Dear participants of the meeting, Dear guests,

On behalf of the Black Sea Universities Network (BSUN) let me address to you the words of greetings and best wishes for a successful work!

BSUN, uniting more than 100 universities from 11 countries of the Black Sea Region, participates directly in the initiatives and practical matters of the Parliamentary Assembly of the Black Sea Economic Cooperation.

Extremely high estimating historical mission of the PABSEC in the Region development, BSUN strives for integration, as deeply as possible, in all activity directions, which are initiated by the PABSEC. We intend to deepen our cooperation in future.

On this way we shall extend, by all accessible methods of BSUN, economical, cultural and scientific - educational relations in the Region, to intensify the universities’ role in forming the sustainable development policy and in the practical realization of this policy.

During presiding of Ukraine at the Organization of the Black Sea Economic Cooperation in Kyiv, on the basis of the National Technical University of Ukraine "Kyiv Polytechnic Institute " on April 2-5, 2008 under the aegis of the UNESCO – CEPES, "Forum of Higher Education" – the Congress of the Black Sea Universities Network was held, which has given a great possibility not only to elaborate strategy of the BSUN activity for the proximate years, but also to form the BSUN projects and programs in the field of energy security, development of knowledge society, introducing technologies of the future, supporting of the youth initiatives, elaborating the sustainable development methodology in the countries of the region.

The sustainable development problems were the major issue at the Forum of Higher Education, and as a result the "Kyiv Declaration of the University Rectors for Sustainable Development of the Black Sea region" was adopted.

Its key statements, according to principles of the UN Decade of education for sustainable development (2004-2015), are dedicated to providing sustainable development through education in order to:

- to transmit knowledge, values and skills necessary for providing the sustainable development in the region, especially to youth, which will build the future;
- the education in the sustainable development interests will be included in the contents of the educational curricula of all degrees and kinds of education, based on scientific knowledge;
- the models and ways of development will take into account cultural and biological variety, interests of the future generations and the planet state, promoting strengthening the food security for all and promoting the balanced models of consumption;
- the voice of the ordinary citizens will be heard and respect for cultural heritage will be provided.

On the basis of the fact, that the sustainable development concept should be based on the obligatory concordance of the economical, ecological and social, human dimension in such way, that the quality and safety of the people’s life will not deteriorate, the environment state will not depredate from generation to generation and the social progress will take place, which recognizes necessities of each person, including education.

Ukraine proposed a new method of quantitative estimation of this difficult process using the approaches of system analysis by interpretation about 300 global indexes and indicators of the development processes, afforded by the authoritative international organizations, and also approaches to the system concordance and balancing of these three ones, particularly, three components with the priority of the third - human dimension, were formulated.

It seems that we should deepem the study of the subject – what is "the sustainable development", improve the metrical mechanism of its monitoring for factually grounded scientific and technical policy of the Black Sea region states on the whole.

The Commonwealth of the universities of the Black Sea region will strive for making their worthy contribution to reaching these noble purposes!

The BSUN president for 2008-2010,  
The rector of the National Technical University of Ukraine  
“Kyiv Polytechnic Institute”  
Professor Dr. Mickailo Zgurovsky,  
BSUN president

November 23, 2009.
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Black Sea Universities Network
2010 CONGRESS
Moscow, Russia, April 23 - 24, 2010

Education, Research & Innovation

organized as part of the:

Forum of Higher Education “Universities and Community. Universities’ Cooperation and Development in XXI Century”

Background: In 2010 the European Higher Education Area is intended to be in place and operational, marking the implementation of a major reform encompassing 46 countries based on the voluntary decision of each country and its higher education community. The Black Sea Region as part of the process includes a significant number of universities having common dependencies and concerns. The Black Sea Universities Network is the cooperation framework for Academic institutions from the Black Sea Region, encouraging the inter-university cooperation and generation of synergies. Since 1998 BSUN is organizing different events in order to facilitate the debates, exchange of good practices and initiation of joint projects. Every two years is organized the BSUN Congress which is intended to be a major event, having a large participation and visibility at regional and European level.

Aim: The BSUN Congress organized jointly with the 9th Conference of Rectors from the Black Sea Region is the major event that gathers rectors, senior university managers and decision-makers from the fields of higher education, scientific research and technology transfer, academics, etc., interested in active involvement of universities in the sustainable development of the Black Sea Region.

Congress Topics:

- University management
- Curricula development and implementation of Bachelor, Master and PhD study programs
- Quality Management
- Teaching and learning technologies
- Development of human resources within universities
- University finance
- Management of R&D projects
- University Marketing
- Inter-university and international relations
- Innovative schemes of students’ involvement in the teaching process
- Teaching & Research facility management
- Partnership with social, business and industrial communities
- Lifelong learning
- E-learning
- European Framework of Qualifications

Tentative Program

April 22nd, 2010

Arrival of participants
Registration

19:00 BSUN Executive Board Meeting (MISIS Premises)
Welcome Cocktail

April 23rd, 2010

Forum of Higher Education “Universities and Community. Universities’ Cooperation and Development in XXI Century”

“M. V. Lomonosov” Moscow State University


10:00 Coffee Break
10:30 – 12:00 Plenary Session
12:00 – 13:30 Lunch

12:00 – 13:30 Lunch

13:30-16:00 Plenary Session: Knowledge Triangle

16:00-16:30 Coffee Break
16:30-18:30 9th Conference of Rectors from the Black Sea Region
18:30 Closing of the BSUN Congress
19:00 Banquet

April 24th, 2010

BSUN 2010 Congress

National University of Science & Technology “MISIS”

9:00 Opening Ceremony of the BSUN 2010 Congress

April 25th, 2010

Satellite Events

Social Programme

Departure of the participants
Between 11-14 June, Prof. Mychailo Zgurovsky, Rector of National Technical University of Ukraine “KPI”, Kiev and President of the Black Sea Universities Network, had an official visit in Romania, to participate at the 33rd Plenary Session of the Parliamentary Assembly of the Black Sea Economic Cooperation, which took place in Bucharest.

In the program of the Assembly, Prof. Zgurovsky made a presentation in which he underlined the achievements and the efforts made by the universities from the Black Sea Region in promoting the exchange of scientific and cultural values and the concrete measures through which the universities are involved in finding solutions to the problems related to the consequences of the economical crisis at regional level. Also Prof. Zgurovsky underlined the Romanian contribution to the cooperation in the academic field as being an exemplary approach to be followed by the other countries of the region.

During his visit Prof. Zgurovsky had meetings with the representatives of the Romanian Ministry of Education, Research and Innovation and Romanian Presidential Administration.

At the Romanian Ministry of Education, Research and Innovation, Prof. Zgurovsky meets with Prof. Ion Ciuca. During the meeting Prof. Zgurovsky underlined the importance of the Romanian involvement in the BSUN activities. There were also presented the priority areas for cooperation of the universities member of the Black Sea Universities Network.

Regarding the main financing directions for research it was presented the possibilities for the BSUN member universities to participate together with universities from Romania to joint projects financed by the Ministry such as exchange of professors, researchers and others.

Prof. Mamut made a presentation of the contribution of Prof. Zgurovsky as a member of the BSUN Presidential Troika and after that as BSUN President - the initiation of the ERA.NET Project, the Declaration of Rectors from the Black Sea Region on Sustainable Development, the involvement of the Russian universities in the BSUN activities.

Also Prof. Mamut presented to the Romanian Ministry representatives the EIT initiative and he requested the support of the Ministry in order for Romania to take part at such an initiative.

During the meeting there were exemplified obstacles encountered in the BSUN activities such as visa and mobility programs problems and the financial problem. Prof. Ciuca suggested the possibility that the member universities of the Network

At the Presidential Administration the BSUN representatives had a meeting with the Presidential Advisor, Mr. Iulian Fota.

At the meeting it was discussed the importance of the Black Sea for Romania and for the other countries of the region and the importance of BSUN and its activities.

Also it was brought into discussion the possibility to initiate a master degree study program on energy security and the possibility to realize a Regional Network for managing disasters.
EXECUTIVE BOARD SESSION
ON THE OCCASION OF THE 90TH ANNIVERSARY OF THE
BAKU STATE UNIVERSITY

Baku, November 1st, 2009

Agenda

1. BSU contributions to the development of Academic cooperation in the Black Sea Region
2. Information on the BSUN activities since February 2009
3. Cooperation with other international organizations: BSEC, PABSEC, OECD
4. The initiation of the cooperation with the “Eurasian” Association of Universities and Caspian Sea Universities Association;
5. The organization of the BSUN 2010 Congress;
6. Administrative issues:
   a. Situation of the membership fee collection
   b. Proposed activities for the next period
   c. Nomination Committee for the BSUN Future President 2012 – 2014;
   d. Applications for new members
      i. Dnipropetrovsk University of Economics and Law – Ukraine
      ii. Poltava National Technical University after Yuri Kondratyuk – Ukraine
      iii. National Technical University “Kharkiv Polytechnic Institute” – Ukraine
      iv. State Educational Institution of Higher Professional Education Astrakhan State University – Russia
      v. Caucasus University - Azerbaijan
7. Decision on the place and date for the next EB Session

List of Participants

Albania: Prof. Jorgaq Kaçani, Rector, Tirana Technical University

Azerbaijan: Acad. Abel Maharramov, Rector, Baku State University

Georgia: Prof. Giorgi Khubua, Rector, Tblisi State

Romania: Prof. Vasile Sarbu, Vice-Rector, “Ovidius” University of Constantza
Prof. Adrian Bavaru, Honorary Rector, “Ovidius” University of Constantza

Russia: Prof. Dimitry Livanov, Rector, Federal University of Science & Technology

Turkey: Prof. Muhammed Sahin, Rector, Istanbul Technical University
Prof. Cigdem Ercelebi, Vice-Rector, Middle East Technical University
Prof. Ahmet Gokcen, Vice-Rector, Istanbul University
Prof. Yasemin Oguz, Vice-Rector, Ankara University

Ukraine: Prof. S. B. Belikov, Rector, Zaporojnia National Technical University.
On November 1st, 2009, it was organized the BSUN Executive Board Meeting with the occasion of the celebration of the 90th Anniversary of Baku State University.

The participants from the Executive Board have been the followings:

- Prof. Prof. Dimitry Livanov, Rector, Moscow Institute of Steel and Alloys
- Mrs. Olga Morosova, Moscow Institute of Steel and Alloys
- Prof. Jorgaq Kacani, Rector, Polytechnic University of Tirana;
- Prof. Frederik Premti, Polytechnic University of Tirana;
- Prof. Giorgi Khubua, Rector, Tbilisi State University;
- Acad. Abel Maharramov, Rector, Baku State University;
- Prof. Vasile Sarbu, Vice-rector, “Ovidius” University of Constanta;
- Prof. Muhamed Sahin, Rector, Istanbul Technical University;
- Prof. Sergey Byelikov, Rector, Zaporojnia National State University;
- Mr. Andrii Smoliarov, Zaporojnia National State University;

The BSUN International Permanent Secretariat has been represented by:

- Prof. Eden Mamut, BSUN IPS Director.

The Executive Board debated during the meeting in Baku the problems related to the activities of the Network, the cooperation with the international institutions (BSEC, PABSEC and OECD) and a number of administrative issues related to the membership tax payments, the establishment of the members of the Nominalization Committee for the election of the future president of BSUN for the mandate 2012-2014, and also the new applications of the universities that whant to become a member of BSUN. The Agenda of the Executive Board Session is presented in the Appendix.

Following the discussions, the Executive Board members approved the initiation of cooperation with the “Eurasian” Universities Association and Caspian Sea Universities Network and the terms of the Declaration. Also it has been approved the organization of an Academic Forum jointly with the Congress of the Black Sea Universities Network, in 2010, in Moscow, in collaboration with the two associations.

During the Meeting there were also approved the proposals for the activities that will be developed by BSUN in cooperation with BSEC, PABSEC and OECD. It was established that the International Secretariat should study the possibilities for BSUN to become a member of the OECD program dedicated to the management of higher education.

Regarding the membership tax collection for 2009 it has been agreed to involve the national secretariats in collecting the membership taxes from every country.

It was agreed that in 2010 it should be created the premises for the membership taxes to be collected by the national secretariats from each country and, in accordance with the statute of BSUN, 50% of the amounts collected should be allocated to the activities developed in each country.

Following the request that came from several universities it was agreed to be organized a Workshop dedicated to the establishment of a Consortium on problems related to the energy security and renewable energy sources and the extension of the experience in this field to the other priority fields of the Network.

During the Meeting it was agreed to establish a Nominalization Committee for the candidates selection for the future presidency of the Network in the mandate 2012-2014, as members of the Committee there were proposed and approved the following personalities:

- Prof. Muhamed Sahin, Rector of Istanbul Technical University
- Prof. Oved Farhi, Rector of Technical University of Varna
- Prof. S. B. Belikov, Rector of Zaporojnia National Technical University.

The Committee shall analyze the possible nominations and, although is not stated in the Statute, shall be taken into consideration the principle of
rotation in order to encourage the candidacy of the rectors of the universities from the countries that did not held the BSUN presidency – Armenia, Albania, Azerbaijan, Georgia and Greece, but also any other option according with the Statute shall be taken into account.

The nominations shall be decided by the members of the Nominalization Committee at least one month before the BSUN Congress.

The Executive Board members analyzed the performances, legal statute and the proposals for the future cooperation projects of the universities that applied for BSUN membership. After debates there were accepted as members of the Network the following universities:

- Dnipopetrovsk University of Economics and Law – Ukraine
- Poltava National Technical University after Yuri Kondratyuk – Ukraine
- State Educational Institution of Higher Professional Education Astrakhan State University – Russia
- Qafqaz University – Azerbaijan
- National Technical University “Kharkiv Polytechnic Institute”

The final fate of the BSUN Congress shall be established by Prof. Livanov, the Rector of Moscow Institute of Steel and Alloys and by Prof. Sadovnichy, the Rector of “Lomonosov” State University. There were proposed two periods: April 2010 and September 2010.
THE BAKU DECLARATION
on the cooperation between
EUARASIAN UNIVERSITIES ASSOCIATION,
BLACK SEA UNIVERSITIES NETWORK and ASSOCIATION OF UNIVERSITIES OF
THE CASPIAN REGION

Eurasian Association of Universities, represented by Acad. Victor Sadovnichy, Black Sea Universities Network, represented by Acad. Michailo Zgurovski, and Association of Universities of the Caspian Region, represented by Prof. German Borlikov, gathered in Baku, having discussed the issues of mutual cooperation, underlined the necessity of more active participation of the universities in the development of society based on knowledge and innovation, strengthening of international integration of universities, harmonizing the mutual efforts on perspective fields of science, activation of students mobility and raising the role of universities in humanitarian collaboration.

The forms of cooperation between the signatory organizations will be developed on basis of equal and mutual benefit facilitating the involvement of the interested member-universities on project basis.

Within this aim signatory parties have agreed on the following principles:

1. Initiation of actions for raising the role, quality and prestige of higher education in society within the framework of the Charters of each signatory party.

2. Facilitation of the establishment of regular contacts between the signatory parties and the member universities in the field of education, fundamental and applied research, university management and other activities, based on mutual interest.

3. Development of a system of regular exchange of experience and good practices within the framework of this declaration.

4. Exchange of information of mutual interest on the organization of conferences, workshops, meetings and other events related to science, education and culture.

5. Implementation of various joint project based on separate agreements.

6. Promotion of mobility of students and professors among the member universities.

7. Cooperation of the organization of joint events like fora on higher education
OUTCOMES OF THE VISIT OF Prof. Eden MAMUT, BSUN IPS Director, to Baku, Azerbaijan

October 20th – November 4th, 2009

Between October 20th – November 4th, 2009, Prof. Eden Mamut, BSUN IPS Director, had a work visit in Baku, Azerbaijan Republic.

On 21st of October Prof. Mamut participated at the works of the BSEC Committee Meeting of Senior Officials, where he was invited to make a presentation of the Black Sea Universities Network activities, in order to evaluate the possibilities for cooperation between the two organizations, by conferring the statute of Sectorial Dialogue Partner to BSUN. Following the debates it was decided to continue the consultations at national level between the Foreign Affairs Ministers and the resort organizations from the field of higher education and based on this consultations to take a decision at the next Meeting of the Senior Officials.

On October 22nd in the program of the visit it was included a meeting at the Ministry of Industry and Energy with Mr. Gulamamd Javadov, Deputy Minister, and Mr. Mehdi Seyidov, Head of the Department for Renewable Energy Sources and Environment. With this occasion there were discussed the initiatives related to the files of renewable energy sources, the establishment of the Agency for Renewable Energy Sources and the possibilities for involving the Network in concrete projects developed in Azerbaijan.

On October 23rd Prof. Mamut visited Baku State University, were, together with Acad. Abel Maharramov, the Rector of the university, there were established the priorities of the universities from Azerbaijan, members of the Black Sea Universities Network. In this sense it was agreed on the evaluation of the possibilities to initiate a project in the field of Renewable Energy Sources and aspects related to climate changes, development of projects within the Centre of Nanosciences and Nanotechnologies, established in 2004, under the aegis of BSUN, at Baku State University, restructuring of the activities within „Bekir Ciohonzade“ Centre for Research in the field of Turkology and the evaluation of the possibilities for cooperation in the field of intercultural exchanges and social sciences.

Also in the same day Prof. Mamut visited the University of Constructions and Architecture. At the meeting with Mrs. Rector, Prof. Gülçöhre Memmedov, there were discussed the possibilities for cooperation in the field of preserving the energy in the area of constructions and the development of the concept of buildings with low energy consumption.

On October 26th it was visited the Azerbaijan State Oil Academy, were there were organized two meetings: one with Acad. Syiavush Garayev, the Rector of the Academy and a Seminar organized with the members of the Faculty of Energetic. At the meeting with Acad. Garayev there were evaluated the activities related to the involvement of this institution in the projects of the Network and it was proposed the initiation of a consortium of universities specialized on problems of oil and energy resources, which will allow the development of activities for cooperation in this field. In this sense the initiation will be made by the institution from Azerbaijan in quality of coordinator, which will invite institutions with similar profile from the other countries from the Network.

At the seminar organized by the Faculty of Energetic, Prof. Mamut held a presentation “Multi criterial and multi scalar methods for analyze the conversion of energy processes from the production until the final utilization”. The Seminar was followed by a debate related to the possibilities for cooperation in the field of energy between the Azerbaijan State Oil Academy and the universities with similar profile from the Network, on the subject related to the conversion and preservation of energy.

On October 27th Prof. Mamut visited Sumgayit Thermoelectric Power Station, considered as being one of the most modern power stations with a combined cycle, from Azerbaijan.

In the second part of the day it was visited the Azerbaijan Technical University and on that occasion there were discussed and identified together with Prof. Havar Mamedov, the Rector of the university, the followings concrete projects:
- Realizing a kernel of experts and a specialized laboratory in growth of energetic
efficiency and reduction of the ecologic impact in industry;
- Organizing a laboratory for training of students in the field of car building technology;
- The initiation of a research project in the field of traffic optimization in the urban areas from the Black Sea Region;
- Development of a research and training laboratory in the field of wind energy.

For each of these projects there were identified collectives from Azerbaijan Technical University, which in cooperation with International Permanent Secretariat, will work for preparing the project proposals.

On October 28th were organized several work meeting with the team from the Faculty of Philology, Department of Turkology, in order to evaluate the activities of „Bekir Ciobanzade” Centre. This Centre was established in 2006, under the egis of BSUN, dedicated to the savant Bekir Sidki Ciobanzade, founder of the School of Turkology from Baku State University and at the same time a personality with outstanding contributions in the field of turkology, in the period between 1920-1930. Following the analysis of the research activities developed within the Centre, of the publications and conferences organized, it was agreed on the way in which, inside the Centre to be undertaken international cooperation activities, inviting PhD’s and researchers from other universities from the Network. The new director of the Centre was named Prof. Elmus A. Ibrahimov, the coordination of scientific activities of the Centre following to be provided by Prof. Adil Babayev.

On October 29th Prof. Mamut participated to the festivities organized by the Academy of Sciences from Azerbaijan, with the occasion of launching the GRID Computing Centre from the Academy, which is going to become the national node for activities in this field. With this occasion Prof. Mamut had meetings with the members of the Academy and with representatives of the Ministry of Communications, related with the possibilities for initiation of projects in the field of High Performance Computing, within BSUN.

Acad. Arif Hashimov, first-vice-president of the Academy, underlined the interest of this institution for cooperation with BSUN in regional and international projects.

In the second part of the day, Prof. Mamut visited the International Academy of EcoEnergy. At the discussions had with President Fegan Aliyev there were identified a number of concrete projects of cooperation in the field of solar and wind energy, and the study programs which can be developed together with the universities members of BSUN.

On October 30th Prof. Mamut participated at the opening ceremony of the International Conference dedicated to the 90th Anniversary of Baku State University. In his speech, addressed to the participants there were underlined the exceptional contributions of this university to the development of the Network, and also the regional cooperation initiatives of this university.

On October 31st it was organized a special session of the Conference, dedicated to the activities of cooperation under the aegis of BSUN. At the session participated rectors and vice-rectors of member universities from Azerbaijan, representatives of the Academy of Sciences and of the ministries. At this session Prof. Mamut held a presentation “Opportunities for cooperation in the field of energy security and renewable energy sources”. The Conference was followed by debates with the presentation of the points of view on behalf of the Academy of Sciences, of the universities from Azerbaijan and of the individual participants. Based on these debates it was identified the necessity for realizing a national platform that shall integrate the Academy of Sciences, the universities and the companies, in order to develop the approach of the programs of cooperation on the academic, scientific and industrial line, in the field of and capture of CO2, and also in the field of renewable energy sources.

On the 1st of November was organized the meeting of the members of three organizations of interuniversitary cooperation: Black Sea Universities Network, “Eurasia” Universities Association and Association of Universities of the Caspian Sea Region. On this occasion it was signed the Baku Declaration of cooperation between the three organizations, having the aim to initiate the activities for the active involvement of the universities in the sustainable development of the countries from the Extended Black Sea Region. Concretely, it was agreed on the organization in 2010 of a regional academic forum by the three organizations, in Moscow, with a wide participation of the members of the academic community, in order to redefine the role of the universities in the context of the new challenges related to the situation at regional and global level.

On November 1st was also organized the BSUN Executive Board Meeting.
On November 2nd it was organized the anniversary ceremony for the 90th year of activity of Baku State University, opened by the president of the Republic of Azerbaijan, Mr. Ilhan Alyiev. There were presented speeches by the representatives of different organizations who took part at the Ceremony. On behalf of the Black Sea Universities Network the speech was held by Prof. Muhammed Sahin, Rector of Istanbul Technical University. The Ceremony occasioned the remembrance of the outstanding contributions of the university to the development of the Republic of Azerbaijan and to the regional and international cooperation.

On November 3rd took place several meetings with the staff from Baku State University for defining the proposals for cooperative projects. In this way in the field of nanosciences and nanotechnologies there were established the followings project proposals:
- Development of studies and researches in the field of realizing ferrite structures of nanoparticles on which could be deposited organic molecules for medical applications
- Study of the local methods for treating the tissue of the Cancerous cells;
- Methods of synthesis and thermo-magneto-fluidic characterization of the nanofluids with colloidal suspensions of ferrite particles;
- Development of technologies using nanostructurate particles for enhancing the efficiency of oil extraction at the drilling holes.

In the field of intercultural cooperation there were proposed the following projects:
- Realizing an Atlas of the ethnic communities from the Black Sea Region as a Geographic Information System – GIS;
- Development of activities for promoting spirituality and tolerance in the Black Sea Area trough summer schools and festivals of poetry and theatre;
- Studies on the evolution of the religious currents from the Black Sea Region.
IMPLEMENTATION OF QUALITY MANAGEMENT SYSTEM AND INSTITUTIONAL ACCREDITATION IN THE PETROLEUM-GAS UNIVERSITY OF PLOIESTI

Prof.dr.eng. Marius Gabriel PETRESCU, Chief of the Quality Management Department of the Petroleum-Gas University of Ploieşti

Romania is one of the first European countries, which signed the Bologna Declaration and adopted a special law to adjust the Romanian higher education to this Declaration (process). This is the Low number 288 approved by the Romanian Parliament at June 24th 2004.

Following entry of Romania into the European Union have created opportunities for the development of higher education that Petroleum – Gas University of Ploieşti aims to capitalize, so to represent an important competitor in the market offers academic nationally, and increasingly at the European level.

Legal status, organization evolution, statement of mission and objectives of PETROLEUM-GAS UNIVERSITY OF PLOIESTI

The Petroleum – Gas University of Ploieşti is a state higher education institution having a rich tradition and outstanding results in the history of the Romanian academic system; it is accredited and functions based on Decree no. 175/ 1948 for the education reform, published in The Official Gazette, no. 263327/ 26. 10. 1948 and Government decision no. 676/ 28. 06. 2007 published in The Official Gazette.

The mission of the Petroleum – Gas University of Ploieşti focuses on three dimensions:
(1) The educational and training mission refers to the professional training of graduates in the fields of oil production and refining and gas industries in all educational cycles stipulated by law (Bachelor’s Degree, Master’s Degree, Doctoral Studies), as well as the training of specialists through Bachelor courses and master courses in Economy, sciences and humanities, education and administrative sciences which are legally accredited or authorized.
(2) The scientific research mission refers to the organization and development of core research, applicative and technological development, as well as supplying services in designing, consultancy and expertise activities in order to put into use the scientific research as a means of dissemination of knowledge and training of the forthcoming generations of specialists through master and Doctoral programmes.
(3) The civic/ public and cultural dimension, including the organization of the cultural artistic, sports life within and outside the university campus so that the University gain, apart from its implied status of didactic centre for professional training and scientific research, the quality of an educational, civilization and culture community centre.

In order to accomplish its mission, the Petroleum – Gas University of Ploieşti makes use and develops the resources and necessary tools to ensure the adequate development of the didactic and research processes, on the one hand and on the other hand it focuses on the public, civic and social dimension observing the high quality standards required by the European Union Space for Higher Education and Research, stipulated in the Romanian Agency for Quality Assurance in Higher Education (ARACIS) methodology.

Having these points in mind, the main strategic objectives (found in the University Strategic Plan for 2007-2011) are the following:
- increasing the effectiveness of the university management in order to use in an efficient manner the available material resources, to improve the functioning of the institutional structures and to orient towards the improving of transparency of the decisional acts;
- development of the scientific research so that the Petroleum – Gas University of Ploieşti become one of the top universities in Romania in all the top-rankings made by CNCSIS;
- development of collaboration relations with the commercial companies from the oil and gas industry enabling the University to become their main partner in the field of scientific research;
- continuation of the implementation process of those institutions and mechanisms that may guarantee high quality educational services according to ARACIS benchmarks and performance indicators, having also as the main aim the development of active training methods of students and their involvement in the managerial policy of the University;
- increasing the effectiveness of the Quality Management System (SMQ/QMS) through the Commission of Evaluation and Quality Certification from Petroleum – Gas University of Ploieşti
(CEQCU/ CEACU) and the Quality Management Department (SMC/QMD) which have as their objectives the adequate integration of standards, of the reference standards, and performance indicators stipulated in the ARACIS methodology in the University’s activity.

PETROLEUM-GAS UNIVERSITY of Ploieşti development dynamics

The headquarters of the Petroleum – Gas University of Ploieşti is located in Ploieşti Bdul Bucureşti no. 39. The University operates in its own campus, which is made up of several building units, each used as: education premises, locations for research and practical courses; students’ hostels and canteens, students’ club, etc.

The appropriate development of the activity within the Petroleum Gas University of Ploieşti is ensured by a complex organisational network which includes a series of departments and offices provided with clearly established functional roles. These departments and offices are integrated within the general organisation pattern of the Petroleum Gas University. Regarding its organization, Petroleum – Gas University of Ploieşti is structured according to faculties and departments (regarding academic activities), and offices (regarding the social-administrative activities).

Starting with 1990, Petroleum – Gas University of Ploieşti has been significantly diversifying its activity, and established specialties and faculties according to the human and material skills available, as well as according to the requirements of the high-school graduates in the area. Currently, the Petroleum – Gas University of Ploieşti includes the following day, distance and part-time course programmes:

• bachelor’s degree university studies (for high-school graduates who hold high-school graduation diplomas, and who have become University students following an admission examination);
• advanced studies (for the graduates from short and long-term courses, following an admission examination);
• post-graduate studies in English, developed starting with 1993-1994, in the Post-Graduate Studies School, with Water Injection Specialty (for the graduates of technical universities, following an admission examination);
• specialization university courses (for production, design and research specialists);
• post-graduate courses for the management of the pre-university education system;
• advanced post-graduate courses for the teachers working in the pre-university education system, as part of DE MAGISTER programme;
• training and assessment programmes for the teachers working in the pre-university education system, to enable their being granted teachers’ certifications (permanent teacher certification, teacher certification level II, teacher certification level I);
• Masters’ Degree studies in Company Economic Development and Economic Litigation Management;
• Masters’ Degree studies in the certified fields and specializations (for Bachelor’s Degree graduates, following an admission examination);
• Doctoral degree studies (for the specialists who work in the education system, research, design or production, following an admission examination).

These educational programmes are organized in five of the faculties listed in Table 1.

Table 1. The structure of the Petroleum-Gas University of Ploieşti

<table>
<thead>
<tr>
<th>No.</th>
<th>Faculty</th>
<th>Establishment/re-establishment year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Faculty of Mechanical and Electrical Engineering</td>
<td>1950</td>
</tr>
<tr>
<td>2</td>
<td>Faculty of Petroleum Engineering</td>
<td>1948</td>
</tr>
<tr>
<td>3</td>
<td>Faculty of Petroleum Refining and Petrochemistry</td>
<td>1948</td>
</tr>
<tr>
<td>4</td>
<td>Faculty of Economic Sciences</td>
<td>1992</td>
</tr>
<tr>
<td>5</td>
<td>Faculty of Letters and Sciences</td>
<td>2001</td>
</tr>
</tbody>
</table>

In this context, Petroleum-Gas University of Ploiesti elaborated and approved Curricula for all the fundamental domains, licence university study domains and specializations existing in our university for cycles I (licence) and II (master), according to the Low 288/2004.

All study programmes developed by Petroleum-Gas University of Ploieşti are whether certified/re-certified, or authorized, according to the legal provisions in force. Regarding 2007-2008 academic year, Petroleum-Gas University of Ploieşti has drafted the ARACIS certification files for 28 Master’s Degree programmes, as well as the institutional certification file.
The number of students has been constantly growing during the last four years. Consequently, our university has diversified its educational offer, placing emphasis on postgraduate programmes, master’s degree programmes and distance learning.

The process is dynamic, as every academic programme is adapted to the social-economic background; in this sense, several criteria are taken into account: the area’s needs, the high school graduates’ requirements, the existence of a complete educational process (bachelor’s degree – master’s degree – doctoral studies), the compatibility with the domains chairs and departments show interest in, etc.

Table 2. Dynamics of number of curricula

<table>
<thead>
<tr>
<th>Dynamics of the number of specializations</th>
<th>Academic Studies</th>
<th>Master’s Degree</th>
<th>Doctoinal Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Day courses</td>
<td>Part-time courses</td>
<td>Distance learning</td>
</tr>
<tr>
<td>2002 / 2003</td>
<td>29</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>2003 / 2004</td>
<td>30</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2004 / 2005</td>
<td>31</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2005 / 2006</td>
<td>29</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2006 / 2007</td>
<td>29</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>2007 / 2008</td>
<td>29</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

As regards scientific research, the University Charter mentions that the Petroleum-Gas University of Ploiești is a state institution having attributions in the domain of higher education and scientific research. Under these circumstances, the mission of scientific research is to contribute to:
(a) innovations in the research field, technological development and knowledge transfer;
(b) the training and development of the human resources involved in research.

Given this background, the University intends to grow more and more famous due to its ‘products’, i.e. degrees and diplomas, scientific knowledge and scientific research, and gaining recognition both on the labor market and in the academic system, and in the local, regional, national and international community.

Quality assurance strategies and procedures
Taking into account the requirements imposed by European higher education, as well as the challenges brought to universities by globalization, taking into account the Law of Education no. 84/1995, modified according to Law no.131/1995, and the stipulations of article 11, paragraph 1 from Law no. 87/2006 for the approval of Governmental Ordinance no. 75/2005 regarding the quality of education, and also taking into account the Decree of the Minister of Education and Research no. 3928/21.04.2005 concerning the quality of higher education services, the Petroleum-Gas University of Ploiești Senate, assembled in the meeting dated 30.06.2005, passed the adjudication project regarding the quality of educational services in Petroleum-Gas University of Ploiești. Following its approval, the Rector of our university issued Resolution no. 584/05.07.2005 by means of which a new committee was set up: the Quality assessment and assurance board within Petroleum-Gas University of Ploiești (CEQCU/ CEACU) and the Quality Management Department (SMC/QMD).

Structures and policies for quality assurance. Organising the quality assurance system
At the level of the Petroleum - Gas University, with the Rector’s decision and the Senate’s approval, the following organisational structures specific to quality management were created in 2005 and they have been performing ever since:
• The Quality Assessment and Assurance Board within Petroleum-Gas University of Ploiești (CEQCU/ CEACU), Quality Management Department (SMC/QMD),
• The persons responsible for quality issues at all levels (faculties, departments, administrative departments).

The responsibilities of the Quality Assessment and Assurance Board (CEQCU/ CEACU) consist of:
(a) elaborating procedures and coordinating the enactment of evaluation and quality assurance activities, approved by the leadership of the university;
(b) elaborating at the end of each year an internal evaluation report concerning the quality of education within the Petroleum - Gas University of Ploiești. All beneficiaries are informed about this report on the notice board or by publishing and it is at the disposal of the external evaluator;
(c) elaborating proposals of improving the quality of education;
(d) cooperating with the Romanian Agency for Quality Assurance in Higher Education (ARACIS), with other agencies and approved structures or similar institutions in the country or abroad, according to the law.
The quality evaluation and assurance domains which are under the CEACU competence are the following:

A. The institutional capacity, which results from the internal organization and the available infrastructure, defined according to the following criteria:
   a) institutional, administrative and managerial structures;
   b) material base;
   c) human resources.

B. Educational effectiveness, which consists of resource mobilization in order to obtain the expected results of the learning process, materialized by the following criteria:
   a) content of the study programmes;
   b) results of the learning process;
   c) scientific research or methodological activity;
   d) financial activity of the organisation.

C. Quality management, which is underlain by the following criteria:
   a) strategies and procedures meant to assure quality;
   b) procedures concerning the initiation, observing and periodical revision of the activities and programmes;
   c) objective and transparent procedures of evaluation of the learning process results;
   d) procedures of periodical evaluation of the teaching staff quality;
   e) access to the resources needed in the learning process;
   f) a systematically updated data base, referring to internal quality assurance;
   g) transparency of public interest information concerning the study programmes and also the certificates, diplomas, degrees and qualifications;
   h) functionality of the structures involved in education quality assurance, according to the law.

In its observation, keeping under control and improving activities of the Quality Management System at Petroleum - Gas University of Ploiești, CEACU is helped by the Quality Management Department (SMC) within the Petroleum - Gas University of Ploiești.

By its organisation, CEACU within the university assists the creation of a quality culture and ensures the long-term involvement, in an organised manner, of the teaching staff and the students in the activities in order to ensure, evaluate and improve the study programmes.

Policies and strategies of quality assurance

The leadership of PETROLEUM - GAS UNIVERSITY OF PLOIEȘTI organises, controls and assigns resources in order to achieve the quality objectives established and approved by the Senate of Petroleum - Gas University of Ploiești at the beginning of each academic year. All requirements imposed by ARACIS in the evaluation methodology and the standard requirements SR EN ISO 9001:2001 (2008) and IWA 2:2006 have an important impact on the general management system and on the organizational culture within the university as well.

The Policy of Quality Assurance within the Petroleum - Gas University of Ploiești, elaborated by the Rector, is a proof of the central place of quality in the strategy of the university and the total involvement of the leadership in achieving the objectives concerning quality. The main methods of achieving quality are defined and communicated: developing efficient structures such as: Bachelor’s Degree – Master’s Degree – Doctoral Degree – Lifelong Learning compatible with the ones within the European Union, research excellency, infrastructure development, improving the learning process conditions, of social services and of the institutional management quality.

The policy of quality assurance is communicated and is applied in all university structures, by organised actions, where all the teaching staff is involved, the research staff and the students.

Quality Management System (QMS) Documentation

The QMS Documentation contains the following documents (http://www.upg-ploiesti.ro/manag_calit/index.htm):
1) The Rector’s Statement – Commitment by which the Rector is appointed the Official Representative of the Quality Management in the university and he has the whole responsibility and authority concerning the QMS documentation and implementation.
2) The policies in the quality field established by the leadership of the university which belongs to the general policy of the organization;
3) General objectives for each academic year and Operational plans specific for each faculty;
4) Quality Manual (Handbook) elaborated by the Head of the Quality Management Department of the University, with the approval of the Quality Management Representative and of the University Senate;
5) 5 procedures elaborated by the Quality Management Department: PS 01 The control of documents, PS 02 The control of registered data, PS 03 Internal audit, PS 04 Tracking down unconformities, PS 05 Correction and preventing; 6) 21 operational procedures;
7) University Charter, internal regulations, methodologies, organizational culture procedures, quality assurance documents;  
8) The organizational Charter, improved in 2008 according to the complexity of the educational process and to the variety of the academic activities;  
9) Map of processes (figure 2) carried out in Petroleum - Gas University of Ploieşti which contains now only the QMS certification requiring processes.

* * * *

The documentation, the implementation and the certification of the quality management system within the Petroleum – Gas University of Ploieşti represent a support and guidance source in the development of the self culture in the quality field. It also increases the expectations level of the institution, students, employees and other parts interested in the developed processes and its obtained results and contributes to the creation of a common reference background for the higher education offers.

Audits

Petroleum - Gas University of Ploieşti has internal audit procedures and structures that ensure the supervision of its major activity fields.

The Petroleum-Gas University of Ploieşti undergoes periodical internal audit procedures for all the university sections and functional departments.

High level which is active in the Petroleum-Gas University of Ploieşti was confirmed after external audits performed by specialized bodies.

In 2007 certification was obtained for the Quality Management System, according to ISO 9001:2001 (2008); certification was granted by AEROQ.

Processes unfolding in the documentation SMQ has an advantage when the decision was taken to prepare the necessary documentation to evaluate the ARACIS external, for institutional accreditation.

Thus, in 2008, in the report prepared by ARACIS, the university received accreditation with a "high degree of confidence."

Taking these aspects can say that, in the UPG Ploiesti culture in quality has become habit for each employee.

Our basic concern is, currently, improving system quality. Becomes increasingly obvious that, as we develop the quality challenges are increasing the effectiveness of our actions will be confirmed by the extent to which partners university (graduates and employers) to declare their satisfaction about the performance gained by the university.

References

1. * * * Institutional self-report, Petroleum – Gas University of Ploiesti, 2008
2. * * * Quality Management Sistem documentation of Petroleum –Gas University of Ploiesti
3. * * * Annual analysis Report of quality management in Petroleum –Gas University of Ploiesti, 2008

Conclusions

The implementation of quality management system within Petroleum - Gas University of Ploieşti started in 2005 by developing specific documentation (quality manual, procedures, methodologies and regulations) adapted processes identified in the university, it's about education, research, administration, micro-production.
AN INTEGRATED SYSTEM FOR QUALITY ASSURANCE AND MANAGEMENT: ISQAM-AT THE TECHNICAL UNIVERSITY OF CLUJ-NAPOCA

Prof. Dr. Eng. Marius BULGARU
Director of the Department for Quality Assurance

- Goal and specific objectives
  Development of an efficient tool to ensure the application of university policies
  Specific objectives:
  - increase prestige and visibility of the university;
  - develop the entrepreneurial component of academic management.

- Context and definition of the need for such a practice

1. Efficient application of university policies established through mission, strategic and operational plans
   In the current context (competition and globalization), universities need to enact a series of indicators that allow them to evaluate if they have established correct development directions and if they have achieved the proposed performance. In order to do that, it is necessary to develop a system (of values) comparable to a magnetic field that could orientate the activity of each institutional component (departments, chairs, faculties) and of the academic teaching staff to reach the set objectives.

2. Analysis of results and application of improvement measures at institutional level
   It is necessary to periodically evaluate how the institutional management succeeds in applying university policies. For comparison, it is necessary to make a "proposed-achieved" analysis, followed by correction measures to improve activities. To stimulate higher quality results, it is useful to stimulate a competition between components by allocating material resources to those with good results.

3. Orientation and evaluation of the teaching activity
   Being autonomous, members of the teaching staff have the liberty to opt for working areas by choosing their research area, continuous education area, the degree of involvement in the institutional development etc. There is still need for the teaching activity to be efficient and oriented towards meeting strategic objectives and fulfilling the university mission. Management still needs a tool for an objective and unitary evaluation of individual results obtained by each member of the teaching and academic staff.

- Description
  To meet the needs expresses at the university level, an ISQAM – Integrated System for Quality Assurance Management was developed.

ISQAM is an online application constructed like a data-base that takes in information on results obtained by members of the teaching staff, researchers and post-graduates in the university. Each result has allocated a pre-established number of points. The score reflects the importance the management of the university gives to the obtained result as the latter contributes to reaching the objectives set in the strategy.


It is important for the self-evaluation to be based on true, verifiable and exactly quantifiable data. It is recommended for the involved people to adopt a self-critical attitude, as a basis for promoting academic good practices and correcting less competitive aspects.

The self-evaluation methodology covers the following stages:
1. members of the teaching staff, researchers and post-graduates fill in the ISQAM data-base;
2. develop interim reports;
3. audit and validation of information;
4. publish final reports.

In detail, each stage consists in the following activities:

1. Filling in the ISQAM data-base is achieved on-line. The application is open at least 3 months per year, being closed for data-processing at the end of
December each year. The ISQAM is structured on chapters:

I. T-Teaching
T_01 – Courses, works guides, projects guides, problem selections
T_02 – Continuous and post-graduate education

II. R-Research
R_01 – Monographs and discourses
R_02 – Published articles
R_03 – Invited works
R_04 – Works published in the volumes of conferences
R_05 – Invention patents
R_06 – Research/ projects grants
R_07 – Scientific research contracts with third parties

III. P-Professional development
P_01 – Thematic and synthesis books published by national/ international publishing houses with ISBN
P_02 – Acknowledgement of authority
P_03 - PhD

IV. I-Institutional development
I_01 – Institutional projects
I_02 – Material resources
I_03 – Institutional activities

2. Develop interim reports
The ISQAM will develop interim reports for criteria or groups of criteria:

<table>
<thead>
<tr>
<th>Category</th>
<th>Report Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Report on publications of academic and research staff</td>
<td>Centralized per university – Library</td>
</tr>
<tr>
<td>B</td>
<td>Report on contracts of scientific research</td>
<td>Centralized per university – Centre for Scientific Research and Technological Transfer</td>
</tr>
<tr>
<td>C</td>
<td>Report on continuous education</td>
<td>Centralized per university – Department for continuous education and distance learning</td>
</tr>
<tr>
<td>D</td>
<td>Report on the PhD activity</td>
<td>Centralized per university – PhDs service</td>
</tr>
<tr>
<td>E</td>
<td>Report on institutional programme</td>
<td>Centralized per university – Financial-accountancy service</td>
</tr>
<tr>
<td>F</td>
<td>Report on innovative activity</td>
<td>Department level</td>
</tr>
<tr>
<td>G</td>
<td>Report on scientific articles and works</td>
<td>Department level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>Report on acknowledgement of authority</th>
<th>Department level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Report on material resources</td>
<td>Department level</td>
</tr>
<tr>
<td>J</td>
<td>Report on institutional resources</td>
<td>Department level</td>
</tr>
</tbody>
</table>

3. Audit and validation of information
The audit is based on reports developed by the ISQAM. Each person has to provide the audit commission all proof of expenditure for his/ her activity during the verification period. The audit and validation of data are achieved at the peer level by the operational group of the ISQAM that includes the members of the Centre for Scientific Research and Technological Transfer, the Department for Quality Assurance, the Office for International Relations, the Department for continuous education and distance learning, the Financial-Accountancy Service.

4. Publish final reports
The operational group of the ISQAM introduces changes noticed during the audit and gives the possibility to members of the teaching staff, researchers and post-graduates to access the Individual Final Report. Contestations may be submitted by the Ethical Commissions of departments, faculties or university.

Departments and faculties have access to reports structured according to different criteria. Results are published and addresses by departments, professional councils of faculties and by the Senate of the university.

- Evidence for success
Implementation of the ISQAM raised real interest within the university and this was mirrored by the large number of observations and improvement proposals. It is the first successful attempt to make
The university management highlighted the types of activities it considers important (for instance, number of ISI quoted publications or obtaining additional income through research programmes). Management teams of the institutional components (head of departments, deans) and heads of PhD studies changed their objectives and activity plans to meet the ISQAM indicators. Data provided so far show that activities are oriented towards directions “highlighted” by the management as being important and that activities that bring a minimal score are called out.

It is worthy of note that, currently, all members of the academic staff are aware of the directions that should be set for their activity and, few exceptions only, the ISQAM developed a state of competition especially in the research area.

Awarding points to those who carry out institutional activities led to the increase of qualitative and quantitative involvement of the members of the teaching staff.

- **Resources required**
  The on-line application was constructed with the help of a specialized company. Development and maintenance costs were covered by the university from its funds. To introduce data, each user needs to have an access password to the intranet network of the university.

- **Future plans**
  Improvement of criteria and change scores (for instance, for activities completed with an invention patent)
Qafqaz University was founded in 1993 with the decree of Azerbaijani National Assembly and the approval of Council of Ministers. This way, Turkish businessmen started their voluntary contributions to educational services through Cag Educational in Azerbaijan after its independence. Qafqaz University is the first and the only foreign private university in Azerbaijan.

Mission

Our mission is to give our students a university education at international standards and infuse them with enthusiasm to constantly reach for new horizons. Great care is also taken to endow them with the sense of respect for national and universal values. We also aim to play an active role in promoting cooperation between Azerbaijan and Turkey.

Combining the present experience of Turkey in various fields such as law, administration and technical know-how along with the positive sides of a completely different political and administrative background that Azerbaijan comes from, the university has undertaken a role of being an educational bridge between Turkey and Azerbaijan.

Campus

Qafqaz University operated in three temporary service buildings in Baku from the day it was founded until the 2003-2004 academic year. However, these buildings of 4000 m² were not considered to be sufficient for growth.

The Xirdalan campus area was granted to the university with the efforts of the late President Khaydar Aliyev. We moved to our new premises in the 2003-2004 academic years. The new campus acted as a major contributory element that has enabled the university to make a lot of progress ever since. As a result of this, the number of the departments reached twenty-two; student population rose dramatically to around 2700; and a dormitory building for male students was built in the 2005–2006 academic year.

Currently, the construction of the building for the Coordinating Unit for Language Teaching and the dormitory for female students are about to be finished.

Educational System

The university is the first educational institution authorized by the Azerbaijani Ministry of Education to have a ‘Pilot Status’ in applying its own curriculum. Accordingly the programs of western universities have been taken as a model in preparing the curriculum. In doing so, a ‘credit system’ was put into practice for the first time in Azerbaijan a long time ago. The credit system has played an important
role in the university’s transition into the ECTS (Bologna process).
The University offers B.A, B.Sc., M.A., M.Sc., and PhD programs together with a joint MBA program that started this year.

Top Rated Private University
According to Azerbaijani State Student Acceptance Committee, the university has been the most preferred private university since 1996. Qafqaz University comes first among the private universities in filling the student quota given by the Azerbaijani Ministry of Education. In the journal published by the State Student Acceptance Committee, it is stated that:

“Qafqaz University has acquired the best place among the private universities. Also in previous years, it was seen that this educational institution deserved the best rank among all the private universities. At this university there is good organization, students receive close attention, and students who entered the university with high scores benefit from discounts in educational fees. Besides they are granted scholarships. The university always tries to help its graduates find jobs. As a result of these incentives, this university is generally preferred by brilliant and hardworking students who get high scores in the university entrance exam. Four of the students who are granted Presidential Scholarship are from Qafqaz University.”

Educational Programs
B.A. / BSc. (4-5 years)
Engineering
Industrial Engineering; Computer Engineering; Computer Systems and Networks
Economic and Administrative Sciences
Finance and Credit; International Economic Relations; Public Administration; Banking; Political Science; Business Administration
Law
International Law; International Relations; Business Law; Region Studies (European Studies).
Pedagogy
Mathematics; Physics; Information Technology; Primary School

M.A. /M.S. (2 years), MBA (1,5 years)
English Language and Literature; Turkish Language and Literature; Arabic Language and Literature; International Economics Relations; Bank Management; Public Administration; Business Administration; MBA (Business Administration); MBA (Finance and Credit); International Law; Computer Science; Information Management Systems.

Ph.D (2-5 years)
Turkic Folk Literature; Computer Engineering; World Economics; Public Administration.

TOEFL Examinations
Qafqaz University is the first institution where the TOEFL iBT, new generation TOEFL test, can be taken thanks to its high speed internet connection and recently refurbished computer lab.

CISCO CCNA Center
There are many CISCO CCNA centers in the world, but the good thing about having it at the university is that the CCNA curriculum has been integrated into the B.Sc. curriculum so that the students can easily sit certification examinations without an extra effort.

Laboratories
Despite the fact that Qafqaz is a social-sciences oriented university, it strives to provide the best practical experience for the students in a few engineering departments through Logic Design (Electronics) Lab, Physics Lab, Simultaneous Translation Lab, Computer Lab, Language Labs, Chemistry Lab, and CISCO CCNA Lab.

Research Centers
The following centers welcome joint research projects:
1. Caucasus Research Center: History, Literature and Culture (Dr Mehmet Rhihtim, mrhihtim@yahoo.com);
2. Center for Research on Municipalities: Development of municipalities in
Azerbaijan (Dr Ugur Arif Bolek, ugararif@hotmail.com);
3. Center for Energy and Security: Regional and worldwide energy diplomacy (rovshen@azerimail.net);
4. Center for Information and Communication Technologies: Applications in education (Dr Xeyyam Masiyev, xmesiyev@qafqaz.edu.az);
5. Center for International Conflicts: International conflicts, security, and terrorism (Dr Reha Yilmaz, ryilmaz@qafqaz.edu.az);
6. Center for Private Law: Issues related to private law in Azerbaijan (Dr Server Suleymanli, ssuleymanli@qafqaz.edu.az)

Continuous Development Center
The center offers training to the business world as well as all kinds of academic institutions. The center also plays an active role in keeping track of graduates, organizing job fairs, and helping students get placement in prestigious companies for internship.

Distance Learning
The Distance Learning team set up last year is now working on a pilot module that will be tested in our intranet. The number of DE modules will be increased firstly in the ‘service’ classes, i.e. common subjects offered to a larger audience, then in MBA, and then in correspondence classes, and finally in a B.A. program to the highest extent the laws permit.

Translation Center
The center initially serves the needs of the translation of official university documents, along with several cultural and scientific articles and books. It also addresses the public requests.

International Quality Management Certificate
Qafqaz University is the first higher educational institution which runs the ISO 9001:2000 Quality Management System in Azerbaijan.

International Cooperation
The university aims at establishing strong links with institutional all over the world. The number of student and faculty exchanges is increasing year by year.

Recent international academic projects and programs participated by the institution: Dual diploma program with Troy University, Alabama, USA on MBA; joint diploma with Chalmers IT University of Gothenburg; Faculty exchange with UNI, USA; TEMPUS NIROA project with 3 national and 5 European universities.

Possible Areas for Collaboration
Qafqaz University would like to extend the areas of cooperation with the international institutions in the network in order to facilitate research, and student & faculty exchange.

- Faculty and student exchange on the programs we offer in English: English Language and Literature, Translation (English), Business Management, International Relations, and Computer Science.
- Setting up joint master’s programs using Erasmus Mundus funds and alike.
- Cooperative Research Programs.
- Joint research on the fields our centers are working on.
- Joint summer schools on regional issues and culture.

Prof. Dr. Ahmet Sanic
Rector
National Technical University “Kharkiv Polytechnic Institute” (NTU “KhPI”) was established in 1885 and for many years it is one of higher education leaders in Ukraine. NTU “KhPI” plays the leading role in formation of technical politics of Kharkiv region (http://www.kpi.kharkov.ua). According to the Magna Charta Universitatum, university is a member of European University Association, Eurasian Universities Association, Black Sea Universities Network, participates in work of international Association AUDEM.

The university includes 21 faculties at which the preparation of specialists in mechanical engineering, energetics, automation, electrical engineering, physics, chemical technologies, information technologies, control systems, psychology, economics of enterprise, business etc. accomplishes. 94 university’s departments, which provide students preparation in basic sciences, humanities, general engineering and applied sciences, became methodical, teaching and research centers.

During the last years the university has opened 35 new specialities, 7 new departments and 5 new faculties such as German technical faculty, new training courses in English were implemented.

Nowadays, NTU “KhPI” includes 25 thousand students who studying in 96 specialities, 400 post-graduate students, about 1300 foreign students from 30 countries, teaching staff includes 1700 teachers and scientists, 170 of whom are PhD and professors, and more then 800 are candidates of science and associate professors. During the existence of NTU “KhPI” more then 150 thousand specialists were prepared.

Scientific schools of NTU “KhPI” (it is about 40 of them) are famous not only in Ukraine but far beyond of its borders. Their main focuses concern next problems: physics of metals, high tech of metal working, energetics, electric drive, internal combustion engines, ceramics and composites, fat synthesis, nitric acid, oil fuel, electrochemistry, control systems of spacecrafts, industrial and medical electronics, information technology, control systems etc. In 2009 on the basis of the university 99 state-financed research works were held, 300 works on manufacturing orders were accomplished, 26 scientific forums prepared and hold.

During the last ten years the scientists of the university got 14 government prizes-awards of Ukraine in the area of science and technology, the total volume of research works increased from 1,5 to 20 million hryvnyas per year’s. Every year about 20 defend their doctoral dissertations and more then 50 candidates’ dissertations.

The scientific potential of the university is strengthening by experimental assemblies of research, development and design institute “Molniya” and institute “Ionosphera” National Academy of Sciences and Ministry of Education and Science of Ukraine, which are proclaimed as national patrimony of Ukraine.

Experimental assemblies of research and design institute “Molniya” has no analogues in Europe and were included into International list of unique testing equipment. On the basis of the university more than 3500 state testing of control system of spacecrafts (AN-124, AN-225, AN-70, AN-140, AN-148), armour techniques etc. were held.
The scientists of the university developed draft law of Ukraine on “Electromagnetic Security of Government”. During development of this law the scientists’ achievements in research, development and establishment of brand new examples of electromagnetic railgun weapon with enhanced characteristics, ways and systems of protection from effects of terrorism on the basis of super-power impulse systems were taken into account.

Institute “Ionosphera” is the leading test facility on ionosphere researching by radiophysics method incoherent radio scattering. In the institution the future development was found by next problems: fundamental research in the area of physics of ionospheric plasma, ionosphere theory and experimental researches of ionosphere’s parameters in natural and artificial conditions, control of separate parts of ionosphere, establishment of ionospheric model for use of over-the-horizon radar; usage of acoustic waves for construction of the global system of finding and localization of ionosphere-excitation source. For the first time on the basis of experimental ionospheric data, the empirical model of ionosphere for East-European region was developed. That model allows forecasting the high-frequency variations of ionospheric parameters, such as electron concentration, electron and ion temperature and others. In the framework of worldwide program “United Geophysical Day” institute “Ionosphera” coordinated its researches with Massachusetts Institute of Technology (USA).

At the university the unique for Ukraine laboratory is opened with Rapid Prototyping technology, which realizes on the laser stereolithography equipment, selective laser sintering and volumetric scanning. The laboratory equipment is used in training process and researches and allows producing functional details and functional assemblies of labour-intensiveness nodes without producing equipment.

NTU “KhPI” accomplishes great research work in the field of nanotechnology. According to the fact that nanotechnology is a step into future, the university pays a lot of attention to the researches in these areas: in the area of the space and atomic engineering: fullerenes, nanotubes, multi-layered x-ray photography mirrors, structures with superconductor and semiconductor properties are creating, accomplishes a work in the area of radiation materials science (Partners – National Scientific Center Physical Technical Institution, ILTPE - B.Verkin Institute for Low Temperature Physics and Engineering of the National Academy of Sciences of Ukraine, universities of the USA and Germany); in the area of materials science: diffusive carbide alloying of steel; in the area of energy: converting of sun energy into electric; in the area off electrochemistry: creation of fuel elements (Partners are universities of the USA and France); in the area of chemistry: creation of catalysts for fermentation of fats, for harmful emissions cleaning, acceleration of chemical reactions, creation of nanomaterials for quality enhancement of ceramic products; in the area of biochemistry and medicine: creation of sensors for early detection of diseases.

Dynamic international activity of NTU “KhPI” plays a great role in conquering the new tops of university’s development and its integration into the open educational space. Nowadays the international relations of NTU “KhPI” are:

- Long-term cooperation with foreign partners that accomplishes in accordance with agreements with 106 higher education institutions and firms from 33 countries;
- About 30 international projects to the total sum 4 million € that are implementing at the university every year;
- 6 annual international conferences;
- Training programs that are adjusted with curricula of leading higher education institutions of Europe and the USA and that promote international mobility of students and post-graduate students. The new generation of curricula in accordance with credit-module system of organization of educational process is developed. Since 2006-2007 the demands of ECTS are realized at the first course of every speciality (about 40 students are studying in higher education institutions of Europe and USA in the framework of international programs);
- Training practices of students abroad (France, Germany, Hungary, Romania);
- Summer language courses on German with visit to Austria;
- Information support of students who want to continue their study abroad;
- Trainings for teachers and scientists abroad (more than 150 scientists every year, 100 – for participation in international scientific conferences);
- Giving lectures at the university by professors from higher education institutions of USA and Europe (more than 150 foreign professors and specialists come to give lectures, accomplish mutual researches and participate in conferences);
- Three international centers.

NTU “KhPI” is an active participant of national and international exhibitions (“A World of Education”, “Education of Ukraine. Innovative Technologies of Education”, “Education and Career” and specialized international exhibitions). In the framework of these exhibitions NTU “KhPI” repeatedly became their laureate and was awarded with gold medals.

NTU “KhPI” has a great success in sport activity: 4 years running the students take the premier place in Ukrainian Student Games between higher education institutions. Polytechnics are involved in Olympic national teams.

NTU “KhPI” is at 5th position in all-Ukrainian rating between 200 leading higher educational institutions of Ukraine.

Contributes of NTU “KhPI” into development of world and national education and science are really significant. The university also contributes into development of national economy, increasing of intellectual and cultural level of society is mentioned in resolution of Verkhovna Rada of Ukraine and in President’s order of in account of 125th university’s anniversary.

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Dnipropetrovsk University of Economics and Law (DUEL) was founded in 1993.

Today DUEL is recognized as a leading higher educational institution in Prydniprovsk region, and is one of the best private higher educational establishments accredited to the 4th (the highest) educational level in Ukraine.

DUEL is highly successful today in training specialists in business, economics, information technology, law, psychology, translation and interpreting.

The mission of DUEL is to create sound educational and scientific standards which meet the innovative goals of the 21st century, reflecting the dynamic economic and public development of Ukraine as it moves towards integration with Europe and the rest of the world.

The University graduates acquire the diplomas of: Bachelor, Specialist, Master.

Students of the University major in:
- Finance
- Accounting and Audit
- Business Economics
- International Economics
- Law
- Marketing
- Management
- Business Interpreting and Translation
- Psychology
- Economic Cybernetics
- Commodity Studies and Commercial Activity

About 8, 500 students study at DUEL and its branches in Reni and Kremenchuk. 16 departments and 4 institutes provide training in accordance with European standards and requirements of Bologna Convention.

The number of teachers with the highest academic degrees and academic titles:
105 candidates of Sciences
17 Doctors of Sciences
65 Associate Professors
16 Full Professors

Today the University has:
- The Centre of Pre-University Training and Work with Foreign Citizens
- The Business School,
- 2 branches – in Khremenchuk and Reny;
- Post-graduate and Doctorate Courses;
- The Research Institute of Economy and Society Development
- Public Scientific Association “Strategic Innovative Alliance
- The University of the Third Age (a social project for retired people
- The Ukrainian-Polish Centre
- The Career Promotion Centre

The University is a founder of a professional radio and TV broadcasting company “Ukrainian-Polish Radio and Television “Alliance” that has already been broadcasting for seven years on the 27th channel in Dnipropetrovsk and Dnipropetrovsk Region.

Spacious and comfortable classrooms are at students’ disposal.
Contemporary IT training is effectively used at the University. Its computer stock incorporates more than 550 units of the latest computer equipment with matching software. Training programs are effectively used in 15 multimedia classes.

The University is proud of its library as well as of its spacious and comfortable reading-halls.

The Student University Council is a forum involving students, teachers and administration established to protect the rights and interests of students in all fields and to provide development in the areas of communication, culture, sports, charity, domestic and foreign contacts with the students of our city, Ukraine and other European countries.

The modern sports facilities of DUEL include a gym, health and training centres. The University’s basketball team is a “silver winner” in the National championship (the 1st level).

The University has a Medical and Diagnostic Centre which provides diagnostics and keep-fit activities.

Numerous scientific, informational and cultural events take place in the prestigious Palace of Students and in the Hall of Nobel Prize Winners.

Research activities of DUEL are primarily aimed at the study of market relations features both in the region and in Ukraine. They are directed at researching the socio-psychological and political issues of economic system operating in Ukraine.

Since its foundation DUEL has been improving and developing its foreign relations. The purpose of such links is to support faculty and institutional development ensuring the quality of educational programs at DUEL.

Among the leading overseas partners are centers and universities in Germany, the USA, Poland, Great Britain, Russia, Spain, France, Romania, Sweden, as well as the International Association of Business English Teachers (IATEFL/ BESIG).
FACTS AND FIGURES ABOUT ASTRAKHAN STATE UNIVERSITY

Petrova, A. Lounev, V. Zaripova A. Tirnava

Astrakhan State University was founded in 1932 and now it is a large versatile educational institution in the Caspian Sea known for its dynamic development and active policy of transfer of European academic standards further in the South – East of Russia. This document shows some facts and figures in order to present the university itself and vision of its future development.

1. Introduction
Astrakhan State University is a large versatile educational institution in the Caspian Sea Region. ASU was created in 1932 and now it is known as the educational scientific and socio-cultural center dynamically developing in the South-East of Russia and having good partner connections with consumers, various social groups, educational and scientific centers, authorities and public organizations.

2. Mission of ASU
The aim of the university is to become a powerful international university complex in the South-East of Russia that would form a new scientifically-educational and innovative cluster in the economy of the region. The traditional functions of the university are not only training of experts and basic researches but also export of educational services and transfer of new technologies into the industry and business.

3. University structure
There are 5 innovative institutes in the university:
- Innovative institute of economics
- Innovative institute of natural sciences
- Physics-mathematical institute of innovative development
- Innovative institute of pedagogies, psychology and social work
- Humanitarian innovative institute

University also includes 3 colleges and 65 chairs, the publishing house and media-center.

Industrial practice complex of Astrakhan State University consist of biological station, sports complex, experimental ground, zoological and paleontology museums, educational workshops, educational-experimental science.

Scientifically-innovative complex includes Techno park, the Regional center of nanotechnologies, the Center of Russian philology, the Scientific Research institute of natural problems, the Scientific Research institute of regional problems of education, the Center of multiple access in a course "Materiology and technology of new materials ", the Center of political researches; biotechnology laboratory, cultural researches laboratory of forms of public consciousness, lexicographical research laboratory, the Center of linguistics, the scientific department, the department of post-graduate course.

There are 10 educational buildings, well-equipped scientific complex, several computer centers with high speed access to Internet and 4 comfortable dormitories at the disposal of ASU.

At the University work 724 highly skilled experts: 26 members of the Academy, 106 professors and 347 associate professors among them.

The university carries out the training for more than 100 specialties and courses of higher professional education, 50 specialties of post-graduate course, 29 courses of additional education, and 6 specialties of vocational education.

More than 36 thousands students graduated ASU for all this years. Alumni of the ASU work in governmental, science and educational institutions, industry and companies. 16500 students are studying in ASU now. In 2006 more then 600 post-graduate students was in ASU.

4. International activity
ASU differs from other educational institutes in tendency to form the Multilanguage educational sphere by training competitive experts so that every student or post-graduate student should study at least one foreign language. The options include European languages (English, French, German and etc.), Oriental languages (Farsi, Arabian, Turkish, Chinese), languages of neighboring countries and etc. Students study foreign languages at level enough for their future professional activity and have an
opportunity to reinforce their language skills at different courses with professional bias.

ASU is the member of Association of the universities of the Caspian Sea Region states and actively advances its international contacts and relations. There students from Iran, Korea, Italy, France, Turkey, Syria, Morocco, Congo and many other countries study in the university. ASU together with Iranian universities in Gilijan, Mazandaran, and Gorgan realize a number of programs (Russian and Farsi languages, students and tutors mobility, publications).

There is also the department of UNESCO – «Studying society and socially-steady development» with full-fledged branch network at universities of the South of Russia (Kalmikian State University, Stavropol State Agrarian University, Chechen State University, Kuban State University) and Kazakhstan (Atirau State University of oil and gas). The main objectives of the department are:

- strengthening the role of universities in sustainable development issues in the Caspian Sea Region,
- the organization of an integrated system for Research,
- effective using of info-communicative technologies in creating learning society.

ASU is selected by the Harvard University (USA) for realization of the educational program of international competitiveness in Russia (2006-2007 years), and this fact once more proves the educational potential of the university. To increase the regional competitiveness the Russian-American Center of education and research is created at the university as well as a new program of training the managerial staff on the basis of the Harvard Business School course “Microeconomics of competitiveness” by professor Michael Porter (USA). Using a modern USA methods and technologies of education which are adopting for Russia is the feature of this program.

ASU actively participate in the following international Tasis - Tempus programs:

- JEP - NP-22129-2001 "Network on dissemination new VSPU Social Work curriculum";
- JEP_25070_2004 «Modernization of Education in ICT at South Russian Universities»
- JEP_26108_2005 «Network for universities and enterprises cooperation»
- JEP-26171-2005 «Education inclusive et multihandicap»
- T009A06-2006 «Scénarios d'implantation du Processus de Bologne - Université Sciences Biologiques Chimiques»
- JEP_27082_2006 Network of centers for training of innovative project management (NCTIPM)
- 144641-TEMPUS-1-2008-1-FITEMPUS-JPCR «International networking for modernization of tourism education and developing academic mobility (INTOUR)»

Working in the projects allows to establish close links with leading universities in France, Great Britain, Finland, Belgium, Germany, Spain, and Italy to study their experience and to start cooperation in elaboration and advancement of the joint master programs.

In 2007 ASU covenanted on “double-diplomas” for joint masters’ programs together with Sophia-Antipolis university in France (Nice) and Clark University (USA, state Massachusetts). Now students of ASU can get international diploma and work not only in Russia but and in all over the world. Same agreements in tourism, computer game development, management with Finland and Scotland are studying now.

The European system of ECTS takes root among the traditional university specialties and that allows intensifying students exchange with many European institutes of higher education.

Some specialties in ASU are introduced in European credits system (ECTS) which permits not only to intensity student mobility between European universities, but also to improve efficiency of educational services export of ASU in countries of Former Soviet Union and other foreign countries. University pays much attention to developing of branches and representatives system. Vietnam, Egypt, Uzbekistan, Kazakhstan, Tadzhikistan, Azerbaijan, Iran – in this countries branch - offices were established and agreements devoted to establishment representative-office of Astrakhan state university were signed. Cooperation with universities of China, organization and realization the exhibition of educational and scientific services ASU in China jointly with the Astrakhan region Ministry of international collaboration are in the near future plans of Astrakhan state university.
In ASU are working the international centre for foreign students, where they are strongly study Russian to get ready to enter the university. The portal of Russian language «YARUS» was created by lexicographical laboratory staff. The portal was awarded on exhibitions in Russian Federation and abroad as one of the best informational resources for Russian language studying.

In 2009 Astrakhan State University won open call on selection of base HE institutions of RF, forming University of SCO (the Shanghai Cooperation Organisation). ASU is the only representative of South Federal District, included into sixteen base Russian universities of SCO University.

5. ASU international students services
International Relations office in cooperation with the Regional Center of Distance Learning, and the Center of International Education recruit, monitor and care about ASU international students. IRD actively develop any kinds of international academic and students exchange. Students and teachers of ASU participate in Fulbright, DAAD, TEMPUS, and other international programs with help of IRD.

From 2008 ASU actively takes part in the courses of Russian language for American Students under the CLS program (CLS Summer 2008 and CLS Summer 2009). Course offers by ASU combines studying of Russian language, culture and style of life in Russia. In accordance to reference of American students the proposed program satisfies educational, cognitive and cultural requirements of students studying Russian as foreign. The same programs were elaborated for Iranian, Chinese and Turkish students.

Owing to unique geographical location and nature, and rich historical heritage Astrakhan region has a high potential for developing of educational tourism – short-term summer programs for foreign students that include academic, linguistic, cultural and practical components.

6. Scientific – research and innovation activity
Scientific – research potential of ASU was formed and developed with close collaboration in leading Russian scientific centers. The scientific centers and laboratories in the most perspective directions were established for concentration efforts. In the university 16 scientific – research centers and laboratories are working. The most perspective directions of scientific – researches which are responsible for requirements of our region, realize by university closely with leading scientific establishments or Russian Academy of Science. During 2005-2006 was founded 12 jointed scientific – research and training laboratories with scientific institutes or Russian Academy of Science.

In 2005 at Astrakhan State University was founded techno park, nowadays the place for location of Regional centre of nanotechnologies, some jointed with institutes or Russian Academy scientific – research laboratories, science intensive small enterprises, financed by grants, which were gained the scientists of ASU.

In 2006 the university with important enterprises of Astrakhan region founded some innovation and scientific – educational complexes of professional competence, in which university prepares young specialists according to project- directional approach, concluded in creation multi disciplinary student teams, executing on 4-5 year of education projects on enterprises guide by qualified lecturers and staff of enterprises. University actively attracts qualified lecturers- experts from governance and business, develops material and technical basis jointly with primary enterprises and organizations.

The key direction of university development is collaboration with business and authorities to school competitive specialists able to adapt easily to the new needs of labor market. Taking part in solving regional problems is one of the main aims of university activity. For example, about 300 tutors and students of ASU take part in project of social-economical development of municipal formations in Astrakhan region. In the framework of the project in ASU were organized student and teachers teams, including specialists in economy, justice and others according to specificity of industry and agriculture in the territory of district. In summer 2007 teams worked in the districts of Astrakhan region, they realized meetings, practical seminars with local industry, business and cooperative farm representatives, researched natural and rough recourses. The objects of the team were monitoring of economy and social situation, realization of Gallup poll, determination of potential «point of growth» for investments, strategy of developing territory, innovation projects, practical learning of business planning, graphic of realization of investment project. The main results of the project was reported and approved by the Government of Astrakhan region.

7. Development of cooperation with Turkey
ASU cooperates now with Sakarya University, Istanbul Kultur University, Istanbul Ataturk Secondary School, State TV-channel TRT, Language Center “TOMER”. In 2009 ASU joined BSUN.
In the framework of cooperation ASU reinforces academic and scientific mobility, develops of included education for students studying Turkish and Russian language, and provides opportunity for teaching practice both for Russian and Turkish participants.

The specialized short-term courses of Russian Language as Foreign were elaborated and organized on basis of ASU for Turkish students and teachers. Every two years ASU in co-operation with University of Culture will organize joint meetings named “From Bosporus to Volga”.

Students of ASU also realize opportunities to increase their language skills and professional knowledge through programs a co-operation with Turkish universities, schools and public organizations.

Astrakhan State University, Bld. 20A, Tatischeva street, Astrakhan, Russia. asu@aspu.ru
EU is announcing that it will organise a special one-day event in Vienna in March in order to mark the launch of the next Trends report – EUA’s flagship pan-European study on the latest trends in European higher education and implementation of the Bologna process.

EUA has decided to organise this special event as 2010 will mark the end of the first phase of the Bologna process (and the official opening of the European Higher Education Area). This event has also been timed to coincide with the next Bologna Ministerial Anniversary Conference, co-hosted by Hungary and Austria on 11/12 March 2010. This will be an opportunity for EUA members to witness the first presentation of the Trends 2010 report that analyses the implementation and achievements of the Bologna process reforms in Europe’s universities over the last decade, and defines priorities for the next decade.

This sixth report in the Trends series is the most far reaching in its scope in terms of the depth of the data on which it is based. The report is informed by questionnaire responses from over 800 universities, feedback from 28 national rectors’ conferences and by the results of 27 site visits to universities in 16 European countries. The Trends study also takes account of the findings of the reports prepared for the 2009 Ministerial Conference, including the Stocktaking, Eurydice, and Bologna With Student Eyes reports, as well as other relevant studies by EUA, in drawing its conclusions.

This special event, chaired by Eric Froment, founding President of EUA, will begin with an introductory presentation on the Bologna reforms given by Georg Winckler, Rector of the University of Vienna and former EUA President. A comprehensive presentation of the Trends 2010 report will be followed by a cocktail and buffet reception. There will also be a limited number of places at the Viennese ball gala for EUA delegates. The ball – part of the Bologna Ministerial Anniversary Conference – will be held in the Imperial Palace in Vienna, on the evening of 11 March, 2010.

This event provides a unique opportunity to witness the first presentation of the Trends 2010 report that will analyse and draw conclusions on the implementation of the Bologna process reforms in Europe’s universities over the last decade. These developments will, moreover, be set in the context of the wider changes and reforms processes that have marked the last decade in European higher education. Trends 2010 will both look at the considerable achievements of 10 years of higher education reforms and identify the challenges facing universities as the European Higher Education Area is established and all partners in the process seek to define priorities for the next decade.

The conference should be of interest to institutional leaders (rectors, vice rectors and heads of administration), higher education researchers and analysts as well as representatives of other bodies involved in educational policy.
Ministry of Education and Science of Ukraine, Ministry of Fuel and Energy of Ukraine, State enterprise National Nuclear Energy Generating Company (ENERGOATOM), Black Sea Universities Network (BSUN), National Technical University of Ukraine “Kyiv Polytechnic Institute”, State Technological University “Moscow Institute of Steel and Alloys”, St. Petersburg State University for Waterway Communications, Sevastopol National University of Nuclear Energy and Industry are organizing between 3-5 May, 2010 the International scientific and practical conference “Quality of modern educational services is the base of higher educational institutions competitiveness”

The conference aims at further development of the mutually beneficial cooperation with the educational institutions of Black Sea Universities Network BSUN under the conditions of European integration.

Main objectives of the conference are the exchange of the international experience and the development of the scientific areas in the field of qualimetry, standardization, certification, monitoring and improving quality of educational services as well as the analysis of the operating certified quality management systems in the environment of increasing competition and world economy globalization.

This will include debate and discussion concerning trends and dynamics of the educational services market development, analysis of higher education institutions competitiveness, and recommendations regarding strategies of increasing their competitiveness in national and international markets.

**Basic objectives and areas considered at the conference**

**Section 1** – Research of national and international markets of educational services.
   Objective: harmonization of requirements to educational services at national and international levels.

**Section 2** – Monitoring and evaluating the quality of educational activity processes and their results.
   Objective: development of “evaluating culture” for processes and results of educational activity.

**Section 3** – Evaluating competitiveness of higher education institutions.
   Objective: Developing methodology of evaluating higher education institutions competitiveness.

**Section 4** – State, development and certification of quality management systems of educational services.
   Objective: exchange of experience and working out proposals on further improving and developing of higher education quality management systems.

**Section 5** – Management of educational services innovations. Information technologies in educational services.
   Objective: increasing efficiency of innovative activity at higher education institutions.

**Section 6** – Ways of improving graduate and postgraduate training of highly-qualified specialists.
   Objective: forming scientific grounds for master and postgraduate training process.

**Section 7** – Qualimetry in education and educational services.
   Objective: application and development of qualimetry methods in educational services.

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Languages of the Conference
Main languages of the conference – Russian and Ukrainian. Optional – English.
HONORARY CHAIRMAN:
Assoc. Prof. Dr. Eng. Ovid Farhi, Rector TU-Varna, Bulgaria

CHAIRMEN
Assoc. Prof. Dr. Eng. Iliya Hadzhidimov, TU-Varna, Bulgaria
Prof. Dr. Yury Yakovlev, PTI Ioffe, Russia

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CONFERENCE THEMES
A. Solar Energy and Other Renewable Energy Sources;
B. LED and Other Energy Saving Lighting Systems;
C. Opto and Nanoelectronics in Telecommunications;
D. Nanoelectronics and Opto Sensors for Environmental Monitoring;
E. Diagnosis, Management and Control of Technological Processes and Systems.

CONFERENCE VENUE
St. St. Constantine and Helena Resort
Technical University – Varna.

WORKING LANGUAGES:
Bulgarian, Russian, English.

PROCEDURE FOR SUBMISSION
Conference deadline for sending an abstract, written in English, is April 30th, 2010. Authors may submit online 1-page abstracts, A4 format, containing the title of the paper, name of the author, contact information and an e-mail. The deadline for submitting the Registration form is May 31st. The Abstract and Registration form will be uploaded on the conference site: http://www.opto.vtp-tuv.com.

The full paper must be written in English and sent until July 15th, 2010. Papers should be accompanied by a review, written by a habilitated person or a recommendation by a scientific organization. Approved and revised papers will be published in the Annual Proceedings of the Technical University – Varna. Conference proceedings will be distributed during the conference.

Detailed information can be found at Web address: www.opto.vtp-tuv.com

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REQUIREMENTS FOR THE PAPERS
General requirements: Submissions should demonstrate a significant advance on knowledge in the conference themes. They should be written in English. The text must be up to 6 standard printed pages, including figures and tables. It must contain the author’s name and his/her e-mail address.

For guidelines on formatting and finding other information about the conference, visit www.opto.vtp-tuv.com.

COMPANY PRESENTATIONS
The participation of companies in the conference will be through papers in the scientific areas, presentations, exhibition and discussions.

Besides participation with papers, companies will be given an opportunity for presenting their activities, new developments and technologies. There will be stands for presenting production of the companies. The deadline for applying is July 31st 2010. Registration form for participation of a company should be submitted on the conference site: www.opto.vtp-tuv.com.
BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY AT CHERKASY
INTERNATIONAL SCIENTIFIC CONFERENCES TO BE HELD IN 2010 IN THE UNIVERSITY

1. International Scientific and Practical Conference “Education of Adults as a Factor of Socialization and Social Protection in Modern Society”, 29-30 March 2010

Contacts:
Tel. +38(0472) 33 10 96
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2. 3rd International Conference “Lingualization of the World”, 13-14 May, 2010

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Organizers: Ministry of Education and Science of Ukraine, Bohdan Khmelnytsky National University at Cherkasy (Department of Ukrainian and Applied Linguistics) Institute of the Ukrainian language of the National Academy of Sciences of Ukraine, Baku Slavic University.

3. International Conference “Organic and Inorganic Materials for Molecular Electronics and Nanophotonics”, April, 2010

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Organizers: Ministry of Education and Science of Ukraine, Bohdan Khmelnytsky National University at Cherkasy (Department of Organic Chemistry, Quality and Standardization, Department of General and Inorganic Chemistry), Swedish Institute (Stockholm, Sweden), Ovidius University (Konstantsa, Romania), Royal School of Technology (Stockholm, Sweden), Taras Shevchenko National University of Kyiv, Ivan Franko National University of Lviv.


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Organizers: Ministry of Education and Science of Ukraine, Bohdan Khmelnytsky National University at Cherkasy (Department of the Theory and History of State and Law), Cherkasy Regional State Administration, Belgorod State University (Russia)


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Organizers: Ministry of Education and Science of Ukraine, Bohdan Khmelnytsky National University at Cherkasy (Department of Journalism and PR technologies), Taras Shevchenko Pridnestrovian State University (Tiraspol), The Pridnestrovian Moldavian Republic


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University of Negev (Israel), Information Systems Management Institute (Latvia), Maria Curie-Skłodowska University (Poland), University of Rzeszow (Poland).


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Subject Areas:
1) Perspectives of Reforming School Mathematical Education under the Conditions of a 12-year school;
2) Higher mathematical education and the Bologna process;
3) Insuring continuity of teaching mathematics in high and higher schools.

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COMMUNIQUE
(8 July 2009)

PREAMBLE
We, the participants of the 2009 World Conference on Higher Education, held from 5 to 8 July 2009 at UNESCO Headquarters in Paris, recognising the abiding relevance of the outcomes and Declaration of the 1998 World Conference on Higher Education and taking into account the outcomes and recommendations of the six regional conferences (Cartagena de Indias, Macau, Dakar, New Delhi, Bucharest and Cairo) as well as the debates and outcomes of this world conference, “The New Dynamics of Higher Education and Research for Societal Change and Development”, adopt the present communiqué.

As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments. As emphasised in the Universal Declaration of Human Rights, ‘higher education shall be equally accessible to all on the basis of merit’ (Article 26, paragraph 1).

The current economic downturn may widen the gap in access and quality between developed and developing countries as well as within countries, presenting additional challenges to countries where access is already restricted.

At no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.

The past decade provides evidence that higher education and research contribute to the eradication of poverty, to sustainable development and to progress towards reaching the internationally agreed upon development goals, which include the Millennium Development Goals (MDGs) and Education for All (EFA). The global education agenda should reflect these realities.

Social Responsibility of Higher Education
1. Higher Education as a public good is the responsibility of all stakeholders, especially governments.

2. Faced with the complexity of current and future global challenges, higher education has the social responsibility to advance our understanding of multifaceted issues, which involve social, economic, scientific and cultural dimensions and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia food security, climate change, water management, intercultural dialogue, renewable energy and public health.

3. Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity.

4. Higher education must not only give solid skills for the present and future world but must also contribute to the education of ethical citizens committed to the construction of peace, the defense of human rights and the values of democracy.

5. There is need for greater information, openness and transparency regarding the different missions and performance of individual institutions.

6. Autonomy is a necessary requirement for fulfilling institutional missions through quality, relevance, efficiency, transparency and social responsibility.
Access, Equity and Quality

7. In the past ten years, tremendous efforts have been made to improve access and ensure equity. This effort must continue. Access alone is, however, not enough. Much more needs to be done. Efforts must be made to ensure the success of learners.

8. Expanding access has become a priority in the majority of Member States and increasing participation rates in higher education are a major global trend. Nevertheless, great disparities persist, constituting a major source of inequality. Governments and institutions must encourage women’s access, participation and success at all levels of education.

9. In expanding access, higher education must pursue the goals of equity, relevance and quality simultaneously. Equity is not simply a matter of access – the objective must be successful participation and completion while at the same time assuring student welfare. This must include appropriate financial and educational support to those from poor and marginalized communities.

10. The knowledge society needs diversity in higher education systems, with a range of institutions having a variety of mandates and addressing different types of learners. In addition to public institutions, private higher education pursuing public objectives has an important role to play.

11. Our ability to realize the goals of EFA is dependent upon our ability to address the worldwide shortage of teachers. Higher education must scale up teacher education, both pre-service and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. This will require new approaches, including open and distance learning (ODL) and information and communications technologies (ICTs).

12. Preparing education planners and conducting research to improve pedagogical approaches also contributes to EFA goals.

13. ODL approaches and ICTs present opportunities to widen access to quality education, particularly when Open Educational Resources are readily shared by many countries and higher education institutions.

14. The application of ICTs to teaching and learning has great potential to increase access, quality and success. In order to ensure that the introduction of ICTs adds value, institutions and governments should work together to pool experience, develop policies and strengthen infrastructure, especially bandwidth.

15. Higher education institutions must invest in the training of faculty and staff to fulfil new functions in evolving teaching and learning systems.

16. Greater emphasis on the areas of Science, Technology, Engineering and Mathematics as well as Social and Human Sciences is vital for all our societies.

17. The results of scientific research should be made more available through ICTs in addition to open access to scientific literature.

18. The training offered by institutions of higher education should both respond to and anticipate societal needs. This includes promoting research for the development and use of new technologies and ensuring the provision of technical and vocational training, entrepreneurship education and programmes for lifelong learning.

19. Expanding access poses challenges to the quality of higher education. Quality assurance is a vital function in contemporary higher education and must involve all stakeholders. Quality requires both establishing quality assurance systems and patterns of evaluation as well as promoting a quality culture within institutions.

20. Regulatory and quality assurance mechanisms that promote access and create conditions for the completion of studies should be put in place for the entire higher education sector.

21. Quality criteria must reflect the overall objectives of higher education, notably the aim of cultivating in students critical and independent thought and the capacity of learning throughout life. They should encourage innovation and diversity. Assuring quality in higher education requires recognition of the importance of attracting and retaining qualified, talented and committed teaching and research staff.

22. Policies and investments must support a broad diversity of tertiary/post-secondary education and research – including but not limited to universities – and must respond to the rapidly changing needs of new and diverse learners.
23. The knowledge society requires a growing differentiation of roles within higher education systems and institutions, with poles and networks of research excellence, innovations in teaching/learning and new approaches to community service.

**Internationalisation, Regionalisation and Globalisation**

24. International cooperation in higher education should be based on solidarity and mutual respect and the promotion of humanistic values and intercultural dialogue. As such, it should be encouraged despite the economic downturn.

25. Institutions of higher education worldwide have a social responsibility to help bridge the development gap by increasing the transfer of knowledge across borders, especially towards developing countries, and working to find common solutions to foster brain circulation and alleviate the negative impact of brain drain.

26. International university networks and partnerships are a part of this solution and help to enhance mutual understanding and a culture of peace.

27. Partnerships for research and staff and student exchanges promote international cooperation. The encouragement of more broadly based and balanced academic mobility should be integrated into mechanisms that guarantee genuine multilateral and multicultural collaboration.

28. Partnerships should nurture the creation of national knowledge capabilities in all involved countries, thus ensuring more diversified sources of high quality research peers and knowledge production, on regional and global scales.

29. For globalisation of higher education to benefit all, it is critical to ensure equity in access and success, to promote quality and to respect cultural diversity as well as national sovereignty.

30. Globalisation has highlighted the need for the establishment of national accreditation and quality assurance systems along with promotion of networking among them.

31. Cross-border provision of higher education can make a significant contribution to higher education provided it offers quality education, promotes academic values, maintains relevance and respects the basic principles of dialogue and cooperation, mutual recognition and respect for human rights, diversity and national sovereignty.

32. Cross-border higher education can also create opportunities for fraudulent and low-quality providers of higher education that need to be counteracted. Spurious providers (‘degree mills’) are a serious problem. Combating ‘degree mills’ requires multi-pronged efforts at national and international levels.

33. New dynamics are transforming the landscape of higher education and research. They call for partnerships and concerted action at national, regional and international levels to assure the quality and sustainability of higher education systems worldwide – particularly in Sub-Saharan Africa, Small Island Developing States (SIDs) and other Least Developed Countries (LDCs). This should also include South-South and North-South-South cooperation.

34. Greater regional cooperation is desirable in areas such as the recognition of qualifications, quality assurance, governance, and research and innovation. Higher education should reflect the international, regional and national dimensions in both teaching and research.

**Learning Research and Innovation**

35. Given the need for increased funding for research and development in many countries, institutions should seek new ways of increasing research and innovation through multi-stakeholder public-private partnerships that include small and medium enterprises.

36. It is increasingly difficult to maintain a healthy balance between basic and applied research due to the high levels of investment needed for basic research as well as the challenge of linking global knowledge to local problems. Research systems should be organised more flexibly to promote science and interdisciplinarity in the service of society.

37. For the quality and integrity of higher education, it is important that academic staff has opportunities for research and scholarship. Academic freedom is a fundamental value that must be protected in today’s evolving and volatile global environment.

38. Higher education institutions should seek out areas of research and teaching that can address issues related to the well-being of the
population and establish a strong foundation for locally-relevant science and technology.

39. Indigenous knowledge systems can expand our understanding of emerging challenges; higher education should create mutually beneficial partnerships with communities and civil societies to facilitate the sharing and transmission of appropriate knowledge.

40. In the face of increasingly scarce resources, stakeholders are encouraged to explore and intensify the use of electronic library resources and tools to support teaching, learning and research.

Higher Education in Africa

41. The 2009 World Conference on Higher Education gave special focus to the challenges and opportunities for the revitalization of higher education in Africa – an important tool for the development of the continent. The issues raised for African higher education are integrated throughout this communiqué.

42. Participants welcomed the recommendations of the Dakar Regional Preparatory Conference of November 2008 and noted the progress recorded since the 1998 World Conference on Higher Education – especially increased enrolments in higher education. Participants underscored the critical need to confront emerging challenges relating to gender and racial inequality, academic freedom, brain drain and the lack of graduates’ preparedness for the labour market. They underlined the urgency for the adoption of new dynamics in African higher education that work towards a comprehensive transformation to sharply enhance its relevance and responsiveness to the political, social and economic realities of African countries. This new momentum can provide a trajectory in the fight against underdevelopment and poverty in Africa. This will demand greater attention to higher education and research in Africa than has been given for the last eleven years. Higher education in Africa should foster good governance based on robust accountability and sound financial principles.

43. The development of the higher education area in Africa will also be catalysed by the establishment of a quality assurance mechanism at the regional level. In this connection, we urge the fast-tracking of the initiative of the African Association of Universities (AAU), with support from UNESCO, to stimulate the setting up of national, sub-regional and regional quality assurance systems. Equally, staff and student mobility within an African higher education area will be fostered through the active implementation of the Arusha Convention on the mutual recognition of diplomas, certificates and degrees. The indispensability of the Pan African University in fostering African integration should be stressed.

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45. Access: To meet the rapidly increasing demand for higher education and research in Africa, there is an urgent need for differentiated institution – ranging from research universities to polytechnics and technical colleges, with diversified programmes within each institution – to cater to different types of learners as well as the needs of the country. The increasing demand for higher education will hardly be met by traditional face-to-face delivery alone. Other approaches, such as ODL and online learning, will have to be utilized, especially for areas such as continuing adult education and teacher training.

46. Curriculum relevance: A number of areas of expertise are crucial for the diversification of African economies, yet are not receiving the required attention. These include agriculture, natural resource extraction, the environment, indigenous knowledge systems and energy. A focus on these areas in higher education can contribute to ensuring the competitiveness of African economies.

47. Funding: Education remains a public good, but private financing should be encouraged. While every effort must be made to increase public funding of higher education, it must be recognised that public funds are limited and may not be sufficient for such a rapidly developing sector. Other formulae and sources of funding, especially those drawing on the public-private partnership model, should be found.
48. Students should be given a voice in governance of higher education at all levels.

49. Participants expressed deep appreciation for the ongoing support to the development of African higher education by several countries and organizations. They also welcomed the new pledges made by several new partners, notably China, India and the Republic of Korea. They also applauded the concrete proposals from the African Development Bank, the African Union and associations of universities – notably the African Association of Universities (AAU), the Agence Universitaire de la Francophonie (AUF) and the Association of Commonwealth Universities (ACU) – on the issues of governance and higher education delivery models.

50. The participants appreciated the priority that UNESCO accorded to Africa at this conference.

Call for Action: Member States

51. Member States, working in collaboration with all stakeholders, should develop policies and strategies at system and institutional levels to:

a. Maintain, and if possible, increase investment in higher education in order to sustain quality and equity at all times and foster diversification in both the provision of higher education and the means of funding;

b. Ensure adequate investments in higher education and research to reflect growing expectations and societal needs;

c. Put in place and strengthen appropriate quality assurance systems and regulatory frameworks with the involvement of all stakeholders;

d. Scale up pre-service and in-service teacher training with curricula that equip them to prepare students as responsible citizens;

e. Encourage women’s access, participation and success in higher education;

f. Guarantee equal access to underrepresented groups such as workers, the poor, minorities, the differently abled, migrants, refugees and other vulnerable populations;

g. Develop mechanisms to counteract the negative impact of brain drain while encouraging academic, staff and student mobility;

h. Support greater regional cooperation in higher education conducive to the establishment and strengthening of regional higher education and research areas;

i. Empower Least Developed Countries and Small Island Developing States to benefit from the opportunities offered by globalisation and foster collaboration between them;

j. Pursue the goals of equity, quality and success by developing more flexible entry pathways and assuring better recognition of prior learning and work experience;

k. Enhance the attractiveness of academic careers by ensuring respect for the rights and adequate working conditions of academic staff in accordance with the 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel;

l. Ensure active student participation in academic life, with freedom of expression and the right of organisation, and provide adequate student services;

m. Combat degree mills through multi-pronged action at national and international levels;

n. Develop more flexible and organised research systems which promote science excellence, interdisciplinarity and serve society;

o. Support the fuller integration of ICTs and promote ODL to meet increasing demands for higher education.

Call for Action: UNESCO

52. In the context of significant progress towards achieving Universal Primary Education, UNESCO should reaffirm the priority of higher education in its future Programmes and Budgets. In pursuing this priority UNESCO, within its five functions as laboratory of ideas, catalyst for international cooperation, standard-setter, capacity-builder and clearing house, should:
a) Assist with the formulation of long term, sustainable strategies for higher education and research in tune with internationally agreed development goals and national/regional needs;

b) Provide platforms for dialogue and the sharing of experience and information on higher education and research and assist in building capacity in the formulation of higher education and research policies;

c) Help governments and institutions address international issues in higher education by:

- Continuing to implement its standard-setting instruments, in particular the new generation of regional conventions for the recognition of qualifications; and the 1997 Recommendation Concerning the Status of Higher Education Teaching Personnel;

- Pursuing its work in capacity building for quality assurance in higher education in developing countries;

- Fostering international collaboration in teacher education in all regions, especially in Africa through TTISSA (Teacher Training in Sub-Saharan Africa);

- Encouraging the transfer of knowledge through UNITWIN Networks and UNESCO Chairs, in collaboration with other agencies, to further capacity development in support of internationally agreed goals such as Education for All (EFA), the Millennium Development Goals (MDGs) and the United Nations Decades.

- Encourage international mobility and exchanges of students and staff, while developing strategies to counteract the negative impact of brain drain.

d) Enhance student participation in UNESCO forums and support global student dialogue.

e) Ensure follow-up to the 2009 World Conference on Higher Education through: the identification of the most important issues and priorities for immediate action; the monitoring of trends, reforms and new developments; and the promotion of regional integration and academic cooperation by supporting the creation and development of regional areas of higher education and research and strengthening the regional UNESCO units in coordination with the existing networks.

f) Reinforce and extend the UNESCO- ADEA Task Force for Higher Education in Africa, which includes major partners and donors, to ensure effective follow-up to the 2009 World Conference on Higher Education to move from talk to action.