prof. Dr. Mohd. Saleh JAAFAR
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DEVELOPING A ROBUST RESEARCH CULTURE IN MALAYSIA A CASE FOR UPM

Abstract

The Ministry of Higher Education of Malaysia has taken a bold step in 2006 to push for a sustainable research and innovation culture when it designated four Research Universities. The designation came after due evaluation where these universities were expected to spearhead greater research output and impact. The main criteria used for the assessment include the quantity and quality of research and researchers, quantity and quality of post graduate students, income generated, innovation and networking. Universiti Putra Malaysia (UPM) as one of the four selected universities has taken several measures to realize the national aspiration to enhance research culture and innovation in Malaysian Universities. This presentation explains several initiatives that transform UPM from a teaching to a research university. The initiatives had brought about several significant changes in the number of principal investigator, research grant, journal publication, innovation and commercialization and number of postgraduate students.

Introduction

Universiti Putra Malaysia (UPM) is one of Malaysia's premier universities with a long-established reputation for excellence in teaching and research. UPM, a multi-disciplinary and multi-cultural university, is strategically located within the Multimedia Super Corridor (MSC), see Figure 1. Thus, its close proximity to Putrajaya (Malaysia's new administrative capital) and Cyberjaya, Malaysia's own version of the Silicon Valley, facilitates excellent opportunities for intellectual interaction between UPM researchers and students with IT entrepreneurs, researchers and prominent corporate decision-makers.

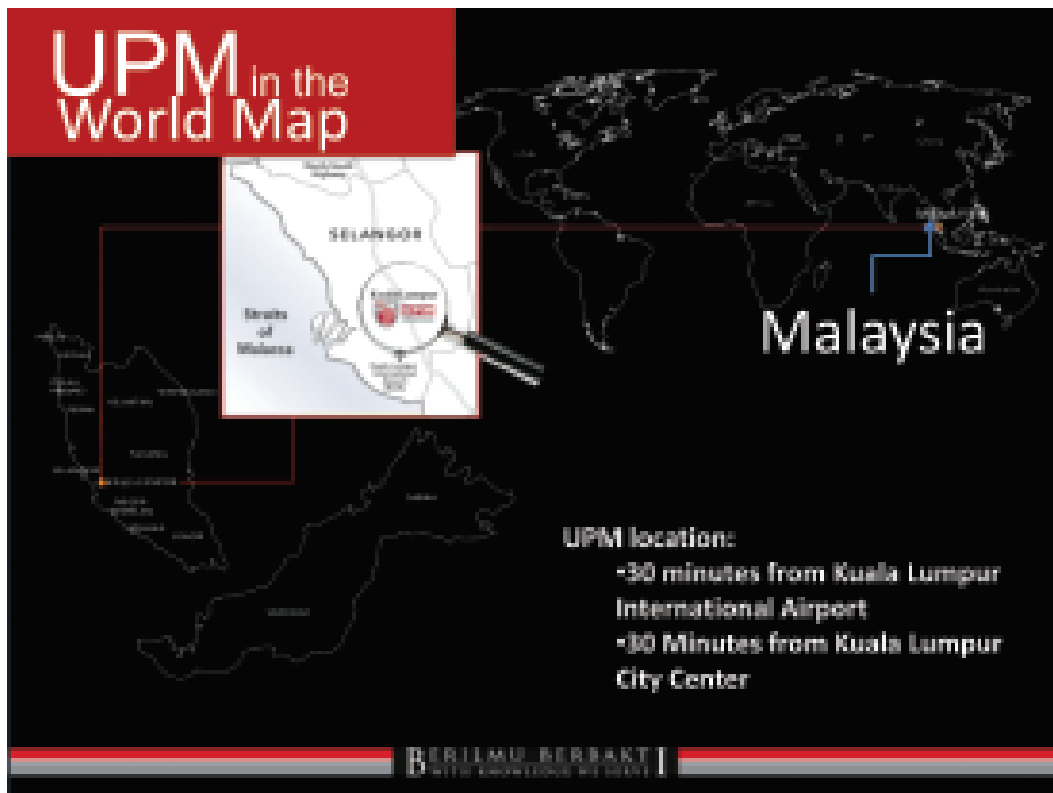


Figure 1: Location of Universiti Putra Malaysia

UPM is a comprehensive university with 16 faculties, 9 research institutes, 2 schools and 1 academy. These entities, together with service centers and faculty based centers of research excellence have transformed UPM to emerge as the largest Science and Technology, and Agri-bio based university in Malaysia with student population of about 29,000 students. There are more than 11,000 post-graduate students from 60 different countries. The university has over 1,700 academic staff, of which more than 75% are with Ph.D. degrees. UPM has received the highest research grants amongst public universities in Malaysia during the Ninth Malaysia Plan (2006-2010) period.

Brief History

UPM was founded on 21 May 1931 by John Scott, an administrative officer of the Straits Settlement. Named as the School of Agriculture, the school started humbly with two programmes, a Certificate and a Diploma programme. The school was declared by Sir Edward Gent, the Governor of the Malayan Union to be the College of Agriculture Malaya on 23 June 1947. In 1948, the college was proposed to be upgraded to a university status and in April 1971, Universiti Pertanian Malaysia was established. UPM progressed to become a modern campus with a reputation for widening access into education. In 1994, UPM embarked on its ambitious plan to develop as a futuristic university that provides a wide spectrum of disciplines. On 3 April 1997, the then Prime Minister of Malaysia, Tun Dr. Mahathir Bin Mohamed announced the change in name from Universiti Pertanian Malaysia to Universiti Putra Malaysia.

Since its inception, UPM has maintained a tradition of excellence in education. The university continues to thrive in sustaining its rich legacy, especially in the areas of upstream and downstream agriculture. This is reflected by the number of faculties and institutes that are agriculture-based. The university management structure is shown in Figure 2 and details of the main entities within UPM is shown in Figure 3.

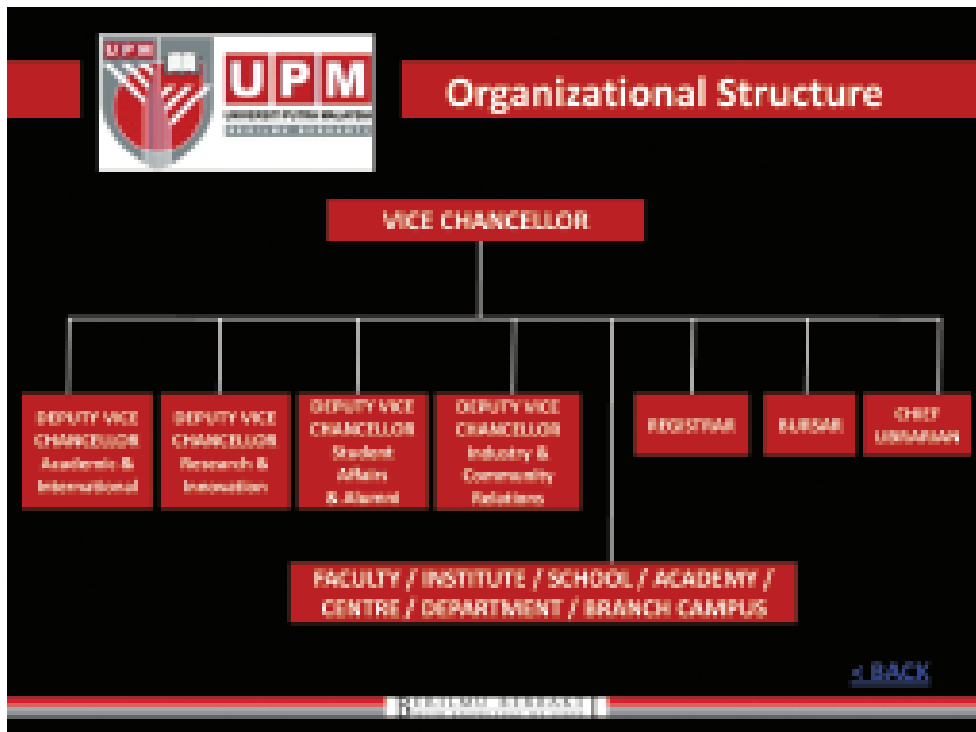


Figure 2: UPM Organizational Structure

PROGRAMMES OFFERED

16 Faculties, 2 Schools, & 9 Institutes offering:

- + 7 Diploma programmes
- + 55 Bachelor programmes
- + 43 Master programs by Course Work
- + More than 250 fields of study -Master and PhD by Thesis

Faculties and Institutes:

- Faculty of Agriculture
- Faculty of Forestry
- Faculty of Veterinary Medicine
- Faculty of Economics & Management
- Faculty of Engineering
- Faculty of Educational Studies
- Faculty of Science
- Faculty of Food Science & Technology
- Faculty of Human Biology
- Faculty of Modern Languages & Communication
- Faculty of Design & Architecture
- Faculty of Computer Science & Information Technology
- Faculty of Biotechnology & Biomolecular Science
- Faculty of Environmental Studies
- Faculty of Agriculture & Food Science (Berkala Campus)
- School of Graduate Studies
- Graduate School of Management
- Institute of Bioeconomy
- Institute of Advanced Technology
- Institute of Gerontology
- Institute of Mathematical Research
- Rural Product Research Institute
- Institute of Agricultural and Food Policy Studies
- Institute of Tropical Forestry & Forest Product
- Institute for Social Sciences Studies
- Institute of Tropical Agriculture

Figure 3: Entities and summary of programmes offered in UPM

Drive for Research Excellence

The Malaysian Ministry of Higher Education (MOHE) has embarked on a national program to facilitate excellence in research within Malaysian universities. A nation-wide exercise to evaluate and determine universities for their research excellence was carried out in 2006. The evaluation was based on a Malaysian Research Assessment (MyRA) instrument. The instrument measures fundamentals and indicators for research excellence which includes:

- a. Quantity and quality of researchers (input)
- b. Quantity and quality of research (output)
- c. Quantity and quality of research students
- d. Income generated
- e. Innovation and commercialization of research products
- f. National and international networking
- g. Facilities

International benchmarks were used in the instruments, for examples;

- a. Quantity and quality of researchers measure qualifications for academic staff, their ability to attract research grants, and percentage of academic staff who are actually leading research projects.
- b. Quantity and quality of research measure the research output of academic staff in the forms of number of citation indexed publications, total impact factors and total citations.
- c. Quantity and quality of post-graduate students refer to the percentage of post-graduate students with higher entry qualifications and percentage of students doing their post-graduate studies via research mode.

Based on the assessment, UPM was selected to be one of the four Malaysian Research Universities in 2006. With this status, UPM has grown its stature in research. UPM has developed action plans to improve its research performance by setting up several initiatives including; setting up funds for Research University Grants (RUGS), Graduate Research Fund (GRF), Innovation and Commercialization Centers (ICC), funds for appointment of Post-docs and Research Fellow and funds for incentives for excellent researchers and faculties.

The contribution of the four research universities has significantly improved, as shown by the output in publication (see Figure 4). The rate of the Malaysian research papers has increased exponentially. In fact, it was reported that Malaysia has the highest increase (in the world) in publication in 2010. Comparison with two leading countries in the South East Asia also show that Malaysia is well on the way of having the highest number of scientific publications in South East Asia, Figure 5.

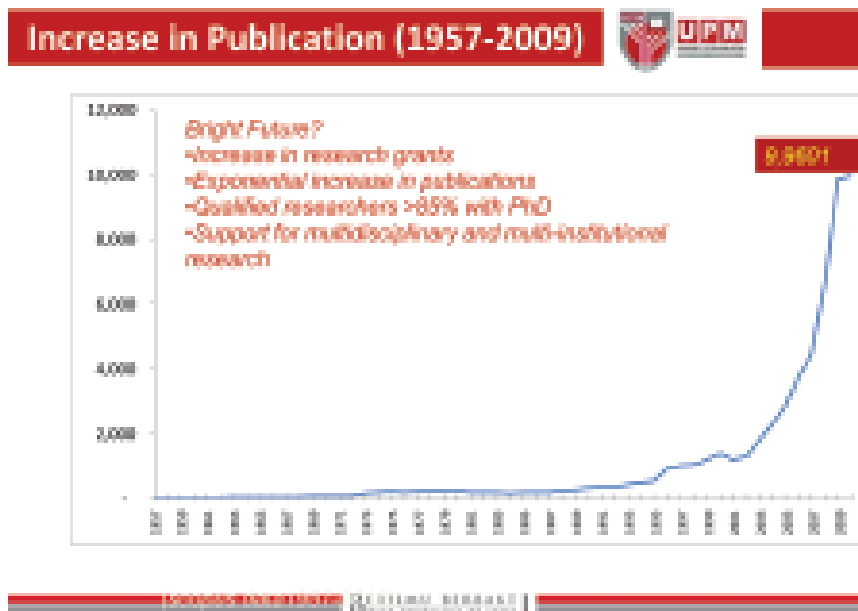


Figure 4: Number of scientific publication in Malaysia

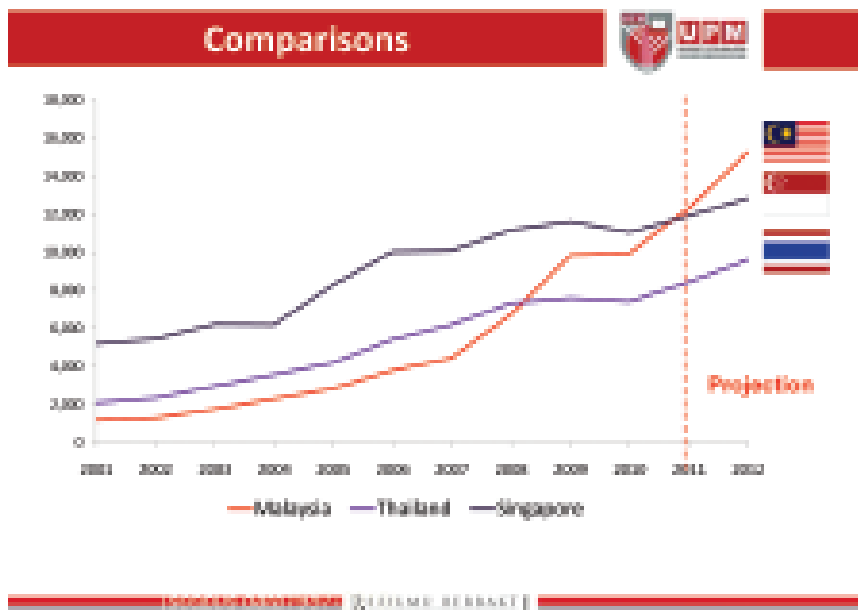


Figure 5: Comparison between Malaysia, Thailand and Singapore in number of publications

The Way Forward

UPM is committed to play its role as one Malaysian leading research universities. It has developed its research road map (Figure 6), which is in line the national road map to excellence. Phase one from 2006-2010 was a foundation building, where basic research culture was established and basic facilities were established in order to have sustainable research outputs. UPM is now in the strengthening phase (2011-2014) where clear strategies are developed to identify strategic strength of UPM and needs of the countries.

Despite its unwavering commitment to compete with the ‘big boys’ in research, UPM is fully aware that there are a lot of challenges ahead. UPM is well on the way to have trained researchers as 90% of its staff would have PhD qualification in 2015, half of its student population will be post-graduate students and many of its laboratory and facilities will be properly certified. The biggest challenge is research collaboration and research funds. Malaysia does not keep aside enough research grants, compared to many other developed countries. It has less than 1% of its GDP dedicated for R&D activities. Malaysia, however, has shown its commitment, by being the second country in the world in the growth for R&D funds, see figure 7.



Figure 6: UPM Research Road Map

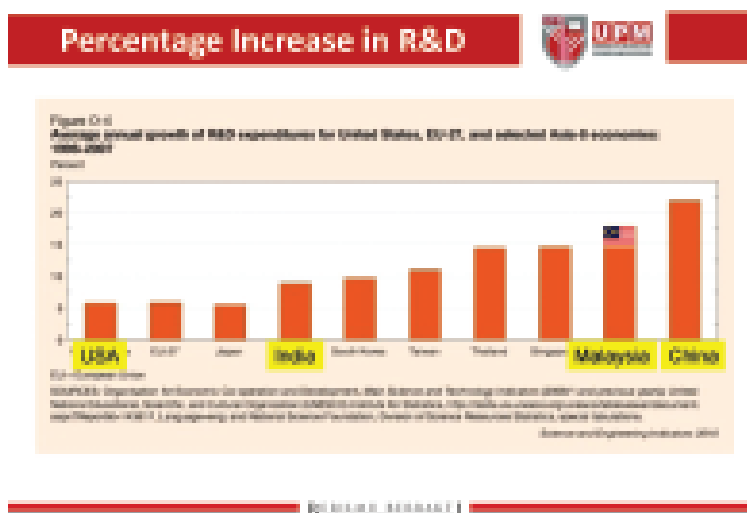


Figure 7: Average annual growth in R&D

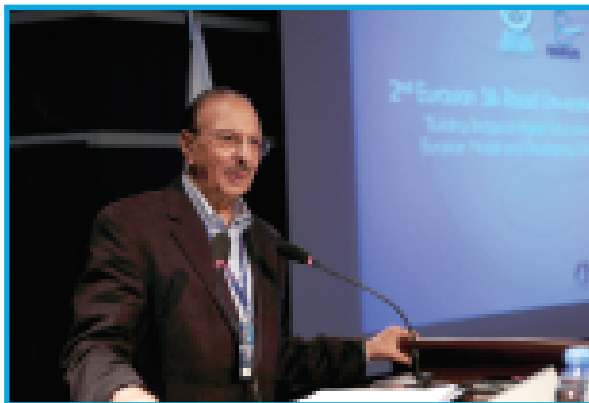
Conclusion

Universiti Putra Malaysia is one of the leading Malaysian Research Universities and located within 30 minutes from the nation capital, Kuala Lumpur. UPM has grown in its stature as a research university and is committed with a clear road map for research excellence. The last five years had seen the tremendous growth in research activities and output. UPM continues to seek to enhance collaboration with other international universities and organizations, as it believes that this will generate more impactful research outputs.

Prof.Dr. Mumtaz AHMAD

President

International Islamic University, Pakistan



THE ROLE OF EURASIAN UNIVERSITIES IN THE EMERGING GLOBAL INTELLECTUAL TRENDS

The last decade of the twentieth century witnessed heated debates on “the clash of civilizations”, “the end of history”, “the return of Islam,” multiculturalism,” “hybridization.” “Postmodernism and “globalization”.

The first decade of the twenty-first century, while still engaged with the legacy of the unresolved issues raised by these debates – especially those that sought to interrogate the fundamental(ist) ideas of post-World War II era (modernity, disenchantment of the world, secularism, nationalism, liberalism) – brings its own political, intellectual and ideological constructs that are concerned more with power, justice, discourse, authenticity, and pursuit of truth in non-hegemonic environment.

The overwhelming forces of economic globalization of the last ten to fifteen years have engendered not only overwhelming market demands of neoliberalism but have also created new cultural and intellectual imperatives that are redefining the role of the institutions of higher learning. The world may not have become flat – as Thomas Friedman so optimistically predicted a few years ago, but the universities are in serious danger of becoming flat in the wake of homogenizing forces of involuntary globalization.

Since I was educated in the United States and have been teaching in the United States for the last thirty years, I am more familiar with the academic scene in that country than with that of Pakistan or other Eurasian countries. Hence my remarks today will take the current crisis of the US academic institutions as a reference in order to make some points relevant to what is needed to be done by Eurasian universities.

First, the militarization and corporatization of American state and society and the transition of the United States from a liberal welfare to a warfare state has compromised the semi-autonomous nature of higher education, especially with increasing withdrawal of the state and federal funding for higher education.

Second, the greatest threat faced by the universities in the US is their annexation by the corporate complex and the attacks by the well-funded groups of right wing ideologues and foundations. The result is that there has emerged a fundamental change in the university’s relationship with the larger society that inevitably signals a crisis in democracy and the critical educational foundation upon which democratic societies rest.

Third, at the present there are over 150 military educational institutions in the US; there are also over one hundred universities and colleges conducting Pentagon-funded research, providing classes to military personnel, appropriating theory and knowledge for military purposes, and designing programs specifically for future employment with various departments and agencies associated with warfare state. Military oriented research programs are being funded to produce new and innovative ways to fight wars, develop sophisticated surveillance technologies and produce new military weapons. Fortunately, Eurasian universities have not, so far, followed this particular model of higher education and have remained committed to their traditional role of producing knowledge that is focused on both moral and material welfare of humanity.

Fourth, the higher education in the US is currently being targeted by a diverse group of right-wing forces that have assumed political power and are waging an aggressive and focused campaign against the principles of academic freedom, sacrificing critical pedagogical practices in the name of patriotic “correctness.” These are warning signs for the universities of our region and we, who are responsible for making educational policies and formulating pedagogical goals of higher education in our institutions, should remain alert to these alarming trends.

Fifth, higher education, in my view, has a deeper responsibility not only to search for the truth, regardless of where it may lead, but also to educate students to make authority politically and morally accountable. The universities also have the responsibility to expand both academic freedom and the possibility and promise of as a bastion of democratic inquiry, values and politics. It is here that Eurasian universities can play a significant role, especially in the wake of recent events leading to more democratic and free societies in the region.

Sixth, 'Retaking the university' is an ethical referent and a call to action for educators, parents and students and others to reclaim higher education as a democratic public sphere, a place where teaching is not confused with either training, militarism or propaganda, but is rather a safe space where reasoned dialogue and critical engagement are available to all faculty and students.

Seventh, within universities today power is top-heavy, largely controlled by trustees and administrators and removed from those who actually do the work of the university- namely the faculty, the staff and student. There is an urgent need for reforms that include protecting the jobs of full-time faculty, and expanding benefits for and putting power in the hands of students and the faculty. The current trends in American universities to introduce post-tenure review to control the senior faculty, to rely heavily on adjunct faculty on minimum wage, to deny part-time faculty the benefits that come with full-time employment, and to commercialize academic programs in a way that faculty members are expected to become salesmen, are fundamentally transforming the nature and mission of the institutions of higher learning. We in the Eurasian region must avoid these pitfalls associated with the current wave of globalization. Universities in our region must test new ideas to democratize the university management practices in order to make them truly participatory and communitarian.

Eighth, another issue that the universities are facing today is the over-valuation of technology (although it has a definite value in the market) whereas theory (episteme) is only valued as a higher form of intellectual activity without signifying its relevance to society. More and more responsibility has been put on technology at the cost of philosophical discourse. This has already emptied our universities of moral and philosophical urgency and has made them an appendage of the "global political economy".

Ninth, universities today suffer from another major shortcoming: they are increasingly concerned primarily with knowledge "management" and not knowledge generation. Knowledge generation has been outsourced to private research establishment and think tanks that certainly have their own ideological and political axe to grind.

Tenth, colleges and universities are strapped for money; government grants, scholarships and even low-interest students' loans are being withdrawn and the educational institutions are being asked either to raise tuition or raise their own funds through the so-called self-financing schemes. The current moves to give more "autonomy" to colleges and universities both in the Western countries and in the Third World is, in fact, a blatant excuse on the part of the governments to absolve themselves of moral and political responsibilities to educate their citizens as a public obligation. The result is that the universities now increasingly define themselves in the language of corporate culture. Many universities seem less interested in higher learning than in becoming licensed storefronts for brand name corporations -- selling off space, buildings and endowed chairs to the highest bidder among the corporate donors, be it Nike, Kellogg, Sony or IBM.

Eleventh, with the tensions between democratic values and market interests, the distinction between education as a moral imperative on the one hand and job training, on the other, breaks down. Not surprisingly, it has become more difficult for the public to recognize that the problems facing higher education have less to do with corporate management, efficiency and cost-effectiveness than with the erosion of democratic ideals.

Twelfth, as the French Philosopher Giroux argues in his essay "University in Chains," higher education must be engaged as a public sphere that offers students the opportunity to involve themselves in the foremost problems of the society and to seek the knowledge, skills and "ethical vocabulary" that is required for modes of critical dialogue, solidarity and forms of "broadened civic participation". Work-related learning is not the full measure of a decent education. In fact, it represents a very narrow and, in some ways, a very dangerous vision of higher education because it fails to imagine the formative culture necessary for the production of civic literacy, engaged critical citizens, and the knowledge needed by the young people to learn how to govern rather than be governed. Higher education, and especially the education of the humanities, plays a vital role in constructing the university as a centre of critique, dialogue, reflections and thoughtfulness. Most importantly, it enables the free play of imagination and provides an important reminder of the crucial and indispensable role of education as a public good and democratic public sphere. The idea of 'liberal education' that was the hallmark of the American college Education until recently may have certain philosophical flaws, especially in its optimistic view of human potentialities, nevertheless, laid the foundations of a civic culture that upheld the moral and political autonomy and agency of individual vis a vis both the oppressive state and the homogenizing society. It is this tradition that our universities must try now to revive for a morally informed democratic public sphere.

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COLLABORATION AND INTERNATIONALIZATION - THE STRATEGIC CHOICES OF TBILISI STATE MEDICAL UNIVERSITY

Abstract

Internationalization of higher education became one of the interactive responses to globalization. The role of education and science in an increasingly unified and integrated world is crucial and demands on quality higher education are significantly raised. Tbilisi State Medical University (TSMU) is the leading medical school and one of the main academic and scientific institutions in the whole Caucasian region, established on the bases of European values in the beginning of 20th century. TSMU follows Bologna process that ensures harmonization of its academic and professional standards to European ones. Currently there are almost 5000 undergraduate and 2000 postgraduate students at the University of whom around 700 come from the 21 different foreign countries. More than 2000 TSMU international alumni work in different countries throughout the World, including NIS countries, Turkey, US, Canada, France, Germany, Japan, UK, India, Sri-Lanka, Nepal, Pakistan, Syria, Trinidad and Tobago etc. Internationalization assumes new forms, becomes more accessible to better meet current challenges: strengthening links with the outside world. Besides on-site study visiting and participation in different professional events and Conferences, for communication is used many different forms, like - Internet, Web-communities and virtual networking, distance learning and telemedicine.

TSMU has long-term partnership with more than 50 foreign Universities and Clinics. The collaborations were formed by strongly committed administration and dedicated academic staff through friendship and solidarity. The training programs in centers of excellence are highly encouraged. It is good opportunity to take stock of partner's achievements and a mechanism for knowledge transfer and capacity-building. Foreign partner institutions of TSMU provided capacity-building support during the start-up years of English-medium faculty and transformation period. Connections with international organizations and partner institutions help TSMU in development of highly qualified faculty, realization of joint programs, and promotion of research. Due to intense collaboration TSMU gained the good international reputation. The Government of Georgia highly supports the internationalization of higher education as well as the student's mobility through the cooperation with the embassies of different countries, international organizations and by implementing different exchange programs.

Internationalization of higher education became one of the interactive responses to globalization. The role of education and science in an increasingly unified and integrated world is crucial and demands on quality higher education are significantly raised. Georgia is among the countries undergoing the most rapid changes in all sectors and fields. One of the country priorities is education and Human Resources Development, including capacity building in Health Care. The role and influence of the University in the process of medical sector development is very great indeed.

Tbilisi State Medical University (TSMU) is the leading medical school and one of the main academic and scientific institutions in the whole Caucasian region, established on the bases of European values in the beginning of 20th century. TSMU has an outstanding reputation for excellence in teaching, learning and research. TSMU staff is the largest concentration of intellectual talent in country for development from the perspective of excellence in medical education, research and health care at its most competitive levels. Over its ninety years history Tbilisi State Medical University has provided regional leadership in the education of medical practitioners, public health workers and research scientists. Currently there are almost 5000 undergraduate and 2000 postgraduate students at the University of whom around 700 come from the 22 different foreign countries. More than 2000 TSMU international alumni work in different countries throughout the World, including NIS countries, Turkey, US, Canada, France, Germany, Japan, UK, India, Sri-Lanka, Nepal, Pakistan, Syria, Trinidad and Tobago etc.

Internationalization is one of TSMU main agenda to enhance international relations, cooperation and collaboration towards improved global standing.

The key strategies to boost TSMU global recognition are:

- Program development toward international standards
- Development of Quality Culture
- Attracting international students
- International collaboration
- Internationalization of research, joint programs, grants
- International mobility

Recognition of professional qualification in healthcare area becomes increasingly essential in Europe nowadays, which can only be achieved through modernized programs and balanced medical education system. TSMU follows Bologna process that ensures harmonization of its academic and professional standards to European ones. Georgia has been the member of European Council since 1999 and involved in Bologna Process since 2005. The conceptual background for transforming medical education in Georgia therefore refers to Bologna Declaration in addition to active legislation of Georgia.

According to its specificity, the medical education is being regulated by international project MEDINE (Medical Education in Europe) within the countries involved in Bologna process since 2004. MEDINE 2 is the second step of this project, which intends to develop undergraduate education guidelines, draft curricula and work out the ways for active and efficient inclusion of research component into academic process of higher medical education bodies involved in Bologna process. TSMU representatives are enrolled in the list of MEDINE 2 members, along with the leading high medical schools of EU countries. It should be noted that the common learning outcomes/ competencies in Medicine for degree programs developed by the Tuning Project (Medicine) under MEDINE were used as a core document for elaboration of the National Strategy on capacity building and further assisted in development of a sectoral document in Georgia. The document is a helpful tool and wonderful guidance in an increasingly unified and integrated world leading to relevance, validity and quality in the national medical education system to prepare highly competitive human resources in Health.

Nowadays integrated medical education has been considered at TSMU as an innovative approach to teaching and learning that avoids fragmented knowledge and promotes self-directed learning for the development of life-long learning skills. In contrary to the traditional teaching, when a great deal of learned content is not utilized, the integrated education abandons separation between basic and clinical years. Implementation of integrated curriculum in TSMU implies introducing appropriate methods of teaching and learning. Introduction of integrated education causes radical changes in the role of teachers. New role of medical teacher requires mastering necessary professional skills and attitudes toward students, composing and delivering Case-Based sessions.

It is obvious, that quality of Health Care System in the country directly stems from the quality of medical education. Development of Quality is of key importance for international recognition. Quality assurance (QA) is an essential part of TSMU activity. The strategic goals of quality assurance at TSMU are defined as:

- To make quality assurance an essential part of the management task;
- To improve the quality assurance organizational structure;
- To ensure that the university's services and activities fully comply with established quality requirements;
- To develop effective internal quality assurance systems;

- To ensure that the university obtains the best and most recognized external quality assessments and accreditations by National and International Quality Assurance and Accreditation Agencies.

TSMU offers a wide variety of degree programs at undergraduate, graduate and doctoral levels. Undergraduate and postgraduate courses have been offered in English language attracting students from all over the world.

TSMU has embedded the new core curriculum in all its five faculties of Medicine, Pharmacy, Stomatology (Dentistry), Public Health, Physical Medicine and Rehabilitation and also in the school of Nursing. The faculty of Medicine, traditionally the principal and largest faculty at TSMU, has adopted the WHO and the WFME (World Federation for Medical Education) standards. In 1996 English-Medium Medical Faculty of General Medicine has been established independently. Currently there are almost 700 international students studying at TSMU from the 22 different foreign countries, among them great majority are from India, Sri-Lanka and Turkey. It should be emphasized that the number of international students during the last years has been markedly increased and the further increase of number is planned.

The International School of Public Health (ISPH) at TSMU was established in March 2007 and encourages all faculty members to hold joint appointments at the national or international governmental and private health organizations. A new Department of Nursing was established in 2007 at TSMU. The three-year curriculum is patterned after the WHO European strategy for Nursing and Midwifery Education.

Currently internationalization assumes new forms, becomes more accessible to better meet current challenges: strengthening links with the outside world. Besides on-site study visiting and participation in different professional events and Conferences, for communication is used many different forms, like - Internet, Web-communities and virtual networking, distance learning and telemedicine.

TSMU is facing challenges that are formidably complex and wide-ranging. University is a member of the following organizations and Associations:

AMEE – Association for Medical Education in Europe

EUA - European University Association

EAIE - European Association of International Education ,

IUC – International Universities Council

EMSA – European Medical Students Association

TSMU closely collaborates with World Health Organization (WHO), World Federation of Medical Education (WFME), UNESCO, and Educational Commission for Foreign Medical Graduates (ECFMG), Foundation for Advancement of International Medical Education and Research (FAIMER) etc. In 2000 UNESCO chair was established. Chair is named as “Healthy Life” and the programs promote the healthy life styles in country.

A special attention is paid to collaboration with the organizations, professional associations and agencies of Turkey. TSMU closely collaborates with Embassy of Turkey in Georgia and Turkish International Cooperation and Development Agency (TIKA). It is of great importance that Rector of TSMU participated in a conversational conference held by International Universities Council (IUC), on 15-17 December in Ankara. The purpose of International Universities Council is to bring together universities of Asia, Africa and Europe under a single framework with maintenance of the national values, concepts and cultures within internationalization of the higher education.

TSMU wishes to create optimum conditions for the internationalization of research. Research is conducted at the decentralized level and the choice of international partners therefore rests with individual research groups. National Science Foundation of Georgia provides support for projects with international participation. TSMU gives high priority to work with alumni abroad and obtaining external funding (grants) for research in order to develop innovative knowledge and modern laboratories.

TSMU has long-term partnership with more than 50 foreign Universities and Clinics, including well-known Turkish universities and advanced clinics: Atatürk University (Erzurum), Hacettepe University (Ankara), Ege University (Izmir), Ondokuz Mayıs University (Samsun). The collaborations were formed by strongly committed administration and dedicated academic staff through friendship and solidarity. The training programs in centers of excellence are highly encouraged. It is good opportunity to take stock of partner’s achievements and a mechanism for knowledge transfer and capacity-building. Foreign partner institutions of TSMU provided capacity-building support during the start-up years of English-medium faculty and transformation period. Connections with international organizations and partner institutions help TSMU in development of highly qualified faculty, realization of joint programs, and promotion of research. Due to intense collaboration TSMU gained the good international reputation. Getting expected results from collaborations between academic institutions is related to making required arrangements and managing them. Effective international and local academic collaboration requires strong organizational support at every level.

So, Recreating community and fostering academic excellence are central themes of the university's worldwide. The Government of Georgia highly supports the internationalization of higher education as well as the student's mobility through the cooperation with the embassies of different countries, international organizations and by implementing different exchange programs.

We must change the way we operate, virtually reinventing the university to meet the challenges of restricted resources, increasing diversity, and greatly expanded demands upon higher education.

We must work together to encourage individuals, constituent groups, and the state to support our universities. We do hope that Erzurum meeting set the foundations for long term collaboration and partnership among the society of educators. Education is the most powerful tool, leading to establishment of new world, the world of understanding and peace.

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**BUILDING BRIDGES IN
HIGHER EDUCATION :
QUALITY ASSURANCE**

The Silk Routes were significant business routes for products of all kinds between merchants, pilgrims, missionaries, soldiers, nomads and urban dwellers from Ancient China, Ancient India, Ancient Tibet, Persian Empire and Mediterranean countries for almost 3,000 years. The name came from the profitable Chinese silk trade, which began during the Han Dynasty (206 BC – 220 CE) and these Silk Routes are jointly known as “Silk Road.”

The routes were 4,000 miles (6,500 km) long and those path enabled merchants to carry goods, slaves and luxuries such as silk, satin, hemp and other fine fabrics, musk, other perfumes, spices, medicines, ornaments, glassware and even rhubarb, as well as serving as a medium for the spread of knowledge, ideas, cultures, zoological specimens and some non-native disease conditions between Ancient China, Ancient India (Indus valley, now Pakistan), Asia Minor and the Mediterranean. Trade on the Silk Road was an important aspect in the expansion of the great civilizations of the China, India, Egypt, Persia, Arabia, and Rome, and in several respects that also helped setting the foundations of the modern world [1].



Figure 1.1[1]. Silk Road extending from southern and eastern Europe through Egypt, Somalia, the Arabian Peninsula, Iran, Central Asia, Indian Subcontinent, Java-Indonesia, and Vietnam until it reaches China. The land routes are red, and the water routes are blue.

In this modern world, education from one country to another country may be dispersed like the Silk Road era through Quality Assurance and the universities that will be maintaining the same quality of education may be called “Silk Road Universities.” Before we discuss about quality assurance in education, let’s discuss a bit about the Changing Global Environment.

The Changing Global Environment:

There were major transitions in the global environment at the end of the twentieth century that has significant effect on the role, functions, shape, and mode of operation of post-secondary education systems all over the world including those in the developing countries. Some of these trends offer opportunities while others constitute possible threats as shown in Table 1.1. Among the most important changes are the growing significance of knowledge as a driver of development in the perspective of the global economy, the information and communication revolution, the emergence of a worldwide labor market, and global sociopolitical transformations.

● Knowledge as a Key Factor in Development:

The ability of a society to produce, select, adapt, commercialize, and use of knowledge is critical for sustained economic growth and improved living standards. Knowledge has become the most important factor in economic development.

<i>Change factor</i>	<i>Opportunities</i>	<i>Threats</i>
Growing role of knowledge	<ul style="list-style-type: none"> • Possibility of leapfrogging in selected areas of economic growth • Resolution of social problems (food, security, health, water supply, energy, environment) 	<ul style="list-style-type: none"> • Increasing knowledge gap among nations
ICT revolution	<ul style="list-style-type: none"> • Easier access to knowledge and information 	<ul style="list-style-type: none"> • Growing digital divide among and within nations
Global labor market	<ul style="list-style-type: none"> • Easier access to expertise, skills, and knowledge embedded in professionals 	<ul style="list-style-type: none"> • Growing brain drain and loss of advanced human capital
Political and social change <ul style="list-style-type: none"> • Spread of democracy • Violence, corruption, and crime • HIV / AIDS 	<ul style="list-style-type: none"> • Positive environment for reform 	<ul style="list-style-type: none"> • Growing brain drain and political instability • Loss of human resources



● **The Information and Communication Revolution:**

Information and Communication Revolution brought strong effect on the higher education sector. The arrival of printing in the 15th century brought the first fundamental transformation in modern times in the way knowledge is kept and shared. Today, hi-tech innovations in informatics and telecommunications are once more revolutionizing capacity to store, transmit, access, and use information. Rapid progress in electronics, telecommunications, and satellite technologies are permitting high-capacity data transmission at very low cost, has brought about the quasi neutralization of physical distance as a barrier to communication and as a factor in economic competitiveness.

● **The Global Labor Market:**

Globalization increased movements of skilled people with post-secondary education from one country to another country. The richer countries endeavor to attract and retain the world's best-trained minds in many ways in this 21st century. Among the more powerful "pull" factors are effective policies that encourage R&D activities and increase direct investment, offer attractive postgraduate training and research opportunities, and recruit younger graduates and professionals.

● **Political and Social Change**

There are changes not only in economics, science, and technology in the current world but also in political and social dynamics. The outcomes include a alteration to democracy in many parts of the world, a greater concern with issues of political development in areas such as governance and accountability, increased awareness of human rights, and the rise of civil society organizations as legitimate stakeholder voices in increasingly pluralistic environments. Post-Secondary education institutions themselves have been overwhelmingly influenced by the changes around them, which are heightening their significance as pillars of social unity, forums of public discussion, and contributors to open debate [2].

Building Bridges in Higher Education:

Bridges link highways to and from the South, North, East and West; between different organizations and stakeholders in higher education; between higher education, business and society; across geographical borders, time and space, disciplines and learning methods. The foundations for these bridges were:

- The World Declaration for Higher Education in the Twenty-first Century
- The Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications:
 - A means for international cooperation in higher education
 - A platform for exchange of ideas between different stakeholders, building bridges between intergovernmental organizations

UNESCO GLOBAL FORUM started the Action Plan:

- Standard-setting activities
- Capacity Building in Quality Assurance and different modes of delivery
 - evaluation of regional conventions
 - principles for dependable partnerships in cross-border education
 - generating experimental evidence through research on the impact of trade in education and the concept of the public good
- Clearinghouse: Information Tools for Students

A Way Forward:

- Greater participation from all regions, including Ministers and governmental representatives
- Higher education at the center of social sustainable development

Building bridges: from words to action:

- Strengthen regional conventions
- Research on widening access to higher education through trans border provision.
- Principles for Responsible and Sustainable Partnerships between Higher Education, Business and Society
 - Develop a continuum model for partnerships between Higher Education and society that would take account of differences in needs, capacities and issues
- Empowering Learners: Students' Choice Behavior
- Results of Studies on Students' Choice Behaviors
- Flexibility of choice: link Higher Education with Lifelong Learning [3]

The Role of Universities:

Currently, as the centers of education, knowledge, innovation, talent and business; the universities are expected to provide society with three primary functions:

- 1) Entrepreneurship & Spirit of Innovation
- 2) Globally Engaged Network
- 3) Platform for Sustainability

Thus, the universities are faced with critical challenges while priming to address society's needs, which include:

- 1) Transformation from Industrial to Information age
- 2) Knowledge Economy and Knowledge Society
- 3) Rapid Growth and Urbanization
- 4) Population Diversity and Immigration

However, the universities are the primary locus of opportunity to address challenges associated with innovation, economic expansion, and population growth for the city-state. The universities do the following:

- Cultivate creative capital
- Generate knowledge capital
- Train human capital
- Build social capital
- Attract financial capital
- Preserve natural capital
- Produce spillovers to regional and national economies

Why Quality Assurance in Higher Education is Necessary? : Providing higher education to the increased number of people has become a challenge for the universities these days globally. The growth in student numbers and the need for higher education lead to a diversified higher education system and an ever escalating infrastructure. It also forces the higher education institutions to take a more competitive attitude. Students compete for scarce places at universities and admission to top universities is becoming increasingly difficult. Universities compete for status, ranking and funding. This might lead to the risk of a general lowering of academic standards. Therefore, quality assurance in higher education institutions is very important and is currently at the top of the higher education policy agendas.

Other important aspects and challenges include globalization and economic assimilation. Academic and professional mobility are growing. Traditional higher education is disappearing while new modes of delivery are emerging. Moreover, "borderless" delivery of higher education is continuing to grow which also means a growing danger of "degree mills" and "accreditation mills". Therefore, there is a need for the international recognition of qualifications and for cross border quality assurance.

The national quality assurance systems should act in accordance with the international standards. The participation of students at all levels is growing. Another development is a stronger focus on learning outcomes than on the processes and the procedures and in most countries a clear link is seen between assessment and the Qualification Frameworks. By publishing the quality assurance reports, higher education is becoming more crystal clear with a greater emphasis on liability. Concerning the provisions and the ways of teaching and learning, prior learning is increasingly being recognized and assessed; transnational education is growing.

International Network for Quality Assurance Agencies in Higher Education (INQAAHE): INQAAHE was established in 1991 and has NGO status with UNESCO. INQAAHE includes more than 200 members who come from six continents. The main purpose of INQAAHE is to collect and spread information on current and developing theory and practice in the evaluation, improvement and maintenance of quality in higher education. It tries to encourage good practices in the maintenance and upgrading of quality in higher education and facilitates research into the practice of quality management. INQAAHE provides advice for new quality assurance agencies and facilitate links between accrediting bodies. It permits a better-informed international recognition of qualifications and assists members in determining the standards of institutions operating across national borders. Furthermore, INQAAHE is able to help in the development and use of credit transfer schemes and enables members to be alert to doubtful accrediting practices ("accreditation mills").



INQAAHE held biennial conferences and general assemblies, publishes the Journal Quality in Higher Education and a quarterly Electronic Bulletin with regular news updates from members, from the regional networks and from the Board. There is a website with proceedings, discussion papers, etc. and a rapid answer query service. INQAAHE acts as a clearing house and is developing a database of reviewers and consultants. It also includes education and training courses and qualifications.

INQAAHE not only works with its member agencies but also with and for other networks or agencies. Various regional networks have signed a Memorandum of Cooperation with INQAAHE, for example:

- Arab Network for Quality Assurance in Higher Education (ANQAHE)
- ASEAN Quality Assurance Network (AQAN)
- Asia-Pacific Quality Network (APQN)
- Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE)
- Central and Eastern European Network of Quality Assurance Agencies in Higher Education (CEEN)
- Eurasian Quality Assurance Network (EAQAN)
- European Association for Quality Assurance in Higher Education (ENQA)
- European Consortium for Accreditation (ECA)
- Ibero-American Network for Quality Assurance in Higher Education (RIACES)
- Quality Assurance Network for African Higher Education (AfriQAN) [4].

Quality Assurance in European Higher Education Area (EHEA):

Globalization requires mobility and competitiveness which widens the market for higher education. The EU Commission supported student and staff mobility by developing ECTS, the Erasmus Programme with a network of Erasmus universities and with the recommendations on quality assurance. The Council of Europe (CoE) responded with the Lisbon Convention on Recognition and the European States answered with the Bologna Process (starting 1998/1999) aiming to create the EHEA by 2010 along with the European Standards and Guidelines for Quality Assurance (ESGs) in the EHEA which have been developed by ENQA in cooperation with EUA, EURASHE and ESIB/ESU. Finally, UNESCO/OECD reacted with the Guidelines for Quality Provision in Cross-border Higher Education.

The Bologna Declaration currently includes member states from Europe and consultative members such as CoE, EUA, ESU, EURASHE, EI, BE, UNESCO, ENQA. It concentrates more on teaching and learning than on research. The Bologna Process improves the European development of higher education and has a strong impact on government policy in many countries as well as on higher educational institutions.

Putting the Bologna Process in the global context, one of the aims is to improve the attractiveness of the EHEA. A "strategy on the EHEA in a global context" (2007 in London) should lead to better information and to partnership and cooperation with other regions of the world, particularly in quality assurance and recognition. These two areas were addressed during the Bologna Ministerial Conference 2009 at the Policy Forum in Louvain-la-Neuve. Neighboring countries, organizations participating in the Bologna Process, and several other countries from different parts of the world took part in that forum.

Quality assurance is very important in achieving the aims of the Bologna Process as well as the key to mutual trust and reliability in the context of mobility and employability within the EHEA, including the global context. As far as quality assurance is concerned, the Bologna Process aims to encourage collaboration and convergence among European countries, to promote quality assurance at all levels and to develop guidelines on the basis of generic standards (ESG). The infrastructure to achieve this is the European Association for Quality Assurance in Higher Education (ENQA), the European Quality Assurance Register for Higher Education (EQAR) and the rise of quality assurance systems in all European countries.

The E4 group (ENQA, EUA, EURASHE and ESIB/ESU) has developed the European Standards and Guidelines (ESGs) comprising three key components:

- Standards for internal quality assurance within higher educational institutions
- Standards on external quality assurance of higher educational institutions
- Standards for quality assurance of quality assurance agencies

The ESG concept is open to any solution on the admission and supervision of agencies. The ESGs emphasize the general responsibility of higher education institutions for quality assurance.

Considering the developments in Europe, there are still a number of open questions and challenges. The experience and activities of European higher education institutions and quality assurance agencies are still largely restricted to traditional higher education such as degree programs leading to Bachelor's/Master's degrees. Distance learning is also mostly covered by quality assurance. But transnational education, lifelong learning is still largely located outside the scope of quality assurance and is insufficiently accredited.

Since quality assurance is a means of guaranteeing the quality of a degree program offered by a university, it should be examined whether the degree program:

- is oriented towards explicit and published learning outcomes
- takes into account the necessary workload
- leads to the necessary competencies and skills
- is student-centered and not traditionally teacher-centered
- observes the qualification framework
- enables students to use opportunities of mobility

As many of these areas are not sufficiently developed, there may be a need in particular for focusing the quality assurance measures on study requirements. Furthermore, it is essential to further develop the implementation of the ESG at European level to develop the institutional quality management and to encourage more cooperation across the world in the field of quality assurance [5].

Quality Assurance in Asian Universities:

The higher education landscape and transformation of quality assurance in the Asian Region is characterized by:

- Cultural, linguistic, social, political and economic pluralities
- Many growing economies
- Increasing attention to higher education and its quality
- Considerable diversity in quality assurance systems, approaches and stages of development
- Need for a regional harmonization of frameworks and approaches
- Increasing regional cooperation

The Asia-Pacific Quality Network (APQN) was established in 2005 in the scope of regional cooperation in quality assurance in the Asian Region. The mission of APQN is to enhance the quality of higher education services in the Asia-Pacific region by strengthening the quality assurance agencies and enhancing cooperation between them. The reference points for quality assurance in Asian Countries are the "Chiba Principles" which have been drafted under the Brisbane Communiqué in Chiba, Japan in 2008 during the APQN Annual Conference. Based on the acknowledgement of the diversity in quality assurance, they provide guidance for higher education institutions and quality assurance agencies in enhancing quality assurance policies and practices. Emphasis is on a generic approach, applicable and relevant to all higher institutions and quality assurance agencies. The extensiveness of the principles allows for the different roles of quality assurance agencies, i.e. accreditation, audit or both and also for different levels of assessment, institution, programs and/or both. The fundamental view is that the main responsibility for quality assurance lies with the individual higher educational institution.

In 2008, the ASEAN Quality Assurance Agencies Roundtable Meeting was held in Kuala Lumpur and adopted the Kuala Lumpur Declaration on the establishment of the ASEAN Quality Assurance Network (AQAN) with the aims:

- To promote and share good practice of quality assurance in higher education in the region
- To collaborate in capacity building
- To share information and to facilitate the mutual recognition of qualifications throughout the region
- To develop a quality assurance framework for Southeast Asia



The Asian universities are facing the challenge of creating a quality culture and of building quality mindsets among university staff. There is a need for a changed management. There must be a shift from the management of quality to management for quality, a change from transactional leader to transformational leader. New management knowledge and skills are needed. Moreover, the issue of cost-effectiveness is important and it may be concluded that:

- Quality assurance in higher education in the Asian region is moving in parallel with the other regions
- Efforts are being taken at various levels: institutional, national as well as intra- and inter-regional
- Regional collaborations and cooperation are emerging [6].

Internal and External Quality Assurance of Higher Education:

Quality assurance systems in higher education all over the world have two elements: internal quality assurance and external. In other words, it can be said that Quality assurance is based on self-assessment followed by external assessment.

Through self-assessment, the institution tries to discover its own quality and to find its strengths and weaknesses. In most countries this is followed by external quality assessment. Internally organized self-assessment has to be complemented by external assessment for Quality Assurance. An outsider's view will help overcoming some blind spots when an institution look at its own quality. On the contrary, external quality assessment can never be done without the self-assessment of the institution itself. Internal quality assurance without external checks does not make sense; external quality assurance which is not based on self assessment is useless. Therefore, it can be said that the Internal and external quality assurance are two sides of the same coin.

The role of both Internal and external quality assurance should be in balance. External quality assurance often serves two masters: on the one hand, it is expected to help the institutions to enhance the quality, and, on the other, it is meant to provide information for government, policymakers and taxpayers.

When the discussion on accreditation started in Europe, it was probably expected that the higher educational institutions and governments would undertake joint efforts to discuss about developing a Europe-wide accepted system of providing quality education. However, this did not happen. Many countries in Western Europe started to develop an accreditation system on their own. External quality assurance, or better, the accreditation system in the developing stage, became politicized. In many countries, it was clear that the higher educational institutions and governments became opponents. Instead of keeping the higher educational institutions responsible for the quality, it became the accreditation agency that was seen as the guardian of quality.

Looking at the higher educational institutions, one may expect all of them to develop a robust internal quality system as a safeguard for quality. Although there is no "one-size-fits-all solution" and an internal quality assurance system will always be tailor-made, there are some requirements to be taken into account. The European Standards and Guidelines formulated some guidelines on internal quality assurance. These guidelines have also been adopted by the AUN in the AUN-QA guidelines and are used in the manual on the implementation of the guidelines.

Considering the role of the accreditation agencies, a better balance with the internal quality assurance system may be expected. Accreditation should be less politicized and less based on power. Rather than being a monopoly of the state, it must rather be more improvement oriented with less control.

Perspective the University of Information Technology & Sciences (UITS), Bangladesh:

Bangladesh had only public universities till 1992 and since then the government allowed to establish private universities in Bangladesh. Currently, we have 30 public universities and 54 private universities in Bangladesh. Both types of universities are accredited by the Ministry of Education when those universities fulfill certain standards and the curriculums of the universities are reviewed by the University Grants Commission of Bangladesh (UGC). However, the universities may change their curriculum to improve the standard; but they will have to inform the UGC when any change in a curriculum has been made. That is the current scenario of maintaining Quality Assurance in the Universities of Bangladesh.

University of Information Technology & Sciences (UITS) was established in 2003 as the first IT based private university of Bangladesh and it is accredited by the Ministry of Education, Bangladesh and the curriculum of University of Information Technology & Sciences (UITS) are approved by the University Grants Commission of Bangladesh (UGC). Besides the Ministry of Education and UGC, UITS has internal Quality Assurance Committee to maintain academic standard. “Quality Assurance Committee of UITS” consists of the Vice Chancellor as the Chairman of the Committee and members such as Controller of Examinations and Program Director, Dean of the different schools: School of Computer Science and Engineering, School of Business, School of Liberal Arts and Sciences. The Department Head of different programs of three schools are also the member of the “Quality Assurance Committee of UITS.” Our committee meets once in a week, bi-weekly or in a month to improve academic standards of UITS with the demand of the nation as well as the other parts of the world. We also discuss the challenges that the faculty face while teaching the students since all students don’t have the similar scholastic aptitude. Therefore, we discuss to apply appropriate teaching methodology so that all students may understand the academic material.

Moreover, UITS is also a founding member of a committee called “Quality Assurance and Improvement Society (QAIS)” which consists of 9 Vice Chancellors from 9 universities of Bangladesh. I, Professor Dr. Mohammed Abdul Aziz, Vice Chancellor of UITS, am the Secretary General of QAIS and Professor Dr. Alimullah Miyah, Vice Chancellor of IUBAT, is the Chairman of QAIS. The goal of QAIS is to share academic quality of nine universities to improve academic standards of our nine different universities and ensure quality of the individual university.

Mission of QAIS:

- Has a mission appropriate to higher education
- Guided by well-defined and appropriate goals for student learning
- Assesses both institutional effectiveness and student learning outcomes, and use the results for improvement
- Enhancement of quality of higher education
- Quality education assurance is primarily the responsibilities of higher educational institutions themselves and should respect institutional integrity
- Promoting academic freedom and intellectual and institutional integrity
- Ensuring that higher education is accountable to its various stakeholders and in the protection of their Interests. Stakeholders includes-
 - Students and potential students
 - Their families and other individuals who provide them with financial and other supports
 - Employers
 - Governments
 - Foundations and other agencies that support the work of higher education.
 - The wide community, including the internal, external, regional and international community
- Review Process of the Society should be independent and should not be subject to external influences whether from governments, institutions or elsewhere
- Should be carried out in the context of criteria and procedures that are published in advance of any review
- Establishing transparent processes and procedures for institutional and program accreditations based on published criteria
- Identifying a set of core guidelines that should strengthen the Society’s activities
- Collaborating and Cooperating with other organizations/agencies of similar objectives at local, regional, and international level

Function of QAIS:

- Advocacy of Quality Assurance and improvement
- Formulation of indicators and measurement instruments
- Development of consensus on the indicators and measurements
- Encourage the setting up of internal Quality Assessment mechanisms
- Initiating self assessment
- Inviting submission for peer review (voluntary)
- Inviting submission for external review
- Conducting review process
- Development of assessors and reviewers
- Providing feedback for improvement (no rating)
- Training, workshops, seminars of Quality Assurance
- Full assessment of Higher Educational Institution on voluntary basis
- Non rated certification on Quality Assurance
- Institutional review
- Program review

Review Panel of QAIS:

- Reviewers should consist of academics from abroad with experience on Quality Assurance providing a balance of western and regional membership for institutional and program review
- After completion of institutional review of most Higher Educational Institutions, the review process will be fully internalized with external participation as may be necessary

UITS believes that in addition to the external quality assurance authority such as Ministry of Education and UGC; internal quality assurance committee such “Quality Assurance Committee of UITS” and “Quality Assurance and Improvement Society (QAIS)” are vital for a university to maintain academic standard.

It may be concluded that the future will belong to those regions that have strong knowledge-based economies, built on the success of their universities as knowledge producers through Quality Assurance.

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Prof.Dr. Irakli BARAMIDZE
Deputy Rector
Shota Rustaveli State University, Georgia



BATUMI SHOTA RUSTAVELI STATE UNIVERSITY NEW OUTLOOKS FOR DEVELOPMENT

In 2005 Georgia integrated in the Bologna Process, thus the state higher educational institutions moved to the European Credit Transfer and Accumulation System (ECTS). Shota Rustaveli State University, one of the leading HEIs of Georgia since 1935, has effortlessly followed innovations step by step and now the university is at the new stage of its development. Batumi city, the place of university buildings location, is continuously developing, growing and becoming attractive touristic centre in the whole region of Caucasia. Batumi is an important port and transit city in the South-East littoral of the Black Sea.



2010 was the year of final integration of different scientific-research and educational institutions to RSU. Scientific-research institutions of agrarian, natural and humanitarian sciences integrated to RSU, on the basis of which the University Scientific Centre has been established in three directions: humanitarian and social studies, agrarian and membrane technologies and phytopathology and biodiversity sciences. This has given a stimulus to growth of scientific activities at the university; it also has survived and developed above mentioned directions, which had little opportunity to function independently.



In 2010, considering the realities of Georgia in general and, Batumi in particular, reorganization of faculties took place. Nowadays there are five faculties at the university: Faculty of Social Sciences, Business and Law; Faculty of Education and Sciences; Faculty of Engineering and Technology, Faculty of Agrarian Technologies and Ecology and Faculty of Tourism. The university faculties implement about hundred of professional, bachelor, master and doctoral programs. The development of infrastructure and touristic boost caused the establishment of Tourism Faculty which we think will play an important role in the preparation of qualified personnel in touristic sphere.

Rustaveli State University conducts the periodical marketing research - "from supplier to consumer". According to the research students motivation to continue their studies at RSU is evaluated. We also apply methods of self-assessment, examination of labor market, survey of students and university personnel, on the basis of which we modernize and renew educational programs. The university tries to follow the ongoing processes of the country and elaborates labour market-oriented educational programs, which bear foremost importance for future development of the university. Nowadays there are four thousand students studying at all the three educational cycles of the university and about six hundred academic staff serving them for becoming specialist in the future.



Shota Rustaveli State University is consequently in the process of development and modernization. The university material and technical bases are annually renewed, educational and scientific publications are purchased for the university library, mobility flows, among students and academic staff, are implemented for sharing and exchange of foreign experience.

University also tries to enlarge the net of cooperation and exchanges with collaborative HEIs and deepens and develops international contacts. RSU has already established international relations with about thirty HEIs abroad in the sphere of sharing experiences, implementation of joint educational programs for exchange of students and academic staff.

It is rather important to participate in international forums for extending contacts and relations. Last year RSU hosted about 20 international conferences and scientific symposia in various fields of study, the relevant proceedings depicting the events were published.



The university is open for foreign students. The flexible system at the university gives opportunity to everyone to choose appropriate educational program and broaden qualification in relevant fields of study. The number of foreign students has been steadily growing for previous years.

Shota Rustaveli State University is led with the principle: plan, implement, check, develop; and therefore according to this principle the university slogan is - "With Respect of the Past Forward to the Better Future!"



Prof. Dr. Asilbek AYDARALIEV

President

International University of Kyrgyzstan, Kyrgyzstan



***Dear President of Ataturk University
Prof. Dr. Hikmet Kocak,
Dear Honorable Members of
Honorary Committee,
Dear Members of Organization Committee,
Dear Academia Colleagues,***

First of all, let me express my deep appreciation to Ataturk University colleagues for their kind hospitality and very good organization of this memorable event.

The idea to provide a forum for 93 rectors of Eurasian universities from 24 countries to share their ideas with the colleagues is really brilliant. I also believe that the creation of ESRUC consortium is an outstanding event which promotes international standards of higher education all over the world. And obviously, this is a new step of collaboration on an international level for representatives of Eurasian Silk Road Universities Convention - Eurasian universities.

The International University of Kyrgyzstan (IUK) originally is aimed to promote and provide a higher education based on international educational standards. We believe that international educational standards is the only road which leads to mutual understanding between different cultures, business development and cooperation of different countries, so to mutual respect and prosperity of different civilizations. Nowadays this is in fact the only way to survive to all nations in rapidly changeable global world.

The International University of Kyrgyzstan (IUK) was created in March 1993 less than two years after the announcement of the independence of the Kyrgyz Republic by a decree of the President of the Kyrgyz Republic that gave the University the status of international higher educational institution. The founders of the IUK are the Ministry of Education, Ministry of Foreign Affairs, National Academy of Sciences and San Francisco State University (USA). In a short period of time, the IUK has become one of the leading higher education institutions of Kyrgyzstan and the Central Asian region. IUK is so successful because promotes and leans on symbiosis of European, American, and Asian educational standards, cultures and teaching methods. IUK began work on internationalization of the university and on the implementation of the European Credit Transfer System (ECTS) into the teaching process in the framework of Tempus-Tacis project in accompany with Arnhem Business School (the Netherlands) and University of Karlstad (Sweden) since 1996.

In 2002 IUK has signed the Magna Charta Observatory Universitatum Declaration and so world-wide publicly confirmed its accessory to the Bologna Process. In practice these IUK initiatives resulted into new curriculums of IUK programs which are measured in ECTS credits and besides awarding state standards diplomas IUK gives out the Diploma Supplement for its graduates. This Diploma Supplement has been developed following the model elaborated by the European Commission, Council of Europe and UNESCO – CEPES. This helps very much our graduates to be recognized with their education in European countries.

IUK is a member of the Association of European Universities (CRE), European Association for International Education (EAIE), Federation of the Universities of the Islamic World (FUIW), Global Alliance for Transnational Education (GATE), and International Association of Universities under UNESCO.

As far as the Kyrgyz Republic is situated in Central Asia and the main part of the population are moslems IUK also develops its collaboration with the Federation of the Universities of the Islamic World (FUIW). This year for example we take part in the pilot project of Islamic Azat University named as Islamic Virtual University (IVU). In the framework of IVU project IUK plans to open this year intensive language courses and Master program based on IVU up-to-date distance education technology. We do hope that IVU distance education technology will give IUK an opportunity to expand its education to world-wide international market.

Dear colleagues, thank you very much for your attention.

Prof.Dr. Antonio Donato SCIACOVELLI
University of West Hungary, Hungary



AMBER ROAD – SILK ROAD: CULTURE CONNECTIONS

Magnificent Rector, estimated Colleagues, Ladies and Gentlemen,

I am deeply honored by your invitation to speak about the role and position of the University of West Hungary, in the frame of this international university convention. I would introduce our historical area (the Amber Road) and our Institution (the University of West Hungary and the Campus Savaria).

As Italian citizen, but representative of a Hungarian Higher Education Institution, I feel in every moment of my life the importance of the internationalization, in all the fields of the human life and the development of knowledge, especially, Turkey is in this moment the bridge between the European integration system and the Asian growing world, more and more present with knowledge exigencies and objectives of educational reforms. The process of European integration caused the major changes in the education system of most European countries, and caused the adoption of new regulations in the field of education. The aim of these reforms is the creation of opportunities for students of all countries, and especially students from so-called Third countries to continue their education abroad, to upgrade their acquired knowledge with graduate studies at a recognized European University, and also to provide opportunities for young researchers and scientists from different fields to exchange their knowledge and attitudes, and with new experiences to contribute to even better results in their work. In this regard, it is fundamental, that the international cooperation of higher education institutions is and will be based on the exchange of students and teaching staff and their development in selected areas, the exchange of information about academic activities and development plans, as well as the organization of scientific and professional meetings.

Considering that the financial situation in many European countries is not enviable, that the cost of education at universities is high, international cooperation in the field of providing funds for school scholarships and fellowships has a great importance. International cooperation of higher education institutions in the academic field can be manifested in different ways: the most important characteristics of various forms of international cooperation is the cohesion and the close relations that are built between higher education institutions. This close relations and cooperation is the foundation for achieving the international compatibility of higher education, and it is the main goal of the process of European integration in the area of education.

One of the possibilities at the international level, which is given to students and researchers, is the Erasmus program and the resources coming from the cooperation between University conventions: for this reason I think it will be very fruitful a cooperation with ESRUC, extended to the area of Amber Road. The Amber Road (in Turkish Kehribar Yolu) was an ancient trade route for the transfer of amber. As one of the waterways and ancient highways, for centuries the road led from Europe to Asia and back, and from northern Africa to the Baltic Sea: an important raw material, amber was transported from the North Sea and Baltic Sea coasts overland by way of the Vistula and Dnieper rivers to Italy, Greece, the Black Sea, and Egypt thousands of years ago, and long after. In Roman times, a main route ran south from the Baltic coast in Prussia through the land of the Boii (modern Czech Republic and Slovakia) to the head of the Adriatic Sea (modern Gulf of Venice). Today, in the Western part of Hungary, you can recognize the traces of few civilizations connected to the Amber Road traditions, and actually, the Amber Road is for us not just an archeological pretext, but a symbol of cohesion and tradition, an important possibility of cooperation in higher education, extended to different fields of research: Literary Studies, Foreign Language Studies, European Studies, History, Visual Arts, Religions, Minorities, Economical Integration Studies. For the municipalities included in the area, the cultural cooperation is a strong factor of cohesion, and a promoter of business-projects.

We are strongly interested in the successful implementation of an internationalization of the dissemination of the scientific knowledge, with the mediation of the H.E. local institutions. The University of West Hungary (2000-2007, then re-created in 2008; President: Prof. Dr. Sándor Faragó), due to the rationalisation policy of the Hungarian higher education, was expanded by incorporating the Apáczai Csere János Faculty of Győr, the Faculty of Agricultural and Food Sciences of Mosonmagyaróvár and the Benedek Elek Faculty of Pedagogy of Sopron in 2000. On 1st January 2008, it incorporated the Berzsenyi Dániel College of Szombathely (actually, Savaria Campus; President: Prof. Dr. Károly Gadányi). Since the union the University of West Hungary has its headquarters in Sopron, and operates 10 faculties in 5 cities. The Savaria Campus comprises the Faculty of Arts (Dean: Katalin Molnár Horváth, PhD.), the Faculty of Natural Sciences (Dean: Prof. Dr. Veress Márton) and the Faculty of Faculty of Visual Arts and Music, Education and Sport Sciences (Dean: Mihály Gáspár, PhD.).

The Faculty of Arts offers a wide range of degree courses in arts and social sciences. The education of teachers for primary schools started in Szombathely in 1959 followed by several decades of development. There was an unprecedented boost in Hungarian higher education in the late 1980s, which brought about the constant updating of the curriculum, including majors in arts and humanities. The Berzsenyi Dániel College founded new departments of modern languages (such as the Department of Russian, Croatian, Slovenian, English, French, German and Italian Language and Literature as well as for Uralistics) in order to meet changing requirements. A demographic peak meant that an increasing number of students required an enhanced infrastructure. Most of the faculty's departments were moved in 1990 to their current location at Berzsenyi Square. Funding from the FEFA and Phare programs facilitated the development of majors in arts and social sciences, especially the improvement of foreign language instruction. Hundreds of millions of Hungarian Forints were spent on the development of human resources, education programs and infrastructure at the faculty. The faculty's internal management and the setting up of the institute system were both important issues. Arts and humanities, including Hungarian Language and Literature and foreign language majors, were coordinated by the Institute of Philology. Other fields of arts and social sciences were incorporated in the Institute for Social Studies. Functioning as an independent unit, the faculty currently offers a broad spectrum of degree courses in classic majors like Hungarian language and literature, history or majors in frequently spoken foreign languages. There are also courses unique in Hungarian higher education, such as Slovenian language and literature. The study of liberal arts is experiencing a revival. There are new highly sought after fields like communication and media studies, librarian IT studies, and international studies. The B.A. courses in arts and social sciences ensure students a smooth way to move on to subsequent M.A. studies, in line with the new multi-cycle degree system in higher education. In addition to the on-going accreditation of its M.A. degree courses, the key objective of the Faculty of Arts is the establishment of a doctoral school.

¹ The Egyptian pharaoh Tutankhamon had Baltic amber among his burial goods, and amber was sent from the North Sea to the temple of Apollo at Delphi as an offering. From the Black Sea, trade could continue to Asia along the Silk Road, another ancient trade route.

In addition to providing education and services, the faculty is recognized as a major research and innovation centre in arts and social sciences. The harmonisation of R&D activities and education is a cornerstone of the faculty's research strategy. The research directions pursued at the faculty are closely related to its education program. Scientific activities are pursued within the framework of its research groups: Slavic philology, applied linguistics, intercultural communication, experience-based and innovative teaching of literature, sociolinguistics, mass media, visual communication, regional development and micro-integration (supported also by the Hungarian Academy of Sciences), national, ethnic and religious minorities, Judaistics, Italian studies, terminology, philosophy and Uralistics. The lecturers of the faculty publish their research results in Hungarian and in international journals as well as in the faculty's own publications.

The faculty has a large number of international relations in the scientific world, from inter-institutional agreements and programs such as Erasmus or lecturer and student mobility schemes facilitated by the Life-Long-Learning program. A number of research projects or joint education programs are arranged under the aegis of the international relations of the faculty, such as the linguistic project SLANG MASTER and the project MIREES in political science led by the universities of Maribor and Bologna. Established in 2004, the Maribor Network of Inter-university Cooperation wishes to start M.A. degree courses in several fields involving seven institutions of higher education (Bielska Bia³a, Klagenfurt, Maribor, Osijek, Szombathely, Trnava, Udine) to maximally utilize the resources of each partner. In addition to cooperation within West and Central European networks, increasingly good relations are being developed with Eastern countries (Russia and Turkey). The participation in the establishment of the Federation of Finno-Ugrian Universities provides the faculty with even more opportunities.

In addition to strengthening its positions in Hungarian higher education, the Faculty of Arts of the University of West Hungary wishes to establish itself as an acknowledged member of the European arena of higher education.

The three main fields of training of the faculty of Visual Arts and Music, Education and Sport Sciences are an unique combination in the country. These fields of training are connected through the secondary and primary school teacher training. As a centre of the new M.Sc. and M.A. teacher training, the faculty has an excellent cooperation with the Bolyai János Demonstration Primary and Secondary Grammar School as well as with the Regional Pedagogy Centre in Szombathely, which is a part of the university. This regional centre connects the faculty to the public education of this region. Adult education is becoming more and more important. The faculty trains educators to organize adult education, to develop human resources and communities, to convey culture, and to provide vocational and career counselling, and to coordinate education and the labour market. This far-reaching education is done by the Institute of Andragogy, which was established in 2008.

The faculty educates teachers of music and drawing. The B.A. level education for applied artists and teachers of religious music is unique, too. The faculty's sport training is important throughout the country. The Sports Association, the largest sports association in the county, offers the largest variety of sports activities. The Szombathely-based consortium organizing research on sports will provide further improvement in sports education in cooperation of 23 European higher educational institutions.

In 2008 the Institute of Health Development was founded to further expand the program of education. These graduates know the modern approach to health, having theoretical knowledge and the appropriate skills. They are important links in the development of a positive attitude to health. They will be able to improve the awareness towards health at various stages of our life, at schools, workplaces, in communities and in civil organisations.

There is subject based and general pedagogical research connected to public education. The faculty does research on the development of curriculum and methodology of higher education. The faculty's research on the history of education is important. Research on adult education is closely connected to other social sciences, especially to the relation between higher and adult education and demands of the work market. There is also research on the development of communities in disadvantaged rural areas and minority groups. The main fields of research in sports and recreation are the following: defining values of sports, taking a survey of values leading to a physically active lifestyle and its effects. They emphasize the investigation of health conditions and attitudes to health among higher education students. The Institute of Health Development investigates the effects of lifestyle and physical activity on bone density in school-age children.

The teachers at the Institute of Arts are mostly artists and performers. The teachers study and show traditional and modern types and methods of visual art. Teachers and students are involved in the Music Workshop. There is research on Hungarian religious music. The music of the Esterházy court is also an important subject matter. The faculty is proud of its Berzsényi Dániel Mixed Choir, which is nationally and internationally recognized.

The Faculty of Natural Sciences has a traditional spectrum of training (biology, mathematics, physics, technical applications, geography, etc. etc.) expanded with courses on the environment, business management, industrial products and design in applied arts and also technical management. The faculty intends to offer fundamentals for natural, technical and economic sciences for master courses in teacher-training and other types of education for M.Sc. degrees, also to add an interdisciplinary school for a doctoral program. It aims at educating specialists who can manage industry, agriculture, education civil or institutional areas of society, or can get along as business entrepreneurs with suitable fundamental knowledge of natural and technical sciences, in the field of informatics and business studies.

The faculty created wide ranging connections to private companies of the West Transdanubian region to enhance practice-oriented education of the fundamental courses, and for the practical training of the students. Instructors and researchers of the faculty's four institutes (the Institute of Biology; the Institute of Geography and Environmental Sciences; the Institute of Mathematics and Information Sciences; and the Institute of Technical and Economic Sciences and Informatics) are always active and are surrounded with busy students. Students in the different courses organize special days and nights and participate in field practices, study tours and astronomical observations. Students interested in research work are involved in the students' scientific clubs, guided by their instructors. Many scientific conferences and other special events organized by the faculty are linked to its vibrant research activity, including regional conferences on natural sciences and on Carst formation, sessions of the Hungarian Society of Ornithology, or a congress of European Arachnology, and a settlement geography conference.

The mainstream of scientific work on fundamental levels is represented by Carst formation research and ecological investigation, while applied research on the faculty includes anthropology, neurobiology, plant biology, environment protection and land development, information technology, company planning and management. Besides the faculty's own scientific publication, titled "Scientific Proceedings of Savaria Campus – on Natural Sciences," the individual departments also have their own periodicals, such as "Karst Development," "Kanitzia," and "Folia Anthropologica." They play an important role in the regular exchange of information with other partner institutions. Many instructors of the faculty participate in doctoral programs of other Hungarian universities (ELTE, SZIE, PTE), and are members or heads of several national and international scientific groups, take part in scientific research cooperation, such as the Hungarian Society for Geography, BirdLife Hungary, and the South-East Bird Migration Research Network. The faculty has scientific cooperation with European and overseas institutions (Department of Applied Geography, University of Bordeaux, France; Department of Human Biology, University of Punjab, India; Scripps Research Institute, La Jolla, USA; Astronomical Observatory of Hurbanovo, University of Lodz, Poland; Nanoscience Technology Center and Biomolecular Sciences, University of Central Florida, USA).

The importance of the international relation is testified by the large net of international connections of the University of West Hungary, with more than 250 foreign higher educational and research institutions, 205 partners in Europe and 45 on other continents. Co-operations include student exchanges as well. The agreements, in accordance with the Bologna process, make it possible for the students of the university to acquire knowledge abroad, learn about the culture of other countries and improve their command of foreign languages. In the 2009/10 academic year 122 students spent a total of 524 months studying or doing a work placement abroad. The EU funds were more than 240,000 EUR, which were completed with further amounts from the university and the student self-government. The allocation for the 2010/2011 academic year is more than 320,000 EUR owing to a successful application. A large number of students study at universities in Austria, Germany, Slovenia, Italy, France and Spain. Besides the Erasmus program, several faculties of the university take part in the CEEPUS network (Central European Exchange Program for University Studies). It is worth mentioning, that students and Ph.D. students of the university can also study overseas, at the higher educational institutions of the USA and Canada.

For all this reasons I think we can be a good partner for the University of Erzurum and the ESRUC, in the implementation of an enlargement of your convention to another great, historical road of trade and cultural relations, using all the possible frames of cooperation and harmonization.

Pictures

1. The European Amber Road (by R. Resch)



2. Savaria Campus (the Main Building)



3. International Activity (Delegation from the University of Maribor, Slovenia)



4. International Activity (Delegation from the Volgograd State University, Russia)



5. International Activity (Delegation from the Selcuk University, Turkey)



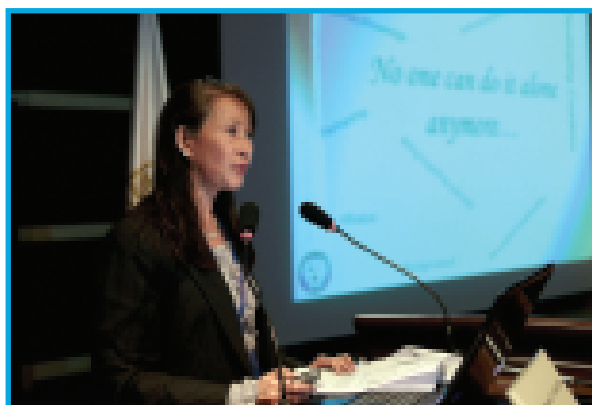
6. Danube Rector's Conference (Maribor)



Prof. Dr. Carmen Z. LAMAGNA

Vice Chancellor

American International University - Bangladesh



BUILDING BRIDGES IN HIGHER EDUCATION: COOPERATIONS AND PARTNERSHIPS

INTRODUCTION:

No one can do it alone anymore...it is even doubtful if it was ever possible. There is indeed a need to cooperate with large and diverse group of partners. Isolation is now impossible.

This paper is about cooperation and partnership, about creating conditions that can bring together persons from different backgrounds and affiliations and through them, their departments, institutions, or companies. The conditions that can facilitate new and innovative combinations of disciplinary knowledge and specialists, and that facilitate transfer from universities to the private sector, from the industrialized world to the developing countries will also be discussed.

HIGHER EDUCATION ACROSS BORDERS:

Higher education has allowed exchanging ideas and people across borders, which have contributed to society's cultural, social and economic goals. There has been an expansion of cross-border higher education initiatives. This is characterized by two trends.

The first is the internationalization of higher education. One of the basic and fundamental functions of a university should be fostering of a global consciousness among students to make them understand the relation of interdependence between peoples and societies, to develop in them, an understanding of their own as well as other cultures, and respect for pluralism. All these are foundations of unity and peaceful co-existence among nations and societies. This definition seems natural and understands that internationalization is a process and as a response to globalization.

The present internationalization of higher education is part of and driven by the new wave of globalization of economies and backed by technological breakthrough. Although it faces severe challenges, controversy and conflict, no one believed that the process could be blocked or reversed but its pace could be slowed down or accelerated, rules to be modified. Its objective must be focused on updating academic curriculum, making global issues understandable while promoting intercultural understanding and sustainable human development. The internationalization of universities should then help spur the development of comprehension of, and receptivity to foreign culture, and the availability of knowledge and information.

It is important for us, education stakeholders to have a clear definition of globalization and internationalization, as we are often confused with these two terms. It is true that both are phenomena brought about by the same social dynamics. Personally, internationalization promotes recognition and respect for differences, traditions and cultures while globalization does not tend to do this, thus undermining the bases of the very same nation or state, leading to a homogeneous society. In this sense, internationalization can be understood as complementary to globalizing tendencies. Internationalization is a process and a response to globalization. It grows out of a cycle of recurring events. It is comprehensive, as it involves all sectors and levels of the university. It questions the content, process and basis of the education process.

The international dimension of universities constitutes a key educational resource for training citizens with a critical perspective and the adequate preparation to work and live effectively and successfully in a global context. It represents an educational reform whose ideals are the driving force behind the political, ethical and intercultural nature of the social relationships that supports the formation of a good citizen by developing global consciousness and perspective in graduates. The international curriculum should therefore focus on developing graduates the respect for humanity's differences and cultural wealth, as well as a sense of political responsibility, making them defenders of democratic principle and architects of social change. The major product of universities is their graduates, the overall purpose, objective or focus of internationalization should be to produce graduates who have the 'ability to be an active part in a globalize society able to communicate effectively in terms of linguistics and technological skills and skills to deal with different cultures and institutions and are internationally competitive. This focus is clear cut and covers all the dimensions of a university. With strategic impacts and importance not only in national economies and social development but also the future of the country. Once a nation does have such quality, human resources and leaderships, its prosperity is just an issue of time. It could be, therefore, also a measurement to see how far a university is successful on the adoption and implementation of internationalization.

What is new and remarkable is that the imperatives of globalization and the growing demand for higher education in the knowledge society are producing a synergy that yields to a greater internationalization of the education systems. These trends are stressed by the value and knowledge in the progress of society, linguistic unification, role of new information and communication technologies and existence of exchange programs. In a society based on knowledge, the strategic value of knowledge will increase; therefore the value of the universities will increase.

If the overall purpose of internationalization in the developing world can be defined as producing internationally competitive leaders and human resources in the different national contexts, then adapting and integrating an international/intercultural dimension into the teaching, research and service functions of an institution will just be ahead. It appears to be focusing on producing human resources, but the fact is it involves adapting and innovations of all dimensions of an institution, if such overall purpose was accepted.

The second is the rising dominance of market-oriented approaches to organizing and providing education and information services worldwide.

Higher education (HE) has become a big sector in public life. Its increasing size already demands differentiation: division of tasks and functional links, different patterns of cooperation, and related to all this, different internal functional structures, communications and cooperation patterns. Versatile delivery systems in higher education and research are emerging, challenging the monolithic system dominated by universities and expanding the scope of services and competition within the industry.

We observe the emergence of some specialist higher education institutions (HEI) as research networks and centers that performs tasks once considered the preserve of do-it-all universities. This development is further amplified by more cost effective electronic communication that gives reality to virtual universities and to global networks of research and knowledge exchange without national or regional boundaries.



How do we define the “economies of scale” in terms of costs or quality while at the same time preserving challenging working conditions and managing diversity is one of the major challenges universities are currently facing. With the increasing knowledge intensity of society and higher demands put on HEIs, the need to cut costs while at the same time investing in essential, and more expensive infrastructure, the universities have entered a period of aggressive competition and selection. This competition requires a strengthening of synergy within the institution and strategic coalition formation. Universities are confronted with several challenges: to build on existing strengths, using available quality in terms of academics and infrastructure; to create new product-market combinations while at the same time preserving the cultural role of the university and strengthening the ethical and critical contributions.

Strategies are indeed, needed that invite contributions, create synergy, and cooperate with respected, functional partners within and outside the institution. When we take a closer look, universities are seen to be much less different from companies in private sector than many academics prefer to believe.

LEARNING FROM THE PRIVATE SECTOR:

We can distinguish a variety of patterns in cooperation generally linked to the different aims of cooperating corporations (van Ginkel, Hans J.A., *Challenges Facing Higher Education at the Millennium*, p. 87). Patterns of horizontal cooperation occur when corporations within one industry branch work together in collective wage bargaining with trade standards on quality, in lobbying, or in doing collective (pre-competitive) research. In vertical cooperation, partners from different branches act as suppliers or consultants. These patterns have become increasingly important, which tries to combine the advantages of a big organization with those of smaller scale.

This development has led to mergers in which the corporations keep their identity (sometimes, brand names) and continue to function largely as a separate unit e.g. Daimler Benz and Chrysler. Corporations have also been led to consider their organization and structure to get back to their core business, to split off useful but different activities and outsource specific tasks.

These cooperation patterns can be developed in different ways. Sometimes a multi national company prescribes production and quality standards and even prices to suppliers. These patterns can be more of cooperative in nature in which two competing companies set up a joint research programs or agree to accept the same standard for new products. The successes and failures that have occurred in research programs and in setting standards (Mitsubishi, Sony and Philips), form a good illustration of the opportunities and difficulties in this area.

For instance in HE, universities develop strong links with the best secondary schools to ensure both volume and quality of the new group of students. This cooperation can involve teacher training, curriculum development, or education research. Comparable patterns can develop between medical faculties and hospitals and general practitioners, or between engineering faculties and industries.

UNIVERSITIES IN COOPERATION:

Linking universities' competencies to the needs of the society not only means we have to cooperate more with other universities and participate in networks, it also means networking with external partners and that we have to change our internal organizational structure to be able to work together with partners from different cultures. Our societal partners and the business community will often demand answers to questions that have far dimensions than one discipline can cope with. Most scientific breakthroughs nowadays are from the interfaces of two or more disciplines. This means, that universities cannot rely on their traditional academic organization only. We must build matrix organizations wherein the disciplines meet in various combinations, different at different times, to cope with such complex issues as sustainable growth, the quality of human life and the cohesion of societies.

The coordinating capacity of the HEI is then the crucial factor. Within the university, research institutes and centers that provide a certain thematic coherence between different disciplines appear to be important organizational tools for the interaction with the environment. These structures bring innovation and external orientation. Between universities, they offer clear objectives in the form of research and educational programs in which every university can participate with research and projects. Between universities and industries/government, they offer programs that seek interdisciplinary answers to complex demands from the society.

REGIONAL, NATIONAL AND GLOBAL COOPERATION:

HEIs work together in disciplinary programs with many partners, both within the university and in the outside world at the regional, national and global levels.

Some universities participate in networks to exchange Ph.D. students. Others work with the industry to find new inventions, solve societal and cultural issues, and develop new concepts and principles.

The self-organizing and coordinative power in a university is crucial to be able to play in this game. One of the ways is to make the part of the university strategy. This means that universities can make a choice in which networks they want to participate. Certain networks are crucial for the strategy of the university. Many universities are faced with decreasing state funding as a consequence of strategies to balance the state budget. If we do not want to compromise our ambitions and objectives, we have to pull away from the traditional strong dependency on state funding and gain more financial autonomy. Those networks enable us, through cooperation with partners in the private sector, to find additional resources must have a high priority on our strategy.

In the strategic development of its cooperation patterns, the university will have to strive for efficiency and effectiveness. The sustainability of the cooperation is another factor for efficiency. Long-term commitment means more in terms of willingness and real cooperation. These become even more concrete when these are materialized in specific, even bilateral agreements between partners.

Reflecting on the interactive, long-term and multi dimensional perspective, we can see that the traditional concepts of contract research do not easily apply to the type of cooperation that is needed, such as agreement on long term objectives, commitments, mutual investments, and quality of processes, and how to make an exit. In this type of cooperation, the relationship no longer has the characteristics of a transaction or market contract but of an organization much like a joint venture.

BANGLADESH:

After the independence in 1971, Bangladesh has seen the proliferation of primary and secondary education. Larger number of students found themselves knocking at the doors of a very limited number of tertiary and technical education institutions. This demand led to the mushrooming of ill-equipped “colleges” which is in reality churned out general, that is, unspecialized undergraduate degrees.

Only since the 1990’s have the country started opening up new avenues for the development of the tertiary education. Foreign aid for education had been concentrated in the primary sector. Given the lack of resources, both within and outside the country, the Government of Bangladesh enacted the Private University Act in 1991, thus paving the way for the establishment of private universities, which were set up by private funds, and were largely driven by the market, typically offering Business Administration and Computer Science. The Act was amended in 1998 and 2010.

The number of private universities is increasing but deteriorating steadily in terms of the quality of academic programs, substandard facilities and services. The authorities and some sectors of the society both in written and verbal notes often mention this observation categorically. At present, there are about 80 universities in Bangladesh, 56 are private and 29 are public, which are being supervised by the University Grants Commission (UGC). The UGC is a government body mandated to supervise higher education institutions in the country both public and private. However, supervision and control of UGC over the private universities is confined only to granting approval for establishment of new universities and new academic program/s. There are no state funding for the private universities, thus the main source of funding are fees paid by students.

AMERICAN INTERNATIONAL UNIVERSITY-BANGLADESH (AIUB)

The American International University - Bangladesh (AIUB), is one of the top 5 universities as per the Economic Research Group Ranking and the UGC. It was established in the last quarter of 1995, from 70 students it has a current population of more than 10,000 under the Faculties of Engineering, Science, Business Administration and Arts and Social Sciences.

With a humble beginning, the AIUB has now academic partnerships with universities in other countries, which expresses a convergence of will, indicating an intended common line of action, and usually covers broad areas of cooperation including but not limited to:



- Collaborative research projects
- Collaborative academic development program
- Exchange of researchers, academic staff and students
- Exchange of publications, reports and other academic information

In addition to the university partnerships, AIUB is an academic partners with CISCO Systems Inc., Microsoft Dynamics, Microsoft IT Academy, Sun Microsystems Inc., MSDN Academic Alliance, The International Council of Electronic Commerce Consultants (EC-Council), Convergence Technologies Professional (CTP) and Certified Internet Web Professional (CIW): Innovative, global education initiative that delivers information and different communication technology skills to help meet the growing demand for ICT professionals while improving career and educational opportunities in communities around the world.

Parties involved ensure that the smooth and efficient implementation of activities is to be carried out and the vigorous effort must be guaranteed. The principles of partnership should be regarded as an agreed point of reference for continuous enhancement, for developing shared understandings of each countries higher education systems and for aspiring towards international best practices.

There are current projects to provide the academic community with conducive learning environment and improve further the quality of educational services through efficient and effective management.

The AIUB Center for Research, Planning and Development was established to accelerate the university's research culture and enhance international exposure in establishing partnership on project development and implementation. The Center has forged alliances with international and local organizations. To mention a few of the past and current projects:

- USAID together with Harvard University and University of Wisconsin, Madison, with development and implementation of an Agri-based MBA program
- International Association of Universities (IAU) on their Leadership Development for Higher Education reform Program (LEADHER)
- Asia-Pacific Quality Network on the capacity building for Quality Assurance
- Asset Holdings Ltd, research on the housing sector in Bangladesh
- John Snows Inc., a local NGO and The Daily Star, local newspaper on the social and cultural issues of the nursing profession in Bangladesh
- Food and Agriculture Organization (FAO): This United Nation organization is funding a research project titled "Food Security of the People Living in Haor Areas: Status and Prospects" in partnership with the Shajalal University of Science and Technology, a public university.
- Investment Climate Research Unit, a project funded by IFC-World Bank. AIUB and other universities involved collaborated on designing the curriculum on the investment climate in Bangladesh.
- Rural Marketing, a project funded by Katalyst, a Swiss NGO: worked on design of the curriculum and course description for "Rural Marketing" courses.
- The Animation Workshop, VIA University College, Denmark, funded by DANIDA, the project will set up an animation studio to train and produce creative minds in Bangladesh.

CONCLUSION:

The patterns of cooperation have become diverse and dynamic, depending on the state of the organization, inside and outside, how it is organized, what cooperation can work, what can change over time. What is important, however, is to have a clear idea of the core business and the ways in which this can be furthered by strategic development of functional structures and relations. We can still learn much from practices developed in the private sector.

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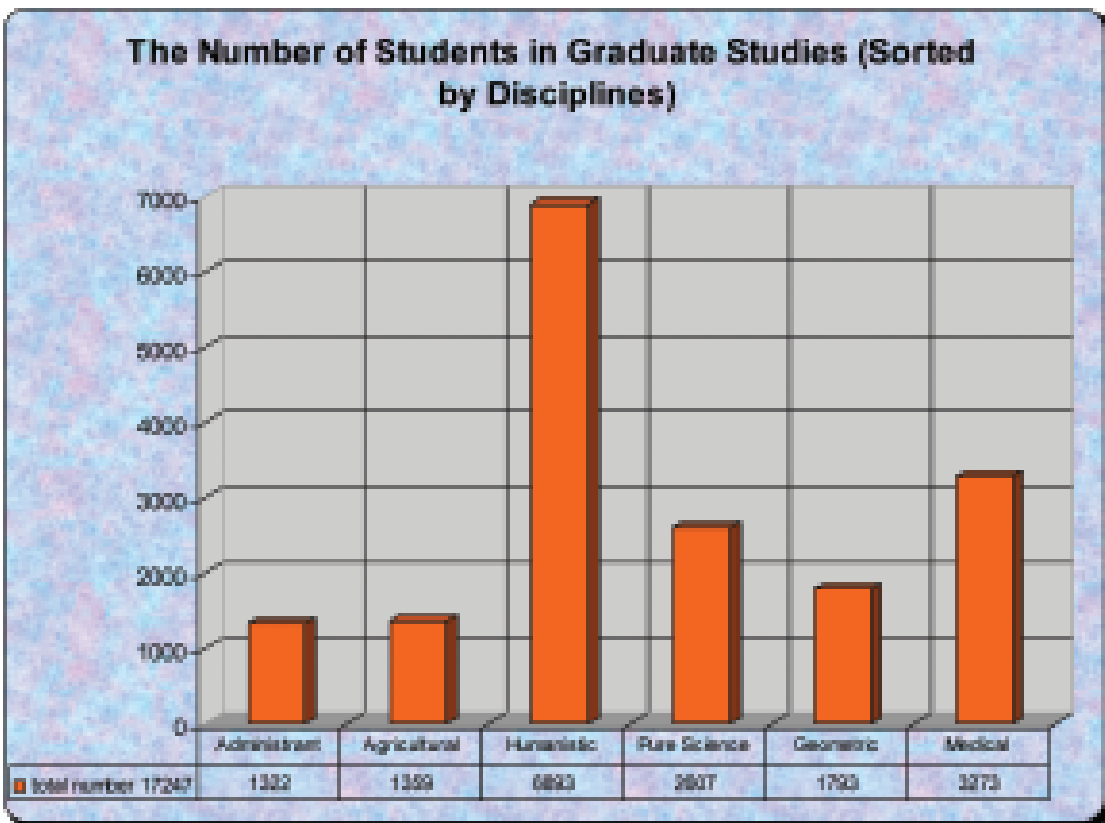
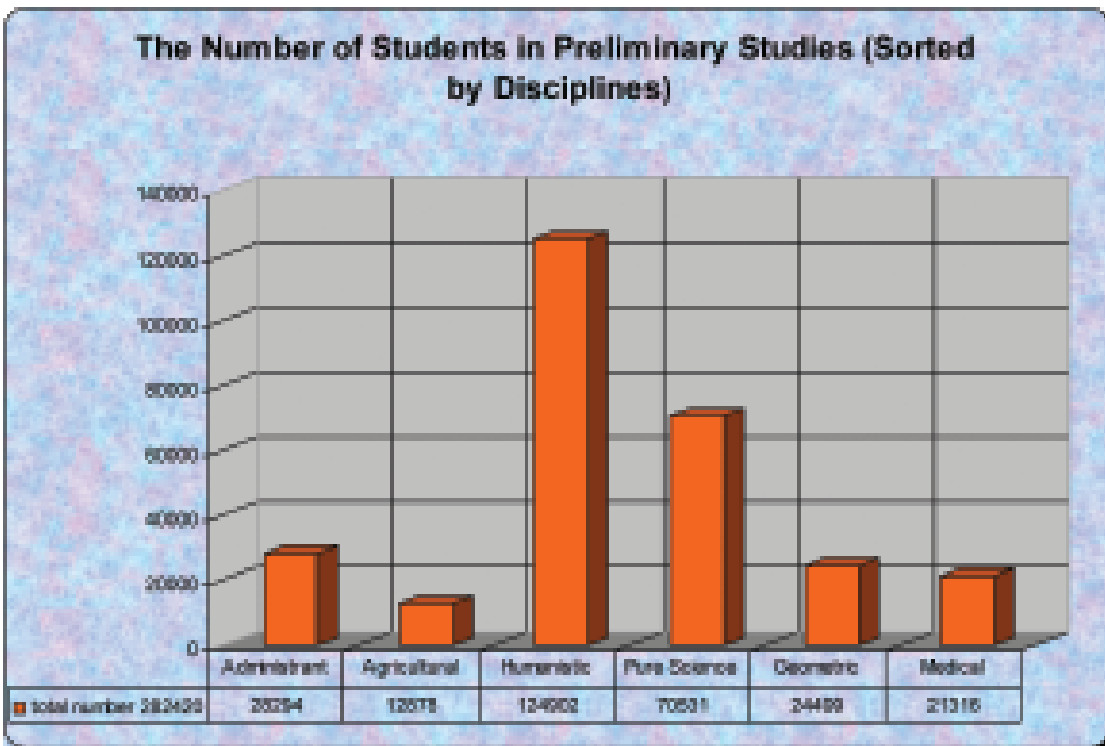
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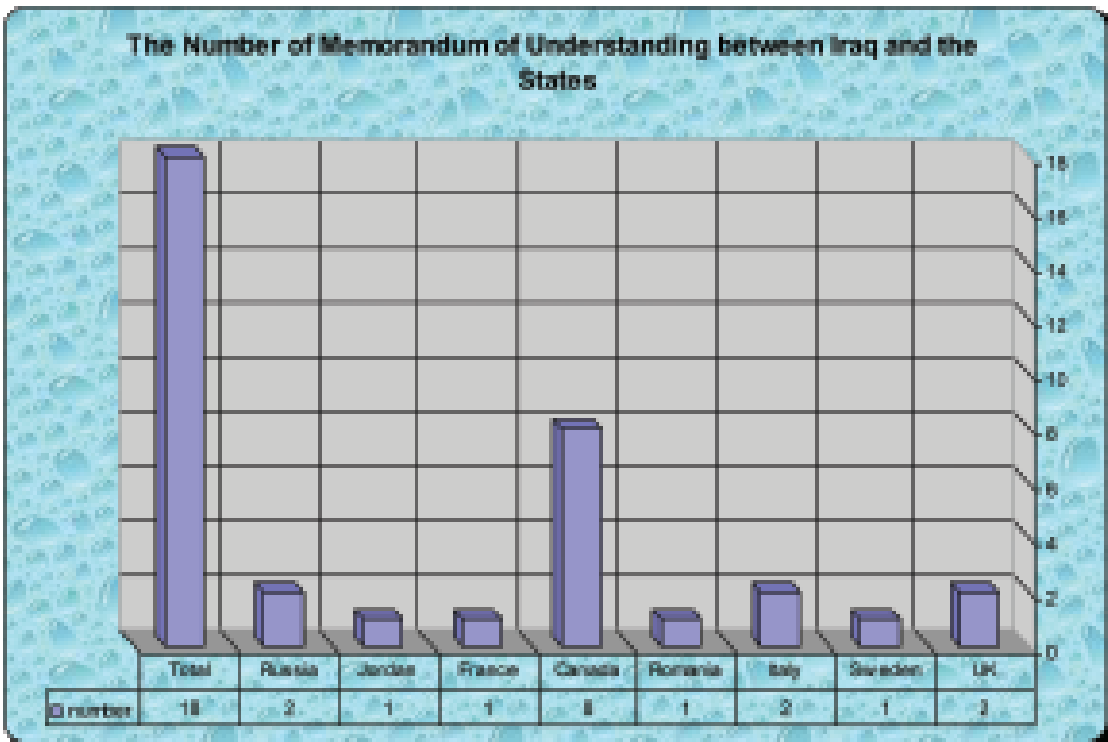
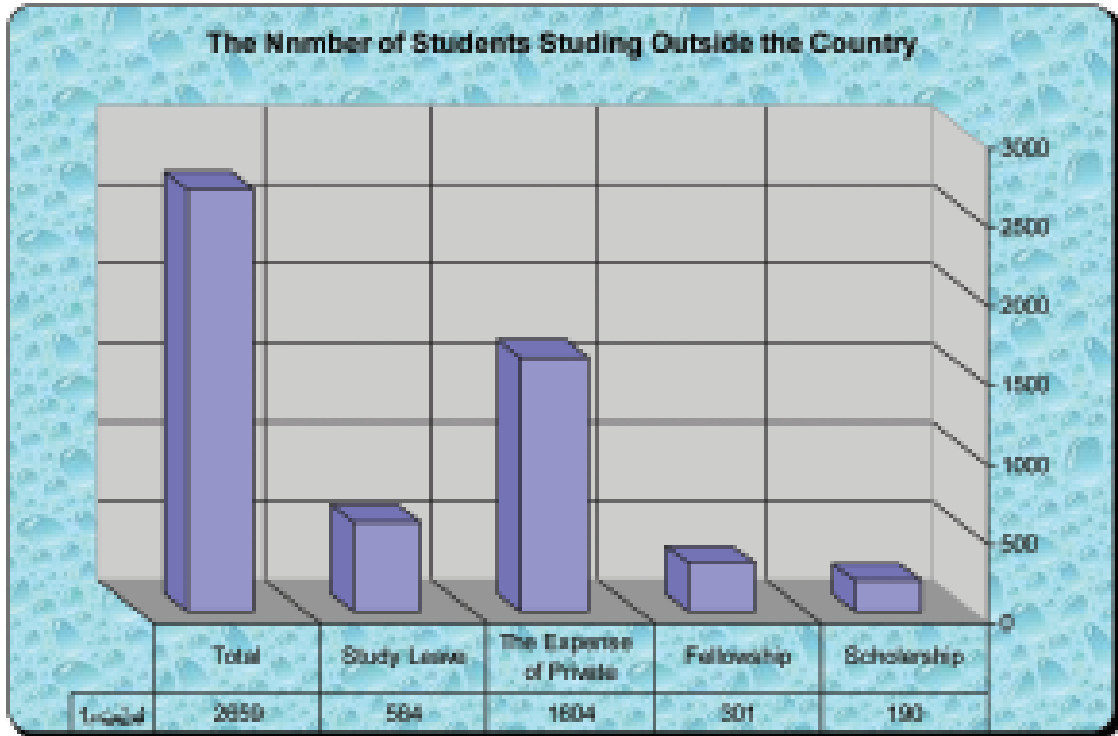
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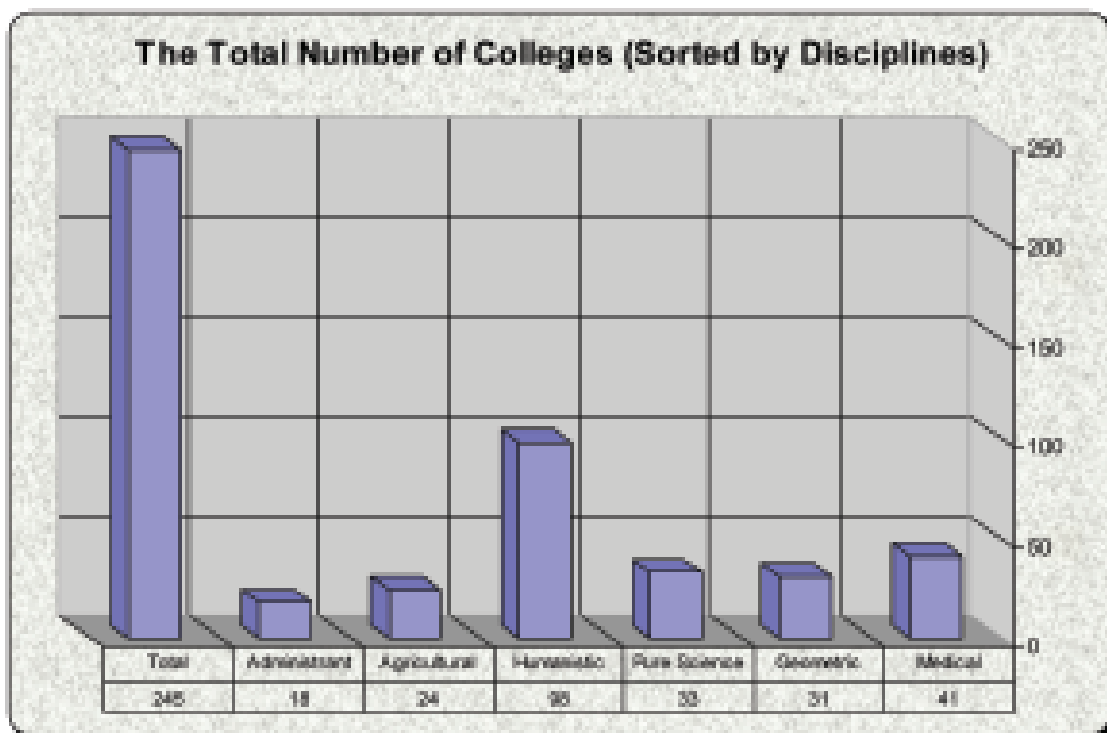
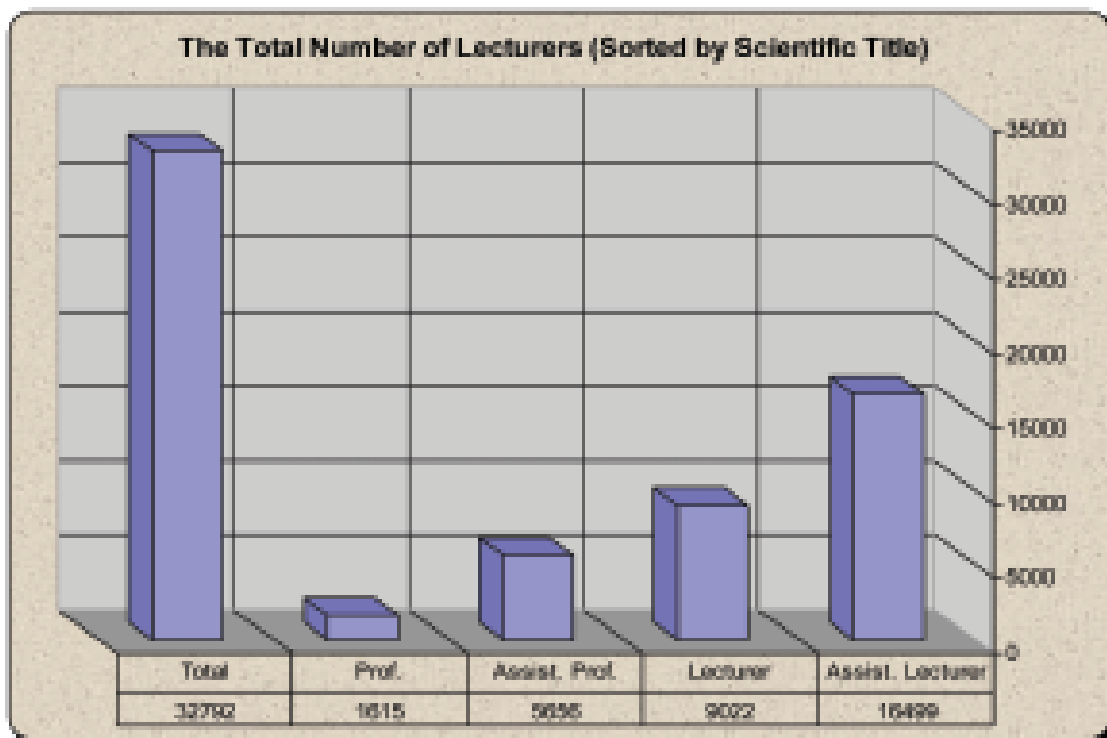


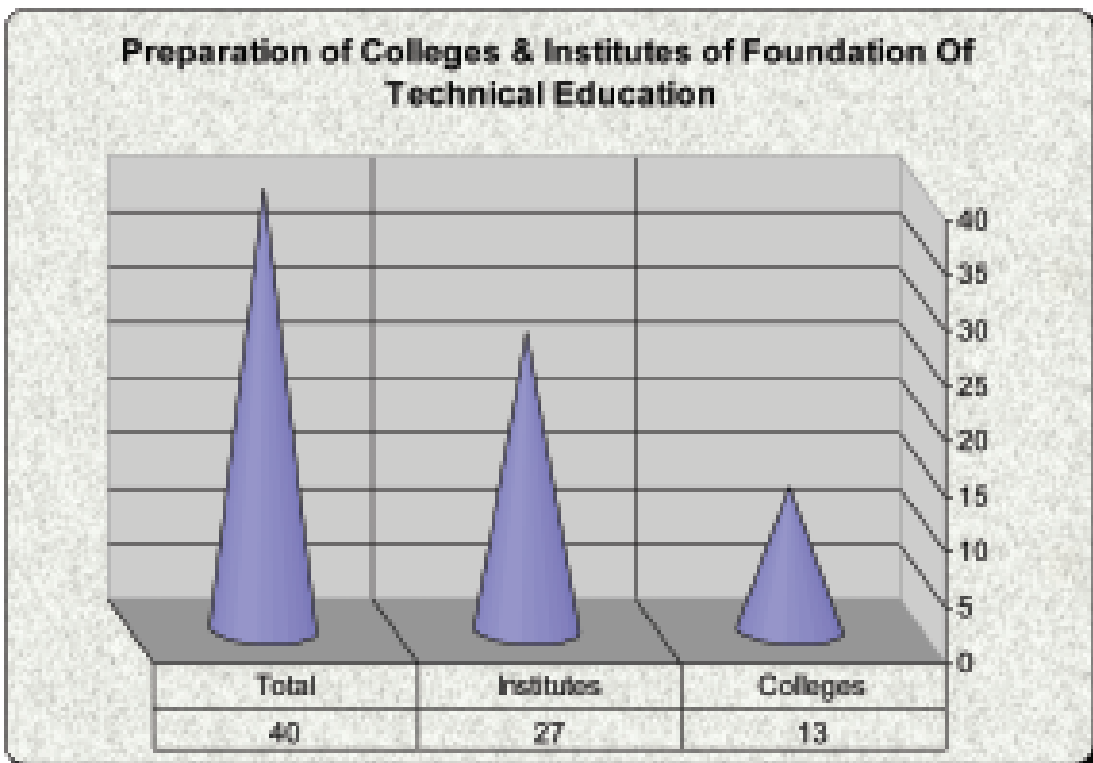
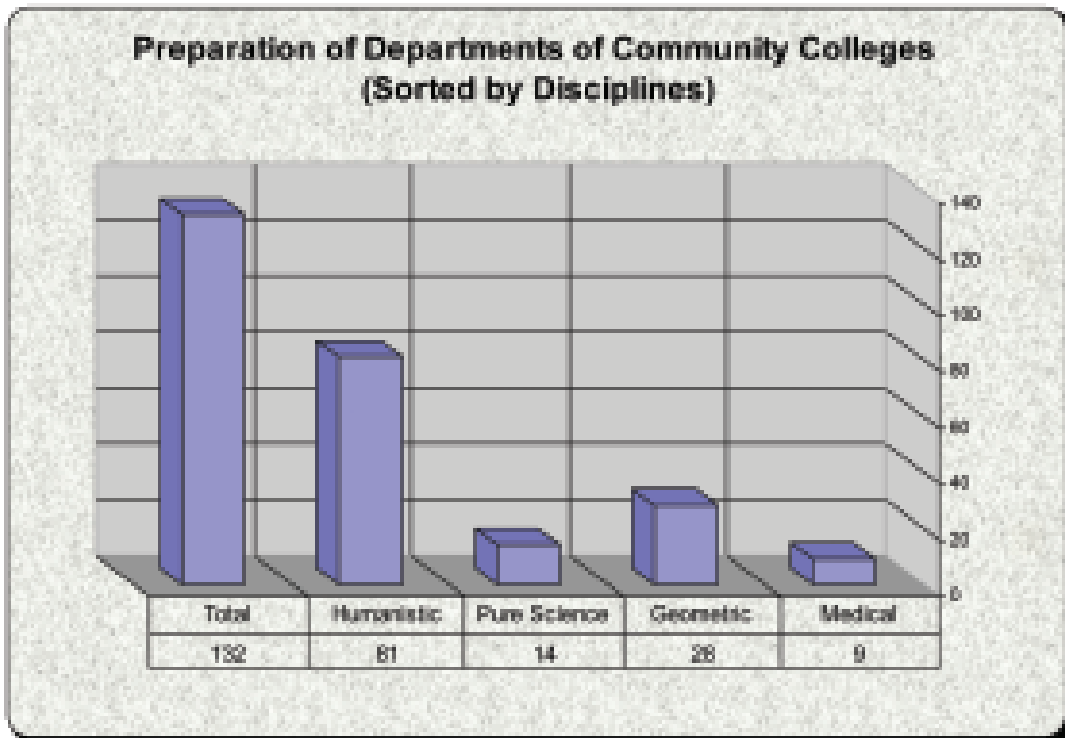
HIGHER EDUCATION IN IRAQ

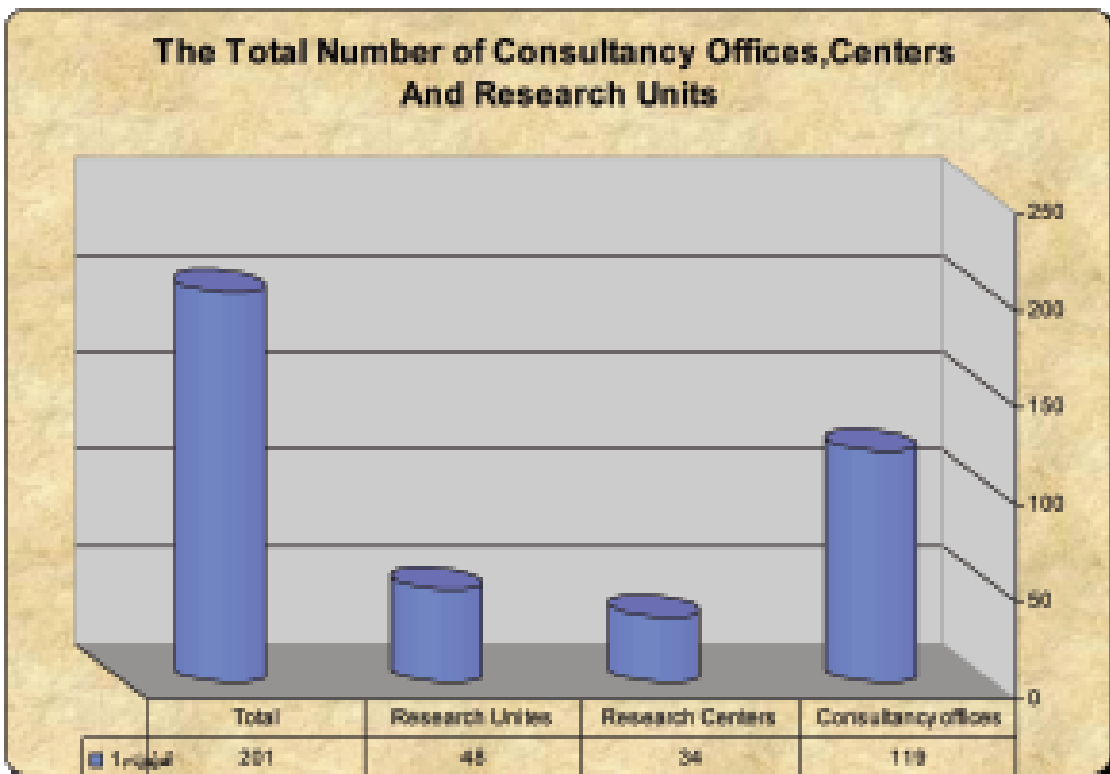
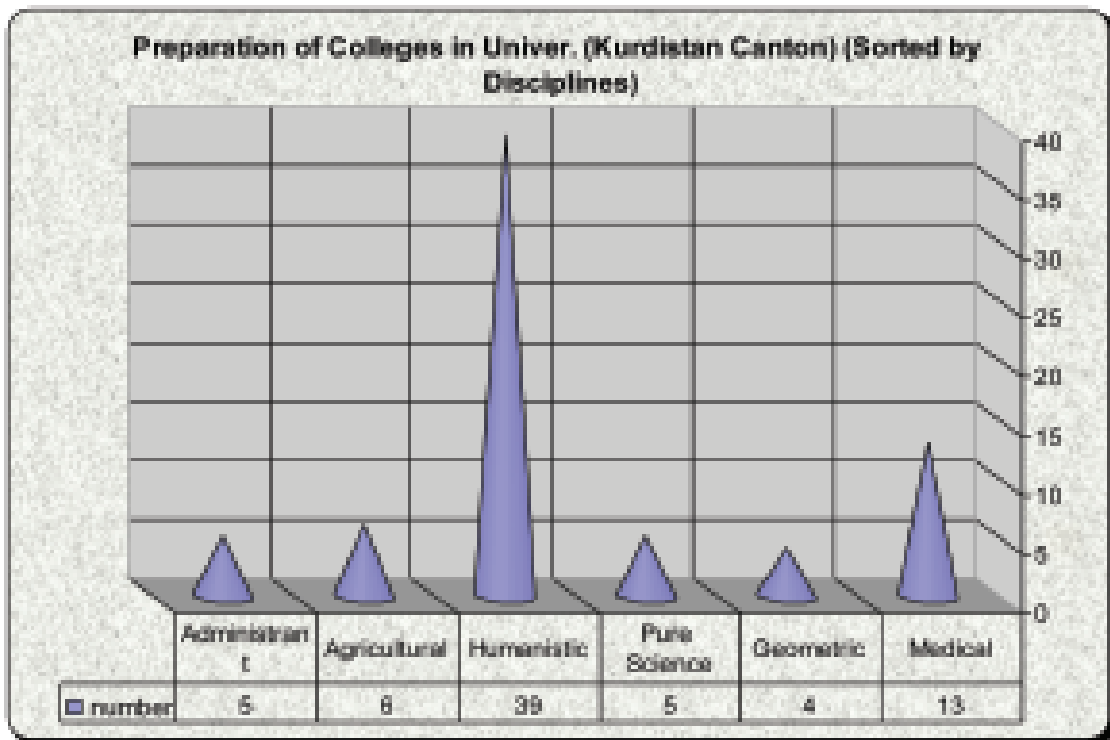
Included in this study the reality of Iraqi universities and institutes for the academic year 2010 and the level of activities in the universities and the extent of development in higher education in the field of graduate studies and expansion in modern terms of reference and research activities and scientific .
 Is clear from the tables in this study the expansion level in the number of students admitted to the initial studies and higher and the perparation of the teching staff and cultural agreements with universities.











Prof. Dr. Natela DOGHONADZE

Vice rector at International Black Sea University, Georgia



INTERNATIONAL BLACK SEA UNIVERSITY AND EDUCATION REFORMS

Ladies and gentlemen, conference organizers and participants. I am glad to be at this conference for the second time and to participate, on my humble level, in building bridges between Eurasian universities.

Internationalization of education and corresponding standardization is neither good nor evil, it, of course, has its advantages and disadvantages, but it is a reality and, anyway, we have to tackle with it. Otherwise what will happen is like what happened to me in London a few days ago, when I wanted to charge my photo camera, but I couldn't due to different plugs in Britain and continental Europe. We will not be able to reach understanding, unless certain standardization is carried out. It is especially important for such small (by size and political role on the world arena) as Georgia, as this is the only way for us to prove that our higher education corresponds to world level.

Georgia has always been a country where education, including higher education, has been developed on a highest achievable level. Already in the XI-XII centuries AD in Georgia existed Ikalto and Gelati Academies where theology, philosophy, astronomy, mathematics, rhetoric and music were taught according to the norms of Ancient Greek academies with their 7 arts, which was the higher education of those times. Besides (we can call it in contemporary terms market economy), courses like agriculture and wine production were taught as the districts where the academies are situated were famous for both. Students admitted were not only children of aristocracy and the rich, but also those of common peasants, if they revealed interest and talent towards studies. Famous scholars of the time (Saint Zenon, Arsen Ikaltoeli, Ioane Petritsi, Ioane Shavteli) studied and taught there.

During the Soviet period higher education in Georgia was distinguished by its achievements. It prepared many specialists for the republic's (and not only) economy, education and outstanding, internationally recognized scientists, such as the famous philologists Korneli Kekelidze, Akaki Shanidze, art historian Giorgi Chubinashvili, historian Ivane Javakhishvili (co-founder of Tbilisi State University), mathematician Nikoloz Muskhelishvili (founder of Academy of Sciences of Georgia), psychologist Dimitri Uznadze, etc. At the same time, the Soviet higher education system, though characterized by deep insight and systematic approach to many theoretical subjects, which provided high quality of acquired theoretical knowledge, also featured totalitarian rule, extreme centralization, uniform ideological educational programmes, a weak evaluation system, inadequate and impenetrable management of financial and human resources, limited participation by the community and absence of the private sector.



Since independence, the educational sector in Georgia experienced a disastrous reduction of its budget. Coupled with financial difficulties, the inherited problems, such as a lack of experience in planning and management of the education system, have aggravated the crisis. The collapse of the Soviet system and the disintegration of the USSR brought about a disruption of the links between universities and the labour market (Sharvashidze, n.d.). As freedom was given to open private universities, which in the Soviet system was impossible, since 1991, more than 200 new degree-offering institutions have entered the country's historically strong university sector, not all of them offering high quality education. Education quality in some previously existing state universities also wasn't adequate, so the necessity to control the equality, to begin with conditions and resources for study became obvious. Corruption (especially concerning admission exams) flourished.

After gaining independence Higher Education system in Georgia had to be reformed in order to suit the new reality. As anything radically new, reforms didn't make their way easily. "Hunger strikes, street protests, public arrests. After nearly 15 years of inertia, education reform in Georgia is making headlines. And the changes are just beginning" (Corso, 2005). In December 2004 parliament passed a law to overhaul the country's higher education system without a hitch. Three months later, however, the reforms designed to root out pervasive corruption in universities and institutes - a key target of the President Saakashvili anti-corruption campaign -- were meeting with growing opposition (ibid).

In 2005 Georgia joined the Bologna process which, certainly, demanded more changes and innovations. Georgian reform agenda involved two subjects, indicative of opening up to the west - a market economy and democracy. In order to meet the international standards, many problems had to be overcome:

- lack of transparency in the planning, management and assessment of the reform activities, made worse by the lack of community involvement,
- the closed character of the reform group and unhelpful criticism;
- elitism in higher education;
- financing the education in general and reforms in particular;
- curriculum content and delivery which bore little relevance to the requirements of the labour market. One of out three of those presently unemployed has a higher education degree. Graduates could seldom find a job in their field of study (Sharvashide, n.d.)

Many steps have been taken to help Georgian higher education system meet international demand and standards, especially those of the Bologna process. Georgia recognizes the need to create an accreditation process that objectively certifies education quality and builds transparency — a critical step in meeting European Union requirements (Herstein, n.d.). Mandatory accreditation in the higher education would enable the higher education system in the country to become a part of the global quality assurance system. Legislation has been introduced in Parliament (3rd May, 2010) to provide for mandatory accreditation (since 2011 – authorization) and creation of an institutional structure for the purpose - National Center for Educational Quality Enhancement. The Center did a great job on preparing the qualification framework and professional standards for these qualifications, held various meetings, workshops and trainings to coordinate this work with higher education institutions, on the one hand, and inform them on the changes, on the other.

The reforms that began in Georgia in 2004–2005 (and still continue) have made a significant contribution to fighting corruption and improvement the quality of tuition. They include: 1) access through the introduction of Unified National Entrance Exams and equity in access by assisting the financing of various ethnic minority and low-income students through the establishment of governmental grants; 2) quality, through the accreditation of higher education institutions; and 3) efficiency, through the restructuring of academic and administrative staff (Orkodashvili, 2010), 4) reintroduction of school graduation exams which from now on will be taken via internet which diminishes chances of corruption.

Now I would like to view how International Black Sea University (IBSU) fits in this reform process. IBSU was one of the first private universities in Georgia which was a joint (Georgian-Turkish) venture. It opened as early as in 1995 by the President of Georgia and the Prime Minister of Turkey in accordance with the decree of the Council of Ministers and the License of Opening given by the Ministry of Education of Georgia. The Founders of University were the

Ministry of Education of Georgia, the Governorship of Dusheti and the Turkish firms Mars and Çağlar. IBSU has started its first academic year in Demirel College. So it started on a high intergovernmental level, but a small scale (just up to 50 students and one floor). However, the high level it started at required a high level in everything: internationally recognized curricula and educational materials, education language which has been English ever since, international lecturers, etc. Thus, when time for accreditation time not only the scale of university was already larger, but also the quality of equipment and the skills of the lecturers were constantly improving, a lot of money of Turkish sponsors invested in that growth.

Today at IBSU:

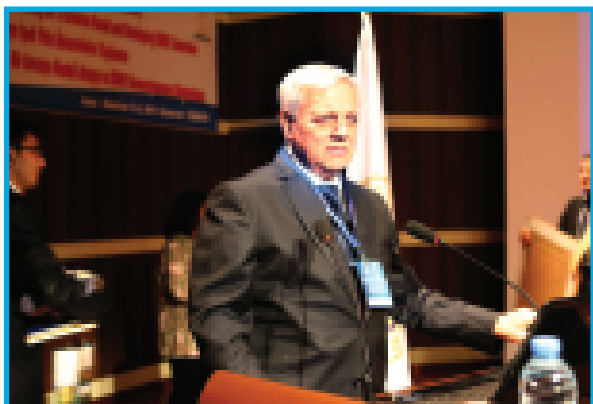
- We pay a lot of attention to market (the specialties we open are on top demand), but building bridges between Georgia, Turkey, other countries is our university's mission which is equally important to the mission of providing high-quality education.
- Students not only of BA, but also of MA level are admitted through Unified National Admission Exams (of corresponding level), which totally eliminates any corruption.
- Assessment and education process in general is transparent, which also totally eliminates any corruption (anyway, we have very strict regulations in this respect and honest traditions, lecturers are well paid and value their jobs, so attempts of corruption have never been registered).
- Assistant, Associate and Full Professors are elected through competition and assessed by students through anonymous questionnaires, which guarantees high quality of tuition. Among our lecturers there are nationally and internationally recognized scholars, with learning and teaching experience abroad. As we are an international university and tuition is in English, besides lecturer's professional skills, quality of his/her English is taken into consideration.
- IBSU successfully received accreditation in 2006 and now is in the process of due authorization (checking not only the human and technical resources, but also regulations, programs, curricula and syllabi)
- Large part of budget is spent on resources, so IBSU is equipped to the last word of educational technology, which is reflected in the quality of delivered classes and independent study. Students are provided with the necessary educational materials through library, electronic library, Smart Learning program which is placed on the University web-site with lecturer presentations, assignments, etc.
- To meet society demands, we have reduced tuition fees (\$2,500-3,700, according to faculties) and introduced a flexible scheme of payment (in 10 installments). Tuition fees are partially (up to 53%, depending on exam results) covered by state grants, students with best (top 100) results nationwide study for free, thus socially our University is not elite, but by conditions of study and quality of teaching we hope it is.
- IBSU has a scientific budget which provides adequate conditions for Ph.D. and other researches. There is a Silk Road Scientific-Research Institute within the structure of University which annually organizes international conferences. Research conferences are also regularly held by faculties.
- We have a Career Planning office, which connects students with potential employers, studies their demands, holds student trainings. Due to this the employment rate of our graduates is one of the highest in Georgia – 92%.
- By 2010, 662 Bachelors, 38 Masters and 12 Doctors have graduated from our University. About 300 BA students are due to graduate this summer. About 1,000 students are pursuing their studies. Compared to 50 BA students admitted in the opening year 16 years ago, this is a success story. We believe that being young and still relatively small doesn't prevent a university from being top-quality.

Thanks for attention. Listening to each other we learn a lot which helps to build the educational bridges and seek for a Eurasian model in higher education.

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JUNE 05, 2011 SUNDAY

Academician Siyavush GARAYEV*Rector of Azerbaijan State Oil Academy***Associate Professor Rafiq JAMALOV***Vice-Rector for International Relations*

DEVELOPMENT OF INTERNATIONAL COOPERATION IN THE FIELD OF HIGHER EDUCATION BY THE AZERBAIJAN STATE OIL ACADEMY

The ancient Silk Road for many centuries connecting East and West promoted the rapid development of science and engineering, international and interregional relations, cultural exchange between peoples and countries. The idea of its revival, put forward by the UN General Assembly and the European Union, should also promote to the deepening of the international cooperation in the field of higher education. Expansion of these relations will bring enormous advantages to higher educational institutions, strengthen strategic partnership between the countries of the region.

Targeted and effective policy of Azerbaijan on its way of integration to world economy is accompanied by the expanding scales of cooperation of the leading educational and scientific centers of the republic with similar structures in developed countries. Azerbaijan is generally known to be “The World’s Oil Academy”. Confirmation of the validity of this title along with centuries-old history of Azerbaijan’s Oil is the fact that in achievement of current level of development of fuel and energy complex of many states there is rather high contribution of Azerbaijan State Oil Academy (ASOA).

Being established in 1920 as the first oil and gas profile technical higher educational institution in Europe and Asia, ASOA and today retains its uniqueness, specializing in the training of high qualified personnel in the field of exploration, production, transportation and refining of hydrocarbons. The structure of Oil Academy includes 7 specialized departments: geological prospecting, oil and gas production, chemical technology, oil mechanics, power engineering, automation of manufacturing processes, economy, international economic relations and management. About 7000 students, including nearly 600 foreign students, are trained at these faculties on 31 specialities in bachelors and 74 specialities in master’s degrees. It is gratifying that among them are representatives of the countries forming the Silk Road: China, Turkmenistan, Georgia and Turkey.

Lately Azerbaijan has been recognized as an equal partner in many spheres by the European countries. Joining of our country to the Bologna process, the reforms performed in the higher education system, transition to a two-staged structure specialists training, the use of credit system contributed to the international openness of our higher institutions, which were, owing to certain circumstances, isolated from the processes evolving in the European educational system and from the growth of mobility of students and teachers until gaining its independence in 1991.

The consequence of this work is the development by Azerbaijan State Oil Academy of its international relations, that not only promotes the preparation of our graduates according to the international education standards, but also as a logic consequence, makes our academy much more attractive for Azerbaijani citizens, and citizens of foreign countries, and it is in our plans to expand further the geography of the represented countries.

Altogether ASOA supports bilateral cooperation almost with 40 foreign high schools and oil companies. Recently a number of international educational projects have been implemented in partnership with leading centers of the USA, Germany, Holland, France, Italy, China, Norway and Romania. Among them there are specially popular projects of bachelor (BBA) and master trainings (MBA), implemented since 1999 jointly with the Georgia State University (USA) and bachelor training on new technologies, realized since 2004, in conjunction with the University of Siegen (Germany). Gratifying achievement is that we for the first time in Azerbaijan reached an agreement on giving out diplomas joint with the University of Siegen.

Since 1999 jointly with the University of Sophia-Antipolis, Nice (France) and the University of Genoa (Italy) a training of masters on speciality “Petroleum Industry and Environment ” is carried out, since 2004 together with the Cologne University (Germany) and the High Applied School, city of Heerlen (Holland) is preparing bachelors and masters in the field of “Automation and Information Technology” and “Power Engineering”, since 2008 in conjunction with the Cologne University and Warsaw Technology University (Poland) a training of masters on speciality “Energy management in the oil industry” is held according to the syllabus, adapted to the western standards. In the frames of these programs we have contracts on continuing the training in senior courses and having industrial practice at the corresponding universities of the USA, Germany and France.

Interstate climate in relations with European countries and socio-political stability in Azerbaijan promote the growth of investments in our economy. Training of engineering personnel that meets the requirements of multinational corporations and enterprises operating both in oil and non-oil sector in Azerbaijan becomes relevant. In accordance with this it should be noted that each year Oil Academy renders services to more than 30 transnational and local companies and ventures in organizing refresher courses and retraining courses varying in duration from two weeks up to one year on education programs, coordinated with customers. Since almost all listeners are representatives of actively involved part of these structures, for several specialties we have compiled methodological program, policy and technical base that allow conducting distance training on mentioned courses.

Another step towards the rapprochement of our educational institution with the European educational space is the creation of the international relations office in ASOA, within the frames of the TEMPUS program. Currently, in accordance with another project being implemented in accordance with this program of the European Union, we have been involved in organizing the inter-university innovation network for the development of linkages with industrial enterprises.

Speaking about the expansion of our international relations, it is impossible not to mention the existing close cooperation with the host of this conference –University of Ataturk. Our students regularly participate in summer schools held here, and a number of teachers are our alumni. We will further help with the pedagogical staff at the opening of new specialties, where traditionally we have wide experience and achievements.

Being at the crossroads of continents, the countries of the Silk Road, having one of the most attractive geographical locations in the world, play a considerable role in international economic and cultural relations. Development of close connections between educational institutions of these countries, development of international programs, support the mobility of teachers and students opens new horizons of cooperation for maintenance of a sustainable development of the region.

It is necessary to note that if in the field of formation of a general educational space within the Bologna process there are appreciable achievements, then the research potential of higher institutions isn't involved in resolution of the problems of the regional significance. Meanwhile, the development of such cooperation gives a rare opportunity to work in the teams formed of specialists from different countries, to reveal common problems and to attempt to work together to find their solutions.

So, one of the acute problems of the region is the ecological state of the Black and Caspian seas. Along with the dumping of inadequately treated sewage from domestic and industrial sources, coastal ecosystems of the seas are threatened by oil pollution. The danger of its leakages increases exponentially with the growth of the intensity of tanker traffic and commissioning of oil terminals and moorings. There are several oil and gas pipelines passing through the territory between the Caspian and Black Seas, making this region a priority route for Europe, which more and more depends on the supply of energy from the Caspian countries.

Considering the practical inland structure of the Black and Caspian seas, close relationship of these two water reservoirs inherent by nature, transformation of region into an important link of world economy, it seems expedient to combine efforts of universities and financial assets for the solution of a complex of problems on maintenance of vital functions and safety of transportation of hydrocarbons in the East-the West corridor.

Thus ASOA is ready to share its achievements in such areas, as rational use of oil residues, development of technologies for processing waste and by-products of oil refining and petrochemical processes, monitoring technical condition of pipelines and the impact on surrounding atmosphere, creation of resource-saving and ecologically perfect technologies of processing of alternative sources of water.

Prof.Dr. Tina GELASHVILI

Akhaltikhe State Education University, Georgia



NATIONAL QUALIFICATION FRAMEWORK IN GEORGIAN HIGH EDUCATIONAL INSTITUTION

Georgian Higher Education System reforms a line with European Education System. Joining in Bologna process Georgia has a unique chance to make closer to European standards.

In Georgia, as well as in Bologna University system, Higher Education consists of 8 cycles:

I-V cycle Vocational Education

VI-cycle Bachelor's Degree _ 240 ECTS

VII- cycle Master's Degree_ 120 ECTS

VIII-cycle Doctor's Degree_ 180 ESTS

There are Vocational and Higher Education Qualifications Framework that complies with the European Qualification Framework.

All Georgian Academic Qualifications are gathered in Georgian Vocational Qualification Framework.

All Georgian Academic Qualifications are gathered in Georgian Higher Education Qualifications Framework.

The Higher Education Qualification is the learning outcome, which is attained through taking a higher education programme and is certified by a diploma or certificate issued by a Higher Education Qualifications Framework.

Professional Qualification is professional skills, learning and value outcomes, that is certified by a diploma or certificate issued by a Professional Educational Institutions.

- The main goals of the HEQF of Georgia are as follows:
- To describe the interrelation between the qualifications existing within the country;
- To make the existing qualifications easily understandable for students, employers, and academic staff;
- To assist the higher education institutions (HEI) in the improvement of the existing Educational programmes and planning the new ones;
- To support the quality assurance internal and external systems and improve the quality of higher education;
- To develop the basis for the creation of student-oriented educational system;
- To ensure the compatibility and comparability at the international level and promote the recognition of qualifications;
- To promote lifelong learning.

Vocational Educational Framework (VEFG) of Georgia are as follows:

- Ensure Vocational Education transparency and vocational qualification easily understandable ;
- To describe the interrelation according economical and Labor market requirements of the country;
- To develop Quality assurance oriented educational system;
- To promote lifelong learning;
- To assist the higher education institutions (HEI) in the improvement of the existing Educational programmes and planning the new ones;

The Higher Education Qualification is the learning outcome, which is attained through taking a Higher Education programme and is certified by a diploma or certificate issued by Higher Education Institution. Respectively, Higher Education Qualifications Framework ensures the description of higher education qualifications on the basis of learning outcomes. The learning outcomes for different subject areas are specified through sectoral standards, which are developed on the basis of this document. The sectoral standard describes competences, required for a relevant cycle and holder of a qualification.

The cycles of higher education are described hierarchically, through learning outcomes. Each cycle of higher education implies the attainment of additional learning outcomes on the basis of the learning outcomes of previous cycle (also sub-cycle).

The learning outcomes of the qualifications of the first cycle of higher education and also of the sub cycle within the first cycle are based on the learning outcomes of general secondary education.

There are a Qualification descriptors that define general “learning outcomes” attainable at a relevant cycle/sub cycle, make a clear distinction between the qualifications of different cycles and ensure the logical link between them and describes the learning outcomes for each cycle of higher education on the basis of 6 criteria:

- Knowledge and understanding;
- Ability to apply knowledge in practical situations;
- Ability to make sound judgments;
- Communication skills;
- Learning skills;
- Values;
- The titles of academic degrees coincide with the definitions given in the Law of Georgia on

Every person with general secondary education is entitled to continue his/her studies at the first cycle (Bachelor's Programme) of a higher education institution. The precondition for the admission to a Bachelor's educational programme is the United National Examinations, and for the programme of a certified specialist (within the framework of the first sub cycle) – only the generic abilities test.

A holder of Bachelor's academic degree is eligible to take a second cycle (Master's) programme of a higher educational institution. The precondition for the admission thereto is Unified Master's Examinations. The additional admission criteria are established by a higher education institution.

A holder of Master's or equalized thereto academic degree is eligible to take a third cycle (Doctoral) programme of a higher educational institution. The precondition for the admission thereto is established by a higher education institution

Based on the HEQF and relevant sectoral document, the mission and goals of a HEI the learning outcomes are specified for a specific educational programme. The “learning outcomes” of an educational programme, study course or module are described through field-specific and generic competences.

The term “Bachelor” is used to denote the first cycle academic degree, “Master” – for the second cycle academic degree and “Doctor” – for the third cycle academic degree. The title of the first cycle educational programme qualification includes the term “Bachelor” with the indication of a relevant direction and/or field/specialty. Within the framework of this type of educational programme a student may combine major (not less than 120 credits) and minor (not less than 60 credits) specialties in the following manner:

- Major specialty and free components;
- Major specialty, minor specialty and free components;
- Major specialty and two minor specialties

The title of the second cycle educational programme qualification includes the term “Master” with the indication of a relevant direction or field/specialty. A Master's programme comprises learning and/or practical component and qualification paper prepared on the basis of the independent research.

Professional Diploma is issued after completion of each step. Vocational education completes under the previous step of an educational program or a previous step exploring the educational program provided by the knowledge, with recognizing skills and values .

There are the qualifications for three cycles of higher education system in Georgia. The higher education programmes are described according to the European Credit Transfer System

Cycle	EQA Cycle	Qualification	Number of Credits
III Cycle Doctoral Programme	III Cycle	Doctor	180
II Cycle	II Cycle	Master;	120
		Medical Doctor;	360
		Doctor of Dental;	300
		Medicine;	300
Doctor of Veterinary Medicine			
I Cycle Bachelor's programmes	I cycle	Bachelor	240
	Short Cycle	Certified Specialist	120-180

Descriptor of the qualifications within the framework of the first cycle of higher education:

Knowledge and understanding	Has the knowledge of the main principles of the area of study, which constitute the basis of professional performance and personal development; Understands the professional responsibilities and relevant rules of ethics
Applying knowledge in practical situations	Is able to apply theoretical concepts in professional field, use standard and well-probed methods and observance of the rules of ethics
Making sound judgments	Is able to identify well-defined problems, to identify and analyze data relevant for their solution through standard methods and also is able to make adequate conclusions.
Communication skills	Is able to communicate with the specialists and non-specialists, in a foreign language as well, about issues related to his/her professional performance, within his/her terms of reference; Uses modern information and communication technologies, amongst them for professional purposes;
Learning skills	Is able to continue his/her studies with a certain level of independence ;
Values	assess their attitude to professional activities, and sharing common values to others ;

Descriptor for the first cycle qualifications:

Knowledge and understanding	Has a broad knowledge of the field of study, including basic principles, theories and concepts, and also, certain outstanding or new aspects; Understands the general structure of the field of study and interrelation between sub-fields.
Applying knowledge in practical situations	Is able to use field-specific and some outstanding/new methods, amongst them, for the resolution of problems; Is able to implement of a research or practical project according to predefined recommendations/directions.
Making sound judgments	Is able to collect and interpret field-specific problems data; Is able to analyze new and abstract data and/or situations and make sound judgments using standard and specific outstanding/new methods, which judgments reflect social, scientific and ethical issues.
Communication skills	Is able to communicate with specialists and non-specialists about field-specific issues (problems, ideas, solutions), in a foreign language amongst them. Is able to prepare detailed written reports on a project/work and make an oral presentation; Is able to master the new information technologies independently
Learning skills	Is able to independently define further learning needs and continue studies with high level of independence
Values	Assess their attitudes and values and contribute the new ones to the others.

Descriptors for the second cycle qualifications:

Knowledge and understanding	Has up-to-date and systemic knowledge of the field of study, amongst them of such specific methods/issues, the major part of which reflect the research based recent knowledge or/and professional practice; General knowledge of applied and neighboring fields.
Applying knowledge in practical situations	Is able to act in new, unpredictable situations, and multidisciplinary contexts is able to search for new/original methods of problem-resolution, amongst them, to undertake research using recent methods and approaches.
Making sound judgments	Is able to make sound judgments through critical analysis of complex and incomplete field-specific data (amongst them, of recent researches), which judgments define ethical and social responsibilities
Communication skills	Is able to communicate one's own opinions and arguments to academic, professional, and non-professional community, in a foreign language amongst them; Is able to communicate one's own opinions and arguments to academic, professional, and non-professional community, in a foreign language amongst them; Is able to creatively use modern information and communication technologies with due consideration of the specificities of the field.
Learning skills	Ability to independently plan and carry on learning.
Values	Assess his/her attitudes toward values and participate in creation new values;

Descriptor for the third cycle qualifications:

Knowledge and understanding	Has deep, systemic and modern knowledge, which allows for working according to the standards necessary for internationally referred publications; Has thorough knowledge of the field specific (theoretical and research) methods..
Applying knowledge in practical situations	Is able to independently plan, implement and supervise innovative research; Is able to develop new research and analytical approaches that are oriented on the creation of new knowledge and are reflected in the internationally referred publications. Making sound judgments
Making sound judgments	Is able to analyze, synthesis and evaluate new, complex and controversial ideas and approaches promoting the development/promotion of new methods in the field of study; Is able to independently make correct and efficient decisions for the resolution of problems.
Communication skills	Is able to efficiently convey the complex and disputable information to colleagues and the society at large, with due consideration of the level of their readiness, in a foreign language amongst them;
Learning skills	Ability to plan and manage the learning process of the others
Values	Research Values creation process and its improving ways ;

Vocational Education Qualification framework

Knowledge and understanding	Has up-to-date and systemic knowledge of the field of professional study, amongst them of such specific methods/ and professional practice;
Applying knowledge in practical situations	Is able to act in developing new ways of understanding
Making sound judgments	Is able to make sound judgments through critical analysis of complex and incomplete field-specific data
Communication skills	Is able to communicate one's own opinions and arguments to academic, professional, and non-professional community, in a foreign language amongst them
Learning skills	Ability to independently plan and carry on learning.
Values	Assess his/her attitudes toward values and participate in creation new values;

Akhaltikhe State Educational University develops 21 Bachelor , 7 Magister and 9 Professional programmes:

<i>Subject</i>	<i>Awarded Qualification</i>
History	Bachelor of Humanitarian Science in History
Georgian Philology	Bachelor of Humanitarian Science in Philology
German philology	Bachelor of Humanitarian Science in Philology
Turkish philology	Bachelor of Humanitarian Science in Philology
New Greek Philology	Bachelor of Humanitarian Science in Philology
Journalistic	Bachelor of Humanitarian Science in Journalistic
Initial Education	Bachelor of Education

Magister programmes:t

Georgian Literature in the contest of world ;	Georgian Literature in the contest of world ;
Management of Agro business	Management of Agro business
Management of Accounting and Audit	Management of Accounting and Audit
Astronomy	Astronomy
Informational Technology	Informational Technology

Professor Doktor Roin KAVRELISHVILI*Rector of LEPL Akhalkalaki Higher Educational Institution – College, Georgia***Teacher - Natela MELIKIDZE***Dean of College for the Department of Humanities**LEPL Akhalkalaki Higher Educational Institution, Georgia*

**TEACHING OF GEORGIAN LANGUAGE
TO ARMENIAN AND AZERBAIJANIAN
GRADUATES AT LEPL AKHALKALAKI
HIGHER EDUCATIONAL
INSTITUTION - COLLEGE**

LEPL Akhalkalaki Higher Educational Institution – College was established in 2007 on the basis of Javakheti Branch of Ivane Javakishvili Tbilisi State University. Higher Educational Institution has 1. Two bachelor's programs: a) Business Administration Department – Accounting and Taxation, 240 credits; b) Department of Humanities – Georgian philology, 240 credits. 2. Two programs for professional occupation: Accounting, 180 credits; b) small and medium size business administration, 180 credits. 3. Three (I – II – III steps) professional programs: a) electrician II – III steps, respectively 30 - 45 credits; b) welder I – II – III steps, respectively 20-30-30 credits c) railway carrier III step, respectively 60 credits.

Since 2009, according to the law of Georgia “on higher education”, LEPL Akhalkalaki Higher Educational Institution - College together with other approved Higher Educational Institutions participates in the program, named “Teaching of Georgian Language to Non-Georgian Graduates” under 1 + 4 system. Its essence includes following: according to the law of Georgia “on higher education” national minorities residing in Georgia after leaving national schools are entitled to participate in unified national examinations, pass examination in general abilities in native language and under the basis of aforesaid one exam be enrolled at any desired bachelor's program of approved Higher Educational Institution of Georgia. After enrollment in the institute, within one year, non-Georgian speaking students within the frameworks of 60 credits, study Georgian language under special program, in order to be easier to master disciplines at the next stages of their education.

Higher Educational Institution in Georgia teaches its students in Georgian language, but in Abkhazia – also Abkhazian. (It is permitted to be taught in other languages, except individual curriculum if it is foreseen under the basis of international agreement or agreed with the Ministry of Education and Science of Georgia).

1. Our Experience:

Teaching of Georgian language to non-Georgian graduates was yet established in our institute during existence of Javakheti Branch of Iv. Javakishvili Tbilisi State University in 2003-2005. Unified project of OSCE and the Ministry of Education and Science of Georgia assisted us in the development of this program and teachers' retraining. There have been published some textbooks for the first and second year students of non-Georgian graduates. The first year course applied teaching of students in Georgian language for the development of their lingual and communicative abilities. In their second year course together with the subject lectures they used to study with adapted textbooks conformable to their professions. Textbook, named “SAIMEDO” (Reliable), I, II and III parts were published especially for these students. III part also included some elements of functional writing.

2. Innovation in Educational System

In 2010-2011 academic year non-Georgian graduates were enrolled in LEPL Akhalkalaki Higher Educational Institution, who passed exam only in general abilities pursuant to the changes made in the system for unified national examinations by the Ministry of Education and Science. We faced the issue to create such a program that would provide training of students, so that after completion of one year course they would be able to communicate with each other, attend lectures – writing records, arrange presentation of learnt material and reading of textbooks – make a summary.

3. Program Development

Having directed pursuant to the experience of foreign colleagues (Latvian experts) one year program composed of 60 credits has been developed together with the Tbilisi State University, Batumi University and Akhaltsikhe State University for non-Georgian graduate entrants. In September 2010, meeting between authors and teachers of aforesaid program was held under financial support of Civil Integration and Interethnic Relations Center. There have been discussed some syllabuses and teaching material. Each institute itself selected compulsory courses of program. LEPL Akhalkalaki Higher Educational Institution – College from the listed subjects among vocal functions of Georgian language (listening, oral speech, reading, writing) selected communicational grammar, orthopedics and functional writing.

4. Applied Method

LEPL Akhalkalaki Higher Educational Institution – College provides teaching of Georgian language under worldwide approved methods. We follow directions of readers written for each specific subject; methodical brochures (development of writing skills, technique of working on vocabulary, development of listening and oral speech skill, development of communicational competence, development of reading skills), by the help of Georgian-Armenian, Armenian-Georgian, Georgian-Azerbaijani, Azerbaijani-Georgian dictionaries, manual for self-tuition, textbooks-Nino Sharashenidze, Midamo, Tbilisi, 2010; Ketevan Gochitashvili – Spelling and Punctuation Norms of Georgian Language, Tbilisi 2010; Simera, Learning by Games, Tbilisi 2006; Nana Shavtvaladze, Biliki (Path), Tbilisi 2007; Kakha Gabunia, Nino Sharashenidze, Zurab Baghashvili, Saimedo (Reliable), Tbilisi, 2004. Also we apply audio-video material, instructional DVD discs.

5. Issues Foreseen by Teachers

Integrated development of communicative abilities in learning Georgian language was essential condition. During academic course the teachers of vocal functions – listening, reading and oral speech, conducted constant consultations with each other and in agreed method used to deliver their written material, so that it were not tiresome for students to repeat the same lexical element or construction. Development of phonetic hearing facilitates beginning of correct speaking and formation of correct pronunciations. That is why at a lecture of hearing major attention is paid to sonority typical to Georgian language. Student's challenge in speaking, awaking his/her interest – to answer the question, participate in interaction is also important. For this reason it was essential for lecturer to think over interesting communicative cases. Lectures in reading included the scope interesting for students. Teacher was selecting material for the facilitation and exhilaration of reading procedure. So, they passed from "introductory" reading (lexical procession, taking major information, asking the question oriented to text understanding, comprehension of read material, familiarization with various types text structure and others) to presentational text. According to the conception of modern didactics, objective of writing teaching is to communicate in writing. Lectures of writing aim learning of writing speech and teacher was also trying to make the students understanding of communicative objective of writing – for what they are writing.

6. After Completion of 60 Credits' Program

Academic year is ended by test examination for non-Georgian graduates. After passing examinational barrier they continue their studies on desired bachelor's programs.

Prof.Dr. Ahmed Tariq KAMAL

Rector

Khurasan Institute of Higher Education, Afghanistan



DEVELOPMENT IN HIGHER EDUCATION IN AFGHANISTAN IN LAST DECADE AND OUR CURRENT BARRIERS

Abstract

In the past higher education in Afghanistan was not paid the consideration it required. The institutes of higher education started growing up in the second half of the 20th century but they were badly hampered by the foreign invasion and infighting. Even though, the current government has made some notable efforts to revive the higher education system. Providing standard higher education still remains one of the biggest challenges for this government. The required developments in higher education of Afghanistan can't be achieved without the contribution of the international community at its best.

Introduction:

Higher education is important for the development of any nations. It is essential concern in any society as it takes the society to the higher stages of the development.

We can better judge the development in a country through the elements of higher education such as, the standard of higher education provided, the number of higher educational institutions operating, acquisition of enough talented faculty members, the number of students enrolled and having access to higher education, the number of theses and research journals published in a country. Afghanistan being in renovating stage has paid great attention to higher education both in public and private sectors. These initiatives have paved the way for the future developments.

Both the people of Afghanistan and the international community understands that the 21 century challenges requires a highly skilled work force thus, developing countries like Afghanistan must focus on their higher education system to compete successfully.

There is an urgent need in Afghanistan for well-educated and highly-skilled leadership in all sectors of the economy. Rebuilding higher education is a pressing and critical need for Afghanistan. There is still a critical shortage of professionals such as engineers, technicians, administrators, accountants, agriculturist and business leaders to meet the need of reconstruction, growth, and poverty reduction.

In order to meet the urgency of the demand, the higher education progress should get the required pace which is not possible without full contribution of the international community.

The History of Higher education in Afghanistan: elaboration

The first institute of higher education was established by the name of The Faculty of Physical Sciences in Kabul in 1932 at the time of Zahir Shah's father Mohammed Nadir Shah (1929-1933). The Dean of this Faculty was Turkish professor, Dr. Faqih Kamil Baig. The same faculty was latter on elaborated and some more faculties were added and named Kabul University in 1946, and several new faculties were established with the passage of time or according to the need. The second institution of higher education was established in Jalalabad in 1963-31 years after the faculty of physical sciences had come into being. Later on, it was called the Nangarhar University. The Polytechnic University of Kabul was the third higher educational institute, with three faculties: Construction, Electro michanics and Geology and Mining. It was established in Kabul with the cooperation of the former Soviet Union in 1969.

The ministry of Higher Education and Ideological Training was established in 1977 and all the higher education institutions along with the vocational institutes were placed under its working domain. Earlier, all the educational institutions including the institutes of higher education were under the administration of the ministry of higher education. The first minister of higher education was Prof. Dr. Ghulam Sedique

In 1987, Balkh University with six faculties (engineering, history and literature, economics, agriculture and medicine) was established in Mazar-e-Sharif during the reign of Dr. Najibullah Ahmadzai (1986-1992). Later, the government of Najibullah founded the University of Islamic Research in 1988. Najibullah founded another university in Herat in 1988 with only one faculty i.e. Persian Literature while he set up the Kandahar University in 1990 that had the faculty of agriculture.

Introduction of the Afghanistan's higher educational institution in Pakistan during the Russian invasion

I. University of Dawat and Jihad: Ittehad-e-Islami Mujahideen-e-Afghanistan (The Islamic Union of Afghan Mujahideen) established this university in the refugee camp of Hijrat Qala, Peshawar under the guardianship and financial support of Prof. Abdul Rasul Sayyaf in 1985. It had the faculties of Sharia and Law, Usuluddin (Islamic Studies), Medicine, Engineering, Education, Arabic Language, Science and Agriculture. It would not be wrong to say that it was the largest and the most dependable institute for the refugees. Many of its graduates are still serving the Afghan society.

This university awarded the membership of Rabita-e-Jamiatul Islamia (the Association of Islamic Universities) and most universities of the world began to accredit its degree and allow its graduates to gain admission. It was relocated to Nangarhar's Farm Gaziabad in 1995 and was again moved to Kabul where it was merged with Tehqeeqat-e-Islami University (Islamic Research University) in 1996. It was closed as the Taliban came into power.

I. The Islamic University: This University was established by Hizb-e-Islami Afghanistan (Hikmatyar) in 1989. In the beginning, it had the faculties of Education and Medicine but later it also offered degrees in Engineering, Agriculture, Sharia and Usuluddin. It was moved to Khost province of Afghanistan after being merged into the Afghanistan University in 2003 during President Karzai's regime and was renamed to the Khost University. It is still working under the same name.

II. Abdullah Bin Masoud University: Jamiat-e-Islami Afghanistan (Rabbani) launched this university in 1991 after the Soviets withdrawal from Afghanistan. Its campus was situated in Chamkani, Peshawar in Pakistan. It had the faculties of Sharia and Usuluddin. This university was relocated to the Takhar province of Afghanistan in 1995 during the regime of Prof. Rabbani. It is still operating under the name of Takhar University.

III. The Academy of Islamic Education and Technology: This institute was established by International Islamic Relief Organization (IIRO) of Saudi Arabia in Hayatabad, Peshawar. Earlier, Rabita-e-Aalam-e-Islami (Muslim World League) was also involved in establishing it but later on it was handed over completely to IIRO. This institution was also relocated in Afghanistan during the regime of Prof. Rabbani. It was split into two campuses: one of which stayed in Jalalabad while the other was moved to Herat. This institute also fell into crisis during Taliban rule and was finally merged into other institutions during Hamid Karzai's government.

Other than the above mentioned educational institutions in Afghanistan, there were many other institutes operating for refugees in Pakistan which were moved to Afghanistan when the Mujahideen came to power and later on ceased to have an independent existence. The Ummahatul Momineen University, established in Peshawar in 1989 was one of the prominent institutes among them. It was run by Tanzimul Khawaheran-e-Musalman (Organization of Muslim Sisters) and had departments of Medicine, Sharia, Literature, Science and Education. It started working as a private university in 1992 after the Mujahideen had seized power in Kabul but did not exist later. Similarly, the Engineering Faculty set up by Coordinating Humanitarian Assistance-an Afghan NGO-worked for a while and then merged with the Herat University during Karzai's government.

The Mujahideen and Taliban Era

The higher education institutions which were already in a terrible condition worsened under the Taliban. Only 7 institutes of higher education were in operation out of 14: The Kabul University, the Poly Technical Institute, Medical University Kabul, Herat University, Nangarhar University, Kandahar University, the Academy of Islamic Disciplines and Technology with campuses in Herat and Jalalabad. The two major problems were lack of competent faculty member and financial constraints. Due to infighting most of the faculty members flee the country and left for other countries meanwhile the financial constraints mad the budget of the higher education so limited that it was difficult for the government to pay the much reduced salaries on time.

Development from 2001 -2011

The starting point __ in late 2001 the recent development in Afghanistan was dreadful. The extended war and the infighting in the 1980s and 1990s as well as the drought and other natural disasters lift Afghanistan with fragile economy and depleted and tainted factors of production: less capable manpower available because the talented people had already fled the country due to long-lasting war and lift the country with lower quality human capital. According to a survey in 2009, there were 7 institute of higher education in operation in 2001. Later on there were nineteen (19) public sector universities and higher education institutions accommodating 49115 students in Afghanistan in 2007, none of the departments in these institutes were offering masters classes. Now in 2011there is 24 public sector institution of higher education accommodating almost 70000 students and there are 41 private institutes of higher education accommodating almost 26000 students in studying in various departments.

Table 1									
This Table contains the data of the year 2007									
S.#	Institutions	Estab.	Departments/Faculties	Students			Teachers		
				M	F	Total	M	F	Total
1	Kabul University	1946	Persian, Agriculture, Literature and Sunnah, Political Science, Science, Sharia, Engineering, Economics, Veterinary, Journalism, General Knowledge Education, Fine Arts, Geography	7008	2012	9020	435	85	520
2	Balkh University	1987	Medical, Agriculture, Language and Literature, Engineering, Law and Political Science, Sharia, Education, Economics	3718	1835	5553	129	18	277
3	Herat University	1988	Medical, Agriculture, Language and Literature, Engineering, Law and Political Science, Sharia, Education, Economics, Science, Fine Arts	3283	1468	4751	176	30	206
4	Kabul Education University	2004	In service teachers, Social Sciences, Languages and Literature, Physics, Physical Education	2354	1380	3734	100	38	147
5	Kabul Medical University	1993	Medicine, Children, Stomatology	1990	700	2690	189	23	211
6	Kabul Poly Technique	1960	Civil Engineering, Geology and Mines, Electro-mechanic	2594	96	2690	119	18	137

University										
7	Nangarhar University	1963	Medical, Agriculture, Language and Literature, Engineering, Law and Political Science, Sharia, Education, Economics, Veterinary	2508	275	2333	290	8	298	
8	Khost University	2003	Medical, Sharia, Law and Political Science, Education, Computer Science	6171	-	1671	174	-	88	
9	Baghlan University ¹	1993	Agriculture, Education	1030	350	1380	40	4	44	
10	Alberoni University	1998	Medical, Agriculture, Language and Literature, Engineering, Law and Political Science, Sharia, Education, Economics, Veterinary	1330	20	1350	41	-	41	
11	Kandahar University ²	1990	Medical, Engineering, Agriculture, Education	1270	30	1300	84	6	90	
12	IHE, Jowzjan	2003	Chemical technology, General Knowledge, Physics, Geology	798	362	1160	35	13	48	
13	Farwan Higher Education Institute	1999	Education	885	165	1045	19	7	25	
14	Takhar University ³	1955	Education, Agriculture, Language and Literature, Sharia, Engineering	800	118	918	33	3	36	
15	Kunduz Higher Education Institute ⁴	2005	Education, Agriculture	450	142	592	11	5	23	
16	Faryab Higher Education Institute ⁵	1987	Education	283	244	527	20	11	33	
17	Bamyan University ⁶	1997	Agriculture, Education	382	8	390	30	2	32	
18	Paktia University	2004	Agriculture, Education	320	-	320	17	-	17	
19	Badakhshan IHE	2003	Education	140	134	274	8	4	12	
Note: IHE = Institute of Higher Education, M = Male, F = Female				Total	31696	9197	49115	1948	269	2250

Table 11 The number of public Universities established after 2007

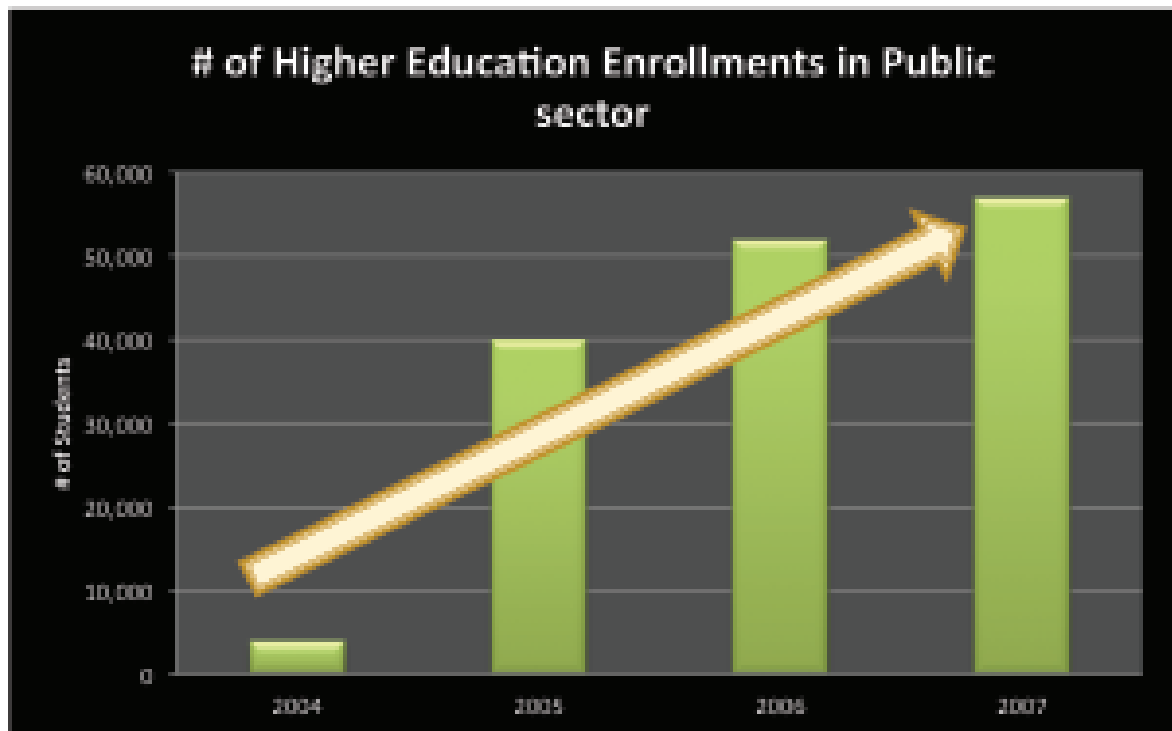
no	Name of the Institution	location
1	Farwan Institute of Higher Education	Farwan District
2	Ghazni Institute of Higher Education	Ghazni District
3	Samangan Institute of Higher Education	Samangan District
4	Laghman Institute of Higher Education	Laghman District
5	Hilmand Institute of Higher Education	Hilmand District
6	Panjshir Institute of Higher Education	Panjshir District

Table III The Number of Private Institutes of Higher Education in 2011

no	Name of the institution	location
1	American university of Afghanistan	Kabul
2	Kardan Institute of Higher education	Kabul
3	Khurasan Institute of Higher education	Jalalabad
4	Bakhtar Institute of higher education	Kabul
5	Maiwand Institute of higher education	Kabul
6	Mozam Institute of Higher Education	Kabul
7	Eana Institute of Higher education	Kabul
8	Dawat Institute of Higher education	Kabul
9	Salaam Institute of Higher education	Kabul
10	Dunia Institute of Higher education	Kabul
11	Katib Institute of High education	Kabul
12	Chirag Medical Institute	Kabul
13	Khatamul Nabieen Institute of higher Education	Kabul
14	Paishgam Institute of Higher Education	Kabul
15	Khawassan Institute of Higher Education	Kabul
16	Sador Institute of Higher Education	Mazar sharif
17	Ariana Institute of Higher education	Jalalabad
18	Aria Institute of Higher education	Balkh
19	Spin Char Institute of Higher Education	Jalalabad
20	Mawlana Jalaludeen Balkhi	Balkh
21	Mashal Institute of Higher education	Kabul
22	Gauhar Shad Nigam Institute of Higher education	Kabul
23	Tahsh Institute of Higher education	Kabul
24	Khonace Noor Institute of higher education	Kabul
25	Ghirjatan Institute of higher education	Kabul
26	Ibini Sina Institute of higher education	Kabul
27	Tolo Aftab Institute of higher education	Kabul
28	Azad University Iran	Kabul
29	Moshan Institute of higher education	Kabul
30	Institute of higher education Ali Azhar	Kabul
31	Taj Institute of higher education	Balkh
32	Saadat Institute of higher education	Balkh
33	Ishtaq Institute of higher education	Hirat
34	Ghalib Institute of higher education	Hirat
35	Jami Institute of higher education	Hirat

36	Khawaja Abdullah Ansari Institute of higher education	Hirat
37	Wadi Hilma Institute of higher education	Hilma
38	Nasir Khisraw Institute of higher education	Dakandee
39	Pamir Institute of higher education	Khest
40	Bark Institute of higher education	Mimroz
41	Asia Institute of higher education	Hirat
42	Durkhan Institute of higher education	Parab
43	Ali Nawaz Institute of higher education	Jorjan

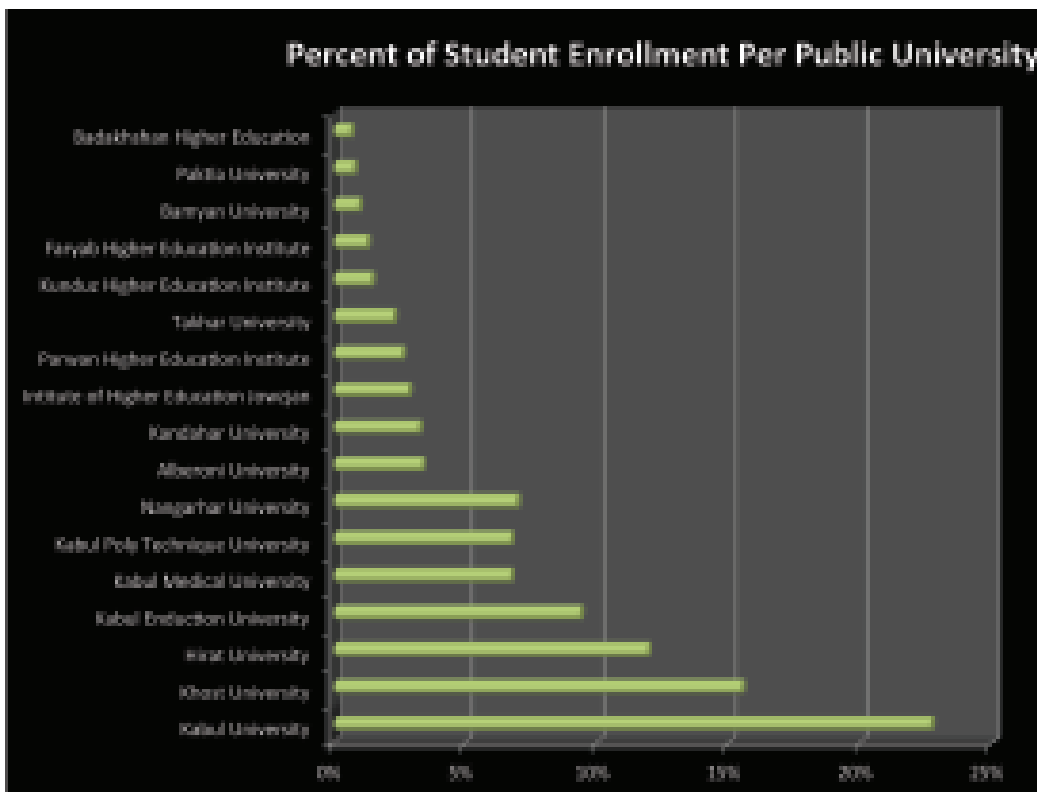
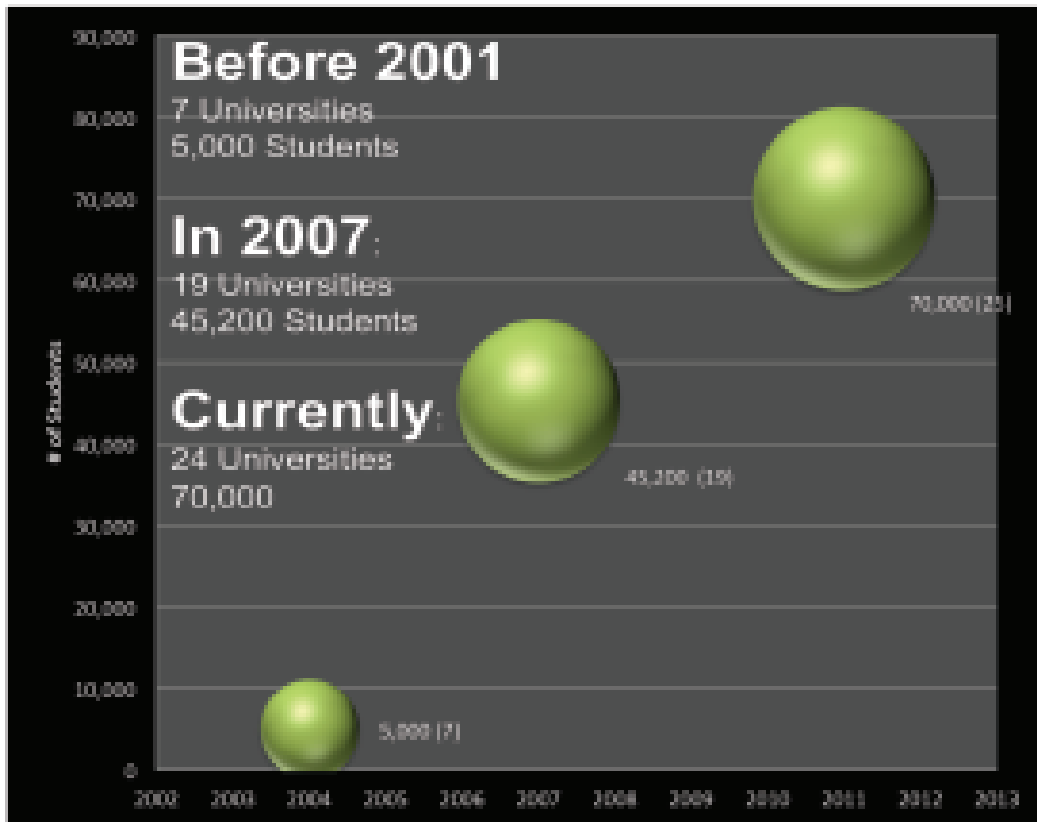
The intake of higher educational institutes increasing year by year Four thousand (4,000) students submitted their forms for higher education in 2004 which sharply increased to forty thousand (40,000)-almost 10 times-in 2005. The number reached fifty two thousand (52,000) in 2006 and over fifty seven thousand (57,000) in 2007. Thus a country with 31 million populations has nineteen (25) Public institution of higher education accommodating almost 70000 and 42 Private institutions accommodating almost 26000 students.



2007: 19% of total students enrolled were women

Note : Data not available for 2008-2010

INSTITUTIONAL GROWTH IN PUBLIC SECTOR



Current Government's Initiatives:

The Ministry of Higher Education of Afghanistan has taken the following initiatives from 2001 till 2011

Ministry of Higher Education has specified its administrative domain:

The ministry of higher education has specified its domain only to the institution which are providing at least four year bachelor degree program or The name of the ministry has been the Ministry of changed from 'the Ministry of Higher Education and Vocational Training' to the ministry of 'Higher Education. 42 institutions of vocational training, were taken away from its domain.

Infrastructure:

The devastating war have lift have either destroyed or damaged the overall infrastructure of Afghanistan. The current government has reconstructed the ruined infrastructure with its basic requirements such as water and electricity supply.

The development of strategic plan 2005-2015

After relentless efforts, MOHE has approved a modern and comprehensive National Comprehensive Strategic Plan for Afghanistan's higher education. The Strategic Plan has been compiled within the framework of the education sector of the Afghanistan National Development Strategy with 2 main programs and 10 sub-programs, and has been finalized and approved with the help of international community but the plan still needs the estimated amount of USD 564,000,000 for the next five years, where Afghanistan can only secure salaries and parts of services from its normal government budget.

Goals of the Strategic Plan 2005-2015

Standard of Education: Improve after relentless efforts, MOHE has approved a modern and comprehensive National Comprehensive Strategic Plan for Afghanistan's higher education. The Strategic Plan has been compiled within the framework of the education sector of the Afghanistan National Development Strategy with 2 main programs and 10 sub-programs, and has been finalized and approved with your helpful cooperation.

ement of the standard of education, provision of required facilities in educational institutes, capacity building, taking measures to maintain the standard, and efforts to reform the syllabus.

Reforming the System and Institutional Growth: Improving upon planning and financial affairs; making institutions autonomous in financial and educational affairs through implementing the newly developed law for higher education. Access to Higher Education: Encouraging the private sector to establish institutions for this purpose, introducing two shifts in the government-run institutions, and setting up new public sector institutions.

Providing Financial Resources: one of the most important goals for the plan is to provide financial resources for higher education by employing different means and resources.

The salient features of the detailed program laid out by the Ministry of Higher Education for achieving these goals are:

1. Establishment of 34 institutions in the capital cities of the 34 provinces for providing two years of technical and professional education;
2. Grading up the higher education institutions of Badakhshan, Kunduz, Baghlan, Jowzjan and Faryab and giving them university status;
3. Establishing a higher education institute in Ghazni;
4. Starting MA Persian and MA Pashto classes in the Kabul University;
5. Raising the standard of Kabul University to the level of international institutions;
6. Conducting surveys for establishing the department of Hindi language in the Nangarhar University;
7. Elevating the faculty of Sharia of Kabul University to Islamic Studies University status;
8. Enabling the institutions of Afghanistan to accommodate one hundred thousand students by 2016;
9. Making English the medium of instruction in all the universities of the country by 2015;
10. Raising the number of teachers holding PhD to 20 per cent and the ones with MA degrees to 50 per cent by 2016;



11. Establishment of research centers in the universities;
12. Establishment of IT centers in all the universities;
13. Increasing the number of faculties in evening shift.

Enactment of new law:

The ministry of Higher education has prepared a new law for the better administration of the higher educational system and for adapting it to the standard of the developed countries The Higher Education Law, whose approval has been postponed since three years ago, has been put on the agenda of the Council of Ministers after review and amendment with the help of the Ministry of justice. It is hoped that it will come into effect soon through a legislative decree by the President and save the ministry of higher education of Afghanistan from the current legal vacuum. This law, beside other issues, includes the establishment of two important pillars related to the Strategic Plan. First, a 'High Council of Higher Education Institutions' will be formed as the highest decision making authority, comprising 23 members from academic personalities, including 4 members from heads of private higher education institutes and 3 from ex-ministers of higher education. Second, based on this law 'Academic Accreditation' will start by a board comprising of 9 members.

Introduction of Credit system

Credit system has been introduced and implemented in all private and some public institution of higher education in order to improve the quality of higher education and coordinate it with the international standards

Privatization in Higher Education

The government of Afghanistan as a developing country is not stable enough to meet the access needs solely by public sector for all students around the country. Therefore, private institutes are playing a very important role concerning accommodation of students in the most demanding courses. The current government has encouraged the private sector to invest in higher educational sector. Today there are 42 private institute of higher education almost in every province in Afghanistan which are established in the last five years. These private institutes are accommodating 26000 students. The private institutes being independent and self-governing organization are able to respond quickly to all new development in academia as well as to meet the current and future requirements of the employers.

Syllabus:

The syllabus used in the institutions of Afghanistan is quite old particularly in the public sector institutions. and in most cases, it has not been updated even in the areas of medicine and engineering. To evaluate the current syllabus with the international standards seminars and meetings have being arranged between national and international scholars to work out the problem and some recent amendments have been in some departments.

Laboratories:

Six laboratories have been made fully or partially operational in the engineering, agriculture, veterinary, science and some other departments of different universities with the cooperation of America, Japan, France and Germany.

Libraries and IT Facilities:

The libraries which were destroyed and looted in period of war are now furnished with some books and computer with internet access for the students in the institution of higher education in Kabul as well as in provinces. The US has also provided electronic library and resource center to Kabul University. www.afghan.library.arizona.edu.
Afghanistan Silk Project: Under this project the NATO since 2005 has been providing 2 Mb optical fiber internet connection 13 universities in Afghanistan. 9 in the capital Kabul and four in the provinces (Jalalabad ,Heart,Qandahar and Mazarisharif)

Collaboration with the foreign University:

The support and patronage of the US and other countries have made it possible for Afghan universities to establish collaboration with the universities of the US, Germany, India and European countries etc.

Afghanistan Students exchange program with India:

The Afghan University Student Exchange Program in India Provides an intensive U.S.-style professional training program for up to 50 senior English major and 2010 graduates from Afghan Universities. The program aims to enhance and broaden the professional Silk sets of potential adjunct instructors in English department at Afghan Universities.

Two 4-week programs will be conducted in January and February 2011 and will be comprised of the following:

1) participation in an initial orientation and enrollment in a women-only and a men-only 4- week academic program at the English and foreign languages University (EFLU) in Hyderabad India taught by experienced American English Language Specialist and EFLU professional staff:

Activities and seminars during the program will focus on theoretical and practical topics such as teaching methodology, pedagogy, resources, and technology. Topic will include some of the following topic, based on an initial needs assessment of the selected participants:

- . English for practical Usage and Introduction to U.S culture
- . Technology Methodology and pedagogy, include curriculum Development
- . Methods: A Brief Historical Overview
- . Communicative Competence
- . Communicative Language Teaching: Principles and Practice
- . Learner Strategies
- . Content- best instruction: principles and practices
- . Cooperative Learning
- . Using Visuals Effectively in the ESL/EFL Classroom

MOU between the Ministry of Higher Education and US embassy:

The ministry of higher education and the US embassy signed Memorandum of Understanding to train and prepare the equipments for faculties of journalism at Kabul and Herat Universities.

Acting minister of higher education Sarwar Danish, from the cultural department of US embassy Briem Jourj and Tamson signed this Memorandum of Understanding.

The aim of this MoU is to construct the buildings of journalism faculties of Kabul and Herat Universities, preparing the materials and equipments for Radio network, TV productivity studio, printing production, prevalence of journalism whith responsibility for future generation journalists of Afghanistan and development skills of the journalism faculties, until they be able to prepare the Radio, print and TV programs.

The total amount of this project is 5.2 million US \$ and will complete in three years. Construction of the buildings will finish till beginning the educational year of 1390 and will use journalism faculties of Kabul and Herat universities.

This MoU emphasized on training program, equipments for Radio's network, printing, TV's and Radios' production.



University Partnership Programs

This sub-component will be coordinated by the MOHE through a steering committee and its existing departments. The MOHE, in consultation with universities has been instilling interest from foreign universities to form partnerships with Afghan universities in various form during the past two years. This sub-component will build upon this past effort. After consulting with participating Afghan universities (Balkh, Herat, Kabul, Kabul Polytechnic, Kandahar and Nangarhar), the MOHE will invite, on behalf of the universities, Expressions of Interest (EOI) for partnership from universities abroad separately for each of the faculties selected for program support. Faculties to be supported will be selected based on strategic development needs of the country and the support from other development partners. They will include engineering, management, finance/economics, IT, language, and others .Foreign universities will be allowed to submit EOIs on their own or through a consortium with other universities.

EOIs will be evaluated by a committee comprising of representatives from MOHE and a representative of each university, and chaired by the Deputy Minister of Higher Education. A preliminary short list of three to five universities will be prepared for each faculty based on the documentation submitted and agreed-upon selection criteria. The short-listed universities will be invited to come to Afghanistan for further face-to-face discussions. The universities ranked first based on the EOI and discussions for each of the disciplines will be invited to submit a combined technical and financial proposal. Upon successful completion of negotiations, the committee with the universities will recommend the signing of the Memorandum of Understanding (MOU) including a service contract. The proposed short-list, the evaluation report and recommendation on the institution to be invited for submission of detailed program proposal, and the draft negotiated MOU and service contract will be forwarded to IDA for review and no-objection. If negotiation with the highest ranking university fails, the university ranked second (and so on) will be invited for negotiations. A service contract together with a MOU will be signed between the selected university and the chairperson of the evaluation committee and concerned Presidents of universities.

Focus on Teaching Department:

The following measures have been taken for the capacity building of teachers in higher education.

- Retaking Former Teachers: Inviting 15 former Afghan university professors from foreign countries to Afghanistan for six months to one year to teach in universities;
- Raising Teachers' Salaries: The Ministry increased higher education teachers' salary which is three times the salary they previously earned.
- Foreign Scholarship for Teachers and Students: Until 2007, the ministry sent 627 teachers and students for higher education and short term training courses to foreign countries. It included 2 scholarships for PhD, 15 for masters' degree and 73 for graduation. Other scholarships are arranged for short term training courses, conferences, and study tours for position holder students. In these study tours students visited America, Germany, India and other countries.

Management Information System:

Ministry of higher education has developed and MIS in order to bring transparency and reduce bureaucracy and paper work in the administration of higher education of Afghanistan. The system will ensure fair admissions to deserving students and enable universities to follow a standard criterion for admissions.

The development of the system began in September 2008 with funding of World bank SHEP project, and providing hardware equipments with support of NATO silk project. At that time, Afghan eQuality Alliances (AeQA) provided the funding for the Ms SQL server crystal report and windows server software, as well as one Sun Server and a UPS.

Challenges and Expectations

Quality:

Syllabus and textbooks: . Curricula, teaching materials and pedagogical methods are grossly outmoded and a heavy reliance on dictation as the principal way of imparting knowledge.

This is more serious in the faculties of Medicine, Engineering and Agriculture as the advancement in these fields throughout the world is fast-paced.

The real inhibitor, in fact, is the availability of textbooks in the native languages of Afghanistan for the students and teachers who do not have the ability to consult the books published in other languages. Since the libraries are not regularly updated in Afghanistan, these books are not even accessible to those who can benefit from them.

Shortage of Competent Teachers: Another reason behind substandard education is that skilled teachers are not available in sufficient numbers. The following table depicts the situation in 2007:

Source: Ministry of Higher Education, "Activities of Higher Education: from the Beginning of the Interim Government of Afghanistan to the Parliamentary Election."

Analyzing data in table III shows that the teachers with PhD, Masters and BA degrees were 6 per cent, 36 per cent, and 58 per cent (1138) respectively. Moreover, most of the teachers with a bachelor's degree, which comprises the majority group, were the products of the institutions where the standard of education needs a lot of improvement. This problem is getting worse because older people are resisting the induction of younger and better qualified individuals. Raising the standard of higher education institutions would require avoiding hiring teachers with only bachelors' degree. At least, a policy needs to be devised to require the teachers with graduation to attain a post graduate degree within a specified period of time.

Orthodox System: An outdated orthodox system of administration, recruitment and overall organization of an institution is another stumbling block that complicates matters in the already weak system. The people in-charge of educational institutions seem to be interested in maintaining the status quo as young, highly qualified and competent people with innovative ideas are usually denied entry into the system. This administrative model is creating an environment that is not conducive to developing analytical skills in research work, seminars, and conferences.

Weak Infrastructure:

The existing 19 public institutions of higher education had over 38000 male and female students in 2005. More than 44000 candidates submitted their admission forms in 2006 but around 17000 were granted admission (less than 40 per cent). The remaining students along with around 82000 fresh graduates from 12th standard in 2010 produced a figure of more than 120,000 students are seeking admission in these institutions in 2011 only 60000 students are being enrolled this year

It shows a rising trend of students aspiring to get higher education, leading to an estimation of about a million students applying for the higher seats of learning in the next few years. However, according to the ten-year strategic plan developed by the ministry, these institutes do not have the capacity to accommodate more than 100000 students, meaning that almost 90 per cent of the students would be denied higher education. The plan does not indicate any mechanism of meeting this grave challenge.

Moreover, many of these institutions do not have their own campuses as they are working either in rented houses or temporary quarters so much so that the class rooms in Balkh University, Herat University, Bamyan University, Alberoni University, and in the institutes of Badakhshan, Jowzjan and Faryab are not in adequate number. Many universities also lack basic necessities such as water, electricity and washrooms.

Also, most of the universities do not have hostel facility. The total number of rooms in all the hostels of Afghanistan is 1483 and each of these rooms can accommodate an average of twelve to fourteen students. Thus, the number of students living in hostels does not exceed 17000 and leaves a waiting list of 30000 students, who have to seek lodging elsewhere and have to commute to their institutes via public transport as the universities do not provide transportation facilities. Students, therefore, usually get late for their classes. The absence of agricultural farms for the agriculture departments, experimental schools for the education departments

Facilities:

As mentioned that the overall Physical infrastructure is inadequate for the number students enrolled. The electricity and water supply is insufficient, classroom, laboratory and library facilities are too rudimentary. Basic computer facilities are lacking for instruction and administration as well as ongoing repair and rehabilitation activities are ad-hoc and facility planning based on a strategic plan for the university is non-existent.

Financing:

The budget of higher education institutions is barely sufficient to cover the salaries, free dormitory costs and highly for the students. Resources are not available for the purchase of indispensable pedagogical inputs such as internet access, textbooks, journals and lab materials and the budgets are allocated purely on the basis of historic trends without any objective criteria, thereby offering no incentives for efficiency and innovation.

Efficiency:

The resources are not efficiently and effectively used: The low enrollment (average is 1,983 students per institution - 3 institutions have less than 200 students). Consolidation of institutions is necessary to attain a size that is economically viable and thus leads to a better chance of reaching reasonable quality standards.

Very low student to professor ratio (e.g. 4 to 1 and 6 to 1 in some universities) and available resources such as classroom space are not used efficiently; most university classes finish at 1pm.

Governance:

There is a tendency of centralization of authority in higher education in Afghanistan. Most higher educational institutions have to little autonomy that they even can't make their normal budget and don't have any financial independents. The notion of planning, management and performance indicators is both foreign and weak in the higher education system and in each institution. Employment status and salary scale of faculty need to be rationalized as currently both teaching and administrative staff are civil servants and their pay scale is confounded with civil services.

Strengthening regional and international partnerships:

The nature of education development is not limited by national boundaries, but each nation must have the capacity to examine the costs and benefits of each new development and decide whether it is appropriate for their own society or culture. Adaptation, more than simple adoption, of international approaches will be the key for the institutes of higher education in Afghanistan. Similarly, as the education program of rehabilitation and development continues to progress in Afghanistan, Afghan experts should be prepared to share their findings and advances with international colleagues, particularly European countries, through publications, seminars, workshops, and other forums.

Euro-Asia cooperation in Higher Education (The silk road)

The need of time is to enhance the cooperation in developing higher education of Afghanistan in general all and in particular private universities with the cooperation of Euro-Asian countries. Majority of private universities are working independently and an effective support is very crucial to them. The standard of European education is at a developed stage. Teaching resources, electronic libraries, scholarships, investments, training and development programs and expertise can be shared. Several EU countries are working effectively in Afghanistan in education and skill development sectors; however, in the following aspects Afghanistan really need serious support.

a. Development of long term education policies: Afghanistan with the cooperation of European countries can develop effective and long term policies for higher education. Europeans have made much development in higher education, they can assist Afghanistan in developing education policies in order to bring reforms in education sector.

b. Curriculum updating according to international standard: Designing curriculum is one of the biggest challenges to the higher education. Universities in Europe can share their course contents at each level and provide relevant resources to private institutions in Afghanistan.

c. Resources (electronic library access, books, CD, teaching resources): It is obvious that resources are too scarce in Afghanistan in all institutions including education sector. International universities can help to cover this scarcity by providing access to their electronic libraries, teaching resources can be shared, many universities still teach in a traditional ways with the help of advanced books and other useful material teacher can enhance their teaching skills.

d. Establishing Teacher Resource Centers: Another way to improve teaching quality is to build teaching resource centers in country. At these centers teacher can get all the resources they need for their particular subject including trainings. European countries do have such resource centers and they can co-operate Afghanistan to establish teaching resource centers inside and independently in Afghanistan too.

e. Student Career counseling: One of the dilemmas for Afghan students at higher education is selection of courses and career. Career counseling centers can provide guidance to the students in selecting the right course for their career.

f. Credit transfer program: Well reputed private universities should be given accreditation and affiliation so they can provide the facilities of credit transfer to European universities.

g. Scholarships: Talented students and teachers should be given international scholarships so that they can go abroad for higher studies, this will also become a bridge between sharing cultures and values. Unfortunately, scholarships are restricted to government universities only. Private universities should also be given such scholarships; this will improve the confidence level of teachers and students.

h. Investment in higher education: European countries can even invest directly in higher education by building independent universities and institutes for several courses. Afghanistan is now developing towards stability and it is a good ground for investment.

i. Internship programs for fresh graduates in Afghanistan: With the coordination of European companies Afghan graduates can be sent for internships and trainings. These students will have an international exposure and will be able to work confidently in Afghanistan.

j. Improvement in teaching methodologies through training: Training and development is a continuous process in any organization. Teacher can be training by either establishing training centers in Afghanistan or sending them to European countries for professional trainings. These trainings will improve their teaching styles and methodologies.

Euro-Asia.net with its partners German Academic Exchange Service, DAAD, Germany (Co-coordinator); Austrian Agency for International Cooperation in Education & Research; Austria Ministry of Education and Training / ERASMUS MUNDUS NS BE-NL; and Belgium Tempus Public Foundation, Hungary are interested in joint venture of Asia and Europe in higher education. Afghanistan is a better option for them to launch their projects. They can invest their capital in the above mentioned fields in Afghanistan.

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Policy prospective By Misbah Abdul Baqi

Assoc.Prof. Gulsum ESPAYEVA*L.B.Goncharov Kazakh Automobile Road Institute, Kazakhstan***GREAT SILK ROUTE
IN KAZAKHSTAN**

- Great Silk way is a system Of caravans the roads conducting from China in the countries of the Near East and Europe. The considerable part of this piece lay on territory of Central Asia and Kazakhstan. The silk way as a trading highway has arisen in III century B.C. and has existed till XVI century of our century.

- In VI-VII centuries the way which lay from China to the west, through Semireche and Southern Kazakhstan becomes the most brisk. And special blossoming the Silk way passing on territory of Central Asia and Kazakhstan, has reached in VIII-XII centuries.

The great Silk Way was stretched on thousand kilometers, conducting caravans and on scorching deserts, and on oases, and on mountain passes. Throughout a way arose, blossomed and cities and the whole civilizations were devastated. Many devastating wars, destructions, big fires, hungers. Manycenturies annoyed polyglots, markets of east rustled, Hundred years on dusty caravan roads merchants saled precious siens, stoes, spices and dyes, golds and silvers and e[letic birds. Proceeding from it, it is possible to tell that the Great Silk Way is the grandiose trading route which connected the East and the West and has become by the reason of occurrence of set of unique cities, historical monuments, customs and even the states.

- The transcontinental corridor of Western Europe – the Western China should repeat binding glory of the Great silk way today.

- The general extent of a corridor on a route St.-Petersburg — Moscow — Nizhni Novgorod — Kazan — Orenburg — Aktobe — Kyzylorda — Shymkent — Taraz — Kordaj — Almaty — Horgos — Urumchi — Lanchow — Cheng-chou — Ljanjungan makes 8,445 thousand in km. From them 2,233 thousand in km on territories of Russia, 3,425 thousand in km — China.

- In Kazakhstan, within the limits of the reconstruction project is 2452 km. Thus in the Aktyubinsk area - 358 km., Kyzylorda area - 817 km., South Kazakhstan - 458 km., Zhambyl area - 480 km., Almaty-339 km. All order of 90 % of roads of the country.

- Avtokoridor also will contribute to regional and interregional trade. He is a transportation artery linking the Central Asian states, on the one hand, and Russia, on the other hand - with the countries of Southeast Asia.

- The basic positive indicators of the given project in comparison with existing alternative corridors (the road Trans-Siberian Railway, sea through Suez canal) is its extent and finding time in a way. If at use of a sea corridor finding time in a way reaches till 45 days, and on "Transibu" of 14 days along the corridor "the Western Europe - the Western China", from port Ljanjungan to borders with the European states, time in a way will make an order of 10 days. The project will provide a cargo transportation in three basic directions China - Kazakhstan, China - the Central Asia, China - Kazakhstan - Russia - the Western Europe.
- The international transit corridor is «the Western China - the Western Europe» will be the basic route of a cargo transportation in the central-Asian region. The corridor will provide the high level of services including a combination of excellent technical availability of a corridor together with modern intellectual system and services of the logistical centers.
- Students and undergraduates of the Kazakh automobile-road institute will pass an industrial practice and take part in building of an automobile highway the Western Europe - the Western China in Zhambyl and Kyzylorda areas
- Kazakh Auto-Road Institute (KazADI) named after L.B. Goncharov the only specialized institute which carries out the training of specialists with higher education (Bachelor) and postgraduate (Master's) education and scientific training for the automotive industry in the Republic of Kazakhstan. On the basis of the institute operates Auto-Road College of Almaty which provides continuous training of specialists on the system of "College-Higher Education Institution". KazADI prepares specialists with higher education based on secondary, primary professional (4 years), secondary vocational (postsecondary), and higher education (university), tuition in short periods (3 and 2 years, respectively). Master's program (postgraduate education) for technical professions is opened, with the duration of study: profile (1-1,5 years); scientific pedagogical (2 years).

Kazakh auto-road institute by L.B.Goncharova prepares experts in following specialities for road branch of Kazakhstan

- - Transport building (the Bachelor degree, the Magistracy)
 - - Building (the Bachelor degree, the Magistracy)
 - - Manufacture of building materials, products and designs
 - - The organization of transportations, movements and transport operation
 - - Information systems
 - - Economic specialities in road branch
- In June 2010, KazADI and the Association of Universities of Ghent "HOWEST" (Belgium) signed a Memorandum about Cooperation, in the frames of which for the first time in Kazakhstan created and operates an interactive laboratory for study of the hydraulic systems of transport vehicles, using expensive equipment from Belgium. On October 13, 2010 during his official visit to Kazakhstan, Philippe Prince of Belgium, His Royal Highness, the Duke of Brabant made a launch of this interactive lab. Under signed international agreements on exchange of students and professors KazADI cooperates with foreign universities: The University of Ataturk (Turkey); "Ajou" Motor College (South Korea); MARI Moscow Auto-Road Institute (The State Technical University), Siberian State Auto-Road Academy, Tomsk State University of Architecture and Building (Russia); Tashkent Auto-Road Institute (Uzbekistan), and others.
 - Scientific innovation educational, industrial complex established in KazADI includes domestic and foreign scientific, industrial organizations and universities of the road construction sphere.

Prof.Dr. Tumur-Ochir SANJBEGZ*President**National University of Mongolia, Mongolia*

**SPEECH BY SANJBEGZ TUMUR-UCHIR
ON THE 2ND EURASIAN SILK ROAD
CONVENTION UNIVERSITIES
(ESRUC), ERZURUM, TURKEY**

This is the first time for the NUM to participate this Meeting. I would like to speak of two things in the few minutes I have. Therefore, I'd like to introduce to you briefly about our University. Secondly, I would like to share with you Mongolian people's understanding of the Silk Road.

The NUM was established in 1942 as the first higher education institution of the country. It was the source of other universities in Mongolia as well as an academic community with over 1094 faculty members, 18975 undergraduate students in 146 bachelor programs, and over 3000 graduate students in 177 master and doctoral programs.

A strategic plan until 2020 was approved by the Governing Board of the University and the management team of the university is successfully implementing it. More important, the university is working to develop collaboration with the scientific industry to establish entrepreneurial research universities that will be a major factor to help turn scientific knowledge into national product and resource.

The NUM's focal areas underlying the four strategic objectives are as follows: 1. Establishing a strong foundation of the most-up-to-date academic research, innovation and entrepreneurship, 2. Moving forward into a system strongly focused on open and research-based education, 3. Setting up an ideal example of social services towards development, 4. To establish a University campus comparable to world-class universities. Our goal is to become one of the world's most renowned universities. Since its establishment the National University of Mongolia was the core institution that trained the teaching staff for all levels of educational institutions. Thus now we are aiming for research based training where academic community interacts closely with business community. Research projects on biotechnology, information technology, nanotechnology and new material technology, chemical engineering are the most attractive area for joint cooperation.

I can see that there was a very important theme for establishment and cooperation on academic research, innovation and entrepreneurship by their speeches and presentations. It is an honor to bring greetings on behalf of the many universities represented here.

Therefore, many Universities, not only the NUM, is seeking for encouraged collaboration on innovation and entrepreneurship in targeted fields.

Another set goal is to make the National University of Mongolia the center of Mongolian studies. All aspects related to Mongolia's socio-economic life would be a unification of the Mongolists from all over the world.

This meeting will facilitate the conference participants with an opportunity to exchange views and opinions on issues of common concern and determine ways of possible cooperation on education model of Eurasian Universities. Moving on, I would like to share with you the Mongolian people's understanding of the Silk Road.

The Silk Road was the main road or bridge that transported trade, technology, science, art and culture from South to North, East to West.

The start of the silk road that connected China to the west was at Chang'an (today's Si'an city of Shangsi prefecture, China), whereas it ended in Antiochia city in Syria. The length of the Silk Road differs depending on the many kinds of routes and is known to be 6500-8500 kilometer squares on average.

The Silk Road traders would load up tens to hundreds of camels with goods, and would go thousands of miles on each voyage, crossing the burning hot Gobi desert, and passing the Pamir mountains. However, it was not the case that these traders went from start to end, but went back and forth between oasis cities within the road trading as they went along. The goods bought from traders would then be traded further on to traders travelling from city to city, and so the goods would travel to faraway lands.

Not only was the Silk Road the main connection of road, transportation and trade, it was also greatly influential to the cultural relationship between the East and West. For example, different kinds of religious information such as mani, zaraoster, nestorian and buddhism were all spread thanks to the Silk Road.

The main routes of the Silk Road pass through modern day Japan, PRC, Mongolia, India, Kazakhstan, Afghanistan, Pakistan, Iran, Iraq, Saudi Arabia, Syria, Turkey and Italy. In today's globalized world we are happy that the Silk Road has eventually become the main bridge between nations also the cooperative guide of universities of the aforementioned countries.

We are confident that our cooperation and success will travel and pass along the Road from one university to another as it did with the ancient Silk Road.

Finally, let me express again my sincere confidence that the meeting will conclude successfully and will represent a significant step forward develop and founding Eurasian Silk road Convention Universities and I would like to assure of you that Mongolia will continue to actively interact with all the Participants for ESRUC and the ESRUC with a view to create conditions for ensuring building bridges in Higher education and promoting academic and research cooperation in Eurasia.

Thank you for your attention.

Associate Professor Amanullah FAQIRI And Mrs.Marzia FAQIRI
Deputy Dean - Faculty of Construction, Afghanistan



KABUL POLYTECHNIC UNIVERSITY AN EMPIRICAL STUDY

Introduction to Afghanistan

Afghanistan is a landlocked and mountainous country in central Asia. It is bordered by Pakistan in the south and east, Iran in the west, Turkmenistan, Uzbekistan and Tajikistan in the north, and China in the far northeast. The territory now forming Afghanistan has been an ancient focal point of the Silk Road and human migration. Archaeologists have found evidence of human habitation from as far back as 50,000 BC. Urban civilization may have begun in the area as early as 3000 to 2000 BC.

The country sits at an important geostrategic location that connects the Middle East with Central Asia and the Indian subcontinent, which has been home to various peoples through the ages. The land has witnessed many military conquests since antiquity, notably by Alexander the Great, Chandragupta Maurya, and Genghis Khan. It also served as a source from which local dynasties such as the Greco-Bactrians, Kushans, Saffarids, Ghaznavids, Ghorids, Timurids, Mughals and many others have established empires of their own.



"Knowledge is light"

The political history of modern Afghanistan began in the 18th century with the rise of the Pashtuns, when the Hotaki dynasty rose to power at Kandahar in 1709 followed by Ahmad Shah Durrani's conquest in 1747. The capital of Afghanistan was shifted in 1776 from Kandahar to Kabul and part of the Afghan Empire was ceded to neighboring empires by 1893. In the late 19th century, Afghanistan became a buffer state in the "Great Game" between the British and Russian empires. On August 19, 1919 following the third Anglo-Afghan war and the signing of the Treaty of Rawalpindi, the nation regained control over its foreign policy from the British.

Since the late 1970s, Afghanistan has experienced a continuous state of war, including major occupations in the forms of the 1979 Soviet invasion, a Pakistani military intervention in support of the Taliban in the late 1990s and the October 2001 US-led invasion that overthrew the Taliban government. In December 2001, the United Nations Security Council authorized the creation of an International Security Assistance Force (ISAF) to help maintain security and assist the Karzai administration.

Education in Afghanistan

Before the 1800s, mullahs, or Islamic teachers, provided almost all education in Afghanistan. Islam teaches law and correct behavior from the Koran. However, education for girls was historically nearly non-existent in rural Afghanistan. King Amanullah who in 1919 seized the Afghan throne implemented a rapid expansion of the secular educational system particularly as it addressed the education of girls. This was met with protest from the country's religious establishment, who eventually supported the overthrow of the king. Educational reforms were dramatically slowed and in some cases reversed after that.

Nevertheless, over the course of the twentieth century, and in particular during King Mohammed Zahir's long reign between 1933 and 1973, Afghanistan's educational system steadily expanded. After the Communist coup d'Etat of 1978, the education system was revamped to reflect the governing ideology, downgrading the importance of religion and setting off a serious backlash among the religious establishment, with assistance by militant Islamic groups. Schools became some of the first military targets for the mujahidin in their war against the Soviet occupation.

With the fall of the Communist government in 1992, the country was divided among warring factions, many of them religiously-inspired mujahidin groups ideologically opposed to modern education and education of girls. Millions of Afghans fled the country, particularly the educated. Of the schools not destroyed by war, many were shuttered because of lack of insecurity, the lack of teachers and teaching materials, or simply poverty. Under the Taliban, education went from wretched to worse. They denied nearly all girls the right to attend school and many boys were without an education as well. Only a miniscule number of girls were able to attend clandestine schools or received an education abroad. Upon the defeat of the Taliban by US forces in 2001, and as a result of the Afghan Constitution, education is now compulsory and free from grades one through nine and free up to the undergraduate level of university. Formal education options also include vocational education and teacher education as well as Islamic education.

Aside from formal schools run by the Ministry of Education (MoE), other forms of education are available in certain areas and include literacy programs and accelerated learning programs and are administered by NGO's (non-governmental organizations) or the government, with the largest being USAID-funded Afghanistan Primary Education Programs (APEP), implemented primarily through Afghan NGO's.

Education is universally recognized as critical for children's intellectual and social development, and is central to the realization of other human rights. It has been well-established that increasing girls' and women's access to education improved maternal and child health, improves their own children's access to education, and promotes economic growth. It is of utmost importance that more girls and women now gain access to higher levels of education so they can secure skilled employment and can gain leadership roles in local and national government.

Since the defeat of the Taliban in 2001, at least 3,500 schools have been built and hundreds more are planned. More than six million students, about 30 percent girls, are enrolled in 11,000 schools across the country, compared to about one million boys in 2000, according to the Ministry of Education. However, more than 600 schools, primarily in the volatile southern provinces, are closed because of prevalent insecurity and attacks on formal education. Despite the recent improvements, the situation is far from what it should or could have been, particularly for girls. The MoE estimates that 40% of children aged six to eighteen were still out of school in 2005. At the secondary level, just 24% of students were girls during that same year. Not all children enrolled actually attend school or attend regularly with a yearly drop-out rate of at least 10-13%.

Security conditions continue to preclude development and reconstruction in many areas of the country. Many organizations have called upon Pres. Karzai to do more to ensure students; esp. girls are safe in school and on the way to and from school. The MoE has been printing new textbooks but because of corruption and insecurity many of those don't make it onto the desks of the students. For girls to remain in school, many more females need to be trained as teachers. International donors should increase support for construction of schools and establishing other acceptable learning spaces, and for programs geared toward improving the quality of education, including teacher training.

Kabul Polytechnic University

The Polytechnic University of Kabul (PUK) was established on an area of 60 hectares in December 1963. The university has three faculties with 19 sub-departments, including 11 professional and 8 general subject departments.

The PUK is the basic center of the training of professional engineering cadres in Afghanistan. It has trained more than 4.500 specialists to obtain Bachelors of Science, Masters of Science or PhDs. The leaders of most production organizations have graduated from this university.

One third of the academic staff at the PIK are PhDs, two thirds hold Masters of Science-degrees. 55% of them are full-time professors, whereas 45% are associate professors, working in ministries, businesses and industries, facing practical problems of their profession day by day. Hence, by this close link of our staff, we keep alive the connection between theory and the real world's present day problems in Afghanistan.

Unfortunately the war that took place during the last decades in Afghanistan damaged some of the most needed facilities of the university, such as the library, press center, laboratories, mechanical workshops, the water, and sewage and power supply system.

The Polytechnic University of Kabul offers five faculties with 19 sub-departments, including 11 professional and 8 general subject departments.

Faculty of Construction

Construction of Industrial and Civil Building
Construction of Hydro technical Constructions
Construction of Roads
Faculty of Bridges
Architecture
Drawing and Descriptive Geometry
Islamic Culture

Faculty of Electro mechanics

Power Electric Supply for Industrial Institutions, Cities and Villages
Automobiles and Tractors
Physics
Theoretical and Applied Mechanics
Higher Mathematics
Foreign Languages

Faculty of Geology and Mining

Geology and Mining
Geology and Exploration of Mines
Geology and Exploration of Petroleum and Gas
Chemical Technology
Engineering Geodesy
General Chemistry
Sports

Faculty of Computer Engineering & Informatics

Computing and Information Science
Information Technology
Computer Engineering
Software Engineering

Faculty of Chemical Engineering

Organic Materials Technology
 Inorganic Materials Technology
 Food Materials technology
 Metals process technology
 Chemical engineering
 General Chemistry

Lower Jirga

In June 2002, the first government of Afghanistan was formed by the Lower Jirga. This event took place at a tent on the campus of the Polytechnic University, which had especially been built for housing the gathering of the 1.500 representatives. Since then, the tent was being used for national and international events by businesses and ministries, such as the "ECO's Second Regional Trade and Investment Conference". The Polytechnic University is offering the possibility for companies and other organizations to rent the "Lower Jirga" tent, a fully air-conditioned conference center with backup-power supply, fast-speed internet connection and experience in house big conventions.

Strategic Planning and Achievements so far

Project	Activities/Duties	Estimated Budget	Financial Resources	Responsible	Duration
Structure & Institutional Issues					
Current Educational Institutions to be developed & expanded	Establishing of City Construction section under Architecture dep., Water Supply and canalization under dep. of Hydraulics and English dep. under foreign language dep. Expanding and developing of IT Center as an independent faculty	500,000	World Bank & International Organizations	Presidency of KPU	2005-2007
Distance learning program to be developed gradually	Establishment of a center in KPU for distance learning program, providing learning materials, budgeting, employment and training of staff for the center.	500,000	World Bank	Presidency of KPU	2005-2007
Encouragement of co ordinations between scientific and professional institutions	To start and apply credit system	3000	World Bank & International Organizations	Methodic Council of KPU	2005-2006
Management Administration					
Establishment of different administration mechanisms according to the new law implemented by Higher Education	Establishment of Managerial Board, Scientific Counsel and Executive Board	0		Presidency of KPU	2005-2006

Review of present organization	Deliberation of organizational structure. Increasing of skilled and professional staff and establishment of administration, management and accounting courses.	20,000	World Bank & International Organizations	Presidency of KPU	2006-2007
Management of employment and development of cadres					
Initiation of national employment policy	Establishment of working board for conducting surveys to find out the needs of each department for scientific and academic cadres.	0	World Bank & International Organizations	Presidency of KPU	2005-2006
Improving working and life condition of lecturers	Struggle for the increase of salary payment, providing health, insurance facilities, housing, transportation and appropriate working environment for the lecturers of universities	2,400,000		MoHE & Presidency of KPU	2005-2008
Capacity building of professional cadres	Sending of lecturers for masters, PhD programs by providing scholarships at local and international levels. Establishment of training centers for them to learn English language and computer skills.	4,000,000		MoHE & Presidency of KPU	2005-2009
Recruiting Afghan professionals from abroad	Inviting Afghan professionals from abroad	1,000,000		MoHE & Presidency of KPU	2005-2009
Improving the quality of teaching and learning					
Curricula and teaching materials to be updated	For updating the curriculum lecturers must be trained, and well prepared. Scientific and technical books in local languages (Dari & Pashto) must be provided or printed.	100,000	World Bank & International Organizations	Methodic Council & Presidency of KPU of KPU	2005-2007
Establishment of good relations and coordination between various universities	Meeting for implementation of this mechanism should be conducted. Working groups should be assigned.	10,000		MoHE & Presidency of KPU	2006-2009

Improving teaching methodologies	Equipping classrooms with modern teaching materials and instructions and also providing modern audio/video systems.	100,000		Presidency of KPU	2006-2008
		700,000		MoHE & Presidency of KPU	2006-2008
Physical Resources					
Expanding and Rehabilitation of the current facilities	Rehabilitation and reconstruction of power supply system in KPU	50,000	World Bank & International Organizations	Presidency of KPU & MoHE	2005-2006
	Rehabilitation and reconstruction of canalization system in KPU	50,000			2005-2006
	Rehabilitation and reconstruction of toilets in the blocks, laboratories and dormitories.	50,000			2005-2006
	Central heating system and air conditioning system	3,500,000			2006-2008
	Reconstructing and equipping the printing press of KPU	150,000			2006-2007
	Reconstructing and equipping the previous laboratories and establishment at modern labs for each department.	2,500,000			2006-2009
	Expanding of the current library facilities by purchasing up-to-date technical and scientific books. And also equipping library with computer resources, like Internet.	150,000			2006-2007



International Partnerships

- KPU and University of Brighton, UK partnership: The objective of this partnership is to revitalise the departments of electrical engineering and computer engineering and IT of KPU.
- This partnership has started and it is progressing according to the proposed plan.
- 12 Professors from different departments of KPU will be trained under this programme.
- KPU and Slovak University of Technology partnership:
 - This programme is primarily support by the MOHE and will receive limited support from the World Bank and will provide training opportunities for academics in various subjects at KPU.
 - KPU and TU-Berlin partnership: The purpose of this partnership is to train certain academics for the department of IT & CE at KPU.
 - KPU and USAID Angel office: two computer lab with four lecturer to teach the IT and English course for KPU Student's and lecturers.
 - KPU & TUV

According to this partnership KPU can send the student for BSc. , MSc & PhD programs

KPU and Purdue University Partnership:

- The PU provide one Computer Lab in KPU.
- PU trained KPU Academic staff 2003 &2004
- PU Provide new department for Faculty of construction (BCM) Building construction Management
- KPU and TURKISH Army

Now The KPU Faculty of Computer Engineering&Informatic Supported by Turkish Army in Kabul

- KPU and BAKHTAR University According to This Partnership we arranged Some International and National conference, Student Educational conference and other exchange Program.

University of Applied Sciences (Hochschule für Technik) Karlsruhe, Germany South Korean Internet Volunteers Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), Germany University of Calgary

According to KPU strategic Plane Our Two Departments will start Master Program

This Program Approved by MOHE on April 2011 for following departments:

- 1- Civil & Industrial Construction
- 2- Hydraulic Structure

The Admission of student will be start on 2012

Conclusion

Since 1963 this University has come a long way. The visionary King Mohammad Zahir established this Polytechnic institute. It was a humble effort to come up with and a very bright and wide vision to look up to. Engineering is the backbone of technological development of a nation. And the technological development is the backbone to sustainable growth. Starting from just one department and a handful of faculties, it has come to a proportion to reckon with. This University has a very long way to go. Fresh blood has been pumped into since the fall of the old regime and new standards being set and newer benchmarks are being created. The latest feather in the cap has been the tie up with Ataturk University of Turkey. Kabul Polytechnic has become a Master degree awarding University. Master of Sciences is being planned in various fields in the future and not just in a handful of fields. There is a plan to double the number of students in the next 3 years and the stage is being set. A budget of 2 million USD has also been approved by World Bank and 10% of it will be spent to make sure every faculty here gets an opportunity to do a PhD from a reputed global university. Various International Conferences, Seminars, faculty and student exchange programs are planned for the future globally. It is said and understood that Kabul University is the national University and it has various fields and departments. But this is one specialized University dedicated only to the engineering world and will remain so for ages to come by.

Prof.Dr. Muammer YAYLALI

President

Erzurum Technical University, Turkey



MISSION OF ERZURUM TECHNICAL UNIVERSITY

Erzurum Technical University is one of the new seven universities established on July 14, 2010 and consists of:

- 6 faculties:
 - Faculty of Engineering and Architecture
 - Faculty of Economics and Administrative Sciences
 - Faculty of Arts
 - Faculty of Science
 - Faculty of Health Sciences
 - Faculty of Sport Sciences
- 1 High School:
 - School of Foreign Languages
- 3 Institutes:
 - Institute of Social Sciences
 - Institute of Health Sciences
 - Institute of Science and Technology

A new university established in Erzurum, Located on the Silk Road and also hosts the world's oldest two universities *Yakutiye* and *Hatuniye*, is a source of scientific and cultural wealth. Contrary to the common belief that ETU is the second state university in Erzurum, it is the fourth in addition to the universities of Atatürk, Yakutiye and Hatuniye.

Although ETU will be configured in accordance with a technical university, it has the first Faculty of Sport Sciences in Turkey. Especially after the 25th Universiade Winter Games hosted by Erzurum, Turkish people recognized the importance of the Faculty of Sport Sciences. It is declared by public authority that Turkish government spent approximately one million Turkish Liras which is the 1/300 of the country's budget.

MISSION

Our mission is to establish a university which is

- contributing to the development of science and technology,
- implementing important national and international projects,
- conducting researches to solve the country's socio-economic problems, and
- targeting primarily to employ qualified academic staff.

TARGETS

• Making Erzurum a training base to meet the demands for higher education in the regions of Caucasus, Central Asia and Middle East by taking on the mission of the Silk Road in cultural and scientific manner.

• Establishing HIGH TECHNOLOGY CENTER that contributes to the development of science and technology and implements important national and international projects.

Although the transferring knowledge is essential to classical education system, ETU adopts the way of teaching how to learn. In this context, the project titled "Academic Impact with Web Classroom" in the scope of Promotion of Life Long Learning Grant Scheme supported by European Union can be given as a good example.

The Project advised by Prof. Dr. Muammer YAYLALI and hosted by Faculty of economics and Administrative Sciences, Atatürk University was signed and launched on May 06, 2010. In general, about 1500 people were informed about the Project and training in the meetings and stand works. Awareness with the subject was created in different parts of the city by 600 invitations for 3 separate meetings. Trades in the regions of intensive commercial activities in the city center were informed by face-to-face method distributing some disclosure documents. Thus, additional contributions are provided to the awareness activities.

Basic trainings for the about 90 trainees from FEAS, ESOB and İŞKUR on the subjects such as Business Administration, Economics, Computing and Internet, Law, Banking and Financial System were organized. Seven courses implemented in the Faculty of Economics and Administrative Sciences were recorded and have been broadcasting on the web portal www.webderslik.net and the University TV.

• Establishing ECONOMIC AND SOCIAL RESEARCH CENTER that conducts researches to solve the country's socio-economic problems.

HIGH TECHNOLOGY CENTER

It is a center that will lead Scientific and technological research projects in line with the needs and priorities of our country, that will be open to all national and international researchers and that researches especially in the fields of genetics, biotechnology, nanotechnology and information technology will be conducted.

ECONOMIC AND SOCIAL RESEARCH CENTER

It is a center that will conduct researches, especially PhD theses, and present research results in the form of solutions to the country's management units to solve the socio-economic problems of the region and country.

THANKS

Prof.Dr. Alexander SPIVAKOVSKY

Vice-Rector, Kherson State University, Ukraine

Prof.Dr. Vladyslava DEMETSKA

Kherson State University, Ukraine



FUNDAMENTAL QUESTIONS OF MODERN HIGH SCHOOL DIDACTICS

FUNDAMENTAL QUESTIONS OF MODERN HIGH SCHOOL DIDACTICS

Nowadays nobody can deny that a school teacher as well as a university one has lost its monopoly on the type of information we call knowledge.

Only few can answer the question concerning unlimited students' access to information resources constantly updated by human civilization.

Significantly reveals itself the phenomenon of so called "red substitution" connected with the high speed of knowledge space extension which is simultaneous with its growth.

Can't be left unmentioned the problem of qualitatively different ICT-competences of younger and elder generations that during at least 20-30 years will considerably influence existing didactic model which is realized in higher educational establishments.

Existence of such fundamental phenomenon sets thinking of new didactical paradigm relevant to the framework (conditions) of information and communication pedagogic environment. To be exact: (that is:)

1. Globalization of knowledge from the point of view of creation, access, support and development.
2. Creation and functioning of global educational classes.
3. WEB multimedia object presentation.
4. Available on/off line access systems to educational information.
5. Permanently growing tendency of didactical, including public web-portal, resources integration.
6. Multi-linguistic educational environment.
7. Lack of synchronism in modern educational activity management models.
8. Harmonization of didactical model with the environment where it functions
9. Necessity of personal socio-informational immunity system forming.

At the same time it should be stated that there exists a huge field of problems in the sphere of psychology. For example, investigation of problem of constantly growing virtualization of different beliefs, including educational ones.

Nowadays a lot of tries to investigate the above mentioned problems are realized. However, as it seems to us, pointing out main and secondary questions is impossible without comprehension of the picture as a whole, because it will be hard to receive adequate answers on actual questions the system of higher education faces with.

Before defining the structure and list of questions that describe the integral picture of modern didactic model we would like to describe in brief the retrospection of didactic models development. :

Starting from the first schools that existed in antiquity and middle ages, evidently, the main algorithm of knowledge transfer from one generation to another was realized through a subject-object model which, in our opinion, has the following characteristics:

- from the role view point – «subject – object»
- from the view point of data flow direction – «linear»
- from the view point of amount of information passed – «megabytes»

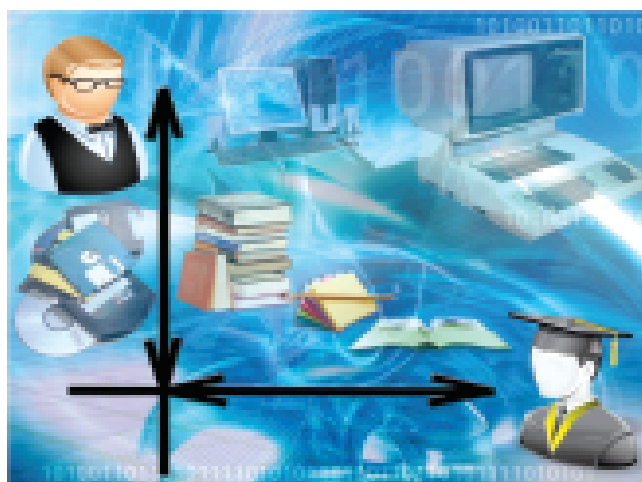


Pic. 1. Subject-object model

It is obvious that a wise man and pedagogue Yan Komensky managed to summarize within the framework of “The Great Didactics” already existing model of knowledge transfer from generation to generation, define basic principles of its functioning, form the basis of class-lesson system as a key instrument of subject-object relationship implementation. At that, it should be stated, that the most important forerunner of the integral picture creation, in our opinion, was appearance of printing as the main tool of integration of intellectual values accumulated by civilization in the course of its development.

Only 400 years passed and the sixties-seventies of the twentieth century were characterized by qualitatively different demands to personality resulting from a powerful information flow arising not only from books, but thriving radio and television. Labor-market demanded people capable to make independent and creative decision for industrial problems’ solution. This fact couldn’t but reflect on the demands made to education system, first of all, to Universities. This way appeared all conditions for emergence and development of a new didactical model, which in its basis has a subject-subject relationship between teacher and student. In our opinion, this kind of model has the following characteristic features:

- from the role view point – «subject – subject»
- from the view point of data flow direction – «two-dimension»
- from the view point of amount of information passed – «gigabytes»



Pic. 2. Subject-subject model

Only forty years passed and at the beginning of the XXI century qualitatively different conditions for the future generation development were introduced. Internet flow, that influences human consciousness, information terabytes among which a person should sort out the necessary one, process and present it, then save and provide security in order to avoid unsanctioned access. Totally different communication forms that include e-mail and social nets, which practically demand a new type of mentality, based on a behavior that distinguishes one generation from another. Growing tendencies of integration of different resources used by human civilization, integration that gradually proceeds to synchronization and, in a certain part, harmonizes professional and daily aspects of human activity. In this context we can single out three equal maturities of information-communication pedagogical environment (ICPE):

- integration level;
- synchronization level;
- harmonization level.

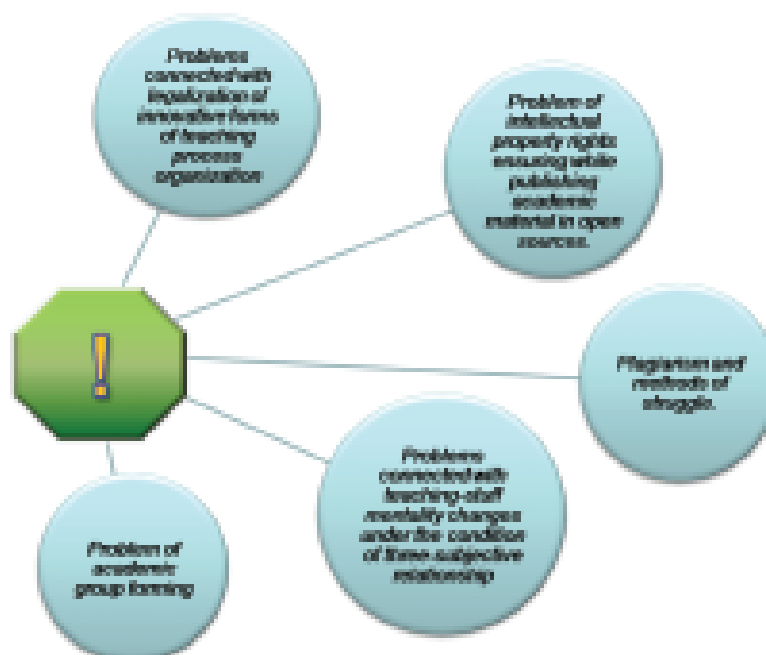
Unexpectedly for the majority, including a certain number of teachers, information-communication environment, including its inseparable part – ICPS, started to obtain all forms of a subject (that is natural from the philosophical but not psychological point of view) that not only motivates a student and a teacher, but interacts and competes them. Nowadays it becomes clear to many researchers that while examining different didactical questions it is impossible to receive exact results without including ICPS – environment not as a secondary, but equal subject of modern didactic model. Model, which is characterized by the following features:

- from the role view point – «three-subjective»
- from the view point of data flow direction – «three-dimension»
- from the view point of amount of information passed – «terabytes»



Pic. 3. three-subjective model

Situation that arose nowadays makes us suggest the following structure of fundamental questions of modern didactics, in a harmonious succession with the didactics we call traditional one.



Pic. 3. three-subjective model

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CHALLENGES IN THE FRAMEWORK OF THE BOLOGNA PROCESS: PREPARING FOR THE LABOR MARKET

An economist delay could be a catastrophe for the politician.

George Schultze

Abstract

Along the transition process of South Eastern European Countries to market orientated economies also universities are obliged to meet new requirements based on the demand of the labor market. This holds also especially for economic related study programs. Purpose of the paper is to analyse in this context the adjustments at the University of Tirana.

Based on the assessment of changes done in the past, positive developments can be stated as new curricula at Bachelor and Master level, open lectures mainly organized by the students, and a certain shift to independent work by the students, integration internships and other linkages to the real business world. Nevertheless, also upcoming challenges have to be constated. Main aspects are further improvements in curricula and further consideration of stakeholder interests. This includes also the revision and further improvement of curricula, information for the students, decentralisation of competencies, financial support of the staff and academic freedom and finally a better linkage to high schools and also the students international exchange.

Introduction

The change from planned to a market economy constituted a fundamental change in the Albanian society. This holds also for new requirements at the higher education. However, based on the experience in the past, the process of transformation and further improvement never stopped in the last 20 years and has to go on in the future.

Not only but also in Albania, Higher Education is confronted with numerous challenges whereby most contributions point out curriculum design, quality of learning and teaching, widening participation, new technologies, quality of research, funding and the need to improve governance and management as the most important challenges (Sarker 2010). To provide the best service to students higher education institutions need to adapt to the new requirements and hence, they need to response to the challenges.

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Before going on we should shortly describe the context. The Faculty of Business Administration and Economics of the University of Tirana is the largest faculty not only in the University of Tirana but across the country. Our Faculty has the highest number of students in the three systems of study with over 5000 students at the first level of study in the full-time system, about 2000 students in the part-time system, about 500 students in Master's level and about 100 students in PhD studies. Also, the Faculty of Business Administration and Economics has a staff of 133 academic employees at different level of scientific qualification, the staff includes 23 professors, 14 associate professors, 13 docents, 32 doctors of sciences and 51 lecturers. At the same time the Faculty of Economy is a strong supporter of the economic education in Albania in close collaboration with the other public universities in Tirana and other districts, and also with private universities. This cooperation doesn't consist only in the teaching process but it consists also in training the employees of these universities, creating different committees, designing and improving curricula and organizing conferences and joint research activities.

Purpose of the upcoming presentation is to analyse in this context the adjustments at the University of Tirana, concerning the new requirements stated above. This covers questions concerning the curricula development and student participation, adjustments to new needs by the labor market as well as dismissing information to stakeholders. Nevertheless, we do not want to praise our improvement in the past. The main focus is to see the obstacles for the future to overcome the challenges.

Based on the purpose we give a short overview concerning the reached aspects, which will be done in the second section. Based on this assessment, section three focus on selected aspects to be achieved in the future.

Achievements up to now

As pronounced also by Tiropanis et al. (2009) curricula design and readjustments can be seen as a major challenge for higher education. In an more and more competitive environment, higher education institutions have to take into account the needs of a changing labor market and also to provide a more interdisciplinary education (Rae 2007). This question is highly linked to the aspect of employability as Higher education -especially in Economy related subjects- is always related to the question of relevance for labor market (Gail 1999).

Up to now, among the major achievements of the Faculty of Business Administration and Economics, we can mention the successful work of changing the curricula in order for them to fit the needs of the market. Changing the curricula is an ongoing process, but currently their change in our faculty is made in accordance with the requirements of the Bologna Declaration, at the same time in order to better adapt them to the needs of the economists' market, to provide to students a strong theoretical base and specific knowledge that will serve to better different aspects of life when they will be employed after graduation.

Concerning the curricula the following improvements can be stated. The introduction of new subjects in the programs of study, subjects which have a direct connection with the everyday working life as "Business Communication", "Academic Writing", "Insurance", "Corporate Governance" and "Business English", etc. Furthermore, students have the option to select with in the modules especially in the third year to develop an individual profile. In this process there is a closer cooperation of academic staff with the respective students explaining to them the importance of selection and the possibilities that can be provided based on the selections that they can made. Another positive development in this direction is the organisation of "Special seminars", a concept where there are not lectures held by a single teacher, but are developed very short cycles of lectures provided by the staff of international institutions, public administration, banking and other businesses. These lecturers are outstanding people with high records in their fields and bring in the auditors, their experience in dealing with related problems.

Organization of open lectures, organized even by students themselves, is a very positive practice, where are invited specialists from various fields of business and economic explaining to students various problems related to these areas as well as economic legislation. These lectures are not included in the study program and are developed occasionally. We think that this experience should be expanded and should become a tradition where open lectures should be held once a week or once every two weeks with a regular frequency and a calendar fixed in advance.

The latest mentioned point leads already to another aspect to widen the participation of students in the education process (see in more details Hanna, 2003). This holds also for an increase of independent work for the students in the form of course topics preparation on various subjects, especially in the higher years of study. These topics are case studies on various Albanian businesses situation and problems, where students handle issues and provide possible solutions, presenting them in front of groups of students and debating on the solutions provided.

With plenty of practical importance for the orientation of our students is the organization of practice for a semester, during the last semester of studies. During this period, students serve an internship in the Public Administration, banks, businesses and other institutions and simultaneously they prepare the topic of their graduation diploma. During the recent years some students conducted their practice period in the districts where they reside, increasing this way the faculty's cooperation with businesses not only in Tirana but also in districts.

Another area with a positive experience from our side is the enhancement and improvement of the communication level with stakeholders. Based on the guidelines of the Ministry of Education and Science, now we have experience in organizing the "Day of high school students". In the period before the academic year, in May and June during two consecutive Saturdays we explain to the high school students our university programs, specializations and opportunities, also the conditions offered to students. The orientation of high school students is done by the administrative staff of the faculty in collaboration with professors from different departments.

Taking into consideration the experience of various countries, the needs of students and other interested parties for a better orientation in what concerns their entrance to college; we have created the information office. This office is in its early stages but its purpose is to provide information as complete and accurate as possible, not just for our students but also for anyone who is interested in our faculty programs, diplomas and any other information our faculty possesses. In the same time we make constant efforts to improve the Website of the faculty which we need to mention that still have problems on a qualitative level.

By focusing on the teaching and theoretical problems, we have never neglected the role of the collaboration with business and of the full and qualitative training of students and teachers in what concerns the practical economy of the country. The cooperation with businesses has been the focus of the academic staff and students associations in our faculty. This cooperation consisted primarily in the presentation of the business' situation side and their needs for employment of students that just graduated. It is organized as meetings but also by opening stands or film presentations of business in the lobby of the faculty. Also, our students organized student conferences in cooperation with various businesses by treating them as case studies. At these conferences also attended various businessmen and were distributed prizes for the best threads.

A positive experience in this field brings the participation of our students in job fairs organized by the Chamber of Commerce and Industry and the Municipality of Tirana. Also, the organization of teaching practice brings a closer connection with business and a part of students have been hired where they done the teaching practice. Finally we should emphasize that businesses often have financially supported our faculty for various activities and for the printing of various academic and scientific publications. This made that the organization of the annual International Conference of the faculty as well as the publishing of the "Economy and Business" magazine to be seen from our side as an opportunity to further strengthen the relationship with businesses.

Further steps

Of course, changes and improvements are a continuous process. But not only due to this philosophy, but in reality we still have much to do, this for the fact that since the Faculty of Economy of Tirana University is the oldest and largest of its kind in Albania and it is our responsibility to compare our faculty with the best of the region and to be always at European levels.

Under these conditions we must go on with the improvement of our at all three levels of study also by involving in this process not only the students but also other stakeholders. As mentioned before the communication between the stakeholders should be a main pillar and is still a wide field of improvement for our Faculty.



Up to now the Faculty of Business Administration and Economics of the University of Tirana is in a quite luxury situation as the leader in this sector of Higher Education. Nevertheless, this market position bears also a certain risk of idleness. First of all the Albanian education market is getting more competitive due to new actor as private universities. Hence, we have to strengthen our activities concerning the Employability and we must analyse the requests of the labor market in a more professional manner. This could be also reached by a closer connection to former students especially in form of Alumni activities. The leader position implies better chances on the labor market, however, we missed up to now the chance to strengthen the profile of our students on the individual level. Hence, we have to set up a career center, which may consult students but also offer job days to bring together students and possible employers.

Keeping on the question of communication, we should also improve the Information Management by introduction a Information System for students. One way to accomplish this is to improve the university's Web by making it more informative and easier to use. This covers also the publication of module descriptions, a database of students who complete their studies in order to make it more attractive for businesses as well as to generalize the experience of some teachers who communicate with the students via the website as well as by using personal codes they communicate to the student their results for the evaluations at partial and final exams. Hence, an information system has to be developed and be implemented in the future.

An important aim of Higher education institutions is critical thinking (Bridges 2000), whereby critical thinking is to be seen in the broad sense of accuracy and logic, clarity, precision and credibility, beside of relevance and significance (Sarker et al. 2010). Those skills covered collectively by the term 'critical thinking' are pronounced as an important component of the 'transferable skills' which should be accrued during higher education (Anderson et al. 2001). Although that independent students work already foster such a critical thinking we still have to acknowledge a certain lack of capacity at this point.

A very important problem that needs to be resolved quickly is the problem of power decentralization. This phenomenon should occur not only in our faculty but in all the Albanian universities. Now it is a right action that the application process for research proposals to be completely decentralized within the faculty level. We think that this authority should be decentralized at the department level or based on the experience of more developed European countries and America this authority should be decentralized at professors' level Therefore, researcher should request to apply for financing their research and the faculty should support them without hesitation. Out of question, the university may request an administrative fee for using the public infrastructure. This fee will officially allow academics to use their time and facilities of the faculty in their research and on the other hand the faculty will have more revenues that can be used to implement its policies in the faculty and departments range, including partial funding of younger researchers and students to participate at conferences and international meetings.

The same situation should also be in what concerns public relations and external relations. In this case should be defined a clear framework and the way of establishing relationships and leave a greater freedom for academic staff.

Naturally the increase in the number of academic staff of the faculty obviously requires a greater focus in terms of intensive training of the staff. This is accomplished on one side through a greater freedom in what concerns the research and external relations of teachers, and support the staff to apply for funding but also for partial funding from the faculty as well as a higher demand in what concerns how much "aggressive" are they in terms of applications for various scholarships and participation in conferences and international meetings.

Another area that requires improvements in the near future is the continuous improvement of the learning process. This can be achieved by improving the quantitative ratio student / faculty that still is a misbalanced report, increasing the number of buildings, spaces of the faculty in order to have sufficient area for the students and staff, through continuous improvement of laboratories and other equipment as the technology develops and changes rapidly and finally, last but not least, the better financial motivation of academic and faculty assistance to do a quality job.

Another area where we have very little experience also in terms of legal barriers is the inclusion of the best students to work with working hours at the department. In the related literature this question is also discussed under the term "service learning" which is defined as "course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle & Hatcher, 1995, p. 112 For a more detail discussion see Bringle and Hatcher, 2000). This experience of service learning can be found in all the European universities and now we are backward in this regard, therefore legal possibilities should be improved in order to be practiced. The best students can do an excellent job and learn in practice. It is well known that many of our faculty lecturers for their private projects (with funding from the faculty) use for auxiliary work the support of the best students by paying them for work done. Let us turn this private experience in a formal experience, but for this only the relevant legal changes are needed.

At the same time it should be improved the communication process with middle schools and this should be done through the authorities and through the Ministry of Education and Science . We should not expect only high school students to come to our faculties, but based on a well defined timetable the professors of faculties at the University of Tirana's in groups of 2-3 people to go to some districts and provide information on the entire University. This has to be coordinated by the Ministry of Education and Science.

At the same time more must be done in what concerns the international exchange of students. The Rector of University of Tirana had to be appreciated for the initiative taken recently to initiative the international exchange of students through the rectorat, but in our opinion this should be organized even more strongly through faculties. Our faculty has a modest experience in this direction, for a long period having students exchange especially with the University of Bamberg in Germany, but that was all. It is necessary that based on experience up to now based on a better vision this process to be more intense.

Finally, the Ministry of Education and Science, the Rector of University of Tirana and also other universities in Albania should make more efforts and should find and allocate funds in order to support the participation of academic staff and students in international activities. Of course we all know that the state budget has limited funds and this does not happen only in Albania. Under these conditions it should be taken into consideration not only the possibility of funds from the budget but also funds from international institutions and sponsorships from private businesses. On the other hand, under the current situation we think in order to extend as much as possible this initiative, the support should be partial and a part of the costs to be done by the participants, especially in the case of teachers.

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HUNGARIAN MODEL OF TEACHER EDUCATION

Being a teacher has always been a great challenge due to the attention which surrounds the education of the next generation. This is a sensitive issue in all societies. In Hungary, there was a change of the political system in 1989 but it had no particular impact on teacher training, as opposed to the Bologna Declaration signed up in 1999. As it is known, the original purpose of the Bologna Declaration has outlined an integrated European Higher Education Area. In 2005, Hungary joined the European Union, which accelerated changes in teacher training concerning the Bologna Process even to a greater extent.

In November 2005 the Parliament passed the Higher Education Act (Higher Education Act of 2005) which came into effect on March 1, 2006 with the following key objectives: - to provide practical and up-to-date skills and knowledge by launching the multi-cycle course structure with the effect of September 1, 2006 in the entire system, - to create an environment for the operation of the institutional system to assist co-operation and participation in the integration of the Hungarian higher education into the European Higher Education Area, as well as to create the conditions for student-teacher mobility, - to implement a governance, management and financial system for the institutions adapted to the changed domestic and international environment, - to promote the involvement of private funds, foster the right of higher education institutions to self-government, property, independent financial management and business activities, to create the conditions for the above, - to grant financial contribution from students starting their studies in September 2007. The introduction of competence-based teacher training took place in 2006 by the law Nr.15 of Ministry of Education. Previously we followed our traditional 'one-cycle' system of teacher education which took place at colleges or universities, depending on the stage of public education. '(Dinya, 2007)¹

In 2006 structural and conceptual changes occurred as well. As a structural change the two-cycle system of Bsc/Ba and Msc/Ma levels was planned to be introduced instead of the one-cycle system.

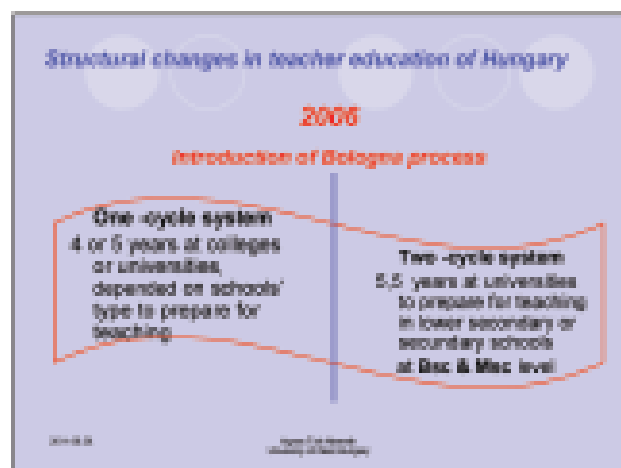


Figure 1

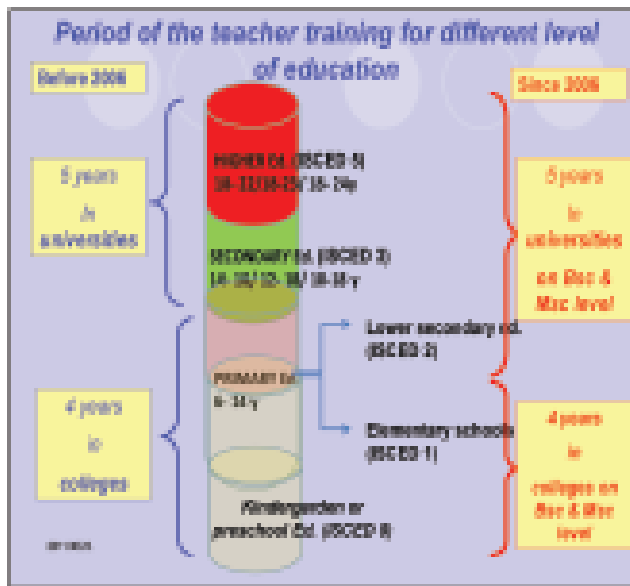


Figure 2

As it can be seen in figure Nr. 2, before 2006 kindergarten teachers (preschools) and primary school teachers (children aged between 6 and 14) were trained at colleges for four years, while teachers of secondary schools (students aged between 14 and 18) were trained at universities for five years. Since 2006 all teachers for ISCED 2- 5 have been educated at master level at universities. Students, after finishing their secondary studies and having passed their secondary school leaving examination can apply for university studies for optional subjects, generally choosing two majors such as Biology & Geography or Physical education & English.

This training includes different modules such as disciplinary, psychology, pedagogy and teaching practice. The number of credits for each module is regulated by a ministerial decree (15/2006 OM)¹. Altogether, a Hungarian teacher being able to teach two subjects is educated in an 11-semester- period with 330 credits. (see figure 3)

As mentioned above, in the latest system of teacher education in the Republic of Hungary students who graduate at Bsc/Ba level do not have a degree for teaching; that is why they can not be employed in public education. Their degree refers only to their disciplinary studies such as arts or natural sciences but not to teaching.

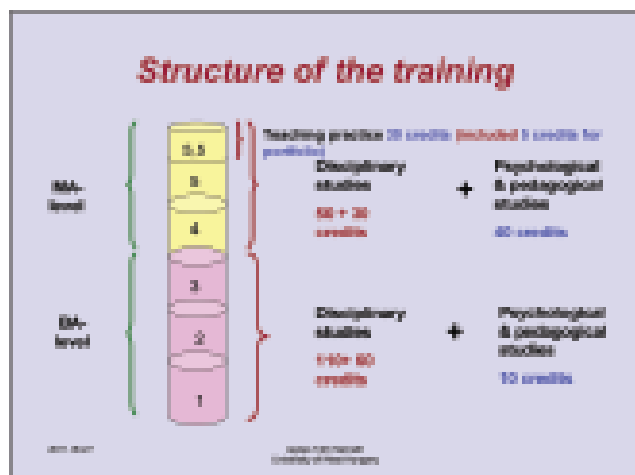


Figure 3

¹László DINYA (2007): Country Report on the Implementation of the Bologna Process 2005 — 2007; Ministry of Education and Culture 15 December 2006

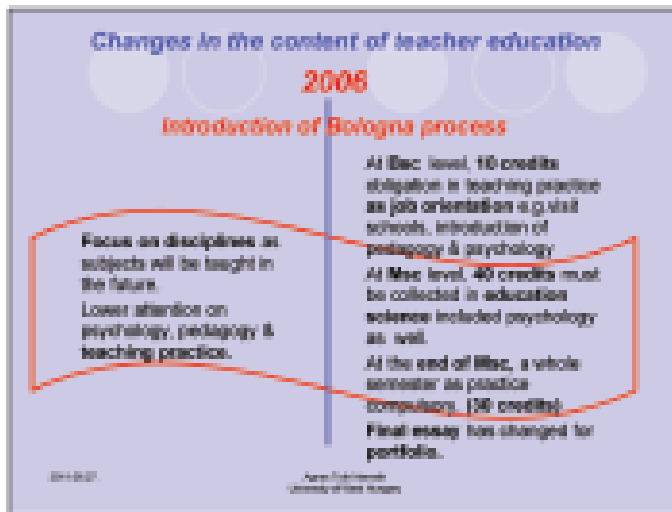


Figure 4

The most significant change in the training is that the emphasis has been shifted from disciplinary knowledge to professional awareness in order to implement a new competence-based teacher education.

The nine competences of a teacher focus not only on their theoretical knowledge, but on their teaching abilities and their attitudes as well.

European teacher training specialists (the EU's Committee of Experts on the national delegates) have compiled a list of teachers' expertise to the new requirements, on the basis of which the education policy and research direction created a common set of requirements for teacher training. Hungarian description of teaching competencies is in line with the list of EU experts. (Kárpáti, 2008)²

Competencies of teachers, as defined in a ministerial decree (15/2006 OM)³ are the following:

1. students' personality development
2. students' groups & community development
3. students' development in scientific knowledge and literacy
4. lesson planning
5. class management
6. preparing students for lifelong learning
7. professional team working
8. adaptation of different assessment techniques
9. professional development and commitment

However, the academic freedom of the university lecturers decreased because these fulfilments of the above-mentioned provisions were required by the accreditation of teacher education curricula. It is no wonder that more people can criticize the excessive detail of the regulation, particularly regarding to the description of competences. (Falus, 2009)⁴

Progress in every single competency is required to be described by trainees in their final portfolio during the last semester of the training. Now, we must have a look at a small part of our University's teacher training curriculum just to get the impression how we train the best teachers of the future. (see Figure Nr. 5 & 6) Tables include all subjects, number of credits and form of examinations to be taken during the training.

²KARPATI, Andrea (2008): Teacher education and training (2008) In. Green paper for renewal of Hungarian compulsory education Edited by Fazekas Károly- Kiálló János- Varga Júlia Ecostat, Budapest p.193-217;

³DINYA, László (2007): Country Report on the Implementation of the Bologna Process 2005 — 2007; Ministry of Education and Culture 15 December 2006

⁴FALUS, Ivan (2009): Teacher training changes in European balance (A hazai tanárképzés változásai európai mérlegen) *Educatio* 2009/3 pp. 360–370.

MASTER COURSES IN PEDAGOGY, PSYCHOLOGY AND SCHOOL PRACTICE FOR FULL-TIME STUDENTS (40-34 CREDITS) A. (3/2006/2011/1) resolution 4, article 4.7, article 4.2, paragraph 1																
Code	Subject	Type of teaching	Type of class	M.A. year I				M.A. year II				School practice		Prerequisite		
				Semester 1		Semester 2		Semester 3		Semester 4		Semester 5				
				Class	Credits	Class	Credits	Class	Credits	Class	Credits	Class	Credits			
Basic core subjects (obligatory studies)																
Psychology																
MEAPP-0401	Developmental and personality psychology	E	Ev	30	3								30	3	-	
MEAPP-0402, 0403	Mental development in the context of cognitive psychology	E/Ep	Ev			30	3						30	3	0401	
Pedagogy																
MEAPP-0404	Education and school concepts	E	L	30	3								30	3	-	
MEAPP-0405	Education and school sociology	E	Ev	30	3								30	3	-	
Information																
MEAPP-0407	Information in the teaching	P	L	30	3								30	3	-	
Field-specific subjects (obligatory studies)																
Psychology																
MEAPP-0408	School psychology	P	L			30	3						30	3	0401	
MEAPP-0409	Health psychology	E	L					30	3				30	3	0408	
Pedagogy																
MEAPP-0410, 0411, 0412, 0413	The pedagogical process III (Theory and practice of educational activities)	E/Ep	Ev			30	3	30	3				30	3	0404, 0405	
MEAPP-0414	Pedagogical development	E	L					30	3				30	3	0404	
MEAPP-0415	Methodology of Educational Science (workshop)	P	L					30	3				30	3	0404	
MEAPP-0416	Comprehensive examination	E						30	3				30	3	0404, 0410-0415	
School practice																
MEAPP-0417	School practice I	P	P			30	3						30	3	0408	
MEAPP-0418	School practice II	P	P			30	3						30	3	0408	
MEAPP-0419	School practice III	P	P					30	3				30	3	0408	
Final exam participation																
Together				30	3	30	3	30	3	30	3	30	3	30	3	

code	Subject	Type of teaching	Type of class	M.A. year I				M.A. year II				School practice		Total	Prerequisite
				Semester 1		Semester 2		Semester 3		Semester 4		Semester 5			
				Class	Credits	Class	Credits	Class	Credits	Class	Credits	Class	Credits		
Differentiated subjects of field-specific specialisation															
Subjective courses in psychology (7-8 credits to be selected each)															
MEAPP-0201	Group dynamic training	P	T	30	3										
MEAPP-0202	Character training	P	T	30	3								30	3	-
MEAPP-0203	Conflict solving training	P	T	30	3										
MEAPP-0204	Psychology of learning and motivation	P	Ev					30	3						
MEAPP-0205	Disorders of individual development	P	Ev					30	3						
MEAPP-0206	Psychology of school communication	P	Ev					30	3				30	3	0408
MEAPP-0207	Psychology of family education	P	Ev					30	3						
MEAPP-0208	Mental hygiene in schools	P	Ev					30	3						
Subjective courses in pedagogy (7 credits to be selected each)															
MEAPP-0301	Teachers' roles	P	Ev					30	3						
MEAPP-0302	Inter- and multicultural education	P	Ev					30	3				30	3	0404
MEAPP-0303	Theory of curriculum development	P	Ev					30	3						
MEAPP-0304	Reflective pedagogy	P	Ev					30	3						
(2 credits to be selected each)															
MEAPP-0305	Inclusive schools	P	Ev					30	3						
MEAPP-0306	Learning methodology	P	Ev					30	3				30	3	0404
MEAPP-0307	Differential pedagogy	P	Ev					30	3						
MEAPP-0308	E-learning	P	Ev					30	3						
Total			Ep	30	3	30	3	30	3	30	3		120	3	

According to details of the curriculum above, a variety of the studies in pedagogy and psychology is provided for our teacher candidates. The contents of different subjects and literatures are based on the recent research findings and professional literatures.

The challenges to be solved in the very near future can be observed in three levels; such as social and education policy level, higher education level and university level. At social level the Republic of Hungary must enhance the social prestige of the teaching profession. It should be one of the highest paid professions in order to create its social rank.

At higher education level, we must increase the number of scientific qualified professors involved in teacher education. In addition, the most modern & practice-based curriculum should be accredited for an effective competence-based teacher education. It is necessary to review the input requirements of the master level teacher training (e.g. national language exam).

At the university level we would like to increase the number of students who want to become teachers and to provide them opportunities to be involved in international mobilities. We also have to find the best methodology to help students to create their portfolios on their teaching competences.

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TURKEY AND THE ARAP WORLD IN HIGHER EDUCATION

Zirve University as a bridge between Middle East and Europe

Zirve University is a private-founded University in Gaziantep with its strong academic staff, internationally recognized English education, international Student Exchange Programs providing a multicultural area enhanced by foreign instructors and students and the opportunity for undergraduate transfer according to rules of Higher Education Regulations among faculties, graduate schools and departments. The importance of the Zirve University is also stemming from the fact that it is located in Gaziantep that is a rapidly developing city in Turkey with its industry and social life. Gaziantep is located next to the Syrian border which is situated in the western part of the Southeastern Anatolian region and the rest in the eastern part of the Mediterranean region. The region's prominent historical background can also constitute an important feature of the region. According to some records about the history of the city, a settlement throughout many ages, dates back to some 600 thousand years ago and the first signs of human settlement date back to the Stone Age. In Gaziantep, in addition to the influence of the Anatolian and Mesopotamian civilizations the domination of Hittite, Persian, Roman, Arabic and Turkish-Islamic civilizations can be also seen that left important and long-lasting marks from works created in the fields of architecture, literature and folklore. Therefore, Gaziantep can be evidently called as bridge between East and the West, namely Middle East and Europe with its location and historical background. When a comparison with Middle East and North Africa Higher Education and European Higher Education in general is done, Zirve University can also be seen as a bridge between Middle East and Europe with its educational system, academic and student profile, and its location.

Higher Education in Middle Eastern and North African Countries

Middle East and North Africa Countries namely the MENA region involves the countries Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Sudan, Syria, Tunisia, the United Arab Emirates (UAE), West Bank and Gaza (Palestine), and Yemen. MENA countries share common identity features like their common religion Islam and their common language Arabic (except for Iran), however, there are many differences among them like ethnicity, history, tradition and culture.

The Educational System of the region, although, varies between countries, have a common points and weaknesses in general. It is compelling to analyze the region according to different time periods, since the educational system differs under changing governmental structures. To have a better understanding of today's higher educational system and problems of the MENA, each time period should be evaluated carefully.

Most countries of the region were under European colonization during the nineteenth and beginning of the twentieth centuries. At that time the modern education was first introduced to a selected elite by the colonizing authorities. It can be said that colonial education was tried to limit the ability of the local actors to prevent their challenges to the present colonial political control by advancing a dominant Western culture. For instance in Egypt and Tunisia, Elite students were sent to Europe to study different sciences in their country of origins and then these students were to create modern European schools in Egypt and Tunisia such as French Ecole Polytechnique in Tunisia. By the late nineteenth century, the new Ottoman intelligentsia was educated in specialized schools under the tutelage of European specialists with the impact of the governments seeking reforms.



During the post-colonial era, education was no more a privilege of the elite, with important social changes and the rise of local elite it became more spread. With the trend of nationalism, governments attempted to build a strong nation with the acquisition of literacy a necessary skill for maximizing human potential. Although the higher education was introduced during the colonial period, the enrollment at the university level increased significantly after independence. In 1939, there were no more than nine regional universities, and by 1960, twenty.

In the post-independence years, the common problem was to expand access to education in MENA region. Due to the monetary problems and high rates of population, the educational system was inadequate in raising skillful and well equipped children thus, the students did not have necessary skills for university level education.

Furthermore, new problems originated when the state attempted to unify multiple systems under the state: European-style and Islamic, public and private, instruction in Arabic and others in a foreign language, usually French or English. It resulted that some Islamic schools were closed, others became part of larger universities.

Another problem under post-colonial government control of education was that the educational institutions were Arabized. Thus, students had lower opportunities to master a foreign language, so the intelligentsia continued to have the privilege to master a foreign language thus the larger part of the society could not enjoy employment opportunities. Conflict can also be assumed as main problems of the higher educational system in the MENA, a report by Strategic Foresight Group mentioning about the academic costs of conflict in the Middle East proposes that in 2007, 353 academics were assassinated, over 3,000 academics have fled the country, over 40% of university students stay at home due to fear, and paucity of schools near them.

According to the 2002 Arab Human Development Report, “the most worrying aspect of the crisis in education is education’s inability to provide the requirements for the development of Arab societies” (UNDP, 54). Access to colleges and universities is very limited due to the above mentioned economic and systematic reasons. Moreover, the quality of the education is also very problematic. Furthermore, since the higher education was planned by the government, there are not a wide range of varied programs since the programs are opening and closing according to governmental planning in accordance with market demands. Thus, since there is always a need for manual and technical professions, academic training is considered as irrelevant. Students from rural areas cannot enjoy same educational advantages as the students in urban areas, so universities became overloaded due to this fact that is because of the even very low number of universities also located only in urban areas. Furthermore, Higher educational system in MENA has limitations in adaptation to the global educational system. The information about the quality of education in MENA is also very limited since the data is often inadequate and unreliable. It can be inferred that since there is no significant development in the higher educational system in MENA over thirty years, it is in the state of stagnation, that can be main reason of the decreasing quality of the higher education in the region.

Zirve: a Prominent International University within the Middle East

Turkey locating in the Middle East neighboring Europe with its high standards of higher education can be of help not only constituting a unique model for the Middle Countries and more importantly can also provide wide range of opportunities to Middle Eastern students. Zirve University has a key role to play right here, since it is located in the middle of the Middle East providing a Western level highly qualified educational system with its international academic staff and easy access to international academic journals and materials.

Zirve’s role is significantly important for many reasons. First of all, it provides an internationally recognized higher educational system since it is a part of European Higher Education Area along with Bologna Process which means that it has academic degree standards and quality assurance

standards comparable and compatible throughout Europe. The Middle Eastern students can have internationally recognized quality education without leaving Middle East.

Secondly, as it is mentioned before, mastering a foreign language is very limited (a privilege of elite) in the Middle Eastern region, that’s why the employment opportunities are very low among the university graduates. Zirve University is also of help in filling this gap of the Middle East since it provides the opportunity to have an English-based education with respectable academics from Turkey and the world that are up to world standards. Therefore, the graduates of Zirve University are also very prominent in every sector with their mastering at least one foreign language.

Thirdly, as Zirve University aims to give students a global perspective, it gives them opportunities for internships and long or short term student exchange programs at American and European universities along with the opportunity to gain real life experience through internships in the local business community. Therefore, students can have international and also local experience which will make them one level further among their rivals.

Lastly, but not less importantly, Zirve University offers a wide range of scholarship opportunities for international and also national students, thus, the quality higher education is no longer neither a privilege of the elite class nor a dream for poor or rurally oriented students. 20 percent of students at Zirve University have the opportunity of free-paid education with ÖSYM Superior Success Scholarship. With the Burs-Plus system the top 4.000 students in Y-ÖSS score ranking will receive free tuition for the normal training period and they will also be paid 2000 TL scholarship to meet their school needs. These students will also receive free accommodation.

These students will continue to benefit from this scholarship as long as they are successful. At Zirve University there are also some other opportunities waiting for successful students. Students who are accepted to Zirve University and are the first 100 in the Y-ÖSS score ranking are given 1200 TL, students who score between 101-500 are given 400 TL and students who score between 3001-4000 are given 200 TL. This will be every year for a 9 month period. Students who are successful in art, culture and sports are given a scholarship in these areas. This will be determined by the university's Board of Trustees. Our national athlete students will receive a free scholarship; and students who are World, Olympic, European and Turkish champions will receive 500, 400 and 300 TL monthly in cash. In addition, among the licensed students students who are successful with the Zirve University Success Scholarship, and whose average is between 3.80 - 4.00 are given 100 percent; those that have an average is 3.60 - 3.79 are given 50 percent; those who have a grade average between 3.50 - 3.59 are given a 25 percent extra scholarship. These scholarships are valid for one year and will be considered at the end of the year.

In addition to all these, a highly privileged with a social life enhanced with student clubs, sporting activities, festivals, workshops, exhibitions, concerts and movies are waiting for the prospective students with a warm, comfortable and enjoyable experience of life in Gaziantep, a developing city of Turkey with its unique location, industry and social life. In conclusion, Zirve University has a key role to play in the Middle East with its internationally recognized higher educational system having European standards. It can constitute a bridge between Middle East and Europe, with its location within the Middle East providing European Education with high variety of scholarship opportunities.

List of Faculties and Departments

Faculty of Education

English Language Teaching • Primary School Education
Elementary Mathematics Education • Psychological Counseling and Guidance • Preschool Teaching

Faculty of Communications

Department of Radio, Television and Cinema

Faculty of Law

Faculty of Economics and Administrative Science

Economics • Business Administration
International Relations • Political Science and Public Administration

Faculty of Engineering

Electrical and Electronics Engineering • Industrial Engineering
Computer Engineering • Civil Engineering
Maritime Transportation and Management Engineering
Marine Engineering

Faculty of Architecture and Design

The department of Architecture • Interior Architecture

Faculty of Medicine

Faculty of Dentistry

Faculty of Health Sciences

Faculty of Arts and Sciences

Vocational School

Computer Programming • Justice Program • Foreign Trade • The Program of Business Management

Graduate Level programs

Institute of Science

Master Programs • Electrical-Electronics Engineering
Social Sciences Institute • Doctoral Programs • Business Administration
Master Programs • International Relation

Distance Learning, e-MHA (Master of Health Administration)

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United Nations Development Programme (UNDP), Arab Human Development Report 2002 (New York: UNDP, 2002):54.

Prof. Dr. Jafar JAFAROV

Rector of Azerbaijan Tourism Institute, Azerbaijan



SYSTEM OF VALUES AS A MAJOR FACTOR IN THE DEVELOPMENT OF THE SYSTEM OF TRAINING AND RETRAINING THE EMPLOYEES IN TOURISM SPHERE

Distinguished chairman!
Dear colleagues and friends!

First of all, I would also like to express my deep gratitude to the organizers of this meeting. It will certainly play a role in coordination of our efforts in training and retraining the employees of new generation in tourism sphere.

Without applying for completeness of the judgments, I would like to share my ideas with dear colleagues on some problems of training tourism employees under modern conditions.

For the first time in history of humanity, the beginning of the third millennium was a prolegomena to the appearance of really unified human civilization. The reason of that was the acceleration of the globalization processes which have covered all spheres social life and caused the realization of the universal unification process, both material systems and the spiritual world of the human. The main thesis of the world history «to humanize the society and the human» became a reality demanding undivided attention to all sides of public relations, and tourism sphere isn't an exception.

Modern tourism industry represents a synthesis of various parameters. It is a unification of the past, the present and the future as Dali represented in his sculptural triptych, as well as the identity of unification and specialization, dialogue of cultures and the synthesis of nations and the universe.

Thus, the process of internationalization of education represents the progress of the mentioned processes and represents two tendencies complementing each other. The first is the basis of the whole public, system of values of the modern civilization that allows training not only the professional specialists, but firstly the personality. The second one represents educational program development as the organic system, allowing uniting personal, national and universal levels of social development.

The cardinal solution of these problems, in my opinion, is the development of modern system of values.

As former epochs our era also represents «black hole» of values and is characterized as paradigm, putting us before a constant choice, and life demands the development of system of values carrying the ideals of the past and the horizon of the future model of the humanity living as a whole, as it was expressed in Schiller's and Beethoven's appeals «embrace, millions!»

So, the modern system of values should contain: the idea of the good from Christ and the idea of justice from Mohammed. The concept "Dao" from Buddha, a spiritual divinity and cultural value by Nizami, Shakespeare, Pushkin, Tolstoy, Sabir and Byron, wisdom and consciousness by Plato and Kant, a dialectic picture by Hegel and Marx, the ideal of love by Fizuli and Feuerbach, which make the segments of the integrated civilization, functioning and reproducing societies at various stages of its development. Simultaneously, it should be the base of the world development of the national identity which is the complete form of valuable conservation of universal values.

Real implementation of such approach was offered by Haydar Aliyev, the national leader of the Azerbaijan people, the ideological paradigm of «Azerbaijanism» which became the base forming an education system, both the Azerbaijan tourism employees, and the Azerbaijan youth as a whole, and provided stable social development of our republic.

The given paradigm has become the basis of perception of such values of modern education as democracy, human rights, cultural diversity, dialogue of cultures and tolerance within the limits of the Azerbaijan mentality represented in works by N.Tusi, Nizami, A.Bakihanov, M.Ahundov and others, and provided a breakthrough in the moral values of Azerbaijan, becoming the base of the development of both science as a whole and education system in particular.

Such view of the problem allows bringing up the qualities in the Azerbaijan students expressed as a concrete imperative of Kant. Following Kant's idea, we are guided by the following: «if you want to be a criminal – do what you want. If you want to be a person – do for others the same you do for yourself, if you want to be a person to remain in memory of the society – do for others more and better than you do for yourself.»

Putting the concept of a problem of internationalization of education in the center of development of educational programs, we provide an openness of our system, and also, we define its place within limits of national mentality. It allows us to easily exchange educational programs, expanding the realization market of intellectual goods produced by our educational departments.

Now i would like to give you short information about our higher school.

Azerbaijan Tourism Institute (ATI) was established by Decree No 925, August 25, 2005 of the President of the Azerbaijan Republic and Decision No 45, February 13, 2006 of the Cabinet of Ministries of the Azerbaijan Republic. ATI is a unique educational, training and research center in tourism sector in Azerbaijan. ATI began to function on September 15, 2006 with 200 students, one faculty and three specialities. Currently, in ATI 1311 students on 11 specialties do Bachelor degree in tourism sector. Specialities in ATI ; Tourism and hotel management, management, marketing, region study, transport service, museum study- country study, translation, physical education and sport tourism, social work, international relations and food engineering.

ATI started Master degree in academic year 2010/2011, and 19 students are doing their Master in 3 specialties. Specialities: tourism and socio-cultural service, business administration (in tourism) and marketing (in tourism). There are already 7 departments in ATI. They are: Organization and technology of tourism business, Management and marketing in tourism, Information Technologies in Tourism, Social Subjects, Economics, The English Language and Linguistic Maintenance of tourism.

13 industrial representatives continue their education in ATI under the second higher education program. ATI has a staff consisting of 186 teaching staff. 30 of them have been honored with the title of professor or assistant professor. 9 of them are Doctors of Sciences and 58 of them are Doctors of Philosophy. There are also 57 administrative staff members. ATI is a unique state high school fully to apply European Credit Transfer System (ECTS) and multi-scored grading system. 6 of our students have studied abroad under the ECTS.

According to academic understanding with Austrian Krems University of Applied Sciences, an international group (Austria-Azerbaijan Tourism Program) was organized in ATI. 18 students in 2007, 31 students in 2009 and 19 students in 2010 were accepted for this Program. In 2010, 14 students completed the Program and received 2 diplomas. In general, in the first graduate of ATI in 2010, 14 out of 74 graduates received IMC Krems UAS diploma.



Our students are offered practical experience program within the existing opportunities in order to obtain experience in tourism sphere. Our students had their practice not only in our country but also in Turkey, Greece, Northern Cyprus Turkic Republic, USA, Ukraine, Israel, Portugal and others. For the last two years, participation of the third grade students in 8 and 22-week industrial practice has been arranged. Foreign countries were mainly Turkey, Greece, USA, Israel, Malta and Ukraine.

Opportunities for cooperation with the universities of foreign counties such as Greece, France, Bulgaria, Italy, Lithuania, Portugal, Netherlands and others in the frame of Erasmus-Mundus fellowship Program of European Union were gained in 2008. Thus, 9 teachers and 17 students using this program received their education and practice abroad. ATI admitted 2 teachers and 4 foreign students as well. As a whole, including Krems University, 47 teachers and experts have been invited to ATI in the frame of foreign exchange opportunities since 2007.

Collaboration memorandums have been signed with Krems University in Austria, Yade University in Germany, Girne American and Dogu Akdeniz University in Northern Cyprus Turkic Republic. In general, since its establishment ATI has set relations with 30 foreign high schools, and 34 foreign/international organizations, nets.

In August 2008, Research and Development Centre was established. The center carried out researches by the order of BMTIP, GTZ, BMU, IUCH/POSC, GFA, Ecology Ministry of Germany, and Ministry of Economic Development of the Azerbaijan Republic, ATIB, and State Support Council for NGOs under the President of the Azerbaijan Republic. Among state high schools in Azerbaijan Strategic Plan was first adopted in ATI in 2008-2016. Since 2008 ATI has started TedQual Process managed by World Tourism Organization and Themis Fund.

In order to regulate guide work in tourism sector in Azerbaijan "Charter on Tourism Guide" project, samples of "Certificate of Professional Tourism Guide" and "Professional Tourism Guide Badge", and a list of local/foreign experts and partners in Guiding sphere were prepared and submitted to the Tourism Department of the Ministry. According to the rating drawn up by State Student Admission Commission based on the results of students, ATI was honored with the third place in 2007, the seventh in 2008, and the fifth in the last two years. In 2010, the accepted passing score in ATI was increased by 100 per cent compared with the previous year. The Cabinet of Ministries of the Azerbaijan Republic decided to open Doctorate Program on Philosophy and Sciences by Decision No 235, December 14, 2010. ATI is now planning to open Tourism Vocational School in Baku, and branch in regions of Azerbaijan.

Most brightly it is shown in joint activity of our institute with some higher educational institutions of Austria and Germany. In the end it would be desirable to invite all my colleagues to joint activity on developments of modern model of values which will allow to remove animosities and mistrust and becomes a basis of a civilization of new generation «universal mankind.»

Issa HABIBBAYLI

Rector of Nakhchivan State University, Azerbaijan



As it is well known to everybody, Erzurum, which is located at the most important point of the fraternal Turkish Republic, enjoys great and honorable history and specific traditions. When mentioned Erzurum one can remember the events and poems in the “Asli and Kerem” epos, one of the important literary samples of the Turkish world. There are some important points corresponding with the meeting of today’s Silk-Road and thinking of the name of Erzurum. Erzurum pass is also called Kerem pass.

Firstly, if we pay special attention, we can see that Erzurum pass is a transition point connecting the North of the fraternal Turkish Republic with its South. At the same time, not only mournful ashug Kerem who suffered for his great love, but also trade caravans, silk roads, travelers and nomads had to pass through Erzurum while traveling from the Altays, Middle Asia, the Caucasus to Anatolia and from there to Baghdad and Sham and Shumniya. So Erzurum has played a role of firm and reliable bridge between the Turkish world and the Caucasus, Azerbaijan and in the great sense Anatolia and also between the East and the West. Erzurum is like Nakhchivan of Turkey from the point of view of its climate, geography and character. With the same responsibility it is possible to call Nakhchivan as Erzurum of Turkey.

So Erzurum has been carrying out the functions of Silk Road since the ancient times. This is both historical fortune of Erzurum, and its chance. And as a result of this, today there are members of a lot of cultures in Erzurum. In this meaning, existence of Seyfaddin Ozaga library which was created by a selfless merchant and holds the best works of the East and West, manuscripts, treasury of science and knowledge within Erzurum University is not accidental at all. Even existence of the books presented by the Azerbaijani professor Abbas Zamanov in Arzurum University confirms and witnesses the impossibility of breaking relations between Erzurum and Baki, Turkey and Azerbaijan in the severest times of the soviet regime.

At present involvement of Erzurum in the oil and gas pipes of Baki-Tbilisi-Jeyhan, Baki-Tiflis-Erzurum, even the railway of Baki-Tiflis- Gars which began with the great far-sightedness of the national leader of the Azerbaijan people Heidar Aliyev and successfully continued by the President of the Azerbaijan Republic Ilham Aliyev shows that Erzurum played a significant role not only in the realization of caravan roads in history, but also in the realization of oil-gas, rail-silk ways of the XXI century.

For all of these reasons Erzurum University enjoys the right to function to hold the meeting of the rectors of the Euroasian Silk-Road Universities and to realize this responsible and honorable function maybe more than everyone. In my opinion, there is one more important point here. It is necessary to value the position and role, light, wisdom and philosophy of Turkey and Erzurum and demonstrate far-sightedness and courage to use historical chance in time. If you pay attention closely you can see that the words Ziya (light), Hikmet (wisdom) and Gochag (brave) were reflected in the names of the main persons who realized this great work in 2011 of the XXI century. That's why I think the meeting of the rectors of the Euroasian Silk-Road Universities being held in Erzurum begins its work in high scientific-organizational level thanks to the light of strategical thinkings of professor-doctor Yussif Ziya, respected head of Yoch and selflessness of our friend Prof.Dr. Hikmet Kochak, rector of Erzurum University. I think the symposium of the rectors of the Euroasian Silk-Road Universities will discuss the most actual issues which fall on the universities in the XXI century and sign important decisions. At the same time, our meeting will be able to contribute worthily to extension of integration among our universities and its further deepening.

By the way, I want to tell that we, as a delegation of Azerbaijan, including Nakhchivan State University, have come to this symposium with such great hopes passing over Aghri mountain with the snow on their tops yet and floody rivers and passing through Erzurum pass.

I want to inform that the State University in Nakhchivan which is an integral part of Azerbaijan and advances day by day enjoys extensive relations with the world universities. We collaborate with more than 50 universities in 4 continents of the world. Turkey holds a special place among our relations with the world. The universities of Ankara, Kochaeli, Firat, Erzurum, Kayseri, Gars and Ardahan which we are collaborating with are fraternal universities for me.

Azerbaijan is developing with its oil, gas and natural resources rapidly today. I join Erzurum symposium three days later after my visit to Europe –France and Spain. At present the times when we dreamed to have these relations have been left behind. Now it is the time to realize dreams by using mind.

The symposium of the rectors of the Euroasian Silk-Road Universities which the Turkish Republic holds, opens the door heartily to realize the dreams pragmatically.

I greet the participants of this important and worthy meeting heartily on behalf of the Azerbaijan delegation and wish it successes.

I invite Prof.Dr. Yussif Ziya Ozjan bey, president of the Council of Higher Education and Prof.Dr. Hikmet Kochak, the cameleer of Silk-Road Universities rectors and rector of Erzurum University to Nakhchivan State University to extend borders of Silk-Road and value closely our cooperation opportunities.

Prof. Dr. Mammad RZAYEV

Vice Rector, Nakhchivan State University, Azerbaijan

Gahira MAMMADOVA

Vice Rector, Nakhchivan State University, Azerbaijan



**INTERNATIONAL RELATIONS
OF NAKHCHIVAN STATE
UNIVERSITY**

The ratification of “State Program on reforms in educational system of the Azerbaijan Republic in 2009-2013 years” with the order by the president of Azerbaijan republic Ilham Aliyev on May 22, 2009 has proved the education to be a basic issue in state policy once more. The aim of the Order is to quicken the integration processes of the higher education of the country into the European education, to form the content of the higher education appropriate to the Bologna principles, to meet the needs of highly prepared specialists according to the growth inclination of the country economy, and to mould effective higher education system which gives an opportunity of getting higher education within contemporary standards.

The necessity of preparing a program on higher education was clearly expressed in the president’s Order “About some measurements on the integration of higher education institutions of Azerbaijan Republic into European higher education” on January 31, 2008: Azerbaijan Republic becoming a member of European Council since 2001 has quickened its integration into European space. As a part of these events the Azerbaijan Republic signing Bologna declaration, adopted by Education Ministers of European countries, has made a great step on integration of higher educational institutions of the republic into European educational system. Dynamic economic growth of Azerbaijan requires quickening integration processes into common European education system and works done in this field to be intensified. Enriching country’s intellectual potentials being one of the main clauses of development strategy of Azerbaijan has put forward appropriate state program on reforms in higher education system to be prepared.

One of the most important steps we have made in higher education is our joining the Bologna process and the events which we have held in this direction. The integration of our country into European area was accelerated with the Azerbaijan Republic’s becoming a member of Europe Council. Azerbaijan began to determine her own development priorities of educational system integrating the processes going on in the world, as well as in the education area of Europe. Just this principle forms the main direction of the reforms which are being held in the area of higher education at present. The formation of education area of European countries is of great topicality at present time.

International Relations of Nakhchivan State University were founded in 1992 and rebuilt in accordance with European standards in the framework of TEMPUS Project. The project entitled “The formation of International Relations Department at the Nakhchivan State University” won the interuniversities contest of European Commission in the framework of “TEMPUS”.

The collaborations of this project were Braunschweig Technical University of Germany, Paris 8 University of France and Central Lancashire University of the United Kingdom. Braunschweig Technical University of Germany participated as a coordinator, Paris 8 University of France and Central Lancashire University of the United Kingdom participated as partners in this project.



In the framework of the project the representatives of European Universities were at Nakhchivan State University and exchanged experiences. At the same time, on the basis of the project the leadership and partners of Nakhchivan State University have learned the experience of European Universities. On the basis of the project International Department at Nakhchivan State University was formed as well.

Our University got the opportunity to communicate directly with the leading Universities throughout the world and joined the innovations in the international educational system, has begun to make use of modern methods and forms of education in its activity. Close cooperation with the leading universities of the world and putting into practice their work experience on the multi-step educational system gave further opportunity to our university.

A number of employees of our university have participated in scientific probation at the leading universities of the world and carried out joint scientific researches in recent years as a result of close relations established with TEMPUS which finances science and education, and with other funds, as a result of direct relations established with the universities of foreign countries, as well.

Nakhchivan State University maintains corporation ties with the universities of the Republic of Turkey, the Islamic Republic of Iran, England, France, Russia, the Arabian Republic of Pakistan and the United States of America. Joint symposiums and conferences are held and extensive scientific relations are carried with the Tabriz University in the Islamic Republic of Iran, the Universities of Urmiya, Kars-Kafkas University of the Republic of Turkey, the Van's Yuzuncu Yil University, Elazik Firat University, the University of Ankara, the University of Istanbul, the Kocaeli University, The Cairo University of the Islamic Republic of Egypt, Halvan University, Strasbourg University of France, the Modern Languages University of Pakistan, the State University of Novosibirsk in Russia, and with the leading universities of Europe and other near countries. Nakhchivan State University has close relations with international organizations, and signs agreements in the framework of international projects. We can give the followings as examples of the agreements signed between Nakhchivan State University and the universities of foreign countries and international organizations:

So Certain Dated Agreement was signed between Nakhchivan State University and the organization of United Aid for Azerbaijan. Before the contract, since 1998 the organisation has cooperated with Nakhchivan State University and done translating into English. The agreement focuses on providing the University with new publishing, audio and video aids and other visual aids on teaching English, providing the participation of teachers teaching English in the trainings organized by the Organization of United Aid for Azerbaijan in order to help the profession of English. As a result an English study was formed and this subject study was provided with a TV-set, video-stereo, cassettes and textbooks.

The treaty called "Education with European Standards" between Foreign Languages department of History-Philology faculty of Nakhchivan State University and Strasbourg University in France aims to provide the organization of educational process of the French language at the same called specialty of Nakhchivan State University based on the Program of Strasbourg University. After the treaty was signed 3 teachers of Nakhchivan State University had a month's training at Strasbourg University. Also the teachers of Nakhchivan State University had weekly trainings at French Embassy, Baki.

From the point of view of mutual relations the Treaty on Collaboration between Van's Yuzuncu Yil University of Turkish Republic and Nakhchivan State University is of great importance in relations with Turkish higher institutions. The treaty intends on realizing joint cultural events, education, scientific researches, organizing sport events between the two universities are. Having the opportunity of sending teachers and students for trainings on special spheres is one of the main items of the treaty. The treaty has been meant for 3 years (2001-2003). According to the treaty a joint international symposium devoted to the Saga of Dada Gorgud took part in Van's Yuzuncu Yil University, joint art exhibitions and sport events were organized.

According to the Collaborative Agreement between Nakhchivan State University and Van's Yuuzncu Yil University for the next three years the students of medical faculty of Nakhchivan State University had two years' experience in hospital of Van's Yuzuncu Yil University. Nakhchivan State University has created a natural corner consisting of cold-resistant trees in the area of Van's Yuzuncu Yil University. During this time a Van-Nakhchivan joint scientific conference on natural and ecological problems was held.

At the same time Academic Collaboration Agreement was signed between Kars-Kafkas University (Turkey) and Nakhchivan State University. The agreement intends on short term exchange of teachers and students of the sides, holding concerts and mutual meetings in sport events. The following symposiums were held according to the agreement:

- 1) Kars and Nakhchivan in the recent history (1999)
- 2) Armenian genocide and aggression in words (2000)
- 3) Nakhchivan and Kars as they are (2002)
- 4) Growth problems of cattle-breeding in the areas of Kars and Nakhchivan (2003)
- 5) The "Molla Nasraddin" magazine and Turkish world.

The materials of the scientific conferences were published in a book.

Besides every year since 2000 Novruz holidays at Kars University have been held with the presence of musical staff of Nakhchivan State University. The operetta “Arshin-mal-alan” by U.Hajibayov and the play “Anamin kitabi” by J.Mammadguluzadeh prepared by the students of Nakhchivan State University were successfully performed on the stage of Kars Kafkas University. The football players of Kars and Nakhchivan State Universities had friendly matches in Kars and Nakhchivan. A video conference was held between Nakhchivan State University and Kars-Kafkas University.

According to the collaborative agreement between the Veterinarian Faculty of Kars-Kafkas University and Science Faculty of Nakhchivan State University, the students of the newly formed Veterinarian Faculty of Nakhchivan State University will be provided with the experiment at Kars-Kafkas University. Besides, high qualified teachers of Veterinarian specialty of Kars-Kafkas University have been given the opportunity of teaching at the Veterinarian faculty of Nakhchivan State University. Musical and yalli groups of Nakhchivan State University had their concert program within the Second Kars city Congress and Kafkas Cultures festivity which was held in Turkey.

Collaborative protocol between Nakhchivan State University and Tabriz University of the Islamic Republic of Iran intends on collaboration in the fields of science, education, cultural events and sport. An international conference on the theme “Heritage of Nasraddin Tusi and modernity” was held at Nakhchivan State University together with Tabriz University. The teachers of Tabriz University had speeches at the scientific conferences held at Nakhchivan State University. Academic reports of collaborators of Nakhchivan State University were listened to at the International Astrophysical conference held at Tabriz University. The football players of both universities had friendly matches in Nakhchivan and Tabriz.

American Relations Center was created on May 25, 2000 at NSU. The center possesses the opportunity of helping students studying at NSU to get acquainted with the teaching materials on American education, literature, the English language. The professor Harry Lepinske of the Peru Calumet University, who has done so much in arranging the center, was awarded with the diploma of honorary doctor of NSU for the development of ties between America and Nakhchivan.

After the collaboration agreement between the Peru Calumet University of Indian State of the USA and the Nakhchivan State University of the Azerbaijan Republic the participation of one of the employees of Nakhchivan State University in trainings in the fields of Marketing and small business at Peru Calumet University for a month every year was provided and accordingly was certified. The professors Harry Lepinske and Hussein Jamal from Peru Calumet University delivered lectures on Marketing and Small Businesses for the students of Economy faculty at Nakhchivan State University. Six graduate and post graduate of Nakhchivan State University had a month’s experiment at Perdue University. Perdue Calumet University also continues cooperation with the “Natural Science and Medicine” faculty of Nakhchivan State University in the field of Herpetology.

According to the agreement on collaboration between Nakhchivan State University and CISCO Regional Academy, 3 employees of Nakhchivan State University took part in training courses at CISCO Regional Academy in Baku and got certificates accordingly. With the technical help of CISCO Regional Academy Information Technologies teaching lab was opened in “Engineering” faculty at Nakhchivan State University. The lab was supplied with up-to-date computers and other technical equipments. Lessons on information technologies and computer network about the specialties covered by “Engineering” faculty are taught here.

According to the collaborative protocol between Nakhchivan State University and Elazik Firat University, the teachers, doctors and students of Medical faculty of Nakhchivan State University volunteered in the hospitable of Elazik Firat University in 2003-2004. Musical groups of Nakhchivan State University had concert programs in spring festivities held at Elazik Firat Universities.

According to the Collaboration Agreement for Scientific Research, Training and Teaching programs between the Cairo University of the Arab Republic of Egypt and Nakhchivan State University, teacher and student exchange programs, realization of joint trainings, scientific researches and project were mentioned. Also a month’s experiment for students of the faculty of Arabian Language and Literature of Nakhchivan State University and a week’s experiment for instructors at Cairo University have been mentioned in the agreement. According to the terms of the agreement 10 students of Nakhchivan State University took the Arabic Language courses in 2005, 4 students in 2006.

An Agreement between the Nakhchivan State University of the Azerbaijan Republic and the Alexandria University of the Arabian Republic of Egypt was signed. Arranging student and teacher exchange, preparation of joint programs in different fields, holding conferences and seminars and some other issues were mentioned in the agreement. Exchange of books and journals between the famous library of Alexandria University and Nakhchivan State University continues.



According to the Collaboration agreement between the Hilvan University of the Arabian Republic of Egypt and Nakhchivan State University, the latter gets academic publications, videocassettes and periodical publications on the Arabic language and the history of Egypt.

The joint collaboration agreement on the medical science, training and academic research between Kocaeli University (Turkey) and Nakhchivan State University intends on the exchange of both sides in the field of medical education, sport competitions, summer excursions, mutual invitations for the participation of students in festivities and international events. Also the sides represented taking necessary steps for diplomas, academic qualifications, certificates and the ranks to be known in collaborating university.

The following events were carried out:

1. High qualified teachers and professors of Kocaeli University gave talks at the Medical faculty of Nakhchivan State University, took part in medical treatment.
2. 5 doctors and teachers, 15 students from Nakhchivan State University probited for a month at medical faculty and hospital of Kocaeli University.
3. 2 teachers from Nakhchivan State University gave talks in the international symposium on history and sociology held in Kocaeli University.
4. A videoconference was held between Nakhchivan State University and Kocaeli University based on the most up-to-date information technologies.

In the framework of the Collaboration Agreement between Nakhchivan State University and the Ostandar of Western Azerbaijan in Iran Islamic Republic, the following important events were held thanks to the relations of Nakhchivan State University with Urmiya University:

1. The representatives of the both universities participated in the experience exchange at the universities.
2. The teachers and students of the Veterinary Faculty of Nakhchivan State University probated at Urmiya University.
3. The academic staff of Nakhchivan State University made speeches at the scientific conference dedicated to Afzaladdin Khagany and at the international symposium on "Algebra and typology" at the Urmiya University.
4. The footballers of the Urmiya University had two friendly matches at Nakhchivan State University.

The Agreement on Corporation between Nakhchivan State University and the Modern Languages University of Pakistan Islamic Republic was signed.

An agreement between Nakhchivan State University and the Association of Lawyers in America on the establishment Law Clinic was signed. According to this agreement Law Clinic was established, the studies of students were provided in the clinic supplied with equipments.

Every year a number of international scientific events are held at Nakhchivan State University. Just in 2006 six of the symposiums and scientific conferences which were held at the University were international scientific events. These are the followings:

1. Mustafa Kamal Ataturk – the Turkish world and Azerbaijan (19 May, 2006).
2. The first Turkology Congress and modern problems of Turkology (22 May, 2006).
3. Electron-Nakhchivan – 2; Role and Significance of Information Technologies in the Development of Science and Education.
4. Mustafa Kamal Ataturk – Heydar Aliyev – Nakhchivan; life and development model (21 September, 2006).
5. Ecogeographical problems of the Araz River plains (04 November, 2006).
6. Ernest Hemingway and world literature (20 November, 2006).

In the framework of the program of "Electron Nakhchivan" conferences are held at Nakhchivan State University every year and joint video-conferences are held among the universities of Azerbaijan, Europe and Turkey on the basis of modern information technologies.

Specialists for foreign countries are prepared at the Nakhchivan State University. Foreign citizens have been admitted to the University since 1992.

By 1998 the citizens of Turkey had been admitted to our university on the student admission terms by the university. However, in 1998 Nakhchivan State University got a place in the "List" of Higher Education Council of Turkish Republic and due to the order of our university the student admission to all the specialities, except the specialities demanding special aptitude (the professions of teacher on music education, fine art and drawing, physical education and sport), are carried out by HEC. It is considered to admit Bulgarian and Karkuk turks to our university from next academic year. Student admission to the university is carried out due to the statue on "Sending the citizens of the Azerbaijan Republic abroad to study and study of foreign students at the educational institutions of Azerbaijan".

International Relations of Nakhchivan State University carries on successive work, and International Collaboration, the exchange of teachers and students expands and develops day by day according to the expedient foreign policy of our state and the demands of the time.

Dr. Richard ROQUE

University of Bakhter, Afghanistan



**TRANSFORMING HIGHER
EDUCATION: ACAMEDIC AND
FINANCIAL BRIDGE RELATIONSHIPS
TO PROMOTE ECONOMIC &
ACEDEMIC DEVELOPMENT IN
EMERGING MARKETS.**

Introduction:

First, I'd like to thank Prof.Dr. Hikmet KOÇAK, President of Ataturk University, for hosting this conference. Having assisted and organized similar events like this, I am keenly aware of the amount of time and resources involved in hosting such an event. You should be congratulated.

Secondly, thank to all of you for travelling across Europe, Asia and the Middle East to these lovely mountains in Eastern Turkey where we can retreat from the demands of our jobs at our respective institutions. Many criticize academics and administrators for attending conferences such as these however there is nothing greater than organizing such human capital when assembled to establish relationships and to build a broader understanding of our academic, social, cultural and religious needs.

I am humbled to be standing in front of such an esteemed audience. While referring to the Western Calendar, your peoples and cultures extend over 10,000 years. With how socially and culturally rich you are, I am under no impression that I will teach you anything. In fact, I am your student in you great region. I do believe, however I represent a perspective that holds its own merits and can contribute to your academic and economic evolution.

So, let me start by saying, that, yes I am going to discuss some thoughts behind academic and economic transformation of your respective Higher Education Institutions however my primary goal is to build human bridges not economic ones. It is important for us to remember, that genuine and long lasting economic relationships always are a result of strong personal relationships that are built upon a mutual trust and respect of one another – and this is not a passive acknowledgement of these differences however it is a thoughtful exchange of ideas, cultures and values that are quite personal. It is a mistake for any institution to pretend to build strong and profitable economic relationships without breaking down some important academic and cultural boundaries that would otherwise be barriers to an academically and economically successful institution.

So, first economic growth is built upon relational growth between governments, institutions and of course people. So to be true to this principle, allow me to start by introducing myself:



I am Rick Roque and I am from the United States. I have a diverse academic background – I have an undergraduate degree in Electrical Engineering and Philosophy, a Masters in Business & Technology Management and Post Graduate and Doctoral studies in Higher Education Public Policy and Banking. I apply this diverse academic background to establishing financial and academic relationships with companies and Higher Educational Institutions across the United States and the Middle East. I am here on behalf of the University of Bakhtar, based in Kabul it is the first Private University in Afghanistan and also from, American International College, (www.aic.edu) based in Western Massachusetts, a lovely region of the United States. called “New England”. My research and practice revolves around Higher Education Finance however rather than getting stuck in merely analyzing Profit & Loss statements – it is my goal, FIRST to identify ways to enrich a Higher Education Institution academically and cultural transformation; I say this FIRST because I realize that if the priorities rest in academic and cultural transformation, the money always comes so long as there is a sound vision and purpose behind the institution.

As a result, I advise and construct ways an institution can increase its academic and financial capital through 3 key ways:

1. Through the innovative application of new student services,
2. Creation of private-public partnerships
3. And finally, the establishment of international relationships

But first, it is important to review the common notions of Higher Education Transformation as this plays a fundamental role in my approach to these objectives, without which sustained and successful financial growth is not possible.

What is Higher Education Transformation and what does being committed to this tangibly mean for your institution?

Higher educational transformation is to transition the academic criteria and culture away from simply scores and measured outcomes, and toward a deeper understanding of the human person – and not just ourselves but those around us that span the religious and socio-cultural spectrum. It is in this process of self discovery when a deeper meaning can be established when there is a later concentration in the physical, social or technical sciences. This is especially important for the following reasons.

The term Emerging Markets was originally created and introduced in the 1980's by then World Bank economist Antoine van Agtmael, the term describes countries or regions who are experiencing rapid informationalization and industrial growth in light of the broader push toward the Globalization of markets and educational systems. It is worth noting these two tend to perpetuate one another. It generally will start with a growing market demand around various industrial goods and services and only soon to require an educational infrastructure to sustain it. The challenge is, in these environments educational programming tends to be focused on more vocational occupations – engineering, science, medical technologies and yet the priority of the human sciences- psychology, sociology, anthropology to name a few are often overlooked. This is mistake as it undermines the genuinely human origin of true innovation, which resides within the individual motives, goals, ambitions, desires and dreams within the student. Since more practical and vocationally driven programs are established, you achieve little innovation and it results in a shallow application from within local industry.

I do not have to remind many of you that often emerging markets lack the legal, social, academic and political frameworks common among modern societies, instances of violence, war and corruption abuses generations of civilians and rape them of an awareness of themselves as a people, culture and society. Many children and I dare say adults, experience serious traumatic events that are never understood in a cross cultural, medical or human context and as a result, a sense of their own identity is significantly lacking.

Since this self awareness is lacking, given modern and post modern advances in social and behavioral sciences – with contributions from Russian, German & French continental philosophers, there exists a significant barrier in the authentic appreciation of such SocioCulture factors such as race, ethnicity, gender and physical condition. What results is the advancement of physical and technical sciences whose applications are intended to serve the betterment of mankind and yet are limited since this understanding is handicapped. This is an important factor in Transforming Higher Education. If we do not understand the local, regional and global human contexts in which we live, we will fail at genuinely building Economic and Academic Bridges, something this very conference intends to accomplish.

To accomplish this, it occurs in the context of broader sociological factors so a dialogue can be established across traditional social, cultural and religious boundaries that otherwise would not exist. It is in this medium, amidst such differences, that commonalities are predictably discovered.

So, I strongly urge a commitment to understanding the human person, our dignity that exists and most importantly the life experiences of your students as many of them have powerful personal narratives that will enrich any physical or technical sciences.

So, do not stop at Engineering, Accounting, Business or the Medical Sciences. For, if this is where we stop I fear we will truly have never begun the path of transforming Higher Education and building the necessary economic and academic bridges that go along with it.

Globalization

I wanted to touch upon the importance of globalization. Globalization is not simply an economic force dealing with taxes, tariffs, trade and quotas. In fact this is the later part of Globalization because there had to have been some driving force – some social, cultural or economic force to act as the principle motivator behind the need to address issues of taxes and trade to begin with – well, what is that?

Globalization is an inner process – a mental, emotional and cultural change as a result of an experience leading to an emotional or intellectual awareness that was different than before. It is more about political and academic networks; or rather, it is about whether or not your “NETWORK” is open or closed. If it is open, you can begin to build a more diverse SOCIAL NETWORK that has exposed you to the things that you are exposed through via your colleagues or your peers. For this to take place, there are a few enabling factors to enable the SOCIAL NETWORK.

Mobility, Technology & Access

A vital underlying presupposition to Globalization is MOBILITY – both physical, intellectual and cultural mobility. This is a conscious public policy decision. I didn't have to purchase a VISA to come to your great country until I arrived in it. If I had to wait 3 months or 1 week for this prior to my trip, I would not have been able to come. There had to have been a conscious decision to allow someone as different as I am- or people as different as WE all are, in your country. This cultural mobility was a necessary ingredient to our ACCESS to your magnificent culture.

Now generally, to help facilitate this process, technology plays a critical role. I decided to come to Turkey 1 week ago – I couldn't have done this if I couldn't have taken a quick 11 hour flight from Washington DC to attend this beautiful conference. So, the technology was necessary for me to fly to Turkey so quickly that otherwise, a generation ago would have been inaccessible. This technology derived from the industrialized revolution rooted in the 1880's and is often labeled Globalization 1.0 as it benefited a country or instituted efficiencies that the state and its citizens could benefit from.

Globalization 2.0 is an accelerated way of travelling or communicating such as the telephone, fax, email and other efficiencies that largely benefited companies, thus the expansion of trade and economic requirements. However Globalization 3.0 is about accelerating the human person - intellectually, emotionally and spiritually. The internet – as the ultimate OPEN NETWORK, was the climax of this phase of the 2nd phase of Globalization and it enabled the 3rd. This enabled such tools such as SKYPE where I can make video phone calls to colleagues, friends and family around the world for FREE from my hotel – the fact that it was FREE is rooted in Globalization 2.0 - the fact that we can experience one another is Globalization 3.0. I use my iPhone to constantly keep in contact with my relationships and where I can easily be reached as well. And not to mention, I constantly check my FACEBOOK or my TWITTER account(s) to understand what people are doing right this instant and where they can experience what I am doing with my posts, picture and video uploads.

Allow me to illustrate Globalization through this very powerful human story.

In fact when I first landed in Turkey 2 days ago, I met a student from Ankara. After 5 minutes of us talking, she asked if I had FACEBOOK where she wanted to keep in touch. After I said yes, by the time we had finished having tea she had sent me a FRIEND REQUEST. Upon accepting her FRIEND REQUEST, I gave her access to pictures, posts, updates and videos of my world – my culture – my family; the people, places and things that are familiar to me;



and the same vice versa. I now can peek into her world in Central Turkey – I can experience and seek to understand her values and thoughts – her ‘WORLD PERSPECTIVE’. From that moment, I had taken a step further down the process of being GLOBALIZED. And what a great concept – I didn’t know all but 5minutes and yet I accepted her as a FRIEND in my SOCIAL NETWORK. What a beautiful thing. Similarly, I look to you all as FRIENDS. After meeting many of you , we have been further GLOBALIZED. While I was on Facebook last night – she noticed I was online and she sent me an instant message – she indicated that her brother had been murdered yesterday and they laid him to rest according to Muslim tradition. I immediately did a video call to her where we talked and cried – we shared stories of her 33 year old brother in Ankara. It was a tragedy of human life - all shared by Globalization 3.0. She increased my awareness of the beautiful Muslim burial traditions- the namaz prayers; the washing, and the wrapping of the shroud - I feel like I am a better human being for sharing this experience with her. This is Globalization in a modern age.

Freedom & Appreciation

There is one difficult reality in all of this, however. Before the Technology can be adopted, Mobility enabled and ACCESS granted, there needs to exist a freedom to accept or deny such experiences on a very individual level; on a very personal level. The society is required to enable the individuals within it to experience and potentially appreciate other cultural, political or social experiences different than our own. The challenge is when these new experiences go against or are radically different than existing cultural or political norms or values. What do we do? Do we close the boarders? Censor Information? Do we deny access to education for all people or only for some but not all?

Cultural Strength & Confidence

The challenge for every culture or generation is to preserve what is unique in light of new trends. There is this inherent conflict between what is NEW with what has always BEEN. The first reaction in order to preserve what is old is to control your ability to experience what is new. Generally, this initial reaction to control or manipulate tends to fail. For many of you with Children, how well does this really work? For many of you students, when your sense of discovery is limited or the personal choice to do so is taken away, how does this make you feel?

For every social or cultural norm there needs to exist a confidence in its inherent value. The various institutional structures - Federal and State Governments, Places of Learning and even within the context of the Family – these are in place in order to assist in the digestion and discovery but hopefully not to manipulate it so a manufactured understanding is derived. Have confidence in the quality and eternal value of your cultures and do not be afraid of Western Culture any more or less than those of us in the West should be afraid of cultural or social values from the Middle East! This is Globalization 3.0 .

By getting to know – by collaborating and by experiencing one another we evolve in our understandings of ourselves, our experiences and the things we do not know. Naturally, this leads us to become better human beings in this Globalized society.

These are the many reasons I am active in Higher Education Transformation. This can only occur when genuine economic and cultural bridges are in place.

University of Bakhtar, Kabul, Afghanistan

Note: Refer to the rest of the slides in the presentation

Prof.Dr. Ahmed EL MOUSSAOUI

Vice President

Abdelmalek Essaadi University, Morocco



HIGHER EDUCATION SYSTEM AND LMD REFORM

Since 2000, Higher Education System in Morocco has been undergoing a total reform that focused mainly on educational and governance aspects. This reform, introduced by the law 01-00 on the organization of Higher Education, is dedicated to consolidate educational, administrative and financial autonomy of the University and places the learner at the center of reflection. Therefore, a new Higher Education architecture based on LMD scheme has been introduced which integrated our higher education system and research in the mobility of the Bologna Process.

The LMD system introduced a new conception in training programs, teaching methods as well as knowledge assessment; it encouraged the development of culture and the practice of assessment and accreditation, which are essential tools for improving quality. The LMD system has been implemented gradually since the 2003-2004 academic year. The first troop of the Master program has graduated in 2008, and the 2008-2009 academic year was the final stage in the development of the LMD educational architecture through the implementation of the reform of doctoral studies.

The adoption of the LMD system was an opportunity to restructure training and make our higher education system more readable in the space of global higher education, thereby promoting the mobility of students, teachers, researchers and administrative staff. The LMD system has also created the possibility to adapt the training offers to the changing needs of the economy and society through the continuous evaluation and accreditation of courses.

Abdelmalek Essaadi University (UAE), which will soon celebrate its 22nd birthday, is situated in Northern Morocco. Its main mission is to actively participate in educational, cultural and economic development. Built on seven campuses and spread over four cities: Tangier, Tetouan, Larache and Martil, it has eleven Faculties and schools and includes 29,000 students, 741 teachers and 456 administrative and technical staff.

As part of educational autonomy, Abdelmalek Essaadi University set up a reliable training project involving all University components and consistent with national guidelines. This training policy focuses primarily on strengthening the scientific and technical fields, vocational training and the integration of graduates.

On the academic level, the university offers basic and professional training courses in the fields of Science, Science and Technology, Engineering, Management and trade, Law and Economics, Arts and Humanities and Translation. These university courses lead to different national diplomas: Basic License, Professional License in Science and Technology, State Engineer, Master, specialized Master Master of Science and Technology, Diploma in Translation, Diploma in Management and trade, and PhD.

The number of courses open in the university increased from 69 to 157, an increase of almost 130% in 7 years. Considerable efforts have been made to increase the number of vocational training courses in open access institutions suffering from massification and problems of integration.



The University has also invested in programs of professional licenses and specialized masters in specific areas. These are programs for careers in offshoring, social work jobs and tourism. The contribution of the University to the Initiative Program of 10 000 engineers was also very important.

Over the past six years, Abdelmalek Essaadi University developed and structured a range of continuing education which is part of lifelong training. It is intended for officials, private sector employees, professionals and anyone wishing to acquire or develop skills and qualifications. The proposed training programs are organized as follows:

- Continuing professionalizing education
- Continuous training cycles drawn up and negotiated according to the needs of private companies and public administrations.

STATE- UNIVERSITY CONTRACT

Moroccan higher education reform involves all its human resources: teachers, students, and administrative staff. The changes in the governance of institutions of higher education have encouraged dialogue and participation of all stakeholders in the academic world. The management contract, implemented since 2009, is an opportunity for stakeholders to contribute and participate actively in the implementation of the proposed development of their institutions. The Emergency Program 2009-2012 declines an ambitious and proactive vision of the Ministry of National Education, Higher Education, Vocational Training and Scientific Research, to meet the challenge of a university of quality, which teaches and educates, a university that contributes to the personal development of beneficiaries and helps them prepare for their social and professional integration.

Definitely future-oriented, the Emergency Program is, on one side, ensuring the system's continuity as it is based on the Charter as a framework reference, aiming to give a "new impetus" to the reform System of Education and Training, and on the other side, in a failure pattern with the past by placing the student at the heart of the system.

The operational implementation of this Program, at all levels, is done in a participatory manner, involving closely all partners in the management process of change (students, faculty teachers and administrative staff). An innovative approach, based on a management project, supports its implementation.

To achieve these goals, Abdelmalek Essaadi University and the state (represented by the Minister of National Education, Higher Education, Vocational Training and Scientific Research, and the Minister of Economy and Finance), have engaged in a contracting process:

- Abdelmalek Essaadi University is committed to implement its development plan in order to achieve the targets of the emergency program.
- The state is committed to allocate to the university the means to implement these goals.

MODERNIZATION OF GOVERNANCE

Over the past decade, the Moroccan university had to review its operation to suit the requirements of educational reform, research structuring and exploitation of research results by introducing new governance tools increasingly based on ICT, for a gradual strengthening of its administrative, financial and educational prerogatives. These changes have led to an increased demand for an information that can answer a variety of needs that go beyond the objectives of the information produced by traditional administration.

These practices have also been strengthened by the changes brought about by the implementation of the digital work environment (DWE) which is beginning to be implemented in the Moroccan institutions. This tool and many others have been developed within the framework of the cooperation with European universities.

COOPERATION AND PARTNERSHIP

A reconciliation of the Moroccan and the European higher education systems allowed the development of cooperation with European higher education institutions. Thanks to the political will and the various European programs particularly the Tempus program, several cooperation projects have been implemented particularly in the areas of quality assurance, development of vocational training courses, the use of ICT, and the support for university governance.

In addition to these projects which allowed the exchange of experiences and the sharing of good practices, other actions targeted towards the mobility of students, researchers and lecturers are gradually developing mainly in the framework of Erasmus Mundus Program.

It is worth mentioning that our country gives a great importance to the mobility of lecturers and students and aims at participating, together with the European Union, in the construction of production networks and the dissemination of research results by supporting scientific cooperation between research institutions and Doctorate Centers. After twenty two years of efforts, Abdelmalek Essaadi University was rewarded with a glowing reputation either nationally

or internationally thanks to the many actions of the various stakeholders in the University: faculty managers, professors and administrators. These actions concern the research as well as the training sectors.

The Interuniversity relationship established at the national level is manifested by the involvement of teachers in various research networks and national expertise centers. It also resulted in the signing of various agreements, Memorandums of Understanding (MoU) and contracts with various research organizations.

The strategic position of the Tangiers-Tetouan Region allowed the UAE to build a strong relationship with the European Union. The University has developed a strong expertise in European cooperation and international networking with competent partners. It is a leader in Morocco's participation in the Tempus program and actively participates in programs such as Erasmus Mundus External Windows.

Cooperation with Spanish institutions and more specifically with the universities of Andalusia is particularly important for several reasons: the common history of our communities, proximity, location, etc. This cooperation is supported by the Autonomous Government of Andalusia, involving Universities in research projects and training and subsidizing the research projects and mobility.

Bilateral Cooperation with France is materialized through Integrated Actions projects, projects with the French CNRS, and especially the FSP-Program ARESM that accompanied the Moroccan universities in the different phases of the reform during these last ten years.

Nowadays, Abdelmalek Essaadi University has more than one hundred cooperation agreements with universities from Europe and the Arab world. It also receives, within the framework of cooperation agreements, a large number of foreign students, particularly from Africa, to undertake their higher education in various institutions of the UAE.

SCIENTIFIC RESEARCH

The National Research System has experienced a remarkable development since 1998 thanks to the growing interest of the public authorities to promote development and wealth creation. This commitment is expressed in terms of management by creating a number of councils, guidance, funding and monitoring of national policy research.

Based on its scientific potential and through the implementation of national and international programs of scientific and technical research, Abdelmalek Essaadi University elaborated a scientific research policy including cutting-edge innovation and international opening. Indeed, research is one of the strengths of the university. Through relationships established with many universities and research centers around the world, our university is present in many global projects of cooperation in research and development.

In the last eight years, a major effort has been made to upgrade its research teams. The result was a restructuring and reorganization of research teams in order to meet the needs of an innovative teaching and a clear view of research in the university to meet the expectations of the society on human, technological and economic areas. This structure has enabled the development of more and more local research oriented primarily towards regional or national themes.

The UAE has reorganized doctoral studies around Doctoral Studies Centers in order to provide a forum for researchers, to ensure better readability of training through research, and to display homogenous and clear conditions to deliver graduation. The 73 research training units have been grouped into four Doctoral Studies Centers.

CONCLUSION

The Moroccan experience in general and that of the Abdelmalek Essaadi University in particular, show that the reform launched in 2003 have yielded encouraging results which are now strengthened by the implementation of the Emergency Program 2009-2012 which aims at accelerating the speed of the reform. This program has helped increase the university budget to more than 40%.

These efforts need to be supported by strengthening cooperation with stakeholders and civil society at the national and the international levels. For Morocco, in addition to training, research and innovation, this partnership is needed in the future to build a common space of knowledge for high quality production in which Morocco can contribute.

Prof. Tunzala YUSIFOVA

Vice Rector

Azerbaijan Teachers Institute, Azerbaijan



FOREIGN LANGUAGE AS A TOOL INTERNATIONALIZATION OF HIGHER EDUCATION

“Education is the best means - probably the only means – by which nations can cultivate a degree of objectivity about each other’s behavior and intentions.”

Senator J. William Fulbright

Internationalisation is the process of making something international. It is the process of exchange and mutual influence, where the actors involved are presumably “nations”.

Internationalisation of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution. (Ratananukul 2006: 209)

Internationalization is one of the most pivotal issues of higher education research in the recent years and it is also the key concern of the governments or educational policies in many countries

1. Four Dimensions of Higher Education Internationalization

According to Tai’s (2004: 55) point of view, higher education internationalization is achieved by the following four dimensions:

(1) Internationalization of the students

The internationalization of the students could be achieved by enrolling more foreign students and encouraging local students study abroad.

(2) Internationalization of the faculty

The internationalization of the faculty could be achieved by having more foreign faculties and encouraging local faculties to visit foreign academic institutions.

(3) Internationalization of the curriculum and instruction

The internationalization of the curriculum and instruction could be achieved by: a) the international view of related curriculum, for example: using the globalization and related problems to become the topics of curriculum and instruction. b) to have the curriculums of other cultures and languages. c) to participate in the curriculums of foreign universities through internet or other media. d) to use other languages to teach.

(4) Internationalization of the research

The internationalization of the research could be achieved by conferences, journals, books and research exchanges.

Opportunities:

- Developing education and training,
- Helping it to get access quickly to the world’s diverse knowledge,
- Serving better the building of a learning society
- Implementing better the task of developing education and training in both quantity and quality.

The Roles of English:

- To create understanding among universities in the world;
- To promote intercultural interactions in the academic world;
- To facilitate student and faculty exchange programmes;
- To carry out joint research programmes;
- To create courses equivalencies and course transfers;
- To prepare for students to study abroad;
- To be the medium of instruction of the joint-training programmes;
- And above all, to create a window on to world's science and technology.

Conclusions and Implications

As the most widely used language, English will continue to dominate the world. The future of English in this century and even in the next is assured, whatever one's feelings or attitudes may be toward linguistic and perhaps cultural imperialism (Phillipson 1997).

As internationalization is expanded, English will have more roles to play in our country. The internationalization of higher education presents a new paradigm and calls for a new vision for English language teaching and research. There is now a real need for the English language.

This suggests that in order to improve the quality of English language teaching and learning at tertiary level in the context of internationalization and globalization, much remains to be done in the fields of foreign language policy-making, curriculum and syllabus design, material development, teaching methodology, learning strategies, testing, teacher training, cross-cultural studies, and translation studies.

Whether we will continue to import foreign designed language teaching models as we used to or we ourselves will attempt to develop new models for our specific teaching and learning context, and whether we are happy with being the users of the available foreign-designed teaching models or we ourselves will try to establish our own identity in the world of foreign language education and research will largely depend on the development strategy of the English Department, particularly the efforts by the younger generation. The future belongs to the younger generation, and it is in you, the young, dynamic, knowledgeable and creative teachers and researchers of the English Department who are here at the Conference today, we trust.

Internalization of Higher education

Globalisation: the flow of technology, economy, people, values, ideas ... across borders.

Globalization has demanded from Universities the following:

- * *improvement in the quality of education*
- * *increases in the quantity of graduates and other outputs*
- * *efficiency in the way universities are managed*
- * *graduates with a global outlook*

Top reasons for Internalization

- 1. Mobility and Exchanges for Students and Teachers
- 2. Teaching and Research Collaboration
- 3. Academic Standards and Quality
- 4. Research Projects
- 5. Co-operation and Development Assistance
- 6. Curriculum Development
- 7. International and Intercultural Understanding
- 8. Promotion and Profile of Institution
- 9. Diversify Source of Faculty and Students
- 10. Regional Issues and Integration
- 11. International Student Recruitment
- 12. Diversify Income Generation

Primary Importance

1. Mobility of students;
2. Strengthening international research collaboration

Second level of importance

- 3. Mobility of faculty members;
- 4. International dimension in curriculum;
- 5. International development projects;
- 6. Joint academic programs.

Our country is experiencing drastic changes in Higher education. In 2005 Azerbaijan has joined the Bologna process. The Government highly support the Internalization of Higher Education.

Our Institute takes a special place in the history of development of our national education.

Today Azerbaijan Teachers' Institute is carrying out preparation on the following majors: Primary school education and methods of teaching, Azerbaijan language and culture, Mathematics and IT, Foreign language, History, History and geography, Social psychology in education.

There are 11 branches of Azerbaijan Teachers' Institute in different regions of Azerbaijan.

There are 7000 undergraduate students and more than 100 graduate students studying at Azerbaijan Teachers' Institute.

Outcomes of social research carried out by the Institute in the regions showed that there is a demand for the new approach in education, for the teaching staff members able to apply IT in teaching process.

Today we can confidently say that our Institute prepares 60-70% of teaching staff for schools and kindergartens in the regions and rural areas.

Besides this, each academic year more than 10 000 of HEI and secondary school teachers, kindergarten tutors study at advanced education courses and in-service teacher training courses of Azerbaijan Teachers' Institute.

The development of information and communication technologies in the condition of economical formation based on knowledge is one of the important indicators of intellectual and scientific potential of the country. It is safe to say that first of all the ability of competition of countries in the globalizing world is formed by the definition of their efficient usage of ICT.

Implementation and integration of ICT to education is an essential matter influencing directly to the formation of new generation of Azerbaijan citizens having modern knowledge and abilities.

Development of ICT infrastructure in educational system and bringing its implementation to the level of world standards has been one of the priority directions in our country within the last years. Different projects and activities have been carried out on the implementation of ICT to educational system that directed to the establishment of ICT infrastructure in educational establishments being one of the necessary stages of educational reforms of the country in this period.

Today's students want an education that meets their individual learning needs and connects them to what is happening around the globe. They challenge us to be innovative in the way we create opportunities for learning.



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THE FORMATION OF STUDENTS' INDEPENDENT SELF-INFORMATIVE ACTIVITY ON MATHEMATICAL DISCIPLINE UNDER CREDIT FORM OF EDUCATION AT TECHNICAL INSTITUTE

In connection with the increased requirements of postindustrial society and present demands of labour market for specialists with new quality level there are several contradictions between the public social order and the developed system of specialists' preparation.

In present the preparation of qualified specialists is impossible out of their independent informative activity. Therefore the purposeful work of the pedagogue staff on formation of students' independent self-informative activity is necessary.

Necessity of solutions such contradictions have caused an urgency of this research theme: «The formation of students' independent self-informative activity on mathematical discipline under credit form of education at technical institute».

Research objective - to develop methodical system for formation of students' independent self-informative activity on mathematical discipline under credit form of education at technical institute.

Object of research – the training process of students on mathematical disciplines at technical institute.

Subject of research – formation of students' independent self-informative activity at technical institute as means of increase the efficiency of studying on mathematical disciplines in conditions of training under credit form of education.

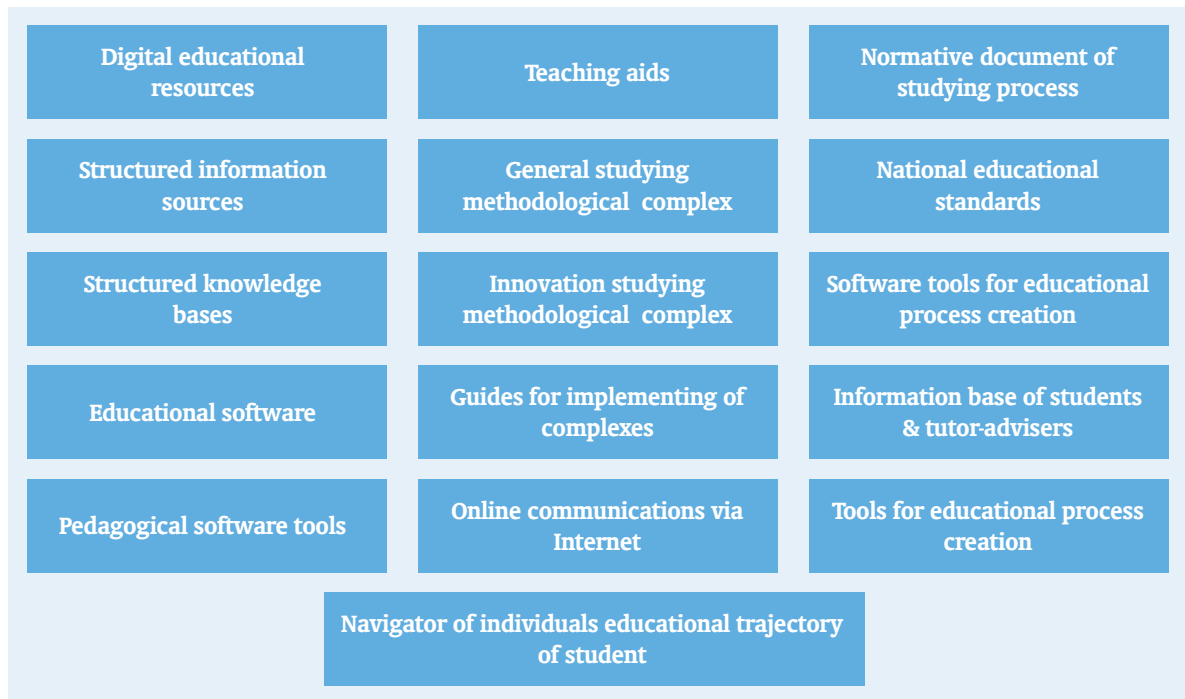
Research hypothesis: formation of students' independent self-informative activity (SISIA) on mathematical discipline at technical institute in present conditions of training can be effective, if:

- Process of training on mathematical disciplines at technical institute is based on modular structure determined by credit technology of training;
- Institute creates dynamically developed information-educational sphere, allowing to provide an individual trajectory of formation and development of student independent self-informative activity on mathematician course;
- Training to the mathematician is based on using of “Methodology of soft systems”, allowing easier adaptation to credit technology of training;
- Skills of independent self-informative activity are considered as obligatory professional elements of mastering at training to mathematician, being an internal method for acquisitions of new knowledge and increasing level of mathematical preparation;

• Educational activity of the student at training to the mathematician is fixed on level of its informative activity. The primary goals of research are defined according to the purpose, subject and formulated hypothesis:

1. To reveal the essence of conception « Student independent self-informative activity under credit form of education at technical institute».
2. To reveal the pedagogical conditions and didactic regularity for formation of students' independent self-informative activity on mathematical disciplines at technical institute.
3. To prove the component structure, formation levels and evaluation indicators for formation levels of students' independent self-informative activity on mathematical disciplines.
4. To develop the methodical basis for process of formation of students' independent self-informative activity on mathematical disciplines as a didactic resource of informative-educational sphere at institute.

The structure of informative-educational sphere



5. To check up experimentally the efficiency of proposed methodical systems for formation of students' independent self-informative activity as means of improvement of mathematical preparation quality under new conditions.

Novelty and theoretical importance of research. The results which were received in this research contain the decision of important scientific problem – the formation of students' independent self-informative activity on mathematical discipline at technical institute under new conditions in postindustrial society; the definition of conception “Students' independent self-informative activity under credit form of education ”; the selection and structuring of educational material on mathematics as a necessary resource of informative-educational sphere at institute, which have significant influence on the mathematical preparation of future specialists.



The practical importance of research is that several republic high schools practise the educational-methodical complexes which were developed under the course of experimental work, didactic materials and methodical recommendations for formation of students' independent self-informative activity on mathematical discipline at technical institute, also implemented in practice process of lectures and trainings on mathematics discipline at Kazakh Automobile Road Institute named by L.B.Goncharov, and make it possible to improve the quality of specialists' mathematical preparation.

As a result of research were solved the following problems:

- It was proved that the development of students' independent self-informative activity on mathematical discipline at technical institute becomes more effective if the skills of this activity are considered as obligatory intellectual functions, which are due to mastering and belong to internal method of learning opportunity.
- The pedagogical conditions of effective formation SISIA of future specialists were revealed: the creation of the informative-educational sphere including information-methodical basis of disciplines; the using of "Methodology Soft systems" for decision-making etc.
- The complex of didactic means was developed for all sections of mathematics disciplines (various kinds of independent group and home individual tasks, methodical recommendations, tests, mathematical dictations, sheets of basic signals, a case-staid, web-quests, e-portfolio etc.), it assists to optimum formation of SISIA during studying of mathematical disciplines.
- The component structure, SISIA formation levels and evaluation indicators as didactic basis of methodical system for formation of students' independent self-informative activity were defined.
- The methodical system of SISIA formation on studying of mathematical disciplines is developed. Aspect of this methodical system is that it has a possibility of adaptability to all subjects of educational potential at institute.
- Efficiency of methodical system for formation of students' independent self-informative activity on mathematical discipline under credit form of education at technical institute was experimentally checked up.

The positive results of the pedagogical experiment allow to different scientific specialities to carry out further joint scientific researches in this direction focused on professional mathematical preparation of undergraduate technical specialities.

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MANAGING POLITICAL SPACE: ROLE OF HIGHER EDUCATION INSTITUTIONS WITH AN EMPHASIS ON EURASIAN COUNTRIES

With the developments in ITC science, no body fills himself/herself alone, even in any far corner of the world. Once, in past decades, those landlocked countries felt themselves alone and isolated. But today it has been changed and it could be said that any society who has no access to information high way and internet, is alone. It is as the same for individuals. Today we are witnessed a series of developments covered Middle East and North Africa. Few years before, Thailand and Myanmar in East Asia and Iran in Persian Gulf Region and Kyrgyzstan in Central Asia, China and recently Middle East, North Africa, Caucasus, Central Asia, Eastern Asia which are among developing countries had some developments due to their people who have access to cyber space, as well as internet, twitter, facebook, social networks, mobile cells and others.

Three decade before only a few changes in old order of world were happened, one was in Iran and the other in Nicaragua. After the collapse of the Soviet Union in 1991 and September 11 in 2001, the world has witnessed rapid and radical changes. Today there are many changes that some of them as well as those happened in Kyrgyzstan, Libya, Yemen are very sad and bloody. If we believe that any changes are going to establish new and more democratic and civil societies, but there will be some important problems that show difficulties and lack of knowledge.

Refer to Eurasian countries that once they belonged to Central Planned government of Soviet Union, they were faced with rapid changes in many fields. Entering to the second decade of their independence they were faced with some disorders including Rose Revolution in Georgia in 2003, Orange Revolution in Ukraine in 2005, Violet Revolution in Kyrgyzstan in the same year and some violence and uprising in Farghana Valley in Uzbekistan in 2005. All those development has faced with serious difficulties that at the beginning they did not think to have. One thing is left in these development, education and training to be ready to conduct development and changes. The civil society needs its own structure to be established. In this view, we should mention that those revolution that were happened, there were sudden uprising with full of senses of change in any price. To destroy existed order replace with new order. Thus we were witnessed with a range of damages to societies from disorder to destruction of public properties, economic damages and decreasing of production and GDP, which resulted to unemployment and then poverty.

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As we know the cyber space which today cover all the societies around the world, has become the strong power against governments which enable the societies to act as their wills, but not opposed by governments. NGOs and some other civil structures are going to share the shaping societies. In old order the governments shaped the societies, but today it has changed and societies shape the governments. Now, the societies with their very complicated structures are shaping the structures of governments and states. Today, they are establishing the World Society instead of local governments. But there are some problems. The challenges of governments which they want to rule as old order has still remained. Sovereignty, power and opportunities which are going to be weakened may result some disorders. In Eurasian countries the authoritative and totalitarian governments and their conservative leaders, do not believe that the political space is not under their control as they wills. The societies have got these kinds of situation in New Era, and the governments are going to accept that their available means are not enough to act as before.

To overcome to these challenges higher education institutions are able to find a common language to intermediated and solve the problem. The power sharing is one way should be accepted. The New Era could be find in higher education institutions to educate new generation to overcome how manage their societies, with taking into account the society, population, cultural diversity, tolerance and also national interest, international responsibilities and world order too.

Government and Society

In Middle Eastern countries, the governments want to shape the people, but in developed countries, the peoples shape the governments. Here the civil society leads the governments and in the Middle East the leaders dictate the society what they say, listen, dress and even what they think and talk. This is why there are many liberation movements for democracy and freedom in underdeveloped countries at present.

Cultural Diversity

Almost all countries in Silk Road region in Eurasia have population diversity in terms of ethnics and nations. So they have actual potentials for clashes among ethnics, such as Armenia and Azerbaijan upon Mountainous Kara-Bakh, mostly Armenian populated area belong to Azerbaijan, occupied by Armenia early 1998. Abkhazia and South Ossetia in Georgia, has disintegrated from central government of Georgia, and called themselves independent states. Their case have become an international problem. In Central Asia there are a lot of questions including water problem between upper stream and lower stream countries in Aral Sea basin upon Amudarya and Syrdarya rivers. Also there are some Tajiks living within Uzbekistan territory and some Uzbeks living in Tajikistan territory. Farghana Valley is a mosaic of nations and ethnics as well as fundamental Islamic movements, has an actual potential to create clashes. In Kazakhstan there are considerable non-Kazak nation mainly Russian and also some Uzbek. Kyrgyzstan has shown that in the future may be the source of ethnic clashes. Russia and China are also under the threat of some ethnic problem that is going on in North Caucasus, and Xin Kiang Uighur Autonomous Region. Which international and regional organization can guarantee the peace in the region? Many unsolved problem still existed from decades. How we can manage it?

In April 2011 there was an international forum on intercultural dialogue in Baku, Republic of Azerbaijan with support of UNESCO and ISISCO. In one of its session an approach has been introduced. It was under the theme of: United through common values, enriched by cultural diversity. It was mentioned that: Intercultural understanding and cultural diversity are crucial to peace and development; however, they do not figure prominently on the global agenda that focus primary on poverty and climate change. Several initiatives from intergovernmental organizations, but also from the private sector and cultural institutions are currently developing research projects and policy initiatives to build evidence of the correlation between intercultural dialogue and cultural diversity with peace and development. Other recent initiatives look at the feasibility to set up indicators or goals to measure progress in a society towards intercultural understanding and cultural diversity.

The following questions should be considered carefully:

- what is the correlation between intercultural understanding and cultural diversity with peace and development?
- is it realistic to set up goals to measure progress in cultural understanding and cultural diversity?
- how to incorporate intercultural dialogue and cultural diversity in the global sustainable development agenda?

It is clear that civil society including NGOs and private sectors should be taken into account to play more active role in solving the problem. We know that the crisis in Andijon in 2005 and Osh and Jalal Abad in recent years, are not solved and they may explode more powerful than before in the future. Karabakh dispute is very complicated one, which should be come under acceptable resolution by two sides or three sides.

Once in the beginning of independence in Eurasian countries, the universities and academies of sciences had played key role, but today they have lost their previous roles. Many factors have been occurred and it was happened due to some reasons. Some other important factors and problems may be included in their weakness. They have to improve their place by showing their capabilities and scientific approach to introduce actual resolution and maximizing their potential to play significant role. It should be taken into account that the scholars and scientist still are active and the governments and politicians might have close relations with them. And one thing should be mentioned that the government and society consider national interests and concerns very carefully and national problems should solve by society not government lonely.

Towards a World without Dividing Lines

As it mentioned, Eurasian countries are multi-culture societies and in some cases the clashes and unrest occurred on the basis of relevant problems. Lack of mutual cultural relations and economic interest of some misunderstanding among ethnics groups and nations, may resulted to unrest. How it can be solved. An approach has been introduced as below:

Today, the world's cultures are more than ever required to sustain dialogue and enhance coexistence in such a way as to benefit one another; while casting away the causes of contention and disdain, on the basis of the universal values and principles that should be promoted and instilled in peoples' minds and acts as a common heritage of humanity. This dialogue's contribution to the path of human civilization is indispensable, given its role in consolidating cooperation, coexistence, peace, love, tolerance and cross-cultural bonds among peoples and nations. Dialogue among civilizations should build on the points of convergence not divergence, within the framework of fair judgment and respect for the Other, without any distortion of the image of others, or disrespect for them and their religions, beliefs, religious symbols, or transgression on their cultural and civilization specificities.

As that worrisome challenge has risen up the political agenda, the notion of 'intercultural dialogue' has emerged as a simple and clear description of the requirement of the moment. The risk is the perpetual division of society and the international community into various versions of a collectivised 'self' and 'other', defined along lines of religion, skin color, language or nationality, or some combination of these. And the solution must entail a breaking down of such stereotyped identities through genuine talking, and listening, by individuals, NGOs, governments and trans-governmental organizations.

Intercultural dialogue has a capacity to transcend dividing lines because it has the following features, which would be elaborated: it is founded upon universal norms; it offers an alternative vision of our common humanity, and it directly engages in the cultural arena in which such tensions are manifested.

Key questions

- Globalization and its impacts to intercultural relations
- New world order: Global culture and cultural diplomacy
- Multiculturalism and Trans-culturalism in the Global agenda.
- The role of International Organizations in cross-cultural relations.

**Conclusion:**

In the new world environment the development of cultural issue has flexible potential to cover a lot of issues which are important among nations and ethnics. Many of clashes and dispute among countries and nations are due to misunderstanding. The universities have a significant role to solve problems and promote the confidence building among societies. In few decade before there were not such communication facilities that we have today. Today virtual space can help scientist to plan to carry out a lot of programs for development.

In the early 1960s, McLuhan wrote that the visual, individualistic print culture would soon be brought to an end by what he called "electronic interdependence": when electronic media replace visual culture with aural/oral culture. In this new age, humankind will move from individualism and fragmentation to a collective identity, with a "tribal base. Now we are living in an era which looks likes global village. Any event which is happening in any remote corner of the world will be seen at the same time in any where. No body is alone today. The mass media is as a mean to be used for inform, gather, and unite all society to find out the key elements for living together. So with considering available situations, the universities have a scope of working to promote peace and brotherhood in Eurasian countries. Once Soviet Union tried to create Soviet Human under the ideology of Marxism Leninism, but it could not do that. Today the Eurasia society will practice to create an intelligent generation backed with knowledge and good wills to establish a modern society based on science and technology, free of enmity, misunderstanding, ignorance, darkness and poverty.

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A MULTILEVEL ANALYSIS OF THE INFLUNENCE OF DEMOGRAPHIC FACTORS ON LEADERSHIP TRAITS: A STUDY IN HIGHER EDUCATION

ABSTRACT

This study aims to explore the relationship between leadership traits and demographic variables on personnel holding leadership positions in Higher Education for the Eastern Anatolia Region of Turkey. Relationship is inspected on 283 leaders, through “The Leader Behavior Description Questionnaire” of Ohio State University, adapted for Turkish language. Age and educational background are taken as demographic variables.

The survey results propose a positive relationship between both age and educational background, and leadership traits. Increasing age and educational level results in higher level of leadership traits.

Key Words: Leader, Leadership, Leadership Trait, Education, Age, Commanding, Communication, Resource deployment, Initiation, Functional integration

INTRODUCTION

Throughout human history, the communities formed have always been led and influenced by a person. In a sociological point of view, those communities can be divided into two groups, as followers and leaders. Among those, leaders have always been the main contributors and despite such importance, leadership could only attracted attention of academicians in the last century.

However the necessities for success in professional life and for survival within fierce competition brought leadership concept forward, especially in recent years. This attention on leadership originates from people with leadership attributes who have the ability to raise organizations' efficiency at significant rates. This success of business organizations derived from the efforts of leaders constitutes an attractive base and creates various case studies to be inspected by academicians. Therefore reflections of necessities for successful leadership in practical life inspired many researchers.

Although numerous studies are exercised in the field, a consensus in the concept of leadership is not reached. This implies the reach and the richness of the subject. The number of generated studies, which mostly came from the fields of management literature and social sciences, indicates the importance placed in the concept. (Aydin, 1994)

LITERATURE REVIEW

Among many of the studies within the leadership literature, only a few skipped mentioning necessities for a successful leadership. Various theories or models presented defined leadership traits or skills with basic and sub dimensions. In order to determine the common traits pronounced in the literature, previous researches are deliberately examined to narrow down the dimensions, considering most exposed ones in the studies: Commanding, communication, resource deployment, initiation and functional integration.

Commanding

In organizations, even the most qualified and experienced employees are in need of a leader who shows the way, tells what to do next and is capable of changing the plans according to internal and external aspects. Smith mentions these as the major characteristics of commanding as one of four most important features of a leader. He further identifies the trait in relation with success: Leader's commanding feature is rated 73 % for the most essential aspect for success and 89 % for gaining more importance in the future.

Communication

The quality of the interaction of a leader with other parties is defined with his ability to communicate better. Neera et. all identify effective global leaders as "those who are not only visionary but who are used to working with a diverse population collaboratively rather than in a traditional leadership-follower dynamic" (2010). If utilized, such skill can give a direction to subordinates towards individual and collective goal attainment.

On the contrary, a leader forming only one-way communication with subordinates needs to emphasize and clearly identify follower's role, and supervise closely. But a leader who develops two-way communication, listens, gives support and encouragement, facilitates interaction, and takes the follower's ideas into consideration in the process of decision making (Boseman, 2008). With such skill, a leader can influence, empower followers and by moderately satisfying their basic needs, motivates them to work more effective.

Resource Deployment

Since individuals are not always able to make the most effective use of their skills and abilities, it is important for leaders to engage with followers and guide them through their professional and personal struggles regarding conflicting values (Neera, et. all, 2010).

After a leader has established credibility and mobilized follower motivation, Chemers indicates that outcomes of energies, knowledge, skills, and material resources must be harnessed and directed to achieve success in the group's mission (2000). Efficient resource deployment is a key skill to create the stated initial motivation.

Initiation

According to Path-Goal theory, initiation skill of a leader is crucial in an environment with high job complexity and high role ambiguity, which is common for most of the businesses today (Barrow, 1976). This skill consists of items measuring the leader's use of standard operating procedures, criticism of poor work, and emphasis on high levels of performance (Chemers, 2000). Additionally, leader initiating behaviors are positively related to subordinate's task skill level.

Functional integration

Functional integration can be best described as "the ability of getting right people together with right behaviors and right information to make better and faster decisions" (Neera, et. all, 2010). Since many tasks of today's business world requires several departments working together, this skill of a leader plays a crucial role from the early stages of group formation to the last steps towards the completion of a project.

OBJECTIVES OF THE STUDY

This study primarily aims to explore the correlation between demographic variables and five main traits of leadership (commanding, communication, resource deployment, initiation, functional integration) within the higher education sector. Variables inspected are,

1. Age
2. Educational background

RESEARCH HYPOTHESIS

Specifically the null and alternative hypotheses tested are,

H0: Educational background factor does not have impact on leadership traits.

H1: Educational background factor has impact on leadership traits.

H0: Age factor does not have impact on leadership traits.

H2: Age factor has impact on leadership traits.

RESEARCH METHODOLOGY

Population and Sample

Study universe consists of institutions operating within higher education sectors for the Eastern Anatolia Region of Turkey. Out of this universe, a sample set of 283 personnel, holding leadership positions is selected.

Leadership positions are defined as secretary general, assistant secretary general and directors of the units of the higher education institutions involved in the study.

Research Instrument

The data used in the study is gathered through questionnaires, including two sections. First part of the questionnaire provided demographic distribution of the sample set.

Second part is adapted from “The Leader Behavior Description Questionnaire (LBDQ)” of Ohio State University, by Turkish and Middle East Public Administration Institute. (Yigit, 1996) This part includes 60 statements questioning leadership traits of the sample set on five main dimensions:

- Commanding
- Communication
- Resource deployment
- Initiation
- Functional integration

Data Analysis

Following the generation of the descriptive statistics of demographic variants gathered from the first part, a factor analysis is applied on the responses for the second part of the questionnaire. The relationship between demographic variants and leadership traits dimensions is determined by a variance analysis. Within each leadership trait, multiple comparisons among different sub groups for each variable is explored through a Kruskal-Wallis test.

Reliability of the test is checked via alpha coefficient method of Cronbach. The average level of coefficient at 0.8 is at acceptable level.

RESULTS

Demographic characteristics:

The subjects were questioned on their demographic characteristics, including two main variables, namely age and educational background. The distributions of these are included in Table 1.

Table 1. Demographic distribution of the sample set

Age	Frequency	%
20–25	9	3.2
26–30	62	21.9
31–35	65	23
36–40	64	22.6
40+	83	29.3
TOTAL	283	100

Education	Frequency	%
Primary/Secondary School	5	1.8
High School	94	33.2
Associate Degree	43	15.2
Undergraduate Degree	141	49.8
TOTAL	283	100

Age and Leadership Characteristics:

Results indicate a relationship between age and three of the explored leadership traits: resource deployment, initiation and functional integration. On the other hand, for commanding and communication traits, no significant relationship is proved for the sample set.

Table 2. Kruskal-Wallis test results for age and leadership traits relationship

	Commanding	Communication	Resource deployment	Initiation	Functional Integration
Chi square	0.575	6.131	11.446	10.5	19.05
Degrees of freedom	4	4	4	4	4
Significance level	0.966	0.19	0.022	0.033	0.001

Further analysis on age sub groups for related leadership traits reveal that smallest age group (20-25) demonstrates lower levels for resource deployment, initiation, functional integration.

Table 3. Kruskal-Wallis test results classified for leadership traits across different age groups

Leadership traits	Age	Average Rank
Resource deployment	20–25	104.61
	26–30	151.62
	31–35	143.85
	36–40	147.48
	40+	122.34
Initiation	20–25	150.67
	26–30	151.17
	31–35	115.33
	36–40	158.07
	40+	142.7
Functional Integration	20–25	52.28
	26–30	131.2
	31–35	129.86
	36–40	155.14
	40+	159.17

Educational Background and Leadership Characteristics:

Educational background is statistically related to three of the explored leadership traits: communication, resource deployment and functional integration. However, results imply no relationship between educational background and commanding and initiation.

Table 4. Kruskal-Wallis test results for educational background and leadership traits relationship

	Commanding	Communication	Resource deployment	Initiation	Functional Integration
Chi square	5.127	19.428	26.996	3.273	15.709
Degrees of freedom	3	3	3	3	3
Significance level	0.163	0	0	0.351	0.001

Among different educational backgrounds, communication, resource deployment and functional integration level is lowest for primary/secondary school graduates.

Table 5. Kruskal-Wallis test results classified for leadership traits across different educational backgrounds.

Leadership traits	Age	Average Rank
Communication	Primary/Secondary School	103.5
	High School	120.02
	Associate Degree	118.14
	Undergraduate Degree	150.86
Resource deployment	Primary/Secondary School	3
	High School	118.09
	Associate Degree	116.43
	Undergraduate Degree	149.99
Functional Integration	Primary/Secondary School	103.5
	High School	127.19
	Associate Degree	105.28
	Undergraduate Degree	136.92

As a summary, empirical results suggest that:

1. For resource deployment, initiation, functional integration traits, H1 can be accepted, but for commanding and communication H1(0) has to be rejected.
2. H2 can be accepted for communication, resource deployment and functional integration, while H2(0) has to be rejected for commanding and initiation.

CONCLUSION

Study results signify a positive correlation between demographic characteristics and leadership traits. As age factor taken into account, compared to older ones, younger leaders scored lower for specified leadership traits. Assuming higher age to represent longer period spent in business life, older leaders, through acquired experience, improve skills related to leadership behavior. Earley supports the point, by stating “on-the-job” experience as key factor for learning leadership (2009). Thomas raises the same point and proposes resource deployment as one of the leadership traits that could be mastered through time at work (2008). Reflexive awareness that facilitates leading across many affiliation contexts and supports functional integration is also stated as a skill gained through practice (Yip, 2006).

Another key finding of the study is that, leaders with lower education level demonstrated lower leadership traits scores. This result implies that traits related with educational background are either attainable or improvable. In line with the research outcomes, Gamble classifies leadership as a skill to be developed at the early ages of education (2009). Supporting his point, Setzer adds that communication, in particular, can be improved via training programs (2008). Together with communication, functional integration is stated as another attainable leadership trait by Farr and Brazil (2009).

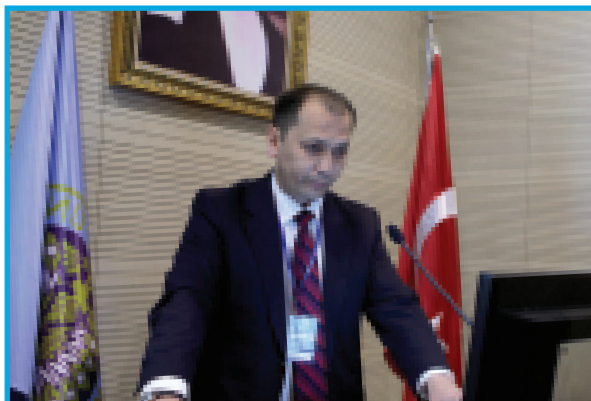
In line with literature, study results on leadership trait improvement through increasing age and education underlie the significance of passing experience to younger professionals for their faster development. The practical experience that younger leaders are lacking when facing challenges could be provided under the guidance of experienced ones. Considering leadership traits as attainable skills, given a solid educational background of youth, such guidance in the form of business trainings that create challenging situations and facilitate feedback and support, could be utilized for growing much more qualified younger leaders.

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Mr. Kairat ZHUNIS

Al-Farabi Kazakh National University, Kazakhstan



**INTERNATIONALIZATION OF
AL-FARABI KAZAKH NATIONAL
UNIVERSITY
AS A LEADING HIGHER EDUCATION
INSTITUTION OF THE REPUBLIC OF
KAZAKHSTAN**

Dear Colleagues and Friends!

It gives me great pleasure to come again and join all of you at this Conference. And there is no better place than Erzurum to host such an important gathering, where Winter Universiada 2011 took place simultaneously with Asian Olympic Winter games in Almaty and Astana cities of Kazakhstan. It serves as evidence that we have a lot in common.

I would like to express my gratitude and thanks to the Ataturk University in the name of Rector of given highly esteemed university Professor Hikmet Kocak, who initiated this Conference so that we, the universities participating here can share our ideas and thoughts on cooperation in the sphere of higher education.

Dear Colleagues!

First let me say a few words about al-Farabi Kazakh National University.

Al-Farabi Kazakh National University is the leading institution of the system of higher education of the Republic of Kazakhstan.

Al-Farabi KazNU is the leader of the General rating of the universities of Kazakhstan, which was the first laureate in the history of the country of the Presidential award of the Republic of Kazakhstan “For achievements in the area of quality”, a laureate of the Award of the CIS for achievements in the area of quality and services .

Nowadays our University actively works on transformation from classical university to research University.

The university sees its mission not only in the transfer of existing knowledge as an educational institution, but also in the collection of new knowledge based on science achievements. Using this approach not only teachers, but most of the students, graduates and doctoral students of the University are involved in the scientific research. In fact, today KazNU is an innovation-type research university.

The most valuable assets of the University is its top-level faculty staff. Today there are 102 departments at the university, where more than 2 500 lecturers are employed, among which more than 200 PhD's and 800 science candidate, 21 honored figures of the Republic of Kazakhstan, more than 30 laureates of State and nominal awards of the RK and 40 laureates of young scientists' awards, 45 fellows of government scholarships.

During the 77 years of its history KazNU has always stayed the most prestigious university of Kazakhstan; the overwhelming majority of the scientific, political, cultural and economic elite of the country has graduated from KazNU. The university strives to maintain this “brand” today as well.

Our country's system of higher education has been transforming in accordance with main principles of the Bologna Process, and Kazakhstani educational institutions is dealing with the same challenges which universities face in Europe, North America and elsewhere. And the need for educating interdisciplinary prepared specialists capable of acting confidently in a variety of rapidly changing complex environments is among the most important ones.

International cooperation is an integral part of Al-Farabi Kazakh National University's activity and it is an important tool in ensuring the quality of education and its conformity with international standards.

Internationalization is one of the key priorities of our university's development strategy. We have already made some major institutional-level improvements intended to make KazNU's educational programs more attractive for both local and international students. First of all, structure and content of all undergraduate and postgraduate programs were revised and recomposed taking into consideration good practice of world's top ranked universities. This enables real academic mobility of students, since core courses offered by the university are similar to those taught at any recognised educational institution, and students can easily transfer credits. Secondly, the university has begun the process of international accreditation of its educational programs. In 2008 ten undergraduate and postgraduate programs in mathematics, biology, chemistry, physics, and geography were accredited by ASIIN, a German accrediting agency. More programs are now in the process of accreditation, being reviewed by experts. Thirdly, the university increases the number of English-language programs and launches new international double degree programs. We believe that all these changes will help to attract the most capable and well-prepared students, and international ones among them.

Al-Farabi Kazakh National University today offers master level programs in nuclear physics, mathematical and computer modeling and foreign philology taught in English. Here is also a doctoral program in physics and mathematics, delivered jointly with Polithechnic University of Valencia, Spain. Many programs in engineering and natural sciences though not being entirely delivered in English include a substantial part of courses offered in English language. We have at Al-Farabi University international doctoral students, specializing in nuclear physics, mathematics, chemistry and biotechnology, and they are also being taught in English. This particular attention to natural sciences can be easily understood taking into consideration the university's internationally well-known solid traditions of high-quality scientific research and enquiry in the areas of physics, mathematics, biology, chemistry and other disciplines. A number of the university's graduates in these fields are now successfully employed in the leading foreign universities, such as Texas State University, Virginia State University, Gustave Rosi Institute, Toronto University and others. All postgraduate programs are module-based and competency-oriented, offering good opportunities for study and research activities.

Al-Farabi Kazakh National University actively cooperates with foreign universities and organizations. This work is implemented within the cooperation programs with leading foreign universities, realization of the international educational programs and projects, implementation of joint research and evaluation, organization of scientific seminars and conferences, exchange of teaching staff and the development of students mobility. KazNU supports stable relations with many foreign universities and international organizations.

The University actively invites foreign consultants and professors of leading universities of the world. From 2005 to the present time, a program 020-111 "Attracting foreign specialists in the universities of Kazakhstan to train specialists with higher professional and postgraduate education" has been successfully realized at the university. In accordance with this program the university annually accepts foreign professors and consultants from the UK, USA, Poland, Japan, France, Germany, Scotland, Spain, Sweden, India, Turkey, Israel, Russia, Finland and other countries. The number of students coming from different parts of the world is constantly increasing year by year; mainly incoming international students represent the citizens of the Commonwealth of Independent States and far abroad countries.

Here I would like to point out that one postgraduate student from Ataturk University visited KazNU in the framework of Joint Memorandum of Cooperation between our universities. I hope that the cooperation between the two universities will rise like a snowball gaining size.

I sincerely thank you for the opportunity to meet with you. I wish all participants a fruitful and enlightening experience at the Conference.

Thank you for your attention, ready to answer your questions.

Assoc.Prof. Anar HATAMOV*Head of Department Agro Politics and World Economic*

AZERBAIJAN STATE AGRARIAN UNIVERSITY, AZERBAIJAN

Education represents strategic-value and preferentially developed field of activity, laying the foundation of society and state. The educational system of the Azerbaijan Republic is based on the national ground, general human values, and has democratic character. The right for education is among the general rights of citizens.

Azerbaijan joined to the Bologna process in 2005, and it defined contours of the reforms implemented in the field of higher education. In order to implement provisions of Bologna declaration, in accordance with the appropriate action plan for 2006-2010, was approved the structure of minimum state requirements to the content and quality of bachelor degree preparation, confirmed and prepared new generation state educational standards in corresponding fields. Within standards prepared according to the international practice, the number of subjects, quantity of the auditorium hours was reduced (from 4140 hours to 3305), quantity of hours per selected subject was increased from 10 per cent to 20 per cent, as well as was given more time for student's leisure.

After Azerbaijan joined to the Bologna process has raised a need to apply a credit system in higher education. In accordance with the application of this system has been learned the experience of some foreign countries in order to create the legal-normative basis. Furthermore, was prepared and approved "Regulation on organizing the educational process through a credit system in higher education institutions," and in the preliminary stage has been decided to experiment with the application of the credit system in the number of universities. In the 2006/2007 academic year, the experiment covered 10 universities, in the 2009/2010 academic year all specialties of 27 state universities.

The basic principles of the public policy in the educational sphere of the Azerbaijan Republic are the following:
Humanity - acceptance of qualities such as national and universal values, development of a person in a free way, human rights and personal freedom, health and safety, care and respect to environment and humans, tolerance and endurance as priorities;

Democracy – upbringing of the new generation in a spirit of free thought, broadening of authority and freedom in management and organization on the social – state basis of education and the raising of the autonomy of the educational institutions;

Parity – creation of unique education space, equal education conditions, ensuring of terms and rights for all citizens;

Rationality -forming of education and scientific creative work by modern methods that have aim to be useful and are directed to last result;

Continuity, unity, constancy –a possibility of education acquirement based on existing educational standards, training programmes and plans, providing of tight mutual dialectic ties between various levels of education and its continuation for all the life of humans; Inheritance - passing of obtained knowledge and experience to the following generation and era;

Liberalization - broadening of clearness of educational sphere and educational activities;

Integration – joining, adaption and uniting of the national education with world’s educational system in the efficient form.

According to the Global Competitiveness Report, countries are divided into the following groups:

- Factor-driven and countries compete based on their factor endowments: primarily unskilled labor and natural resources
- Efficiency-driven stage of development, when they must begin to develop more efficient production processes and increase product
- Innovation-driven stage, wages will have risen by so much that they are able to sustain those higher stages and the associated standard of living only if their businesses are able to compete with new and unique products. At this stage, companies must compete by producing new and different goods using the most sophisticated production processes and through innovation.

The Azerbaijan Republic is considered one of the countries in transition from factor-driven to efficiency-driven stage. In terms of higher education and training pillar of competitiveness, country ranked 77th out of 139 countries with 4 score.

What is the role of quality higher education and training in an innovation-driven economy and global competitiveness? Quality of higher education and training is crucial for economies that want to move up the value chain beyond simple production processes and products. In particular, today’s globalizing economy requires countries to nurture pools of well-educated workers who are able to adapt rapidly to their changing environment and the evolving needs of the production system.

One of the priorities of Azerbaijan economic policy is to development of innovation-driven agricultural economy and remove dependence of economy on oil and assure expansion of economic development to rural areas. Besides, agricultural sector is the main source of food security, which is an important part of economic security of any country. Food security exists when all people, at all times, have physical, social and economic access to sufficient, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life.

According to the World Food Summit Declaration which was adopted in Rome, 16-18 November 2009, to feed a world population expected to surpass 9 billion in 2050, it is estimated that agricultural output will have to increase by 70 percent between now and then. Concomitantly, measures have to be taken to ensure access – physical, social and economic – by all people to sufficient, safe and nutritious food with particular attention to full access by women and children. Food should not be used as an instrument for political and economic pressure.

Oil sector plays an important role in Azerbaijan economy and to convert oil income into the human capital is a strategic goal on effective use oil income in the country. Currently non-oil economies are looking for development non-oil energy sources such as wind, solar, biomass, hydro etc. to provide national energy security.

It is estimated that world supply of primary energy will change in coming decades. In 2007-2030 annual growth of hydro energy supply will be 2,3%, biomass 3,4%, other renewables 7,4% and oil 0,8%. With regards to biofuels, which represents the fastest growth component in biomass use between 2007 and 2030, it has become increasingly clear that biofuels have their limitations. The large-scale expansion of first-generation biofuels — those that are produced from grains, sugar, seeds and other food crops — are now widely seen as having been a contributing factor to rising food prices.

Unlike energy sources, there is no alternative of food. From this point of view developing innovation-driven agricultural economy requires modern agricultural educations system.

Azerbaijan State Agricultural University (ASAU) strives to prepare globally competitive specialists for the agrarian labor market, to be a research intensive and student centered university. The University brings innovative ideas and international perspective to the knowledge and technology transfer to students in agrarian education and science in Azerbaijan. The University takes equal opportunity, cultural diversity, scientific independence, interdisciplinary approach, respect for individual conceptions, and social responsibility as the basis in serving our society and the rest of the world.

The main aim of ASAU has been and is to prepare specialized experts for the agrarian sector of Azerbaijan's economy. But the integration into Europe and the necessity to apply modern and innovative technologies put more responsibilities on our university.

In order to carry out these duties a number of measures have been taken. These arrangements in ASAU meet the conceptual demands laid out by declaration of the Bologna Convention, modernize education, increase its quality, improve material and technical basis, ensure efficient use of the world information resources, and extend the role of the interactive education.

In 2010 ASAU was awarded with the gold medal by Europe Academician Council of Rectors as a reformer University. University held several international conferences for promotion the review and exchange of new ideas and innovative technologies in agrarian science for improving the social and economical status of agriculture past years. On May 21-22, 2010 The International conference on "Adoption of innovative technologies and forms of international collaboration in agrarian education" was held at the University. The purposes of the conference were:

- To invite well-known scientists in the agrarian sector to the conference and learn about technological innovations for the purpose of actualizing the mission, and to define the level of their adoption in the education system;
- To analyze the problems of the agrarian sector in the Republic and suggest solutions, taking advantage of the existing scientific resources of the University;
- To ensure the use in the teaching process of the points discussed;
- To use scientific innovations of foreign scholars for the development of science in the University.

As a result of conference the following education model or chain has been accepted.



Agricultural education model of ASAU

Research at Azerbaijan State Agricultural University is designed to contribute the realization of the increase of agricultural products within the social and economical development program. Research conforms to the priority trends of industrial development in the regions. To work out the schedule according to the requirements of farm entrepreneurship, to improve application and distribution system of research outcomes, to increase the material and technical basis of science and personnel potential are the major goals of the University scientific activity. Currently 26 doctors of science and 250 candidates of sciences are conducting researches on 6 problems, and 12 topics:

- Increasing soil fertility, its protection and reclamation
- Agricultural plant cultivation, production, processing and storage
- New technology in animal breeding
- Working out the advanced technology and electro-mechanical techniques that provide ecologically sound products in plant growing and animal husbandry
- Problems in entrepreneurship development in the agrarian sector and management.

In 2010 ASAU opened a new major “Global Economy”. This is a four year bachelor level program, which was designed for students who satisfy stringent entrance requirements, a general management program, introducing a variety of subjects, with all courses taught in English. It prepares graduates for master’s study abroad and employment in a variety of fields.

Number of graduated students has been accepted traditional indicator of quality of higher education. The new approach of quality also should be percentage of employed students after graduation. One of challenges in this field is the structure of farming system in Azerbaijan. Existing farming system of the country mostly consists of small and self-sufficient households. This type of farming mainly does not require well educated agricultural specialists. From this point of view gap between agricultural education system and labor market is observed. So, solving cooperation problem in agricultural sector is the goal of government agricultural policy.

Taking into the consideration of above mentioned issues ASAU has developed the following strategic goals to support innovation-driven economy in the country:

- To work towards international accreditation
- To collaborate with farmers and business people for mutual benefit
- To bring modern educational methods, research, and practical experience to teaching
- To create the opportunity for interdisciplinary education
- To provide students opportunities for personal development and respect for different cultures and democratic values.
- To develop a firm financial and technical basis for modern education and research at this university

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CONCLUSION REMARKS



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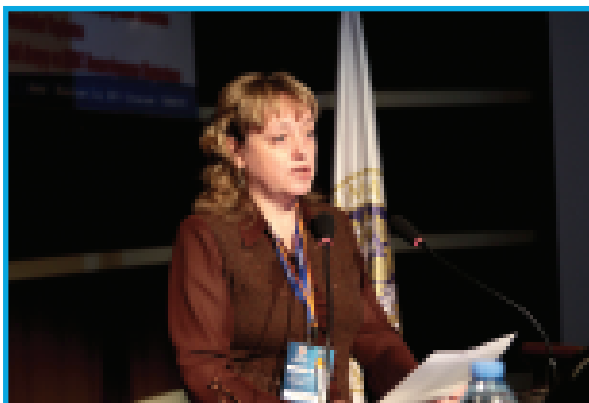
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Joint Declaration of the Second Eurasian Silk Road Universities Convention Convened in Erzurum on June 3-6, 2011.

Prof.Dr. Vladyslava DEMETSKA
Kherson State University, Ukraine

We, the 141 participants from 24 countries of 93 Universities, assembled at Atatürk University in Erzurum for the Second Eurasian Silk Road Universities Convention from 3 to 6 June, 2011. The first had participants from 18 countries of 59 Universities, totally 221 participants from 28 countries of 115 Universities.

The Conference mainly focused on the following key themes

- Institutional Autonomy and Academic Freedom
- The role of Higher Education in the international and social relations
- Challenges in Higher Education
- International cooperation
- Globalization in Higher Education and Role of Eurasian Universities
- The importance of reforms in Higher Education
- Governance in Higher Education Institutions.
- Model of Modern University.

Participants analyzed and discussed the trends and new perspectives that have arisen as a result of social, economic, political and cultural changes and the impact of these trends on higher education.

The main focuses were university cooperation, scientific and cultural bridges in higher education. Additional goals were to increase the internationalization of Higher Education institutions and to formulate ESRUC Consortium.

Consortium

As a result of two successful ESRUC conventions initiated by Atatürk University, we had the pleasure of declaring the establishment of the ESRUC consortium here at Atatürk University, Erzurum/Turkey. The attended institutions of the first and second ESRUC are the founding institutions of ESRUC Consortium.

ESRUC Consortium Headquarters and Secretariat are located at Atatürk University, Erzurum/Turkey. The President of ESRUC Consortium is Professor Dr. Hikmet KOCAK and the secretary general is Professor Dr. Sebahattin TÜZEMEN. The executive board consists of the president, the secretary general and 7 other representatives of founding institutions.

Therefore, the Executive Board of the Consortium is as follows:

Prof.Dr. Hikmet KOCAK, President of Atatürk University, ESRUC Consortium, Erzurum, Türkiye

Prof.Dr. Mumtaz AHMAD, International Islamic University, Pakistan

Prof.Dr. Alessandro MARTIN, University of Padua, Italy

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Prof.Dr. Zurab VADACHKORIA, Tbilisi State Medical University, Georgia

Prof.Dr. Sebahattin TÜZEMEN, Atatürk University, Turkey

Secretary General of the Consortium

Taking into account the recommendations, ESRUC Consortium commits itself to promote the transformation of higher education institutions and to define the role of universities accordingly.

Also believing that international co-operation and exchange are major avenues for advancing higher education throughout the world.

Providing the First ESRUC conclusions are also valid, ESRUC Consortium intends to;

- establish the links between higher education,
- facilitate innovative educational approaches by way of critical thinking and creativity,
- strengthen co-operation with the world of studies and analyze societal needs.
- share knowledge across borders and continents
- achieve the mentioned goals by recasting the curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines.

Criteria

To be eligible for ESRUC Membership, you must be:

- Higher Education Institution,
 - observing the ethics norms of the ESRUC Consortium,
- on the Silk Road which is a network of routes across the Eurasian continent, connected East, South, and Western Asia with the Mediterranean world, as well as North, East and North-Africa and Europe,
- The membership is realized on a voluntary basis and institutionally.

Membership

The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage a global understanding .

The practice of faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

Membership amongst teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education is a powerful force in managing change. Membership based on common interest and mutual respect and credibility, should be a prime matrix for the renewal of Higher Education.

Academic networks

It is through network-building that the region's institutions of higher education can unite and share the scientific and cultural potential they possess for analyzing and proposing solutions for strategic problems.

We, the members of the Eurasian Silk Road Universities Convention Consortium , adopt this Declaration and hereby undertake to attain these objectives – within the framework of our institutional competencies and taking full respect of the diversity of cultures, languages, national education systems and of University autonomy.

We pledge to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles of higher education.

We decide to meet annually in a member institution in order to assess the progress achieved and the new steps to be taken. The first annual meeting after the establishment of the Consortium, i.e the 3rd ESRUC should be conducted by Atatürk University to strengthen the institutionalization.



The community of Ataturk University was honored to be the host of the 1st and 2nd Eurasian Silk Road Universities Conventions (ESRUC), which brought together international and national universities within the ESRUC Consortium.

We look forward to sharing this experience once again and warmly forward you an invitation to the 3rd Eurasian Silk Road Universities Convention due to take place at Ataturk University, Erzurum, Turkey, in 2012.

*Prof. Dr. Hikmet KOCAK
President of Ataturk University and ESRUC Consortium*



PHOTO ALBUM



*Prof. Dr. Recep AKDAĞ, Minister of Health
(Opening Speech)*



*Prof. Dr. Yusuf Ziya ÖZCAN, President
The Council of Higher Education (Opening Speech)*



*Prof. Dr. Hikmet KOÇAK, President of Atatürk University
(Welcome Address)*



Plenary Session



June 3, 2011 Plenary Session



June 3, 2011 Plenary Session



June 3, 2011 Plenary Session



June 3, 2011 Plenary Session



June 3, 2011 Plenary Session



June 3, 2011 Plenary Session



A View from Thematic Garden 2011



June 3, 2011 An Evening Meal



June 4, 2011 First Plenary Session



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Commemorative Plaque Presentation



June 4, 2011 Second Plenary Session



Commemorative Plaque Presentation



Commemorative Plaque Presentation



A Lunch Break



June 4, 2011 Third Plenary Session



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Commemorative Plaque Presentation



June 4, 2011 Fourth Plenary Session



Commemorative Plaque Presentation



Commemorative Plaque Presentation



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June 5, 2011 Parallel Session I (Hall 1)



Commemorative Plaque Presentation



Commemorative Plaque Presentation



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June 5, 2011 Parallel Session II (Hall 1)



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June 5, 2011 Parallel Session I (Hall 2)



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June 5, 2011 Parallel Session II (Hall 2)



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Commemorative Plaque Presentation



Dinner at Jumping Tower



Commemorative Plaque Presentation



Commemorative Plaque Presentation



Presentation of Souvenirs



Presentation of Souvenirs



Presentation of Souvenirs



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Presentation of Souvenirs



Memorandum of Understanding Signing Ceremony



Memorandum of Understanding Signing Ceremony



Memorandum of Understanding Signing Ceremony



Memorandum of Understanding Signing Ceremony



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Memorandum of Understanding Signing Ceremony



Memorandum of Understanding Signing Ceremony



Memorandum of Understanding Signing Ceremony



Visit to Mount Palandöken



Visit to Atatürk University Faculty of Fisheries



Turkish Mountaineering Federation Climbing Competitions



A View from Atatürk University Climbing Tower



Turkish Curling Championship



June 6, 2011 Visit to the European Youth Olympic Festival Facilities
(Black Sea Coast - Trabzon)



*June 6, 2011 Visit to the European Youth Olympic Festival Facilities
(Black Sea Coast - Trabzon)*



June 6, 2011 Visit to the European Youth Olympic Festival Facilities
(Black Sea Coast - Trabzon)



Excursion (Black Sea Coast-Trabzon)



Excursion (Black Sea Coast-Trabzon)

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