

## EDITORIAL

### Painful recovery through crisis

*2008 was marked by a wonderful Olympic holiday in Beijing, shocking war in the Caucasus, which witnessed returning of the world to a bipolar model, and also changing of the USA and Russia leaders - military-political centers of this model. But, the descendants will connect it with another event - beginning of the global economic crisis. This crisis is of not temporary, short-term character. Fundamental economic transformations, global redistribution of property and subsequent reconfiguration of the world with the new power centers arising are on its basis. Overcoming of the crisis needs deep structural realignment of the world economic basis, financial system, industrial relations and changing of the technological structure of the globalized society.*



#### *The economic crisis nature*

*The fundamental nature of the specified phenomenon (K-cycles) which were opened 80 years ago by outstanding Russian economist Nikolay Kondratyev display big Kondratyev cycles of development of economic. Throughout last two centuries K-cycles with the periods of 40-50 years completely answered real development of economy. The schedule illustrates some K-cycles captured a time interval from the beginning of the last century up to now and opening horizons on some decades in the future.*

*Analysing these cycles, we see that for last century were typical Great depression in the United States of America on a bearish wave of the third K-cycle and the first default of dollar in 1933. The second default of dollar in 1971 and oil crisis of 1973-1975 had on a bearish wave of the fourth K-cycle and have passed to the deep economic crisis named stagflation. Now we are on a bearish wave of the fifth Kondratyev cycle to which the next system crisis answers.*

*Thus search of an exit from great depression of 1929-1933 has inhaled a life in the fourth technological way: large mechanical engineering, civil and military aircraft, hi-tech building, industrial power. The following system crisis of 1971-1975 has pushed the fifth technological way to development: microelectronics, the computer techniques, the Internet, a mobile communication.*

*The nature of present crisis consists that after the twenty years' lifting of the economy which has begun in 1980-1985, by 2000 the potential of economic development of the fifth technological way has been settled (A.Ajvazov, "Profile", №40 for 2008). Having felt it, the*

*large capital has started to flow in speculative spheres — in the hypothecary and stock markets where without the big efforts could receive ultrahigh profits. The huge virtual capital which totally, in a money's worth, came off real actives, economy of the fifth technological way more and more has started to accrue. This rupture in the crisis beginning has exceeded a parity 10:1. The huge financial pyramid like «MMM» was inflated.*

*As it was already repeatedly marked in a press, hypothecary crisis of 2008 in the USA, mass failure to return credits, liquidity recession became a push for its collapse. As consequence, the snow clod of financial problems has swept worldwide.*

*Efforts of the governments of the different countries to modernize economy, in particular injection by the United States 700 bln. dollars in the financial system and 18 billion in an automobile complex, allocation of the similar sum by EU Central Bank to the European banks, granting of the credit of IMF to Ukraine at a rate of 16,5 bln. dollars etc., is a cosmetic treatment of the previous financial system. It on the essence leaves in the past as it is torn off from real economy and leans against out-of-date technological way. Therefore it will collapse even more promptly after time medicines will stop to operate.*

*Actually the world economics passes to a bearish wave of the fifth a cycle. It will cause long recession and irreversible crisis of real economy and social sphere. During this crisis there will be a global redistribution of the property at the expense of "burning" of huge volumes of the virtual capital, bankruptcy of the banks involved in it, the companies, the large enterprises, a default of the basic currencies of the world. Process will be accompanied by simultaneous buying up of real actives of economic by stronger and clever "predators" which will absorb weaker and less clever. World power consumption and consumption as a whole will decrease that will lead to time falling of the prices for oil and gas.*

*Trading contradictions between the USA, Europe, Eurasia, South East Asia will amplify. In connection with easing of global economic relations the new regional markets with the dominating currencies, for the sake of construction of the closed self-sufficient economic educations will start to be formed. There will be a transition to the multipolar world to the new centers of the power. The main things regional clusters at this stage represent North American led by the USA, West European led by EU, Eurasian led by Russia, Asian-Pacific (group of the countries ATES led by Japan and China). Thus economic relations between last two clusters will gradually amplify, and in crisis the countries which have constructed at model of the state capitalism (China, Russia, the Scandinavian countries), will appear more effective in comparison with the countries preaching liberal economy which Ukraine concerns also.*

*In the course of structural reorganization of economy and relations of production on a bearish wave of the fifth K-cycle the new technological way which basis will generate not hydrocarbonic power, and bioengineering, gene engineering, sciences about the person, space chemistry should be born.*

*Professor Dr. Mickailo Zgurovsky,  
BSUN president*

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FROM THE BLACK SEA REGION, WITH THE OCCASION OF THE  
10<sup>TH</sup> ANNIVERSARY OF THE BSUN**

**September 19<sup>th</sup>, 2008**

We are welcoming today the 10<sup>th</sup> Anniversary of the Black Sea Universities Network. The initiative, which had the aim to build the framework of cooperation between the higher education institutions from the countries of the Black Sea Region, allowed the initiation of regional programs. These programs are intended to offer to the students from the area, access to a more diversified knowledge, but also the possibility to develop a new culture of dialogue. With time, this Network of universities became a tradition, so that we can talk about the organization of a space of debate and collaboration between the states of the region.

The Black Sea region was along the centuries an area of conflicts which illustrate the big variety of divergent interests. In the last years, Romania affirmed, with various occasions, the necessity to consolidate the regional security, economic development, but also the importance of democracy and cooperation between the riparian countries. The development of the countries from this area endures in this way a plurality of dimensions and convergent objectives, involving, first of all, the need for ways of institutionalized cooperation.

The Black Sea is not a simple space in which are developed geopolitical interests. The cooperation between the states and the development of ambitious economic objectives can not be realized in the absence of a common set of values and representations. The cooperation presumes before anything else a capacity of mutual communication and understanding of the common points and the differences which separates us. In this respect, initiatives such as the Black Sea Universities Network, as a source of internationalization of the education, constitutes an essential element in developing of a fruitful debate of ideas between the members of the academic community, as well as for the current students, the leaders of tomorrow.

Today, more then ever, the education and research are placed in the centre of the society projects. The developments of competences and of dialogue culture are at the base of economic performance. This is the spirit in which there have to be formed and perfected the new generations! Cooperation between universities, encouraging partnerships with other states regards the incensement of knowledge, and also to create a dynamics of dialogue. Trough the Black Sea Universities Network, Romania has the chance to contribute to the promotion of cooperation in the region. The education can become in this way a common point for stability and prosperity. In my quality of President of Romania, I would like to congratulate the activity of the Black Sea Universities Network and I wish you success on the Extraordinary Conference of Rectors from the Black Sea Region.

Traiana Basescu  
President of Romania

**STATEMENT BY AMBASSADOR ALIOSHA NEDELICHEV  
DEPUTY SECRETARY GENERAL  
OF THE BSEC PERMIS**

**Extraordinary Session of the Conference of Rectors from the Black Sea Region  
dedicated to the 10<sup>th</sup> Anniversary of the Black Sea Universities Network  
Eforie Nord, 18-20 September 2008**

Mr. President,  
Distinguished participants,

Allow me first of all, on behalf of the BSEC PERMIS, to congratulate you cordially on the occasion of the 10<sup>th</sup> Anniversary of the Black Sea Universities Network. I do believe that this Extraordinary Session will be an excellent opportunity to assess the achievements of BSUN during the last 10 years and to exchange ideas on its activities in the years to come.

I could not but express our sincere gratitude for inviting us to participate in this important event for the Black Sea academic community. I am sure that the hospitality of organizers and people of Constanta County will not only make our stay a pleasant one but will create an atmosphere conducive to fruitful results as well.

Mr. President,



The Organization of the Black Sea Economic Cooperation (BSEC) was founded 16 years ago. Now, it is a full-fledged regional organization which has an intergovernmental character. BSEC possesses a legal personality, has a Charter, budget and governing bodies. With your permission I would like to briefly inform the participants of the Conference

about the current BSEC activities in the field of education, science and technology.

As you know, the Charter of BSEC (art. 23) set up a noble task for the Organization to promote cooperation among academic communities, scholars and scientists of its 12 Member States. In other words, the cooperation in the areas of education, science and technology is a constitutional duty of the Organization and it has a permanent character. That's why the Council of Ministers, the principle body of BSEC, established two subsidiary bodies (working groups): one in the field of education, and the second – in the field of science and technology. Both groups are working in accordance with their own Terms of Reference and Action Plans, approved by the Council. Working groups are chaired by country-coordinators, appointed for a period of two years. Normally, they are holding meetings once in a year. By the end of the terms in office of the country-coordinator, sectoral ministerial meetings are convened in order to assess the implementation of the action plans and to approve the future course of action. At the moment, the Hellenic Republic is the country-coordinator of the WG on education, and the Republic of Bulgaria is the country-coordinator of the WG on science and technology. The last ministerial meetings were held in October 2007 on science and technology and in August 2007 on education.

This is in brief the organizational aspect of the BSEC activities. Now I would like to say some words about the substance of our work.

Promoting regional cooperation in the field of Higher Education, joint research projects and programs and greater valorisation of the educational potential, encouraging higher student's mobility and exchange among Member States are the main objectives of the BSEC activities in this field. Establishing the European Higher Education area according to the objectives set by the Bologna Process is considered as one of the most important issues of cooperation.

The discussion in the area of education currently is focused on the following main topics:

- Cooperation in Higher Education and University Research among BSEC Countries;
- Life Long Learning – from early childhood through adulthood;
- Information and Communication Technologies (ICT) in Education;
- Equitable Access to Quality Education at All Levels.

The Working group on education is assigned with the following tasks:

- to cooperate in the development of national frameworks of qualifications to secure compatibility of the educational systems in the BSEC region;
- to create and develop a network and a web-site, which will provide all the information about the educational reforms and the innovative practices in each Member State;
- to work for implementation of standards, procedures and guidelines on quality assurance as agreed for the European Higher Education Area;
- to stimulate Higher Education Institutions to incorporate principles of democratic society and intercultural education in their programs;
- to investigate the possibility of elaborating joint post-graduate programs between the Universities.

Promoting regional cooperation in the field of science and technology, putting knowledge to the forefront of its activities, setting up joint research projects and programs and greater valorization of the scientific and technological potential are the main objectives of the activities in this field. Integrating in the European programs and projects (Framework Program 7) is one of the main goals to BSEC Member States.

The development of multilateral cooperation among the academic communities is aimed at applying the achievements of world science and technology to economic field. In this respect, it is

envisaged to strengthen further regional cooperation in the field of scientific research and technological development as a major driving force of dynamic sustainable economic growth and prosperity for the peoples of the region.

I would like to mention in particular the following tasks with which the respective working group is assigned:

- To contribute to the development of the communication infrastructure of the BSEC Member States and the use of modern information and communication technologies in organization and realization of joint actions.
- To submit recommendations on specific activities in the following areas of action, such as:
  - joint projects for scientific research and technological development;
  - human resources;
  - capacity building;
  - research infrastructure;
  - innovation;
  - priority domains for research.

Mr. President,

BSEC appreciates the prominent role BSUN is playing in the development of regional academic cooperation. In this context I would like to recall that in their Statement, adopted on 31 October 2007 in Istanbul, the Ministers Responsible for Science and Technology of the BSEC Member States welcomed and encouraged the activity of the Black Sea Universities Network (BSUN). The possible re-establishment of BSUN sectoral dialogue partnership with BSEC will definitely enrich our relations, make them systematic and comprehensive.

In conclusion, Mr. President, I would like to express our wish this Conference to be another important step in enhancing cooperation among the academic communities, scholars and scientists in the Black Sea region.

Thank you for your attention!



# THE EXTRAORDINARY SESSION OF THE CONFERENCE OF RECTORS FROM THE BLACK SEA REGION

**Mr. Deputy Mircea CIOPRAGA,  
Head of the Romanian Delegation to PABSEC**

Dear Mr. President,  
Distinguished Participants,  
Ladies and Gentlemen,

It gives me a great honour to salute this distinguished academic reunion as a representative of PABSEC and I would like to thank the organizers for the invitation to participate at this reunion.

In the name of the Parliamentary Assembly of the Black Sea Economic Cooperation I would like to



congratulate the Black Sea Universities Network for the anniversary of 10 years of intense and efficient work for developing academic cooperation between the countries from the Black Sea Region. I would like to underline that PABSEC supported right from the beginning the BSUN activity, by adopting in 1995 “The Decision regarding the Framework of Cooperation between PABSEC and the Black Sea University”. It has to be reminded the one of the forecasts of these Decisions expresses “a special interest for organising a network of universities in the Black Sea Region – the Black Sea University being the main point and the communication centre for consolidating the contacts, cooperation, summer classes and common research”.

Having 15 years of existence and having as main objective to assure the legal framework for developing economic, political, and cultural cooperation in the region, PABSEC conferred a

permanent attention to the promotion of academic and scientific cooperation.

In 2001 the Parliamentary Assembly adopted the Recommendation regarding “The Black Sea Universities Network: contribution to the academic cooperation of BSEC”, taking into consideration the fact that the Economic Agenda for the Future of BSEC underlines the role of multilateral cooperation between the academic communities. We are glad that also BSEC started lately to organize reunions of the Working Group for Education, and also meetings of

the Ministries of Education from the Member States with the propose to promote the regional cooperation in the field of higher education. The Recommendation asks the National Parliaments and Governments to support the request of the Black Sea Universities Network addressed to the Council of the Ministers of Foreign Affaires of BSEC to receive an adequate statute, which will allot it to play a more active role in the development of regional cooperation.

We are convinced that the Black Sea Universities Network will continue the efforts to develop an academic cooperation in the region, as part of the cooperation process at the Black Sea, bringing in this way its contribution to achieve our common purpose – to transform the Black Sea Region in an area of peace, stability and prosperity.

Taking into account the importance of the cultural cooperation at a large scale for the promotion of a good understanding, mutual respect and tolerance in the Black Sea Region, PABSEC supported the implementation of “The Black Sea Convention regarding the cooperation in the field of culture, education, science and information””, signed in 1993. The Convention offered the base legal framework for bilateral and multicultural cooperation in the Black Sea Region in the field o culture, education and science. In this context PABSEC adopted in 1994 the Recommendation regarding “The Ratification and implementation of the Black Sea Convention regarding the cooperation in the field of

culture, education, science and information”, asking the signing Participant States rush the ratification of the Convention.

With time, the Parliamentary Assembly gave a special importance to the role of education for the future of the Black Sea region. Thus, right from the beginning was created the Commission for cultural, educational and social problems, which debated and elaborated a series of recommendations regarding the cooperation in the field of education in the BSEC Member States, among which I would like to mention:

- The recommendation regarding “Cooperation between the BSEC member states regarding the improvement of the education sector”, adopted in 1995, proposed to be taken into consideration the elaboration of bilateral and multilateral agreements regarding the recognition and assimilation of the academic classes, diplomas and other similar certificates.
- The recommendation regarding “The Cooperation of the academic communities of the BSEC member states in its legal framework” was adopted in 1998 and asked the National Parliaments and Governments to promote the signing of bilateral and multilateral agreements regarding the academic mobility in the Black Sea Region through mutually recognition of the higher education qualifications.
- The recommendation regarding “The Mutually Recognition of the higher education diplomas by the BSEC member states” adopted also in 1998, recognized the importance of the academic mobility and students, professors and researchers free movement for the countries from the region with the aim to consolidate the educational and scientific bounds. Also, these will contribute to the strengthening of the human potential in the Black Sea region and it will rise the competition on the labour market.

- The recommendation regarding “The Bologna Process and the reforms of the higher education system for the BSEC member states” was adopted in 2007 and it underlines the fact that every BSEC member states harmonized their legislation with the principles and objectives of the Bologna Process and the higher education institutions will implement them in the shortest time. We considerate that is very important for the countries from the Black Sea region to implement these European principles, as well as because today the European space, of the European Union, includes finally also the Black Sea region. PABSEC gives a great importance to the process of cooperation with the European Parliament, starting from 2000, and we also plead that this should be extended in the field of education.

Mr. President,  
Distinguished Participants,  
Ladies and Gentlemen,

In the end, I would like to wish, in the name of the Parliamentary Assembly, to the Black Sea Universities Network a lot of success in the future activities and to reiterate our support for consolidating your statute beside BSEC, and also our eagerness to contribute in a active way to your projects. The Parliamentary Assembly is well aware of the importance to promote an education of high quality for the young generations and will continue to monitor the progress obtained by the member states in this field.

Thank you for your attention!

**STATEMENT OF Mr. REMUS PRICOPIE,  
SECRETARY OF STATE, Ministry of Education, Research and Youth,  
Romania**

Distinguished Rectors,

The Black Sea Region is a cradle of civilization that had a major contribution to the mankind culture, economy and spirituality in general. We have to mention that the first concept of university has been conceived and developed in the antiquity in Greece and Asia Minor. The major religions have been initiated and became mature in our region before their extension to other regions of the world.

The determinant migrations of populations, generating the exchange of knowledge and values, bridging the Far East and the West have passed through these places and contributed the major breakthroughs in the development of Europe and of the World, like the Renaissance.

Today, our region is writing a new history, in which Europe discovered that the Black Sea area shall have a fundamental role for the sustainable development in the next century.

In this context, the role of the Academic community is and should be of utmost importance. The Universities have to reconsider their position in the society and become key players in innovation and sustainable development. We have to modernize the contents of our programs, to become much more innovative, to respond to the new challenges of our region, to develop cooperative structures like virtual universities, to improve the administration of our institutions. The university management should become much more professional, the financing resources to be diversified and the access of students, companies and the society in general should be assured by innovative and valuable concepts.

As you know the pillars of the Bologna Process consists on the followings:

- The three cycle structure of the education systems;
- Quality Assurance;
- Recognition of qualifications and of the study periods.

The implementation of the Bologna Process should not be considered as an activity *per se*. The implementation should be used for the re-engineering

of the universities with a major emphasis on substance rather than on the form.

The Black Sea Universities Network is a project which reached the age of maturity. It was initiated from the vision of an outstanding personality - Acad. Mircea Malitza and from the beginning it has been supported with a great joy by many rectors from the region. The concept of the network has been improved during the last 10 years and we may say that today we have an extremely valuable platform for cooperation, a good experience and long lasting human connections. These are the basic assets that will allow the development of future projects. There are already funding programs available in the region like Black Sea Trust Fund and soon the Black Sea Cross Border Cooperation. These programs are intended to provide the seed

money for the large projects and it is only up to the creativity and interest of the members of the Academic community to prepare winning projects for the above mentions programs.

Last April, I had the honor to participate to the BSUN Congress and I felt sad. I have discovered the beautiful Kiev, the huge scientific potential of the universities of the region and willingness for cooperation of the academic community. I felt sad that we are not exploiting yet this immense potential of cooperation.

The Romanian Ministry of Education, Research and Youth and the Romanian Government, supported the development of the BSUN, taking into account the added value of this concept for the future development of the higher education sector. The support has been significant but, I am happy to conclude that it worth.

I would like to congratulate you all for the achievements in structuring a functional network but, I consider that the real work starts from now on. As we all know, a network exists only as long as the members have continuous interactions and joint cooperation.

I am sure that during these days, you will find new opportunities for cooperation, establish partnerships

and define pathways for the future.

I would like to congratulate, the "Ovidius" University of Constantza, Prof. Ciupina and his colleagues for

the efforts in the implementation of this project and I would like once again to assure you of the support of our Ministry and of myself for your future projects.

## **STATEMENT OF Prof. Dr. Mychailo ZGUROVSKY, BSUN President**

Your Excellency, Mr. President, the honorable Romanian authorities, Dear Participants and guests of the conference!

On behalf of Black Sea Universities Network let me address the words of warm greetings to you and let me express a big gratitude for our invitation and organization the conference on the highest level.

Today BSUN unites the 115 universities from 11 countries of Black Sea coast. We understand that our region plays an important role in European stability, peace and development. It is a special area with the great potential, rich in natural resources and having a strategic location at the crossing of Europe, Central Asia and Middle East. The region's market grows quickly and progressively.

But at the same time the Black Sea coast countries face with the new challenges in the course of globalization and geopolitical reconfiguration. The main from them are: the reducing of organic fuel resources, nature depletion, progressing of the global diseases, like cancer, heart vascular disease, HIV, tuberculosis, increasing the nature disasters, anthropogenic catastrophes and others.

There are a lot of opportunities and prospects in the Black Sea region, which demand the coordinated work at the regional level. They include such key segments, as power safety, sustainable development, information society development, environmental protection, development the transit potential and others.

Assuming oneself the responsibility for the regional and global development BSUN has consolidated of the universities, international organizations, all progressive people for the solving the above mentioned problems during last 10 years.

In particular on April this year in Kyiv, Ukraine, the Congress of the Black Sea Universities Network adopted a special document, called "The Kyiv Declaration of the University Rectors for the Sustainable Development of the Black Sea".

This Declaration postulated that for the nearest future the Sustainable development policy should be one of the most important for the region and also universities should make new efforts for implementation of the principles of UN Program

"Decade of Education for the Sustainable Development".

The rectors of Black Sea University region are deeply concerned about the scale and speed of environmental degradation, and the depletion of natural resources, which will have a dramatic impact on the welfare of our region and on the heritage of future generations.

We believe that urgent actions are needed to overcome these fundamental problems and to reverse the trends.

Universities should play a major role in the education, research, policy formation, and information exchange necessary to make these goals possible. The main regulations of this declaration are:

1. Use every opportunity to raise public, governmental, industrial and foundation, and university's awareness in the area of sustainable development of our region.
2. Establish programs to produce expertise in environmental management, sustainable development, and related fields and to develop the capability of university faculty to teach environmental literacy to all undergraduate, graduate, and professional school students.
3. Encourage the involvement of government (at all levels), foundations, nongovernmental organizations, and industry in supporting university research, education, policy formation in environmentally sustainable development.

4. Establish partnerships with primary and secondary schools to help develop the capability of their faculty to teach about population, environment, and sustainable development issues.
5. University teachers should hold individual trainings in solving ecological problems for municipality employees and authorities of our countries.
6. Establish an Academic Steering Committee for Sustainable Development in the Black Sea Region and appoint the BSUN International Permanent Secretariat to support each other's efforts in carrying out this declaration.

The rectors of Black Sea coast universities express one's gratitude to you Mr. President and to all Romanian authorities for the permanent support of our activity and initiatives.

Thank you very much!

# CURRENT STATUS OF HIGHER EDUCATION IN ROMANIA

**Prof. Dr. Victort CIUPINA**  
**Rector of “Ovidius” University of Constanta**

Distinguished Colleagues,

As members of the European Higher Education Area, we are all part of the Bologna Process which may be considered as a unique moment in the history of Europe when the education is crushing the borders and bridging the mentalities in order to become the vector of progress in the new eve of the European civilization.



In the case of Romania, the implementation of the Bologna Process overlapped with the integration of our country in the European Union that generated a synergic effect.

From the economical perspective, since 2000, the government has implemented macroeconomic policies which are supportive of growth. A disciplined fiscal policy complemented a tight monetary policy and was augmented by strong advances in structural reforms.

These improvements resulted in robust GDP growth for five consecutive years. Export growth remained vigorous, fuelled by private investment. The competitiveness of the enterprise sector was boosted by productivity gains.

Romania is now a visible and attractive destination for international investors as a result of better ratings and improved access to international capital markets. Large multinational corporations have chosen Romania for establishing their plants, conception divisions or core operations. At present, the major

problem of our country is to sustain this process and among the key factors for sustainability, the education has a leading position. In this respect, it is obvious that the whole Romanian education sector is involved in a comprehensive reform.

The Romanian higher education sector consists on the following institutions:

- 56 state accredited higher education institutions (49 civilian state higher education institutions and 7 military universities);
- 29 private accredited higher education institutions;
- 28 private accredited higher education institutions authorized to function proVISory;
- 6 post university academic schools.

All higher education institutions are coordinated/report to the Ministry of Education Research and Youth. Under the authority of the ministry there are agencies that play a very important role in fields such as financing and scientific research or partnerships with social and economic environment.

- The National Council for Higher Education Financing;
- The National Council for Scientific Research in Higher Education;
- National Agency for Qualifications in Higher Education and Partnership between Universities and Socio-Economic Environment (ACPART) University autonomy is fully guaranteed by the provisions of Romania's Constitution, art.32 (6) and those of the Education Law nO.84/1995 (Section 7), reedited, with all the later changes and additions.

It relies on the right of the university community to its own leadership/self-governing and on its right to benefit from academic freedom without any political or religious intrusion. It also relies on its right to assume a set of competencies and obligations in

accordance with the national strategic directions set for the development of higher education, stipulated by the law.

The higher education structural reform in Romania taking place at the moment aims to increase the mobility of the students, improve their chances on the labor market, reduce the number of university specializations and increase the participation in masters' and doctoral programmes.

Romania has made major steps towards the European Higher Education Area by reorganizing the entire spectrum of university programs. A new higher education structure has been adopted by the Law 288/2004 on the organization of university studies, providing the legislative framework for the introduction of the three cycles, Bachelor, Masters' and Doctoral studies, according to the Bologna objectives. The Law came into force in the 2005/2006 academic year and the first generation of Bachelor students will graduate in 2008/2009.

Through the Government Decision 1175/2006 a new structure of the first cycle (Bachelor) by fields of study in accordance with the principles of Bologna process was enacted. The decision provides 15 general fields of study and the correspondent specializations and is applicable in all public and private higher education institutions.

By reducing the number of study fields it is intended to allow a better coordination between the study programmes supply of Romanian higher education institutions and that specific to higher education systems within the future EHEA.

The Minister Order no. 3235/2005 concerning the organization of the first cycle (bachelor) of university studies ensure that the reform of the education curricula of the first cycle programmes within the same field of study includes the clear definition of the knowledge and skills acquired by the graduate, different from those acquired through the masters' and doctorate cycles.

The Governmental Decision no. 404/2006 concerning the organization of the Master degree and the Government Decision no. 567/2005 defining the main objective of the doctoral programmes constitute the legislative framework defining the structure of the second and third cycle.

The Minister Order No. 3617/16.03.2005 generalizes the application of ECTS in the Romanian universities. ECTS was in place since 1998 but it was

used mostly for the mobility schemes with the foreign partners. This new order stipulates a general use of ECTS which stimulates students in their mobility inside the same HEI and/or between programmes offered by various Romanian universities, similar to the mobility freedom promoted by ECTS across the borders of the country. The universities will establish their own rules concerning the passage from one year to another in terms of number of ECTS which has to be accumulated by a student in order to enrol in the next year of study.

The Minister Order No. 4868/2006 concerning the implementation of the Diploma Supplement for certifying the graduation of one study cycle stipulates that all HEIs is issuing, free of charge, the Diploma Supplement, starting from the 2005-2006 academic year.

One of the main achievements for the Romanian higher education with a view of becoming an active and attractive part of the future European Higher Education System was the adoption of the Law 87/2006 which approved the Emergency Government Ordinance no. 75/2005 on quality assurance in education.

This law has a trans-sectoral approach of quality assurance by covering all the providers of educational services in Romania. The Law on quality assurance in education includes:

- The methodology for quality assurance in education;
- Quality assurance at institutional level;
- External assessment of quality education;
- Institutional arrangements involved in quality assurance.

The Law also provides the establishment of the Romanian Agency for Quality Assurance in Higher Education is an independent public institution with competencies in accreditation, academic evaluation and quality assurance.

The state budget ensures most of the financial resources for higher education and research, respectively 5% of GDP in 2007 and 6% by 2008. Basic financing of universities is provided according to the number of equivalent students and to other quality indices set by the MEECT; they lie on the proposals made by the National Financing Council for Higher Education.

Aside from the budgetary resources, universities may



mobilize additional sources of revenue within legal terms. The funds coming from the state budget represent 65-80% of the whole budget. The rest are funds coming from fees, research contracts, services and other types of activities.

A distinct research fund is allocated to higher education from the aggregate research budget. According to the law, funding for research by university is allocated on competitive criteria, and depends on national priorities, and past or expected performance. Private universities use self-funding. After their accreditation they are entitled to receive funds from the state budget.

The higher education system is integrated, as a distinct and most important component, in the R&D and innovation system.

The National Authority for Scientific Research - NASR, represents the Government's specialized body with the mission to formulate, apply, coordinate and monitor the implementation, and assess the impact of R&D and innovation policies, with the aim to promote the development of activities in these fields and their scientific and technical integration at international level.

The National Authority for Scientific Research was established in July 2005, in the coordination of the Ministry of Education and Research (MER). The other body with responsibilities in university research is the National Council for Research in Higher Education Institutions (CNCSIS)

- includes representatives of the scientific community in universities;
- is organized in 6 commissions specialized by S&T domains

One of the priorities of the NASR is to strengthen and develop collaboration between R&D units and institutions, universities and enterprises, with a special view to:

- support and accelerate the process of technological alignment and integration of enterprises, according to the technical requirements and regulations of the European Union;
- increase the capacity to diffuse and develop advanced technologies in economy, in order to determine a raise of the share of medium and high technology products, competitive at international level.

The Excellence in Research Programme (CEEX) run by NASR identified excellence poles in higher education research. Launched in 2005, as main tool

for preparing Romanian research environment to the new FP7 running in 2007/2013, promote the partnerships between universities and industry, through RDI projects in high technology fields.

CEEX ensures at the present:

- The development of 57 postdoctoral programmes (54 in universities and 3 in research institutes).
- 191 research projects for young researchers which have involved 794 PhD students, master students and PhD holders, all aged under 35 years;
- Projects for postdoctoral programmes (41 postdoctoral students);
- The return in Romania of 23 PhDs with doctoral or postdoctoral studies abroad;
- Transversal mobility projects for 17 young PhD students.

From our perspective, the next phase of the development of the BSUN should be dedicated to the promotion of joint programmes.

According to Romanian legislation, these programs can be organized for all the 3 cycles of university studies (bachelor, master, and doctorate).

The Government Decision no. 1424/2006 stipulates the organization of integrated university study programs by two or more universities, which leads to a joint degree.

One of the conditions of organizing an integrated study program is to be established for a specialization recognized in the partner countries. For the recognition of a joint degree, all partner universities have to be recognized as an accredited HEI in their own countries. There are 3 types of integrated study programs:

- common programmes between 2 or more accredited HEIs in Romanian or abroad;
- university extensions abroad and study programs organized abroad by Romanian accredited HEIs in cooperation with foreign universities;
- "franchise" programs

In our country, joint degrees are most commonly awarded in economics/business, engineering, law and management.

The joint degrees are automatically recognized by the partner institutions via the National Centre for Recognition and Equivalence of Diplomas.

Thank you for your attention!

# CURRENT STATUS AND PRIORITIES OF THE HIGHER EDUCATION SECTOR IN ALBANIA

**Prof. Dr. Jorgaq KAÇANI**  
**Rector of Polytechnic University of Tirana**

## Introduction

Albania is a small country, still in transition, from a centrally planned economy to a more market oriented one, within a democratic political framework.

As in other countries in transition, the process of change needs a long time. Most parts of the Albanian social and economic infrastructure have made some changes, but more development is still needed.

Albania is looking to take its place within Europe, recognizing that this will take some time.

To sit alongside the rest of Europe, it needs to have a more skilled and educated working population who are able to function effectively in what will increasingly be a knowledge economy.



## The Structure of Higher Education

- ☞ Public universities in Tirana which offer three levels of studies: FLD, SLD and PhD;
- ☞ Regional public universities as “Regional Development Centres”, which offer FLD and SLD;
- ☞ *Non public higher education institutions, which offer FLD and SLD.*
- ☞ Arts, sports and military institutions have their place in the system

## The Legal Framework for Higher Education in Albania

- The Constitution of Republic of Albania.
- Law Nr. 9741, date 21.5.2007 “In behalf of Higher Education in Republic of Albania”.
- Law for science and technology development.
- Council of Ministers Act Nr. 467, date 18.7.2007 “The definition of criterions and procedures for scientific and pedagogic qualification, of academic staff”.
- Council of Ministers Act Nr. 864, date 5.12.2007 “For opening of doctorate studies programs in higher education institutions and determination of conditions that ought to complete the student to obtain the scientific degree “Doctor”.
- Statutes, Rules of Universities and/or their base and main structures.

## The Governmental Structures of Higher Education

- ☞ The Ministry of Education and Science (MoES),
- ☞ Higher Education & Science Council (HESC)
- ☞ Agency of Accreditation for Higher Education Agency (AAHE)
- ☞ The Administration Council of Institution, *responsible for the management, governance and long-term development strategy of the university.*
- ☞ Rector + Rectorate = executive body of the institution.
- ☞ Senate, responsible for academic issues

## The Management and Financing of Higher Education Institutions

The government has a clear policy that universities should “move towards” self financing – though not completely.

To implement this policy will require quite major changes in the financial arrangements under which the universities currently operate.

Outside the State Budget, the main current source of income for universities comes from the fees paid by students. There are two main types:

- the sums raised from fees paid by “normal” students for their diploma courses;
- the sums raised from the fees paid by part time student students for courses often provided out of hours (as reported by the universities – which may not be very accurate - this amount is similar to the first);

All the fee levels are set by the Council of Ministers. For “normal” students, the fees are about 12,000 leks p.a. and are the same for all universities and all faculties.

For part time students, the level of fees varies dramatically between courses from almost zero up to figures of 75,000 leks p.a. – and even exceptionally up to 300,000 leks p.a.

For “normal” students, there are scholarships for the most gifted and financial support for students from poor families.

The other main source of (non-State) income for universities is from the services that they provide.

Such income is very small by comparison with the income from fees.

Not only do academics have no incentive to channel their work through the university, there is also a limit on the amount of additional pay they can receive for such work – currently an additional 45%, but about to increase to 70%.

All the current signals to academics are that it is better for them to work privately – which they then do.

On funding and finance, the current position is that the universities receive their State budgets in three main blocks: salaries, operating costs and investment. For each university, the amount of the staff block is determined directly by the agreed staffing numbers and grades; the funds go straight through to the staff.

The distribution of the operating block between universities is currently determined by a formula, driven by student numbers weighted by subject and type of student; at first sight, this seems consistent with good practice elsewhere.

The third block, that for investment, is now composed only of income earned by the universities; it is allocated back to each university (after a central

tax of 10%) roughly in proportion to the university’s earnings.

### **National Strategic Plans for the Development of Higher Education**

Main strategic goals of the development of higher education in the Republic of Albania:

- ☞ Increasing, as much as possible the number of the citizens who continue and finish tertiary education, in order to precede the development of a modern knowledge-based society.
- ☞ A qualitative education is the key to the economic, social and cultural development and the guarantor of the development of the democratic national identity.
- ☞ A qualitative education can be achieved only by a educational, scientific research, professional and cultural activity of the public and non-public institutions in the higher education system which are open towards the society, region and the world

Fast development of education and science in our country is of paramount importance....

Based on necessity of:

- Increasing fast the level of education for young people
- Democratic development
- Fast development of social market economy
- Stabilization of the employment and social problems
- For main objective to join and be integrated in EU.

*Rapid increase of the education level of young people is the main way to reduce the level of the poverty, unemployment, increase the well-being and development of citizenship.*

Implementation of this process requires:

- A contemporary, long-term and well studied package of policies,
- A sufficient political support in the country,
- Enormous investments,
- Bi-lateral and multi-lateral close cooperation with foreign partners.

### **The Current Status of Implementation of the Bologna Process**

Albanian Universities started academic year 2005 – 2006 with the new curricula compiled according to the Bologna Process. This year (2008-2009) we have finished the course of First Level Diploma and will start the second level one.

The duration of First Level Diploma (FLD) is generally 3 years. For Law, Economics, Architecture, and some others the duration is 3.5 - 4 years. The duration of a Second Level Diploma is 2 years or 1 year.

*The 3d cycle-* “Doctorate” is given after completing the Master of Second Level (MSL) and it lasts from 3 to 5 years.

Bologna as a process

- ☞ The number of optional modules has increased - up to 20% of all First Level Diploma.

- ☞ Teaching is integrated with research and development.
- ☞ Internal evaluation group is already established in each faculty and are trained from Agency of Accreditation for Higher Education.

#### **Proposals for the Participation of the Universities of Albania in the BSUN Program**

- Exchange information and experience among the staff universities
- Common project in the field of energy, transport, information technology, environment, materials ect.

# CURRENT STATUS AND PRIORITIES OF THE HIGHER EDUCATION SECTOR IN GEORGIA

**Prof. Dr. Manana KIRTBAIA**  
**Rector of Tbilisi Public University “Metekhi”, Georgia**

Ladies and Gentlemen,

First of all let me bring you greetings from Georgia and Tbilisi Public University ‘Metekhi’ and thank you most cordially for the opportunity to address such a distinguished society.

Georgia is a small country conveying in itself the history of an ancient civilization. It has been existed as a state over 3000 years.



Georgian nation has always been trying to promote education. Rhetoric school of Pasis was famous in the ancient Roman times. Ikalto and Gelati Academies were the innovations of university schools in the 12<sup>th</sup> century.

Unfortunately in the 19<sup>th</sup> century fragile political situation led the country to the abolishment of independence. The Russian Empire occupied the whole country. But at present Georgia is independent, trying to join the European integration and Bologna Process is the expression of this particular ambition.

Elementary (6-11) and basic (12-14) education is mandatory in Georgia. Students with a secondary school certificate have access to higher education. Only the students who have passed the Unified

National Examinations may enroll in a state-accredited higher education institution.

The higher education leads to the one-cycle, two-cycle and three-cycle degree programs.

Three-cycle degree program leads to the following options:

- 1) Bachelor program – educational program with 240 ECTS.
- 2) Master program – educational program with 120 ECTS
- 3) Doctoral program - educational program with 180 ECTS

After completion of each stage a diploma is issued together with the Diploma Supplement.

Vocational Studies program conveys in itself at least 120 ECTS up to the 180 ECTS. The aim of the program is to equip an individual with practical skills and knowledge. The consequent qualification is identified in the diploma. A graduate shall receive an appropriate diploma that gives her/him access to earn the Bachelor's Degree but according to the Law of Georgia a graduate can commence studies at a bachelor's level after entering the higher educational institution.

A person with a secondary education or equal to it may commence studies at a bachelor level. A person with a bachelor degree or equal to it can enter the master degree studies. The holder of a master's degree or a person having qualifications equal to the master's degree can apply to the academic degree of a Doctor.

The official body responsible for the educational system in Georgia is the Ministry of Education and Science. It is a governmental body working in accordance with the Georgian Constitution, international agreements of Georgia, Georgian laws, normative acts and corresponding regulations. The state budget is the funding source and consequently the Ministry of Education and Science is responsible for the usage of budget funds. Ministry of Education and Science works under the Minister of Education and Science of Georgia. In different regions of

Georgia in the Governor's offices there are special educational departments working under the supervision of the Ministry of Education and Science.

There are both state (LEPL) and private (LTD) institutions of higher education in Georgia, having however governance and financial structure not very different from each other. The activities of the higher educational institution and its departments are regulated according to the statute of the institution. According to the international agreements and the law in force, the existence of branches of different foreign higher educational institutions requires the process of licensing and accreditation.

The governing bodies of higher educational institutions are Academic Board, Representative Board, Head of Administration and Quality Assurance. As for the faculties (departments), the following bodies are in charge of management: Faculty Board, Dean, and Faculty Quality Assurance.

On presenting the budget by the head of administration, the representative board approves the budget of higher educational institution. The head of administration in collaboration with his/her subordinates works out on the project of the budget, consents to the Academic Board decision and consequently represents to the Representative Board for the approval. The Representative board can make amendments in the budget then return it to the head of administration or approve it.

According to the Law of Georgia until 2010 the strategic priorities of the Ministry of Education and Science are the following:

- 1) Institutional reform of education and science system; Decentralization of governance; the formation of scientific, professional and HEI self-government bodies; increasing funding of education and science sector and the development of technical bases.
- 2) Integration of Educational and Scientific activities with the European and Euro-Atlantic Areas. Provision of conformity preserving the national identity; Implementation of the programs concentrated on the civil integration including the studying process of state languages.
- 3) Implementation of modern teaching methods; Consolidation of scientific institutions with the institutions of higher education; strengthening the innovative potentials among the scientists.

In 2005 May 19-20 Georgia accepted the challenge at the conference held in Bergen and the Minister of Education and Science signed the Bergen Communiqué. Consequently Georgia became a joint member of Bologna Process taking responsibility to join the European Higher Education Area by 2010.

The return of our country on the international horizon highlighting the political, economic and social integration with the European structures during the last decades is one of the main priorities for the development of Georgia.

Integration of higher educational system with the European area can be considered as one of the utmost opportunities and challenges for the country: Participation in the Bologna process gives us the chance to pursue reform in higher education, to join the European educational area adopting the principles of European quality assurance, to implement European standards in higher education and consequently to become the member of "Europe of Knowledge".

Being the member of Europe is a serious responsibility – We must approve the ongoing reforms and pursue the main priorities of the Bologna process, such as:

1. Transferring to the three-step system of higher education (Bachelor, Master and Doctoral programs)
2. European Credits Transfer System
3. Student and Academic Staff mobility
4. Quality Assurance
5. Life Long Learning
6. Involvement of students in the governance of higher educational institutions
7. Indivisibility of Teaching and Research

This is an incomplete enumeration of the principles represented in the Bologna Process documents and the implementation of these principles is an indispensable condition for the integration in the European Higher Education Area. The ongoing reforms in Higher Educational System in Georgia work in close collaboration with all these requirements and they are implemented in all the state-accredited institutions of higher education.

The parliament adopted the Law on Higher Education on December 21, 2004 identifying the political will of the Georgian government – to pursue serious and fundamental reforms in higher education. The law created the legislative framework for the reform in higher education.

Simultaneously concrete ideas were implemented. The first step of the reform was the institutional accreditation of Higher Educational Institutions in 2005 – 52 higher educational institutions passed accreditation and 198 institutions from 250 higher educational institutions had no right to admit students. Considering the situation in higher education in Georgia, institutional accreditation turned out to be the essential part of the reform among other important parts. Old academic curricula and teaching methods, corruption, fragmentary educational programs, the age of the academic staff which exceeds the general European average, the lack of young scientists that is the serious danger for the identity and stability of the Georgian scientific traditions and approaches, also lack of highly qualified administrative staff in education, and of course poor funding - It was impossible to implement the Bologna Process successfully without solving the problems mentioned above being eradicated while pursuing the reform.

While comparing to the European countries our initial position is far more difficult. So the reform must be planned more attentively and in details in order to avoid wasting of time and quite poor sources as well.

Active participation in BSUN programs must be one of the main priorities for the Black sea region

Universities. On behalf of Tbilisi public University “Metekhi”, we propose several projects which could be beneficial for the regional cooperation:

**1.** International Conference “Universities bond the Peoples” in the context of public diplomacy within the framework of conflict resolutions. The participants could be the academic staff as well as students of BSUN member universities. This particular conference might be sponsored by BSEC. The venue of the conference could be Constantza, Odessa.

**2.** International conference for the development of regional tourism. The role of the universities can be identified in the following way: the development of architectural, ecological, ethnological, archeological, wine etc. tourism. The venue of the conference could be Varna, Batumi or Yalta.

**3.** Foundation of the funding organization supporting the successful students in the scope of students’ mobility within BSUN member universities.

Once again I would like to thank you most cordially for the invitation and having the opportunity to talk about the Higher Educational priorities in my country. Thank you very much.

## **THE SPEECH OF PROF. DR. STEFAN BARUDOV BSUN PRESIDENT FOR THE MANDATE 2006-2008**

**Prof. Dr. Stefan BARUDOV  
Technical University of Varna, Bulgaria**

Today, ten years after the beginning, the BSUN includes 120 universities and we could say that the organization is very useful for our universities, for the young people and supports the sustainable development of the region.



last few years. The number of reports from different forums shows the interest of universities in these projects.

Last but not least, in this direction, we have to turn BSUN into a non-governmental organization.

The financing of the projects and the turning of BSUN into a non-governmental organization are important tasks for the near future. The other challenges require more time and support from BSUN.

Solving these problems, I am sure that our universities have the potential to prepare flexible specialists for the global labour market.

Now we are facing new challenges.

First, the transition from industrial societies to knowledge societies means increasing the number of students in the higher education system and providing quality education at the same time. One possibility to do this are the mutual educational and research programs.

On a second place, the fast changing technique and technologies and the increasing number of working years for people change the mission of our universities. They have to become life-long-learning universities and we must suggest development of flexible educational forms.

Third, the different rates of economic development of the different countries, the multicultural and multiethnic characteristics can be overcome by increasing the students, lecturers and researchers mobility. And BSUN has to support this process.

On a next place, we have defined seven priority areas and some priority projects in the same areas for the



# EXTRAORDINARY SESSION OF THE CONFERENCE OF RECTORS FROM THE BLACK SEA REGION DEDICATED TO THE 10<sup>TH</sup> ANNIVERSARY OF THE BLACK SEA UNIVERSITIES NETWORK

**18-20 September, 2008, Eforie Nord, Romania**

Between 18-21 September, 2008, was organized the 8<sup>th</sup> Conference of Rectors from the Black Sea Region, dedicated to the 10<sup>th</sup> anniversary of the Black Sea Universities Network, in Eforie Nord, Romania.

At the Congress participated rectors from Albania, Armenia, Bulgaria, Turkey, Moldova, Ukraine, Georgia, Azerbaijan and Romania.

The Conference started with the welcoming speech of Prof. Dr. Victor Ciupina, Rector of “Ovidius” University of Constanta.



Following, Mrs. Madalina Dinu, Presidential Counselor, presented the message of His Excellency, Mr. Traian Basescu, the President of Romania, who underlined the role of the Black Sea Universities Network in promoting the cooperation in the area, and the fact that education could become a common point for stability and prosperity.

Ambassador Aliosha Nedelchev, Deputy Secretary General of the BSEC PERMIS, underlined the main objectives of the organization he represents in the field of Higher Education: promoting joint research programs and projects and greater valorization of the educational potential, encouraging student’s mobility and exchange among the universities of the area; the establishment of the European Higher Education Area is in concordance with the objectives set by the Bologna Process and is considered as one of the most

important issues of cooperation. BSEC appreciates the prominent role that BSUN is playing in the development of regional academic cooperation.

PABSEC was represented at the Conference by Mr. Mircea Ciopraga, Head of the Romanian Delegation, who congratulated the Network for the 10<sup>th</sup> anniversary and expressed their conviction that BSUN will continue the efforts of development of an academic cooperation in the region, as part of the process of cooperation at the Black Sea, bringing in this way it’s contribution at the common aim – to transform the Black Sea Region in a area of peace, stability and prosperity.

The message of Mr. Remus Pricopie, Secretary of State of the Romanian Ministry of Education Research and Youth, presented by Prof. Mihai Korka, underlined the importance of the BSUN for the academic cooperation from the Black Sea Region.

At the end of the first session Prof. Mychailo Zgurovsky, BSUN President, presented the “Kiev Declaration of Rectors from the Black Sea Region”.

In the second part of the Conference there were presented the country rappers in which the speakers included the following aspects:

- the structure of higher education in your country;
- legal framework for higher education in your country;
- governmental structures of higher education in your country;
- management and financing of higher education institutions in your country;
- national strategic plans for the development of higher education in your country;
- current status of implementation of the Bologna Process in your country;
- proposals for the participation of the universities of your country in the BSUN Program.

The country rappers were presented by the followings:

- *Albania* - Prof. Dr. Jorgaq KACANI, Rector of Polytechnic University of Tirana
- *Armenia* - Prof. Dr. Suren ZOLYAN, Rector of Yerevan State Linguistic University
- *Azerbaijan* - Prof. Dr. Siyavush GARAYEV, Rector of Azerbaijan State Oil Academy
- *Bulgaria* - Prof. Dr. Oved FARHI, Rector of Varna Technical University
- *Georgia* - Prof. Dr. Manana KIRTBAIA, Rector of Tbilisi Public University "Metekhi"
- *Romania* - Prof. Dr. Victor CIUPINA, Rector of "Ovidius" University of Constanta
- *Turkey* - Prof. Dr. Mehmet DURMAN, Rector of Sakarya University
- *Ukraine* - Prof. Dr. Sergiy BYELIKOV, Rector of Zaporizhzhia National Technical University

The third part of the Conference was dedicated to the future challenges for the Higher Education in the

Black Sea Region, and were appreciated the speeches of Acad. Abel Maharramov (BSUN President between 2002-2004), Prof. Stefan Barudov (BSUN President between 2006-2008), Prof. Mychailo Zgurovsky (President in office) and Prof. Haroutune Armenian.

The last part of the Conference occasioned the approval of the application forms for becoming members of BSUN. The universities that were accepted are the followings:

- Kremenchuk Mykhailo Ostrohradskiy State Polytechnic University
- Odessa National Academy of Food Technologies
- The University of Banking of the National Bank of Ukraine
- Sevastopol National University
- Erzincan University
- Gori University

Also at the end of the meeting, the participants agreed on the future activities of the Network.

# **THE CHARTER FOR REGIONAL OR MINORITY LANGUAGES IN ITS 10TH YEAR: A CONTINUOUS QUEST FOR LINGUISTIC DIVERSITY IN UNITY**

**Franz-Xaver GOOP,**  
**member of the Independent Committee of Experts for the European Charter for  
Regional and Minority Languages**

Honourable President, Mr. Traian Basescu, distinguished representatives of ministries, dear participants. It's both an honour and pleasure for me to comment on the charter for Regional and Minority Languages in its 10<sup>th</sup> year and, if I may say so, it is particularly gratifying for me to be in Romania on its occasion as the ratification of the Charter for Regional and Minority Languages by your country earlier this year both marks and celebrates the 10<sup>th</sup> anniversary of the Charter.

Since the entry into force of the Charter in 1998, with an handful of ratifying parties the Charter has found much recognition both among the speakers of regional and minority languages (RML) and their State parties. In the course of these ten years we have had 31 Committee meetings and the number of experts has grown in the same measure as countries have joined the Charter system. As of this date, the Charter has been signed by 33 states, of which 23 have ratified it. During these 10 years more than 40 reports have been adopted by our Committee and for 8 countries the third monitoring round has already been completed.

From our experience I can say that this monitoring mechanism has been functioning very well despite the difficulties connected with the late submissions of some periodical reports and the staff shortage at our Secretariat. Although the reporting period of only three years is extremely short for both the state parties and the Committee, working on all these reports in so little time, this tight cycle has nonetheless the great advantage of creating a system of a permanent dialogue between the state concerned, the Committee of Experts and even more important: the representatives of the speakers. Thus any problem that arises can be dealt with very soon in the next monitoring cycle.

Equally the menu system of the Charter has proved to be very useful by allowing states to adjust their instrument of ratification to the specific needs and situation of each language. States are by this mechanism not only required to clearly analyse the specific situation of each language, thus entering in an important dialogue with the speakers concerned,

but also to specify its future commitments for the protection and the promotion of the languages concerned. What makes the Charter, however, unique is the fact that it is the only binding legal instrument worldwide specially devoted to the safeguarding of RML, which makes it a key convention of the Council of Europe.

It is therefore of little surprise that the Charter has gained considerable international recognition in the course of its ten years of existence both in Europe and worldwide. Many institutions of the European Union increasingly make reference to the Charter, thus the European Parliament recognized the Charter as a "Key Europe-wide legal frame of reference applying in this sphere" in a resolution adopted as early as in 2003. The Charter's conception that the recognition of cultural and linguistic diversity will ultimately reduce tensions arising from minority issues accounts for the fact that it is also perceived as an essential contribution to peace and stability. Not surprisingly there has therefore been growing cooperation between the Council of Europe and the OSCE in various fields where the Charter is relevant (*free*: OSCE ambassador in Armenia). Finally, contacts have also been established with UNESCO, which considers the Charter as a frame of reference for the possible drafting of a worldwide convention on the indigenous and endangered languages.

Despite this increasing international recognition it is both very disappointing and regrettable to note that after some considerable progress, particularly at the beginning of this millennium, the rhythm of signing and ratifying the Charter has slowed down alarmingly. Thus since 15 November 2006, when the Czech Republic ratified the Charter, Romania has been the last and only state to ratify the Charter. To put it more bluntly: the majority of the member states (23/47) of the European Council have still not ratified the Charter.

This is an increasingly irritating situation since all new member states joining the European Council after the mid-nineties are required to commit themselves to accede to the Charter. However, to quote the words of the Secretary General in his

biennial report to the Parliamentary Assembly in September 2005: “The result is meagre”. But what is even more worrying is the fact that also some so called “old” member states of the Council of Europe that have regional and minority languages on their territories and for which the Charter was originally conceived, have still not ratified the Charter as yet, although some of them signed the Charter many years ago (France in 1999 and Italy in 2000). This is of particular concern because it might have an adverse effect on the chances of ratification by more recent member states, which, as one clearly foresees, could be inclined to ignore obligations imposed on them by states who are themselves unwilling to accept them.

The question obviously arises why there has been such a growing resentment among some states to adhere to the Charter. One possible answer might indeed be very success of the Charter itself, which, despite all its shortcomings, has proved to be both a very efficient and sophisticated legal instrument to safeguard the linguistic diversity in Europe. The result of our monitoring work gives clear evidence that the mere existence of the Charter already increases the awareness of RML not only among states but equally among the speakers of these languages as well as the minority Language speakers. Experience proves that it depends very much on the minority speakers whether states are prepared to promote and protect its linguistic diversity. Awareness rising with the majority is therefore of the utmost importance. But in some cases it has also been necessary to raise the self esteem among the speakers of RLM, since their interest in their own language is surely the most crucial element for a successful promotion and protection of this language.

As an immediate result of the implementation of the Charter some languages were for the first time officially recognized, for example Limburger in Holland or Cornish and Manx in the United Kingdom, or such a tiny languages as Cypriot Maronite Arabic in Cyprus. We are also extremely happy to note that there are some, however modest initiatives in various countries to ensure the survival of Yiddish, which is in the extreme danger of extinction.

The monitoring mechanism and the time limits of the succeeding monitoring cycles allows us,

however, to assess in more concrete terms where and how the Charter has shown an impact on the protection and promotion of these languages, particularly as regards the concrete provisions undertaken by the state parties under part III of the Charter. Our reports thus give evidence of many examples of good practices which show that the situation of many regional and minority languages has improved and we have good reasons to believe that at least in part these improvements can be attributed to the influence of the Charter’s mechanism.

Despite this impressive record it must not be overlooked that there are a number of structural problems and shortcomings which hamper the effectiveness of the Charter. There is still some disagreement with some state parties about which languages are covered by the Charter. However, according to the Charter (Article 2,1) it is quite clear that part II protection applies to “all regional or minority languages spoken (the state party’s) territory” and this has also been reflected in the monitoring practice of the Committee. In addition, there are some problems with some states due to the fact that there have been a number of misunderstandings in the drawing up of the instrument of ratification, in some cases, for example, it simply reflects the domestic legislation already in place.

On the whole, the response of the state parties has been rather varied, some have taken or are about to take the necessary measures to fulfil their obligations under the Charter, others have for various reasons not yet responded satisfactorily to some of our recommendations. This obviously raises some concern, it is, however only fair to recall that particularly legislative changes need more time than the tight monitoring cycles often allow.

A further problem is the fact that in some countries central governments tend to delegate responsibilities under the Charter to decentralised bodies thus shifting their obligations to regional authorities. Since it is not the regional government but the state that is party to the Charter the Committee has taken the view that it is also the national government that is to be held responsible for ensuring that the Charter is implemented.

# **PRESERVING THE DIVERSITY OF REGIONAL AND MINORITY LANGUAGES IN THE BLACK SEA REGION**

**December 12<sup>th</sup>, 2008, Cotroceni Palace, Bucharest, Romania**

On December 12, 2008, was organized together with the Romanian Presidency and the Union of Turkish-Moslem Tatars from Romania, an International Seminar dedicated to preserving the diversity of regional and minority languages from the Black Sea Region.

At the Seminar participated representatives of the European Commission Representation in Romania, Department for Interethnic Relations, European Charter for Regional or Minority Languages, Ethnocultural Diversity Resources Centre, rectors and professors of universities from Romania, Ukraine, Turkey, representatives of different associations of minorities from Romania and other people interested in the theme of the Seminar.

The Seminar started with the message of Mr. Nicolae Idu, Head of the European Commission Representation in Romania, presented by Mrs. Iulia Deutsch, the Deputy Head of the Representation.

Mr. Attila Marko, State Secretary of the Department for Interethnic Relations who stressed on the methods for the implementation of the Charter of Regional or Minority Languages in Romania. On this matter was invited to say a few words Prof. Dr. Ioan Panzaru, Rector of the University of Bucharest, the institution of high importance in preserving the regional and minority languages.

Following, Mr. Franz Goop, member of the Committee of Experts of the European Charter for Regional or Minority Languages talked about the current status and specific aspects for Romania and the Black Sea Region. He underlined the Charter allows the states to adjust the instruments for ratification.

In the second session of the Seminar was dedicated to the case of Tatar language. In this respect the works of the session started with Prof. Dr. Tasin Gemil, from "Ovidius"

University of Constanta, who presented the Tatar community from Romania from a historical and European perspective, and Prof. Dr. Enver Mamut, also from "Ovidius" University of Constanta, who had referred to the origins, evolution and current status of the Tatar language spoken in Romania.

Mr. Aldin Amet, Deputy in the Romanian Chamber of Deputies, stressed on the promotion of Tatar language in the schools from Dobrogea Region, the steps that have been made in this direction, the legal framework and implementation of the legal provision.

Following, Prof. Dr. Enise Abibullaiyeva, Dean of the Faculty of the Crimean Tatar and Turkish literature from Crimean Engineering Pedagogical University, who underlined the conceptual-methodological background for preservation and development of the Crimean Tatar language in the Black Sea Region.

# THE BSUN EXECUTIVE BOARD MEETING

## Sakarya – Istanbul 18-22 February 2009

Between 18-22 February 2009, it was organized the BSUN Executive Board Meeting on the premises of Sakarya University and Istanbul Technical University.

The participants from the Executive Board have been the followings:



- Prof. Mychaylo Zgurovsky, National Technical University, “KPI”, Kiev
- Prof. Jorgaq Kacani, Polytechnic University of Tirana;
- Prof. Gegham Gevorgyan Yerevan State University;
- Prof. Zurab Davitashvili, Tbilisi State University;
- Prof. Merab Kiladze, Tbilisi State University;
- Prof. Gulheiran Ragimova Baku State University;
- Prof. Victor Ciupina, “Ovidius” University of Constanta;
- Mr. Nicolas Mandalos, University of Patras;
- Prof. Mehmet Durman, Sakarya University;
- Prof. Sergey Byelikov, 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;
- Mrs. Georgiana Bercaru, BSUN IPS Expert.

The main items which have been included in the agenda have been the followings:

### 19 February, 2009

- ❖ welcome speech of Prof. Dr. Mehmet Durman, the Rector of Sakarya University, which included a short presentation of the history and structure of the university and the internal evaluation and the strategic planning management structure of his university
- ❖ Prof. Mychaylo Zgurovsky, BSUN President, presented his gratefulness for the hospitality of the organizers from Sakarya University and made a presentation on the *Current Status of the activities within BSUN*, where he underlined the governmental support for the activities of the Network and stressed on the BSUN priority areas and the future projects of BSUN:

#### 1. Sustainable Development

- Development of Network tool for Sustainable Development global simulation and country threats quantitative analysis in Context of quality and safety of human life.

#### 2. Technology Transfer

- Knowledge and Innovation Community on climate change

#### 3. Advanced Materials

- Networking tools for advanced materials research

#### 4. Sustainable Energy

- BSUN regional Master/PhD programs: “Sustainable Development and Governance: Global and Regional context” and “Management of renewable and sustainable energy systems”

#### 5. IT&C

- IT Platforms for Management and Learning Resources

#### 6. E-health and telemedicine

- Satellite based telemedicine conferencing Network

#### 7. Intercultural and Social Cohesion

- Student's camp on intercultural and interethnic cooperation in the Black Sea Region.

- ❖ Prof. Zgurovsky explained the importance of the Black Sea Synergy for the activities of the Network, presented to the participants the results of the meetings with Mr. Alexey Kudriavtsev, General Secretary of PABSEC and H.E. Ambassador Leonidas Chrysanthopoulos, General Secretary of BSEC

- ❖ Presentation of the EIT (European Institute of Innovation and Technology) initiative and the action plan for nearest future: the next Executive Board Meeting and the Congress of Rectors from 2010.

- ❖ Presentation of funding opportunities for the projects from the Black Sea Region: ***BSEC Hellenic Development Fund*** which will be operational in two months, ***Black Sea Cross Border Cooperation Program***, ***Black Sea Trust for Regional Cooperation***.

- ❖ Discussion on the new application forms and the acceptance of the new member in the Network:

- 1) Republican Higher Educational Institution "Crimean University of Humanities"
- 2) Dnipropetrovsk National University of Railway Transport
- 3) Bohdan Khmelnytsky National University at Cherkasy
- 4) Odessa State Environmental University
- 5) Yerevan State Linguistic University after V. Barusov
- 6) Pryazovskyi State Technical University
- 7) State Technological University "Moscow Institute of Steel and Alloys"

- ❖ Prof. Zgurovsky, ***The plan for BSUN 2010 Congress***

- ❖ The members of the Executive Board presented the new updates on the higher education sector in their countries with an emphasis on the new regulations strategies and policies from higher education at national level, ongoing projects of cooperation among the BSUN member universities from every country, proposals

for new projects and cooperative activities and proposals for the improvement of the efficiency of BSUN.

### **20 February, 2009**

- ❖ Prof. Muhamed Sahin, Welcomed Speech and presentation of his university, underlining the achievements of the last few years.

- ❖ Visit to the Techno Park where Mrs. Nazire Peker made a presentation of the institution she is leading, which had the aim to increase the cooperation between universities and companies.

- ❖ Prof. Eden Mamut, Presentation of the European Institute of Innovation and Technology (EIT) and their activities

- ❖ Discussions on the priority projects for the future period

- ❖ Prof. Gusun Saglamer, former rector of Istanbul Technical University and EUA Board Member, ***Presentation on the challenges in engineering education***.



### **Main decisions:**

- 1) BSUN shall initiate a special partnership with PABSEC in order to promote a regional visa agreement which could be an important approach for the academic community regarding the mobility of students, professors and researchers in the Black Sea Region. In this context it was established that BSUN should provide a special report on this issue.

- 2) The participants have agreed to launch the idea of a Black Sea Regional Digital Archive.

3) It was agreed to enhance cooperation on Quality Assurance within the BSUN Member Universities, with an emphasis on exchanging good practices in implementing institutional quality culture and it was decided to initiate a Working Group on Quality Assurance. For the initiation it was proposed a bilateral approach by organizing a joint Romanian – Turkish Workshop on Quality Assurance which has been scheduled on March 23-25, 2009, in Constanta, Romania.

4) The participants have agreed on the strategy of BSUN regarding the participation in the EIT Project. Prof. Zgurovsky, Prof. Mamut and Prof. Sahin have been assigned to contact the possible

members of BSUN that might be invited to join a future proposal on one of the priority areas (Climate Change, Energy, IT&C).

5) The Executive Board was informed that it will be prepared a visit of Prof. Zgurovsky to Brussels for meetings with the high officials of the European Commission.

6) It has been approved the proposal of Prof. Zurab Davitashvili, for the organization of a Black Sea Medical Congress.

7) The next session of the Executive Board Meeting it was proposed to be held in September or October, 2009. The Patras University shall analyze the possibility of hosting such a Meeting.



# BOHDAN KHMELNYTSKY NATIONAL UNIVERSITY AT CHERKASY

**Anatoliy Kuzminsky**

**Rector, professor, doctor of pedagogical sciences, Actual Member of the International Yan Amos Komensky Slavonic Pedagogical Academy**

Bohdan Khmelnytsky National University at Cherkasy (Ukraine) is a higher education establishment of the 4<sup>th</sup> level of accreditation.

It is one of the Universities which are at the forefront of educational and scientific progress.



Bohdan Khmelnytsky National University was established in 1921 in Cherkasy and over nearly 9 decades of its existence has acquired new dimensions; it is continuously improving and following traditions of democracy, applying new technologies in the educational process.



Academic and scientific activities are performed by a highly skilled scientific and pedagogical team, including Members of the Academy of Science of Ukraine, Academy of Pedagogical Science, international Academies, Doctors of Sciences, Professors, PhD holders, senior lectures, honored persons of science and engineering of Ukraine and winners of the State awards and prizes.

The number of academic full-time staff is 564 professors, 125 teachers work part-time. The current number of academic staff holding a full doctorate – 75, PhD – 303, 7276 students study at

day, correspondence and external departments, in 42 specialties.

7 educational research institutes, 4 faculties, 4 research institutes and centers (Research Institute of Physiology, Research Institute of Peasantry, Centre for Physical and Chemical Research, Taras Shevchenko Studies centre), 11 science and research schools function under the auspices of the University. There is a Department of Pre-Enrollment Training and Continuing Education.



Bohdan Khmelnytsky National University has an affiliate in Sevastopol.

One of the priorities of the University is the integration into the international research and education environment. The University teaching staff and students carry out a wide range of research with universities of the world. Academic and research processes at the University are provided at the level which is up to the best home and world standards.

The University prepares researchers and university teachers at the post-graduate and doctor of science courses in 24 specialties.

Being an educational and research centre, Bohdan Khmelnytsky National University provides training of all qualification levels: Master's degree, Specialist's degree, Bachelor's degree in Arts, Economics and Business, Languages, Pedagogical Education, Psychology, Law, Management, Natural Sciences, Exact Sciences, Political Sciences, Journalism.

The student government's opinion carries a good deal of weight in the University life and in the strategic development of the University.

The mission of Bohdan Khmelnytsky National University is to train specialists able to work on

their own in the fields of education, culture, economy, business, law; developing scientific activities and research appropriate regionally and internationally, advising local government and economy subjects; laying conditions for life-long learning, assistance in up-skilling personal professional qualifications and re-skilling; upbringing the society open to education and culture, able to work under conditions of rapid technological changes.



The University international network has been expanded for many years participating in the international events, project activities and maintaining personal relationships. Priority is given to the long-term cooperation.



The University has close scientific and educational contacts with National Technological University of Singapore, University of California (Los-Angeles), University of Munster, the

Royal Institute of Technology (Sweden), the Ovidius University (Romania), Grenoble Politechnical Institute, Krakow Technological University, Roskilde University and many others.

Together with the colleagues from Singapore and Dresden our researches discovered a new mechanism of failures in microelectronics and developed methods to increase the meantime offailure. Together with the University of California our scholars developed a new theory of morphology evolution in soldering. Jointly with Grenoble and Munster colleagues a new theory of nucleation in solid state reactions has been worked out and checked experimentally.

The “Ovidius” University and Cherkassy University scientists have been successfully working on Nano-Sol-Net research problems. Some sensitive problems of history have been put under the scrutiny of the scholars from Russian research institutes (which are under the auspice of the Russian Humanitarian Fund) and Cherkasy National University. And these are only few entries into a long list of scientific research and experimental work conducted in the University.



The University is currently involved in 8 projects of the State budget themes, 3 projects of State Basic Research Fund, 5 international research projects.

The campus of the University comprises 4 buildings, the scientific library, a publishing centre, a museum complex, 5 dormitories, 2 medical centers, a botanic garden, a sanatorium, law clinic, psychological consulting service.

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