

SOURCE:
"Welcome to Georgia". Discover The New Old Country Tbilisi2000
Courtesy of the National Tourism Organisation of the Hellenic Republic



4TH International Silk Road Symposium

abreSumi's gzis me-4 saerTaSoriso simpoziumi



"NEW TRENDS IN HIGHER EDUCATION"

4-5-6 MAY, 2007 TBILISI / GEORGIA



www.ibsu.edu.ge

Dear Colleagues,

We welcome you at the 4th International Silk Road Symposium - New Trends In Higher Education.

Contemporary society is changing. So is the higher education system all over the world. High requirements towards contemporary specialists, standardization of these requirements in order to provide the students with high quality knowledge and give them an opportunity to be mobile and to be able to receive different parts of their education in different countries, pragmatic (skill) approach towards education, democratization of the teaching/learning process - these and some others are typical features of higher education system today.

Any changes are connected with problems. That is why sharing the experiences of education reform are so important for specialists working in higher education. As European Union has its own policy in higher education, it is especially important for EU countries and for countries aiming at becoming its members to be aware of Bologna process and to be involved in this process. Thus, the goal of the symposium is to discuss the new trends in higher education and to promote mutual understanding in this sphere, in order to be able to train competitive specialists in higher education.

Organizing Committee

CONTENTS

Preface	1
Contents	2-4
Symposium Committees	5
OPENING CEREMONY	6-7
ALASANIA Giuli <i>Education as a Priority – A Longstanding Tradition in Georgia</i>	8-14
CHAPTER I	
European Integration in the Sphere of Higher Education	15-16
ABESADZE Alexander, CHANTURIA Rusudan <i>The Current State and Working out Problems of Georgian National</i> <i>Qualifications Framework</i>	17-22
BELOUSA Inga, STAKLE Alnis <i>Introducing Holistic Approach in Higher Education: Latvian Case of Reorienting</i> <i>Education towards Sustainability</i>	23-33
CAVALIERI Maria Pia <i>The Current Scientific State of Reform Based on the Bologna Process in Italy</i>	34-39
De ANGELIS Barbara <i>Italian University Students' Perception of the Common Space for</i> <i>European Education: Challenge for Pedagogic Research</i>	40-44
De ANGELIS Carla <i>Dissemination of Information and Competences in Order to Improve</i> <i>the Quality of Education</i>	45-48
GILAR Raquel <i>University Formation and Education: The Spanish University System in</i> <i>the European Frame of Higher Education</i>	49-54
GHLONTI Lika <i>The Way to Europe: Problems and Perspectives</i>	55-61
MACHABELI Irakli <i>Implementation of the Bologna Principles in the Georgian Higher Education System</i>	62-65
MAISURADZE Lela <i>Looking Beyond 2010 – Perspectives for Georgia in the European Higher</i> <i>Education Area</i>	66-69
CHAPTER II	
Reforming the Educational System	70-71
CHEPIK Shaban <i>Different Aspects of International Universities in Higher Education</i>	72-77
DOGHONADZE Natela <i>Teaching Foreign Languages in Compliance with “Common European</i> <i>Frame of References for Languages” and the New Pedagogical Approaches</i>	78-82
DOGHONADZE Shota <i>Distance Learning- Future perspective or Reality</i>	83-86
EROGLU Mehmet <i>The Meaning of Globalization or Internationalization in Education</i>	87-91
GIORGEBIANI Zurab <i>Simulation for Result-oriented Planning of Education</i>	92-96
GOTSIRIDZE Medea <i>Aspects of Effectiveness of Applying Knowledge---New Realities</i>	97-100

JAVAKHISHVILI Nino, ASLANISHVILI Teona, GHLONTI Lika <i>Reform Development at Tbilisi State University</i>	101-107
KALDIS Byron <i>A Critical Philosophy Reforming Higher Education. The Case of Life-Long Learning, Knowledge Society.....</i>	108-118
KUPRASHVILI Henry <i>The Soviet Prussian-Russian Education System's Dismantling</i>	119-123
MIKELSONE Ilze <i>Analysis of Experience of Designing the Professional Master Study Programme "Career Counselling" in Latvia.....</i>	124-130
MOULADOUDIS Grigoris <i>Methodology of Adult Education.....</i>	131-135
SAMADASHVILI Archil <i>Higher Professional Education – New Stage in Development of Georgian Educational System.....</i>	136-141
CHAPTER III Provision of Quality of Higher Education.....	142-143
ABDUSHELISHVILI Lela <i>Quality Enhancement in Adult and Higher Education</i>	144-147
CHIKHLADZE Nino <i>Quality Assurance for Higher Medical Education</i>	148-154
GRANTS Juris <i>Outdoor Education to Develop Student Life Skills</i>	155-160
GRDZELIDZE Irma, UGLAVA Nino <i>Self-assessment - Key Strategy to Improvement of Higher Education Quality</i>	161-164
IVANIASHVILI George <i>The Role of Education and Research in National Competitive Strategy Modern Benchmarking Approach.....</i>	165-169
KUBLASHVILI Tinatin <i>Problems of Quality in Adult Learning.....</i>	170-176
MAISURADZE Teona <i>Effective Surveys – The Best Way to Increase the Quality of Education</i>	177-185
PALA Aynur <i>Some Suggestions to Improve the Quality of Higher Instruction</i>	186-189
SHIOSHVILI Tamar <i>Prospects of Entering the Global World for American Studies in Georgia.....</i>	190-194
TAVAKOL Mohammed <i>Higher Education for Development: "Internal" and "External" Aspects with Special Reference to UNESCO Visions</i>	195-216
CHAPTER IV New Trends in Curricula and Syllabi Design and Teaching Methods	217-218
AKSU Jumhur, APIL Ali Riza, REYNOLDS Kenneth M., KURSHUN Olcay <i>The Role of Information Technology in Higher Education: Motivation and Enhancement of Student Learning</i>	219-227
APIL Ali Riza, OZDEMIR Ali Ihsan <i>Contemporary Approaches to Business Education</i>	228-240
ARI Niyazi <i>Part Time Education.....</i>	241-247
BAGHATURIA Giorgi	

<i>The Basis of Public Administration Teaching</i>	248-253
BAGHATURIA Otar	
<i>The Significance of the Course “The Theory of Statehood” for University Education</i>	254-258
BAKHTADZE Irine	
<i>Curriculum Development for Doctoral Studies in Education</i>	259-263
DANELIA Ira	
<i>Provision of High Level of Language and Pedagogical Skills while Teaching the Literature in the Target Language</i>	264-266
DIASAMIDZE Gulnara	
<i>Contemporary Methods of Acquiring Emotional-expressive Language Means while Learning Russian as a Foreign Language</i>	267-271
JAKELI Kakhaber	
<i>New Teaching Approaches in Human Capital Economics According Methods and Experiences of Yale University</i>	272-279
JOKHADZE Lali	
<i>Translation and Concept Learning</i>	280-284
KADAGIDZE Lamara	
<i>New Informational Technologies in ELT</i>	285-291
KALIBEKOV Marat, ARI Niyazi	
<i>Math on World Wide Web</i>	292-298
KAZISHVILI George	
<i>Management Teaching Methods</i>	299-303
KELESH Ibrahim	
<i>Comparative Student Life Style Analysis of a Private University</i>	304-310
KIRVALIDZE Nino	
<i>Modern Trends in Language Teaching: Discourse Approach to Text Interpretation</i>	311-316
MEKVABIDZE Ruizan, MEKVABIDZE Pikria	
<i>Curricula, Syllabi Design and Teaching Method for the Module of “Quantitative Economic Methods and Models”</i>	317-323
ODINA Indra	
<i>University-School Partnership Model in Foreign Language Teacher Education</i>	324-331
PAPIASHVILI Tatiana	
<i>Economics of Transition in General Economic Theory</i>	332-343
SIKHARULIDZE Ketevan	
<i>Some Issues of Teaching Georgian as a Foreign Language</i>	344-346
TOLORDAVA Jana	
<i>Modern Training Technologies in University Education</i>	347-351
VEKUA Marina	
<i>Different Models of Higher Education in Journalism</i>	352-356
RESOLUTION	357-358
Resolution	359-359
PICTURES	360-361
Symposium Pictures	362-368

HONORARY PRESIDENT

Prof. Dr. Ahmet Çetin CAN Rector of International Black Sea University

ORGANIZING COMMITTEE

Giuli Alasania (head)	International Black Sea University
Shalva Nachkebia	Georgian Technical University
Alexander Didebulidze	Ministry of Education and Science
İsmail Özsoy	International Black Sea University
Archil Samadashvili	Ministry of Education and Science
Lika Glonti	Tbilisi State University
Nino Gedevanishvili	Academy of Art
Tamar Shioshvili	International Black Sea University
Natela Doghonadze	International Black Sea University
Taram Kiknadze	International Black Sea University
Irakli Machabeli	International Black Sea University
Vakhtang Kokilashvili	International Black Sea University
Alexander Milnikov	International Black Sea University
Şaban Çepik	International Black Sea University
Kadir Demirkiran	International Black Sea University
Teona Maisuradze	International Black Sea University

SELECTIVE COMMITTEE

Prof. Dr. Giuli Alasania
Prof. Dr. Natela Doghonadze
Prof. Dr. Tamara Kiknadze
Prof. Dr. Alexander Milnikov
Prof. Dr. Vakhtang Kokilashvili
Prof. Dr. Tamar Shioshvili
Prof. Dr. Shalva Nachkebia
Ph.D. Nino Gedevanishvili
Assoc. Prof. Dr. Lika Glonti
Assoc. Prof. Dr. Tatiana Papiashvili
Assist. Prof. Ali Riza Apil
Assist. Prof. Cabir Erguven
Assist. Prof. Metin Mercan

Opening Ceremony

Education as a Priority – A Longstanding Tradition in Georgia

Giuli ALASANIA*

Since ancient times, education has been one of the priorities in Georgia - a country with longstanding statehood traditions. Georgians belong to the few nations who managed to invent their own alphabets, and through that created rich original and translated literature.

According to the evidence of the related part of “Kartlis Tskhovreba” (a medieval Georgian collection of chronicles) ascribed to Leonti Mroveli (the 11th century), prior to the coming of Alexander the Great to the Georgian land “six languages were spoken in Kartli – Armenian, Georgian, Khazarian, Assyrian, Hebrew, and Greek. Every king of Kartli, as well as each man and woman, spoke those languages”. Khazarian in this context means Scythian-Sarmatian, while Assyrian stands for Aramaic. The spreading of all these languages is corroborated by the inscriptions preserved in Georgia. The only exception is Scythian-Sarmatian, which is due to the fact that Scythians were illiterate and didn’t leave any written evidence about their existence. The knowledge of all those languages implies the existence of related educational traditions.

In the 4th century there were far-famed schools in Georgia. Among the graduates of those schools there were not only Georgians, but also foreigners. Some of them became outstanding scholars.

The Greek philosopher Themistius (317-388) applied to the Phasis (Poti, in Western Georgia) Academy on the recommendation of his own father Eugenios, who graduated from the same school. It is supposed that instruction in those schools was bilingual – Greek and Georgian. In such schools humanities were given a preference; oratorical skills were much emphasised as well. In the debate between the confronting groups in 554 that followed the assassination of the western Georgian king Gubaz, one leader with the pro-Byzantine orientation excelled his rival, who supported the pro-Iranian orientation, not only by the force of his arguments, but by his eloquence as well. It seems that the debaters were educated in those schools.

In historic sources, there is little information on education in ancient Georgia. The majority of scholars associate the creation of the Georgian alphabet with the spreading of Christianity. There was also another opinion on the issue, according to which the Georgian alphabet derived from Phoenician or Aramaic. Other scholars support the idea of the alloglotography tradition, when Georgian texts were written down with foreign script. According to written sources, the early Christians in Georgia were literate people. This was also true for the wife of the pitiakhsh of the Lower Kartli – Shushanik.: While in jail she took psalms, learned them with diligence, worshipped God day and night and chanted tearfully. The early version of the life of Saint Nino - the enlightener of Kartli, was written down in the 4th century by her follower, Salome of Ujarma. Evagre of Pontus, known as an Egyptian, played an essential role in the cultural life of the Middle East. A Number of pieces of the ascetic-mystic genres are ascribed to him. Peter the Iberian (Kartveli) was a brilliant representative of the old Georgian monastic colony. The name of Murvanos, Nobarnugos - by the Syriac sources, a distinguished representative of philosophic-theological thought, and the author of many works - is associated with the building of the Georgian churches in Jerusalem. Some scholars consider him the author of the areopagitic theory (Sh. Nutsubidze, E. Honigmann).

* Prof.Dr., Vice-Rector, International Black Sea University.Georgia

A famous writer and an ecclesiastic figure of the 6th-7th centuries Ioanne Moschi was ethnically Georgian. Georgians were known as founders of monasteries, enlighteners, authors of many original literary pieces, translators and copy-writers. There were Ilarion the Georgian/Iberian on the Ulumbo Mountain, where the Byzantine Caesar Basil I sent his children for education. By that time Ilarion the Iberian's disciples, founders of the Ivron monastery, resided there. - Ioanne and Ephime (the 10th c.); Grigol Bakurianisdze (the 11th c.) in Bulgaria; Prokhore, the founder of the Cross Monastery (the 11th cent.) in Jerusalem; Anthimos the Iberian, or Anthimos the Iverianu - a public figure in Rumania, the Georgian, ecclesiastical and political figure, writer, artist, and the founder of printing-houses; the last mamluk ruler in Iraq - David pasha Manvelashvili - the founder of the printing-house, a reformer in economic, political, cultural and military fields.

The Georgian monks who lived and worked abroad founded monasteries primarily for Georgians. Their special concern was the education of those youngsters who remained in Georgia. According to a source of the 11th century, Giorgi the Athonite, invited to Georgia by Bagrat IV, brought 80 Georgians to Byzantium to get an education: "He took responsibility not just for ten, twenty, forty, but for eighty", "While in the East, Tornike brought a number of the famed monks, dressed in rags, and his desire was only for Georgians to be the inhabitants of that monastery".

The monasteries that were founded by Georgians abroad were ecclesiastical, educational and cultural centers, uniting Georgians outside the country and paving the way for the development of literature, philosophy and historiography. There emerged the best literary, grammatical and calligraphic traditions as well as the principles of translation. The monks staying abroad created their own works in Georgian and Greek languages. At the same time they translated from Greek to Georgian, and vice-versa. Hence, thanks to their activities some texts lost in original were preserved in old Georgian. Those Georgians were not only educated themselves, but they also made a significant contribution to the world culture and education.

As in any medieval community, education in ancient and medieval Georgia was the prerogative of the clergy; churches and monasteries were centers where youngsters received education, which consisted of several levels.

Education in medieval Georgia started at the age of 6-7. According to the evidence of the Life of Giorgi the Athonite the parents brought their children Tekle and Giorgi to the monastery when they were 7 years old. According to related evidence, the children Giorgi and his sister were taught by a woman in the primary school. Three years later Giorgi was taken to Khakhuli "to Basil, the son of Bagrat and was left with Ilarion of Tuali". Nestan, the daughter of the Indian king (from "The Knight in the Panther's Skin") started her education when she was 7, while Ilarion the Georgian did the same when he was 6. Learning-teaching was organized by distributing students in groups according to the age. "All equal by age" studied together. As it was believed in those years, the age for education was limited and for the "aged people" it "was not feasible" to study. The Georgian educators were aware that kids needed "playing and fun", that there was a tradition of the youngsters "singing, entertaining, and being in nature". Theology, philosophy, chanting and foreign languages were taught in the churches and monasteries. History and sometimes Medicine were also included in the curricula. Since the 13th century the existing tradition of writing "healing books" has never ceased to exist. There appeared a special collections intended for teaching purposes - textbooks and manuals, e. g. "the Shatberdi collection".

Physical and intellectual training in the process of upbringing had to be harmonically combined. If the former remained a priority over a long period of time (for instance for Rustaveli the 13th c.), later on, according to Archil Bagrationi (the 17th c.), it was replaced by intellectual upbringing. Medieval educators paid attention to using knowledge and education in practice. Education was based on the following principles: justice, love, devotion in friendship, and close ties with the society.

Only in individual cases was education accessible for everybody, in most cases it remained a privilege for the rich and the higher social strata. At the same time, aspiration towards education can be traced in the lower stratum as well. Giorgi the Athonite paid special attention to the necessity to establish egalitarianism in teaching – learning. He believed that talent, “having a ready wit” and “aspiration” that are necessary for succeeding are equally distributed on each level. “The Great Joseph was a slave, and he became a king of Egypt. David and Amos were not shepherds, one became a king, and the other became a prophet”. The parents, who were not able to educate their children, brought them to Giorgi the Athonites: “Some were brought by their parents and pled for heeding; others were left at the door. Some of them abandoned their parents themselves and fled”...

The children of the nobles were taught at home. For instance, the son of King Bacur (the 5th c) Peter the Iberian was taught by Mithradates the Laz. “Wakhtang (King of Kartli in the 2nd half of the 5th c) was raised up and taught by “Michael, the bishop and he learned all commandments of God”. Others also participated in his raising. Queen Tamar was brought up by her aunt Rusudan. The tutors of the scholar - Wakhushti Bagrationi (the 18th cent) the son of Wakhtang VI, were the brothers Garsevanishvili: Yese and Giorgi, as well as French missionaries. Wakhushti Bagrationi spoke Greek, Latin, French, Turkish, Russian and Armenian languages. The famous scholar was not an exception in this regard.

Since Georgians for a long time received education in Byzantium, where King David the Builder sent 40 youngsters for education, the king decided to overcome the shortcoming first thing, and to fill that gap. He had built a monastery in Gelati “as another Jerusalem, for learning all good and teaching the scholars, as in another Athens”. That obviously confirmed a new ambitious message of united Georgia – “to replace weakened Byzantium”: For that purpose the king “gathered people, honest by their life and furnished by virtue, found not only in his kingdom, but from all over the world of whom he heard some good, pureness, perfection, fullness of spiritual and physical virtue; he was seeking and found, brought them and settled them there”, - relates David’s chronicler. The Rector of the Gelati Academy “Modzgvart Modzgvari” “Tutor of the Tutors” was a very important person. According to the “Regulations of the Royal court”, “when he was invited to Darbazi (state council) he needed one mule and three horses for “the Tutor of the Tutors” and two for his disciples”. Creating activities lasted in the subsequent centuries by Arsen of Ikalto, Ioann Petritsi (the 12th c.), Evdemon Chkhetisdze (the 16th c.), Anton I and Zakaria Gabashvili (the 18th c.) and many others. There is evidence on the founding of the Ikalto Academy headed by Arsen of Ikalto. By that time legislative activities were developed. Arsen of Ikalto translated “Homocanon” by the end of the 11th century. Prior to that, Minor Homocanon was already translated by Giorgi the Athonite.

Teaching-learning in schools was based on the principles of trivium-quadrivium (geometry, arithmetic, music, philosophy of three kinds - “actual, visual and expressional”, rhetoric of three kinds – “consentient, debating and solemn”. It is noteworthy that the majority of the European universities were founded later than Mangana in Byzantium and Gelati in Georgia. Oxford -in the end of the 12th century – beginning of the 13th century; Cambridge – in 1209; Sorbonne – in 1215. The earliest European University – Bologna was founded in 1158; Close to that time there was Ikalto University in Georgia.

Good examples of educated people were the kings themselves. David the Builder “Day and night, while moving had books on his mules and camels and when **demoting** (?) they gave him the books first of all”.

In the late Middle Ages the discovery of the roads, Renaissance, Reformation, Guttenberg’s invention and scientific innovations sped up the entering of a new era in the world. The process of secularization was launched; new education was set up, obliquely touching Georgia as well. Because of the tense political situation the split Georgia was somewhat isolated from the core processes. The 16-18th centuries are considered as the renaissance of the Georgian culture. However educational and cultural traditions couldn’t reach the heights of the 12-13th centuries.

By the observation of the Italian missionary Archangelo Lamberty, who spent 20 years in Megrelia (Western Georgia) in the first half of the 17th century, “the Megrelians are so illiterate, that nobody among them understands the Georgian books, which are written by their genuine, old and pure language “ , “The Georgian writing today would have vanished, if the women didn’t preserve it” (. “There are the priests after the leader. Megrelians called them the pope. One can easily imagine what can be their knowledge, virtue, goodness, if we imagine knowledge, virtue and goodness of the bishops. Sometimes I wanted to figure out what their knowledge was, and I showed them just the Georgian alphabet. Some of them didn’t know even the first letters” (Archangelo Lamberty).

The French Jeanne Shardin also corroborates that “there are many among the bishops, who are not able to read. They learn prayers by heart. As to the priests, they are so illiterate, that hardly read prayers” (Shardin). Some poets of those times complain that “many holy scripts were spoiled left without the cover”, or “nobody needs gospel, neither the Book of Apostles”. One can compare such a situation with the reality of the 11th century, when the whole Georgia was impatiently waiting for the issuance of the Bible edited by Giorgi Athonite. In the first half of the 17th century, Georgia witnessed an unprecedented case – an illiterate Catholicos-Patriarch was elected in times of Rostom (1633-1658) - the first vali (viceroy), appointed by the Safevids. As the author of “Kartlis Tskhovreba” relates, “He had no experience of literacy and was poorly educated. However he administered the church in a good manner”.

In those hard years, European missionaries contributed significantly to the dissemination of education throughout Georgia. They founded schools, mostly for the commoners. But they hardly gathered students for those schools. They also sent youngsters to Rome for education, and thus played the role of a bridge between Georgia and Europe. It is not accidental that the first Georgian books were published in Rome. Afterwards, thanks to the activities of Archil Bagrationi, Georgian books started to be published in Russia. By 1709, that innovation regarding printing reached Tbilisi on the initiative of Wakhtang VI. In the introduction to the first text-book written by Wakhtang, which was published in 1721 in Tbilisi, it was stated that he had invited the typographer Ishtvanovich, the disciple of Anthimos the Iverianu “from Wlachia” and therefore the printing-house was set up in Tbilisi. In the 18th there were published four Georgian text-books. Setting up “the Commission of Educated People”, maintaining judicial activity, restoring historiography, prolonging and supplementing “Kartlis Tskhovreba”, encouraging scientific research, original and translated literary works – all that was associated with the educated king. He was the founder of Rustvelology and the first publisher of “The Knight in the Panther’s Skin “. The departure of the Great enlightener to Russia together with the big part of educated Georgians was a hard blow on the Georgian culture and education. It is noteworthy that those Georgian new-comers to Russia and their descendants contributed a lot to the Russian culture and education.

In times of Wakhtang VI’s son Wakhushti, the role education was diminished to such an extent that literacy was considered as a major achievement.

However, in those late medieval centuries there emerged historic poems, heroic, romantic and didactic epos; there were created fables, “Wisdom of a Lie” by S.S. Orbeliani, dictionaries, works on world geography, chemistry, cosmography and geodesy, text-books on chemistry, physics, psychology and philosophy.

Aspiration towards education was still alive. Archil, who placed intellectual upbringing prior to physical upbringing, thought that “wisdom is eternal, can’t be left”, “learning is yours, constantly with you, cannot be contended can not be wrenched”, - confirms David Guramishvili.

The majority of youngsters received education at home. However, according to the thinkers of those times Archil and David Guramishvili - while realizing the role of the family in upbringing - emphasized the decisive role of the teacher in the educational process. They argued that society as a whole took part in bringing up the young generations.

Erekle II paid great attention to education; in 1755 the Tbilisi seminary was opened in the yard of the Anchiskhati Temple, later a seminary was opened - in Signaghi, and later - in Telavi. In 1782 a school was opened on based on the Telavi Seminary. It was similar to the Moscow Slavic-Greek-Latin Academy. The first Rector of the seminary was Gayoz. Catholicos. Anthony was one of the teachers of the Tbilisi Seminary. That school functioned until the invasion of Agha Muhammad Khan in 1795. Non-Georgians could receive education in those schools as well. Vocational education, which was based on long-time collaboration of the teacher and the apprentice, was also accessible.

After the annexation of Georgia in 1801 and the establishment of a Russian administration, a new educational system was introduced. New pedagogic principles became crucial: the teacher had to be very patient, relying more on himself than on a hard-working disciple. Education had to be introduced as fun. The teacher had to think more about encouraging creative ability than overworking the memory. According to the regulations issued in 1804, school education became three-level: the parish school, the public school and the 4-year gymnasium. The duration of an academic year was 11 months – from August 1 till July 1. New courses were introduced: Statistics of Russia, Basic Political Economy, Experimental Physics, Natural Sciences, etc. The students also learned painting. Education in the gymnasium was free of charge and accessible for all estates. Although education was free of charge in Tbilisi as well, according to the data of the third decade of the 19th century, since the nobles had to pay for the education of commoners, the majority of students in the schools were the children of the noble. The children of the citizens were represented as a minority, and there were no children of the rest of free estates, either. Children of Moslems still got education in the madressa. The disciples of gymnasia had to learn one local language, including Russian, German and French. Every year 5 alumni were sent to Russian universities with the indispensable terms that after graduation they would have to work as teachers in Trans-Caucasian schools.

One can see that in spite of control there was corruption in the system of education. It was revealed before the awaited visit of Emperor Nikolai I to Georgia in 1837. Director Hassenmiller had been responsible for bribery and stealing money (50000 rubles) from renovating works. He was exiled to Siberia. The main goal in education was Russification, and the seemingly equal access to education was not equal at all. As compared to the urban population who knew Russian better, the rural population who didn't know Russian could not get an education. Yakob Gogebashvili, who investigated the situation in this respect, introduced some suggestions for overcoming the existing gap. A lot of work aimed at the eradication of illiteracy was done by the "Society of Spreading Literacy among the Georgians", "Society of the Antiquity Lovers". In 1846 there a public library was founded. Later on, after a long interval of the reprisals following the 1832 plot, newspapers and journals were republished, performances were staged and there appeared the opera.

In the second half of the 19th century "Tergdaleulebi" (literally, "those who drank the water of the river Terek", the term used to refer to those who got educated in Russia) were solidly presented in the historic arena. They made a significant contribution to all spheres of education and culture.

There were scholars, enlighteners, writers and political figures among them. Centers of Kartvelian studies were set up in Paris and Petersburg, as well as in some other Russian cities. Georgians, and especially the Royal family members forcibly exiled to Russia, contributed to the development of those centers and at the same time to the advancement of different fields of Russian culture and education.

The issue of founding a higher educational school in Georgia, on agenda throughout the 19th century, encountered obstacles. The main arguments against the issue were the non-existence of a higher school and unavailability of people who knew Russian. Russian was implied as the language of instruction at the university. According to the observation of one Russian official, Baron Nikolay, the interest of Georgians in higher education was determined only by the desire to get better employment, unlike Russia, where there appeared a class of people, who felt that education was not only obligatory for getting the right for employment in some office, or carrying epaulets".

In 1871, with regard to the expected visit of Alexander II to Tbilisi, people of Georgia applied to him to open Technical Institute or Agricultural Academy. Poet Giorgi Tsereteli commented on the opening of the University in the following way: “Nothing except a good university is able to enlighten the youngster and to explain him /her needs and demands of people. Apart from knowledge, which can be useful in a life, the seed of honesty and citizenship is planted in the heart of a youngster, and if this seed falls in well-prepared soil, be sure, it will bring a good fruit. If some young people don’t justify this idea and the graduates of some universities think more of their stomach and pocket and not of public service, the main reason of it is, that they were not well prepared for accepting good seeds”.

One point of the plea, which was submitted with regard to the 25th anniversary of the reign of Alexander II in February 1888, was once again founding a higher school: “Let the decision be made, if a university or technological institute could be founded in Tbilisi, the city would provide a plot for the construction and 1000000 rubles in silver for building it”, - was stated in the plea. After a long discussion, only the university was included in the text.

However a little later - in 1894, when a visit of the minister Ermolov was awaited, the necessity to found a Technological Institute was argued again: “Economic life in Caucasus is connected with the fields, for which our nature created favorable conditions. Export of manganese, copper, coal, cobalt and other fields of mining industry, on one hand, and on the other hand, export of maize, wool, wine, seed-corn, and fish point to the areas which can have a future. Only a local institute is able to deal with these fields”.

Literature, poetry and humanities were developed. The names of Michael Tarkhnishvili – the founder of the Georgian physiology and chemist Petre Melikishvili – the first rector of the Georgian University are already associated with that century. A longstanding dream about founding a university came true in the Independent Democratic Republic of Georgia.

On January 26 1918, the university was solemnly opened. The language of instruction at the university was Georgian. The university gave birth to all the other higher schools that later emerged in Georgia. There was founded the Conservatoire. But even before that Tbilisi was a cultural center. A little earlier – in 1917 there was set up the Institute of History and Archaeology - the first research institute in the Russian Empire, which served as a basis for the subsequent opening of the Institute of Language, History and Material Culture (the so-called Enimki). Later on, all humanitarian institutes sprang up from the Institute of Language, History and Material Culture.

The Georgian Academy of Sciences was founded in 1941. There was no science left, in which Georgians didn’t have a distinguished representative. The Georgian Encyclopedia and the Georgian Explanatory Dictionary in 8 volumes was published. Fields like historiography, ethnology and archaeology - which developed thanks to the efforts and contribution of the founder of the Tbilisi University Ivane Javakhishvili and later his students - Simon Janashia and Niko Berdzenishvili - still attract scientific interest and attention. The American National Academy has recently selected the Director of the Georgian State Museums, archaeologist David Lordkipanidze, as a member.

An outstanding psychologist Dimitri Uznadze, the creator of “Theory of Attitude”, who gained world-wide recognition for Georgian psychology, and the linguistic school led by Akaki Shanidze, Giorgi Akhvlediani and Arnold Chikobava reached enormous success. These traditions were further promoted by Givi Machavariani and Tamaz Gamkrelidze. The latter was selected as member of the National Academy, which was the first case in Georgia as well as in the whole former Soviet Union, except Russia. One should mention the School of Oriental Studies and the representatives: Giorgi Tsereteli, Sergi Jikia, Constantine Tsereteli, etc

Fundamental research work was left by the experts of arts Giorgi Chubinashvili, Shalva Amiranashvili and others.

The Georgian scientists Elephter Andronikashvili, Giorgi Chikovani, Givi Khutsishvili and Irakli Gvetsiteli contributed to the advancement of various fields of physics.

Eugeni Kharadze laid a foundation for astronomy and astrophysics.

Geology, geography, and geophysics were developed. Alexander Javakhishvili and Theophane Davitaya made a lot for the progress of the fields. We should mention the accomplishment of the Georgian school of physiology the founder of which was the world-renowned Ivane Beritashvili. Petre Kometiani was the founder of biochemistry in Georgia and one of the founders of neurochemistry in the world.

The Georgian school of mathematician-mechanics carries out research in two major directions – mathematics and the theory of applied flexibility. N. Muskhelishvili, I. Vekua, V. Kuprava are some of the bright representatives of the first area, while K. Zavriev, T. Kakushadze, M. Mikeladze, M. Mukhadze and others should be mentioned in the second.

There was a famous school of engineering. Graduates of the Georgian Technical University are currently participating in the projecting of the overground 40-span bridge together with the Mercedes factory in Stuttgart, the Asuan dam in Egypt, a 4 km bridge on Yangtze in China, the constructing of Bhalay metallurgy factory in India and the irrigation system in Syria. The graduates also participate in the investigation and restoration of the cities destroyed by the earthquake and building of roads in Afghanistan.

With the funding of CERN-European Organization for Nuclear Research in the CAD/CAM engineering center, 5 parallel projects of ATLAS are being implemented, which implies the montage of the ATLAS detector in the depth of 100 meters (1992-2007). 10 Georgian engineers are participating in this project. Georgian architects successfully work in different countries.

The Georgian theatre, cinema, and music are recognized round the world. The graduates of the Georgian conservatoire have won in many competitions and received many awards.

It is worth mentioning that during the Soviet time, Georgia preserved the right to have its mother-tongue as the language of instruction in schools. However, there were Russian, Armenian, Azerbaijanian, Ossetian, and Abkhazian schools as well. In 1978 when the Kremlin made the decision to violate that right and give an equal status to Russian and other languages – all Georgians rose and the authorities were forced to give up.

From the seventh decade of the 20th century, the educational system, as well as the whole Soviet system crashed down. Great changes were ahead. It was clear to everybody that existing system was outdated for an open society.

Currently, there are reforms in the system of education underway in Georgia. The country has made the first steps forward in this process. United National Exam has been established to put an end to the system of corruption. The nation is looking forward to the future, and is very optimistic about it.

CHAPTER I

European Integration in the Sphere of Higher Education

The Current State and Working out Problems of Georgian National Qualifications Framework

ABESADZE Alexander*
CHANTURIA Rusudan**

Abstract

Bologna process began in 1999 with signing the Bologna Declaration by Ministers of education from 30 European countries. Today, 45 countries participate in the Bologna process. In Bergen, 2005 European education ministers adopted General Framework of Qualification for European Higher Education Area (EHEA) referred as “Bologna Framework”.

Alongside with the Bologna framework, in September 2006, the second qualifications framework – “European Qualifications Framework” was created. It represents 8 degree system and encompasses the full process of education and learning so as is in full compliance with the Bologna process.

In the Bologna framework there are special mechanisms for connecting National Qualifications Frameworks with one another. In order to ensure compliance of National Qualifications Framework with the Bologna framework, the following issues should be provided during elaboration process:

- a) International Transparency- for easily readable content;
- b) International Recognition of Qualifications- for employment and further education
- c) International Mobility of Learners and Graduates- for generalizing learning outcomes and for awarding degrees.

While elaborating National Qualifications Framework, first and foremost base of the fact for the Bologna framework is a three cycle system of higher education that should be considered. Description of the qualifications should be fulfilled according to the internationally recognized descriptors, the so-called Dublin Descriptors.

Description of the qualifications should completely determine what kind of qualification (degree) a student deserves to get after the successful completion of a certain educational cycle.

In order to ensure compatibility of National Qualifications Framework with the Bologna Process, it is necessary to carry out self-certification process by state authorized body.

Key Words: Bologna Process; National Qualifications Framework; Dublin Descriptors.

The Bologna process was initiated in 1999 with signing the Bologna Declaration by Ministers of education from 30 European countries. Today, 45 countries participate in the process. The main goal of the Bologna Process is to create European Higher Education Area (EHEA).

According to Bologna Declaration the following objectives are of primary relevance in order to establish the European area of higher education and to promote the European system of higher education world-wide:

* Ministry of Education and Science of Georgia

** Ministry of Education and Science of Georgia

- ! Adoption of a system of easily readable and comparable degrees, also through the implementation of the Diploma Supplement, in order to promote European citizens employability and the international competitiveness of the European higher education system
- ! Adoption of a system essentially based on two main cycles, undergraduate and graduate. Access to the second cycle shall require successful completion of first cycle studies, lasting a minimum of three years. The degree awarded after the first cycle shall also be relevant to the European labor market as an appropriate level of qualification. The second cycle should lead to the master and/or doctorate degree as in many European countries.
- ! Establishment of a system of credits - such as in the ECTS system – as a proper means of promoting the most widespread student mobility. Credits could also be acquired in non-higher education contexts, including lifelong learning, provided they are recognized by receiving Universities concerned.
- ! Promotion of mobility by overcoming obstacles to the effective exercise of free movement with particular attention to:
 - for students, access to study and training opportunities and to related services
 - for teachers, researchers and administrative staff, recognition and valorization of periods spent in a European context researching, teaching and training, without prejudicing their statutory rights.
- ! Promotion of European co-operation in quality assurance with a view to developing comparable criteria and methodologies.
- ! Promotion of the necessary European dimensions in higher education, particularly with regards to curricular development, inter-institutional co-operation, mobility schemes and integrated programs of study, training and research.

The promotion of Bologna meeting decisions by signatory countries were discussed on European Ministers meetings in Prague (May, 2001) and Berlin (September, 2003).

In Prague, Ministers responsible for higher education agreed on the importance of enhancing attractiveness of European higher education to students from Europe and other parts of the world. They noted that the readability and comparability of European higher education degrees world-wide should be enhanced by the development of a common framework of qualifications, as well as by coherent quality assurance and accreditation/certification mechanisms and by increased information efforts.

The Ministers pointed out the need for a lifelong learning perspective in education. They defined the lifelong learning as “an essential element of the European Higher Education Area. In the future Europe, built upon a knowledge-based society and economy, lifelong learning strategies are necessary to face the challenges of competitiveness and the use of new technologies and to improve social cohesion, equal opportunities and the quality of life”.

In Berlin the Ministers stressed that “consistent with the principle of institutional autonomy, the primary responsibility for quality assurance in higher education lies with each institution itself and this provides the basis for real accountability of the academic system within the national quality framework. Ministers encourage the member States to elaborate a framework of comparable and compatible qualifications for their higher education systems, which should seek to describe qualifications in terms of workload, level, learning outcomes, competences and profile. They also undertake to elaborate an overarching framework of qualifications for the European Higher Education Area. Within such frameworks, degrees should have different defined outcomes. First and second cycle degrees should have different orientations and various profiles in order to accommodate a diversity of individual, academic and labor market needs. First cycle degrees should give access, in the sense of the Lisbon Recognition Convention, to second cycle programs. Second cycle degrees should give access to doctoral studies”.

Ministers underline the important contribution of higher education in making lifelong learning a reality. They are taking steps to align their national policies to realize this goal and urge Higher Education Institutions and all concerned to enhance the possibilities for lifelong learning at higher education level including the recognition of prior learning. They emphasize that such action must be an integral part of higher education activity.

Ministers furthermore call those working on qualifications frameworks for the European Higher Education Area to encompass the wide range of flexible learning paths, opportunities and techniques and to make appropriate use of the ECTS credits. They stress the need to improve opportunities for all citizens, in accordance with their aspirations and abilities, to follow the lifelong learning paths into and within higher education.

Afterwards, in the Bergen meeting (May, 2005) the Ministers noted that the two-cycle degree system was being implemented on a large scale, with more than half of the students being enrolled in it in most countries. “However, there are still some obstacles to access between cycles. Furthermore, there is a need for greater dialogue, involving Governments, institutions and social partners, to increase the employability of graduates with bachelor qualifications, including in appropriate posts within the public service.”

Further the Ministers adopted the overarching framework for qualifications in the EHEA, “comprising three cycles (including, within national contexts, the possibility of intermediate qualifications), generic descriptors for each cycle based on learning outcomes and competences, and credit ranges in the first and second cycles”. The Ministers committed themselves to elaborating national frameworks for qualifications compatible with the overarching framework for qualifications in the EHEA by 2010, and to having started work on this by 2007.

The Ministers “underlined the importance of ensuring complementarities between the overarching framework for the EHEA and the proposed broader framework for qualifications for lifelong learning encompassing general education as well as vocational education and training as now have been developed within the European Union and being developed among participating countries”.

Parallel to the development of “Bologna Framework” for EHEA, the second overarching framework for qualifications have developed – the European Qualifications Framework (EQF) for lifelong learning. The European Commission published “Recommendation of the European Parliament and the Council on the Establishment of the European Qualifications Framework for lifelong learning” in September 2006. The EQF which contains 8 levels, relates to all education and training awards in Europe, including those aligned with the Bologna Framework, and that its framework is fully compatible with its Bologna counterpart.

Diagrammatically, the relationship between the Bologna Framework and EQF may be illustrated as follows:

EQF Levels	Knowledge and Skills	Award Types	Bologna Levels
1	Basic general knowledge, carry out simple tasks	Level 1 Certificate	
2	Basic knowledge of a field, carry out tasks using rules and strategies	Level 2 Certificate	
3	Knowledge of a field and some theoretical ideas, carry out tasks and show personal interpretation	Junior Certificate	

4	Wide range of field-specific practical and theoretical knowledge, develop strategic approaches to tasks	Leaving Certificate	
5	Broad theoretical and practical knowledge within a field, develop strategic and creative responses in researching solutions	Bachelor Degree without permission of going on study for Master's Degree	Short Cycle within First Cycle
6	Detailed theoretical and practical forefront knowledge of a field, demonstrate mastery of methods and tools as well as innovation of used methods in a complex and specialized field	Bachelor Degree with permission of going on study for Master's Degree	First Cycle
7	Detailed theoretical and practical forefront knowledge of a field that forms the basis for originality in developing, demonstrate critical awareness of knowledge issues in the field and at the interface between different fields	Master's Degree	Second Cycle
8	Use specialized knowledge to critically analyze, evaluate and synthesize new and complex ideas at advanced frontier of a field; Research, conceive, design, implement and adapt projects for new knowledge and solutions	PhD Degree	Third Cycle

Georgia joined the Bologna Process in 2005 by the decision of Bergen Conference.

Georgia began to work out its National Qualifications Framework by the end of 2006. Responsible for NQF and its implementation is the Minister of Education and Science. The Coordination Group was established in the Ministry for dealing the NQF carrying out process. Heretofore, Parliament of Georgia adopted the Law on Higher Education on December 21, 2004. The law serves as a driving force towards integrating Georgia with the Bologna Process. In particular, the law stipulates that all HEIs should move to three-cycle degree system (bachelor, master and doctoral). Later, in 2006 the Parliament adopted the Law of Vocational Education.

At present there is an undertaking to make the determination in relation to the differentiation of further and higher education and training as well as make determination for titles of the all possible award types. A framework of qualifications must be based on standards of knowledge, skill and competence. National Framework of Qualifications should be determined as:

The single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other in a coherent way and which defines the relationship between all education and training awards.

The Georgian NQF will be based on European Qualifications Framework and consist of 8 levels of lifelong learning. It will use the concept of learning outcomes. EQF defines learning outcomes as written statement of what the successful student/learner is expected to be able to do at the end of the course unit or qualification. Learning outcomes will apply to all forms of learning, covering arts and sciences, the social sciences and vocational areas of learning.

The short description of each level is given below.

1 level. Compulsory 9 terms education at the secondary school. The learner is awarded by 1 level certificate without permission to go on learning at university for scientific degrees. The learner has general knowledge and can go on learning at secondary school for school-leaving certificate or get vocational education or get work of low qualification

2 level. Additional 3 terms education at secondary school; school-leaving certificate with the permission to go on learning at university.

3 level. School-leaving certificate plus non-formal or informal education in some field.

4 level. Vocational college or non-formal or informal education with practical and theoretical knowledge in some field.

5 level. Short cycle of university (higher professional) education, the Diploma of higher education without permission to go on learning for Master's degree.

6 level. The first cycle of university education, the Bachelor's degree with permission to go on learning for Master's degree.

7 level. The second cycle of University education, Master's degree.

8 level. The third cycle of University (Doctoral) education; PhD degree.

Furthermore, policies and criteria for the National Qualifications Framework must be outlined and the following necessary actions should be realized:

1. Preparation of Decree of Minister about working out the NQF.
2. Definition of structure and personal of NQF Working Group, distribution WG's members functions, carrying out a preliminary (preparatory) consultations with prospective WG's members.
3. Designate a national center to support and coordinate the relationship between the national qualification system and the EQF.
4. Reviewing the European countries NQF's current condition and status.
5. Definition of Georgian NQF objectives and contexts.
6. Making possibly precise clear definitions of NQF's terms.
7. Creation of register of specialties.
8. Working out competencies and descriptors for lifelong levels of qualifications using learning outcomes when defining and describing qualifications, and promote the validation of non-formal and informal learning according to the common European principles agreed in the Council conclusions of 28 May 2004.
9. Linking credit and quality assurance systems to NQF.
10. Working out the preliminary version of NQF.
11. Definition NQF's compliance with Georgian legislation; preparation project of amendments for corresponding Laws if needed.
12. Preparation of the self-certifying Document.

13. Process public familiarization of NQF's project and organizing public discussion about the contexts and problems.
14. Organizing consultations with Bologna Process QF WG and EC about context of the project of NQF.
15. Assessment of fulfilled actions and working out the final NQF document.
16. Issue all new qualifications and “Europass” documents contain a clear reference to the appropriate EQF level.

References

1. *Bologna Declarations and Communiqués*: <<http://www.bologna-bergen2005.no>> and <<http://www.dfes.gov.uk/bologna/>>.
2. *A framework for the development, recognition and award of qualifications in Ireland*: <<http://www.nqai.ie/en/FrameworkDevelopment/>>
3. REPORTS FROM NEW MEMBERS OF THE BOLOGNA PROCESS, Georgia. 30.12.2004. Irakli Machabeli, Head, Department of International Integration; Ministry of Education and Science of Georgia. <<http://www.dfes.gov.uk/bologna/index>>

Introducing Holistic Approach in Higher Education: Latvian Case of Reorienting Education towards Sustainability

Inga BELOUSA*
Alnis STAKLE**

Abstract

Joining European Union in May 2004 the former Soviet Union country – Latvia – is witnessing processes of globalization and inclusiveness, increased technological development and reevaluation of human potential. The current perspective of higher education in Latvia is based on numerous issues to be re-discovered, re-considered, re-imagined, and re-constructed. This is a trend, among others that challenge traditional theoretical conceptions and approaches towards higher education, confront educators with an unfamiliar reality that goes beyond individualism, dogmatism, indoctrination, and hierarchical structure of organization, and fosters the development of whole field of higher education.

This article introduces experience of the Institute of Sustainable Education, Daugavpils University, Latvia, that is committed to holistic approach and sustainable development of education. This article discusses that higher education that welcomes a holistic understanding of a human person and sustainable development of society is a transformed meaning of education. It also seeks to highlight that the aim of higher education is not simply to hand on the experience and achievements of humanity, but to rise beyond the traditional norm-oriented approach and modernist world-view, and create a democratic community both inside and outside the higher education establishment, taking into consideration the global and ecological perspective and recognizing the spiritual dimension of human existence.

Key words: Higher education, education philosophy, holistic approach, spiritual dimension of education, meaningful educational environment, transformative educational experience, education for sustainable development.

Current Perspective of Education in Latvia

Re-establishment of Latvia as an independent country in 1991 has generated a considerable transformation in Latvia's system of education. This transformation or reform of education that has been initiated not only includes reevaluation of the development of education, establishment "a system ... that corresponds to fundamental principles of a democratic state and the new economic situation" (Melnis et al. 2003, 12), and its adjustment to European educational legislation (Haugh and Tauch 2001; Rauhvargers 2003), but also to the revival of national pedagogical wisdom that was fostered during the period of the first independence 1918-1940 (Anspaks 2003; Kopeloviča and Žukovs 1999, 2004; Žukovs and Kopeloviča 1997) and that still "comprises significant part of nation's spiritual culture" (Anspaks 2003, 6).

Initially there was much hope in this reform (Catlaks, 2001), yet its impact on the educational process in general still is rather poor (Birzkops 2003, Eglītis 2004). Educational research that is currently conducted on intellectual and technological grounds lacks the efficiency to provide the expected outcomes (Anspaks 2003, 447-448). Scholars discern the imbalance within the field of education between education laws, conceptions, and strategies and reality in schools and classrooms (Catlaks 2001; Dedze 2002; Eglītis 2004; Vītiņš 2004), between the development of knowledge in specific subjects and the development of spiritual, moral, social, emotional, psychological sphere, life skills, and values (Anspaks 2003; Birzkops 2003). This situation "prevents the possibility in education theory and practice to approach fundamental issues of the epoch: balance between activity and values, unity of education and nurture, revelation of genuine purpose of education" (Anspaks 2003, 433). It indicates that there is a need for holistic knowledge,

* Prof. Dr., Institute of Sustainable Education, Daugavpils University, Latvia

** MA.Paed. Institute of Sustainable Education, Daugavpils University, Latvia

skills, and experience that exceeds the importance of traditional production factors. However, the reform of the teaching content has been cancelled (PROVIDUS, 2004, 9).

The transition process in education has several concerns. Experience shows that some of these processes in higher education are introduced more successfully than others. Public discussion has turned to reforming the criteria underlying teachers' pay scales, response to new labor market demands, economic environment, knowledge capital, adaptability of education institutions, etc. As the main reason, "the challenges of social cohesion and economic competition including the skills necessary for innovation and adaptation of technologies have been shifting at a speed faster than the improvements can be made in education to meet those challenges" (PROVIDUS, 2003, 6) are emphasized. However, the philosophical consideration of these current challenges in higher education in Latvia echoes Palmer's (1998a) proposition that "reform will never be achieved by renewing appropriations, restructuring schools, rewriting curricula, and revising texts. ... None of that will transform education if we fail to cherish – and challenge – the human heart that is the source of good teaching" (3). Palmer highlights a dimension that incorporates issues that are fundamental to education. This dimension is based on educational philosophy that introduces awareness of issues of sustainability and sustainable development of education.

Current Education System: Theory and Challenges

Legal Foundations

Fundamentals of state, culture, science and education of Latvia were shaped at the beginning of the last century. However, during the period of the Soviet occupation much was destroyed. Therefore, the renewal of the independence of the republic of Latvia in 1991 brought about the need to reevaluate the development of education and to apply it in conjunction with the thinking and characteristics of the present time. The reestablishment of the state system of education was necessary. It started with an attempt to amend the legislation that governs education. In 1991, the first version of the *Education Law* (Saeima 1991) was adopted which set the first principles for an independent educational system in Latvia. In 1996, the *Conception of Education in Latvia* was issued (Ministry of Education and Science 1996), which provided the main philosophical principles for designing and implementing the strategy of education.

The years 1998 and 1999 witnessed further significant changes in the education system. In 1998 the new version of *Education Law* (Saeima 1999a) was adopted. It is currently the major legal document of public education, whose purpose is as follows:

To ensure that every resident of Latvia has the opportunity to develop his or her spiritual/mental and physical potential, in order to become an independent and fully developed individual, a member of the democratic State and society of Latvia. Corresponding to the age and the needs of an educatee, he or she shall be ensured an opportunity:

- 1) to acquire knowledge and skills in the field of humanities, social, natural and technical sciences;
- 2) to acquire knowledge, skills and experience in relationships, in order to participate in the life of the State and society; and
- 3) for moral, aesthetic, intellectual and physical development, by promoting the development of a knowledgeable, skillful and socialized individual. (Saeima 1999a)

In 1999 *The Law on General Education* (Saeima 1999b) and *The Law of Professional Education* (Saeima 1999c) were accepted. These laws currently guide the application of general education and vocational education programs in educational institutions.

In 2000, the *Law on Higher Education Institutions* ratified in 1995 (Saeima 1995) was amended. It concerns higher education institutions, programs, credentials, status of higher education institutions, and the relation between state and higher education. This amended law asserts that a higher educational institution is autonomous in regard to organizational procedure, implementation

of the educational process, internal rules and regulations, hiring and discharge of educational and technical personnel and distribution of allocated funding (Saeima 1995). Recognition of higher education institutions and programs is based upon a quality assessment, which implies a self-assessment of the institution and is followed by an evaluation visit with the participation of foreign experts in the particular field. According to the statistics of the Latvian Academic Information center¹ in the academic year 2004/2005 there were eight higher education institutions that provided 140 undergraduate and graduate pedagogy and teacher education programs in Latvia. The laws of 1998-2000 link the Latvian education system with European higher education systems, and provide the link that was missing during the Soviet period.

The educational system in Latvia is administered at three levels – national, municipal, and institutional. The Parliament (*Saeima*), the Cabinet of Ministers, and the Ministry of Education and Science are the main decision-making bodies at the national level. The Ministry of Education and Science is the education policy-making institution that also issues licenses for opening comprehensive education institutions, and which sets educational standards and teacher training content and procedures. A significant factor is the growing desire of society to participate in the decision-making process in education (Dedze 2002).

The process of rapid changes and conservatism in reform politics (Catlaks 2002) has created a conflict in the educational system (Catlaks 2001). Although there is significant progress in overcoming new challenges, the major weakness is the practical implementation of national concepts and guidelines for further development of education (Catlaks 2001, 2002; Dedze 2002). There is a need to achieve political homogeneity and consensus with economic realities and cultural peculiarities in Latvia. Priority should be given to facilitating the cultural conditions which promote diversity and equality. This highlights the necessity for strategies that promote harmony (Catlaks 2001) within a society, within an educational institution, within a teaching process, and within each person. Such expressed needs point to the necessity of addressing issues of sustainable development of education.

Reforms in Higher Education

After the adoption of the *Education Law* (Saeima 1998) and the *Law on Higher Education Institutions* (Saeima 1995, amended in 2000) many changes have been implemented in higher education. Melnis et al. (2003) point out that “Latvia has managed to create a system of higher education that corresponds to fundamental principles of a democratic state and the new economic situation” (12). This general statement affirms that the essential transformation of the structure of higher education has been completed. The reorientation has been accomplished from “Soviet-time inherited features, principles and positions ... towards the Western-type higher education system, which is based on wide autonomy of higher education establishments and nevertheless is linked with high responsibility of these institutions to the same state and the society” (Melnis et al. 2003, 17).

The commitment of the state to join the European Union reflects the tendency that was emphasized in educational legislature since 1991. Melnis et al. (2003) highlight that this commitment initiated “radical changes that have taken place in state politics, economy and culture [which] have created a completely different environment and preconditions for the development of higher education” (17). After entering the European Union in May 1, 2004, higher education in Latvia is still in the process of reconstruction. The ongoing reforms are connected with the reorientation of higher education towards the principles of the Bologna declaration² and activities for creation of “coherent and cohesive European Higher Education Area” (*Realising the European*

¹ The Academic Information center is the Latvian member to the Network of National Academic Recognition Information centers (NARIC) and European Network of Information centers (ENIC). One of its functions is to provide the current information and statistics about Latvia’s higher education. For more information see <http://www.aic.lv>

² Bologna declaration “Towards a European Higher Education Area” was signed initially by 29 European Ministers responsible for higher education. The *Bologna process* started in June 19, 1999 and should be completed by 2010.

Higher Education Area 2003). The activities entitled as *Bologna process* in Latvia are not the beginning of new higher education reforms but rather a continuation that “shapes the ongoing ones, turning them into the overall stream of higher education reforms in Europe, and often filling them with a new or changed content” (Rauhvargers 2003, 19).

The action lines included in the Bologna declaration introduce joint objectives and constitutive areas that are crucial for the continuing advancement of higher education³. The declaration and main reports on trends, and the process of creating European higher education area acknowledge that “higher education is a public good and a public responsibility” (*Realising the European Higher Education Area* 2003, 1) - a constitutive area of shaping “the basis of the Europe of Knowledge” (2), “promotion of the European dimension in higher education” (6), and enhancing “the possibilities of lifelong learning” (6). So, the aim, together with the creation of European higher education area, is “to preserve Europe’s cultural richness and linguistic diversity, based on its heritage of diversified traditions, and to foster its potential of innovation and social and economic development through enhanced co-operation among European Higher Education Institutions” (2).

The *National Conception on the Development of Latvian Higher Education and Higher Educational Institutions for the Period until 2010* (Higher Education Council 2001) is mandated to monitor the purposeful implementation of the action lines of the Bologna declaration. The strategic objective of this conception is

to develop Latvian higher education system with a view of, on the one hand, preserving its national development spirit, on the other hand, readability and recognition of Latvian degrees and diplomas both for employment on the European labour market and further studies in Europe. (quoted in Rauhvarger 2003, 24-25)

This objective gives a legitimate hope that the stakeholders who coordinate the Bologna process in Latvia: Ministry of Education and Science with its dependent organizations/institutions -)Rector’s Council, Higher Education Council, Higher Education Quality Evaluation Centre (HEQEC), Academic Information Centre (AIC), Academic Program Agency, and higher education institutions) will foster the dimension of education that facilitated the survival of the Latvian nation during the long period of occupations so that its uniqueness can enrich the European higher education area.

Changes in Teachers’ Education

According to the *Instruction of Acquiring Teacher Education* (Higher Education Council 1996) the general structure of teacher education is composed of four sections: (1) courses on pedagogy and psychology; (2) courses that provide content of the particular subjects/classes that will be taught at school; (3) general education courses like languages, computer technologies, arts, physical education/sport; and (4) pedagogical practice and qualification thesis. The most challenging and difficult areas in teachers’ training are the courses of pedagogy and psychology. The content has to be reevaluated and infused with the current accomplishments in the fields of psychology of education, environmental studies, holistic approaches to education, child-centered learning, and interactive learning strategies.

Although the process of reevaluating curricula, teaching methods and resources already has begun, much work is still needed. Discussion about the structure of teacher education is a key aspect of teacher education reform. Geske et al. (2003) point out that the structure is a constitutive agent of teacher education. According to them, two main models of teacher education – the integrated and the consecutive⁴ – generate certain advantages and disadvantages. The consecutive model “basically has very limited relation to the profession of a teacher ... [and] no longer

³ Introduction to *Bologna process*, the main documents and detailed information about Latvia in *Bologna process* can be found in http://www.aic.lv/rec/Eng/new_d_en/bologna.htm

⁴ Geske et al. (2003) suggest the following understanding of the models: “The *integrated model* means that within its framework the academic (subject-related), pedagogic, psychological, professional internship and other components of the learning process are combined. The consecutive model at first comprises the obtaining of the bachelor’s degree in a certain field ... and only after that – during the next step of the learning process (it could also be studies for a master’s degree) – the choice to become a teacher is made and the knowledge and skills necessary for a teacher (pedagogy, teaching methods, internship at school, etc.) are acquired” (77-78).

corresponds to the tasks of the teacher in the present and future society” (78). Thus, the challenge of restructuring teacher education according to the integrated model could imply the possibility of holistic teaching and learning performance.

The renovations of the structure of teacher education have necessitated the reforming of education content. Recently, it has been suggested that there is a fragmentation of acquired knowledge and skills, overlapping of material, and lack of systemic interaction between the acquired knowledge and skills (Eglitis 2004). Thus, according to Grīnuma (2005), the reform of education content in schools will begin September 1, 2005. This reform acknowledges skills of practical application of information, ability to express and to understand the use of the acquired information for further development. What is crucial in teacher education is that this reform should be implemented in the process of teachers’ training.

Geske et al. (2003) assert that “the nature of teacher training in Latvia ... is [still] based on outdated traditions of overspecialization stemming from the Soviet era” (74). They suggest that one-country or one-nation perspective can no longer be a comprehensive framework for education. Education is “expected to be based on global values, which enable analyzing and assessing any field of human activities in a global context” (75). This is a strong suggestion to explore the historical and the current situation in education and to acknowledge its global dimension.

The complicated shift from the Soviet system to the current system has largely been accomplished through the work of teachers (Catlaks 2001), not education politicians or theorists. Yet teachers are still not economically supported or professionally recognized. Also, teachers are not directly involved in education development (Catlaks 2001). Their voice is still weak. Presumably these factors result in the lack of popularity of the teaching profession (Avotiņš 2004). There is a high level of dissatisfaction with schools, teaching and teachers in society. Teachers, on the contrary, are not satisfied with their work and profession (Geske et al. 2003, 82). Ideals that are in people’s hearts and minds differ from the reality of education. To recover its position in society, education has to reclaim a global aim of education (Whitehead 1929) and address issues that are meaningful to people, such as: questions of the meaning of existence, the nature of the human being, and spirituality, to mention but a few.

Education through the Context of Different Paradigms

This is a complicated period. Reforms in education are still ongoing and can be described as going through a process of paradigm shift. Although promising, this process not only causes feelings of insecurity, but it also challenges teachers to reevaluate their professional activity and to reconstruct a model of their own educational practice within the light of a different way of thinking. To be successful, it implies critical reflection on teachers’ educational philosophy. There is a risk of getting lost in the immense set of new information. The most crucial issues are to determine what kind of information, activities, approaches and theories to choose and how to teach in a situation where there is no one truth, one right answer, or one approved way of performance.

The current period can be characterized as the time of paradigm shift in education from the traditional teaching paradigm to the humanistic learning paradigm. The key element of this paradigm change is a transition from a passive, inductive, norm-oriented educational process established in the Soviet times to active, constructive, learner-centered education (Beļickis 1995) that agrees with current achievements in related fields, contemporary structures of society, and modes of present-day thinking.

In the traditional *paradigm of teaching* (Barr and Tagg 1995) dominant in Latvia in the Soviet times, there was over-concentration on knowledge acquisition without connection to everyday life. It caused a dominance of conceptual knowledge, depersonalization of students, and feelings of low self-esteem/inferiority, exhaustion of creativity, and lack of interest and self-actualization. The goal of the traditional paradigm in education was to provide instruction. The learning environment was identified as teacher-centered and controlled. Teaching material was presented in an objectified way emphasizing the value of the intellect. It stressed knowledge being found “out there”. Tacey (2004) explains that the old “paradigm of knowledge ... derives from the Enlightenment [and introduces] a rationalist conspiracy against spirituality and sacred meaning”

(62). It is based on authoritarianism, “in which the soul and spirit are imprisoned and never allowed to take flight” (73).

Two needs for 21st century education can be especially highlighted: transference of the knowledge and skills to the next generation, and guidance in fruitfully using them. In other words, education should be both, a map of a complicated and dynamic world, and a compass helping students to find their way. Accomplishment of these objectives requires a philosophy based on new ways of thinking. The traditional (individualistic, objective, rational, norm-oriented) philosophy should be transformed to a new one that interprets education in terms of four pillars – learning to know, learning to do, learning to be, and learning to live together. These concepts are introduced by the report to UNESCO from the International Commission on Education for the 21st century (Delors 1996). These four ways of learning act as an integrated unity, facing, covering, and interacting with one other, and for the first time, initiating the notion of education for a sustainable future. Such a notion is consistent with a transformed meaning of education which emphasizes the assumption that the aim of education is not simply to hand on the experience and achievements of humanity but to generate a new understanding of education. Thus, the goal of the emerging paradigm in educational thinking is to create a democratic community both inside and outside the school taking into consideration the global and ecological perspective of social and economic problems recognizing the spiritual dimensions of human existence. As Geske et al. (2003) contend,

The task of teaching has changed. Today the task of the teacher no longer lies in providing students with certain knowledge in a given subject-area and testing how accurately they have mastered it. Today the aim of the teacher is to develop the students’ ability to learn, “to teach learning” at school and later on during the rest of life, to acquire the competences required for their professional activities. (78)

Thus in a paradigm of learning (Barr and Tagg 1995) the means of knowledge acquisition change from instruction where everything is controlled and the acquired results are compared, to the organizing and providing of a student-centered learning environment aimed at personally involving the learners so that they can be discoverers and creators of knowledge. Students in a learning paradigm are understood as personalities with their inborn striving towards growth, achievements, and success. If this tendency is not satiated, the learning endangers growth. The role of a teacher is to guide students to the center of their lives and their relationships with other human beings and the world. As Slattery (1995) suggests, “teachers are guides and mentors who orchestrate self-reflective learning experiences ... but not dominating and manipulating the process” (179).

Tacey (2004) proposes that the new paradigm of knowledge leads humans “out of the iron-cage of rationality into broader categories of thought in which poetry, mystery and symbolic thinking are reaffirmed and experienced anew” (95). In this new paradigm spirituality “bursts free from its former confinement, and becomes a much larger field of human activity” (38). Tacey claims that the new kind of consciousness introduced by this new paradigm “opens the door to the sacred and expands to a new communion with the world” (123). This educational paradigm certainly does not suggest how to solve educational problems. Rather, its main contributions are reevaluation of education and acknowledgement of new questions and possibilities, such as widening the understanding of human nature. Discussion about paradigm change in education in Latvia (Beļickis 1995) has initiated awareness of several meta-curricular issues, e.g., spirituality as a dimension of education (Belousa 2002) that was intentionally driven out of educators’ thinking and practice in the Soviet system.

Experience Of The Institute Of Sustainable Education

Since its establishment the majority of activities performed by Faculty of Education and Management (FEM), Daugavpils University, Latvia has been oriented to the development of teacher education and training. Development of FEM’s conceptual background can be discussed according to the following stages. The first stage, since its establishment in 1993, is highlighted as a transition from norm-oriented to holistic approach in education, and is characteristic with participation in European educational discourse, mainly in the context of TEMPUS projects. This discourse has introduced a social, cooperative dimension and awareness of environmental issues in education.

Educational and research activities of the second stage that has existed since 1995 imply investigation of an aspect of integration in the context of holistic approach. It is represented by staff's participation in applied research activities supported by Soros Foundation-Latvia, Ministry of Education and Science, Center for Curriculum Development and Examinations, etc. The third stage, in place since 1998, is devoted to investigation of meta-curricular dimension of education where an issue of spirituality in cultural context and in context of holistic approach is the most characteristic concern. The fourth stage, introduced in 1999, was interdisciplinary investigation activities of complementarity between ecological, integrated, and spiritual aspects of holistic approach and awareness of sustainable development of education. In general, FEM's development has been proceeding through challenges and inquiry. It included changes or broadening of goals, content and needs of development from which new structural unit - the Institute of Sustainable Education – has been established.

The Institute of Sustainable Education (ISE) (www.ise.du.lv), founded in 2003, is a structural unit of FEM for scientific research activities in pedagogy, pedagogical and developmental psychology, as well as integrative research in the field of education and management. ISE consists of three departments: department of scientific research, department of international projects, and department of scientific editions. The strategic aim of ISE is the commitment to meta-curricular content, holistic approach and sustainable development of education. The fundamental principles of achievement of this aim are the complementarity of academic and scientific activities, integration of meta-curricular, cross-curricular and curricular content, implementation of the issue of sustainability within education, research of regional educational issues, integration of collective and individual frames of reference, encouragement of creative activities, cooperation, and adaptive management. Scientific activities of the Institute of Sustainable Education (ISE) that imply these principles represent Latvian case of reorienting education towards sustainability.

The most characteristic activities are the following (Salīte, 2006): (1) evaluation of experience acquired by participation in the first stage of UNESCO/UNITWIN project “*Reorientation of Teacher Education towards Sustainable Development*” in 2000-2004; (2) foundation of *Journal of teacher Education and Training* (JTET, ISSN 1407-8724, Volumes 1-6) to facilitate academic discourse on sustainable development of education in 2002 with an editorial board that brings together researchers from about 15 countries; (3) foundation of annual international JTET conference “*Sustainable Development. Culture. Education*” in 2003 and international conference “*Person. Color. Nature. Music*” in 1999; (4) implementation of projects granted by Latvian Ministry of Education and Science and Latvian Science; (5) participation and implementation of several international projects that contribute to issues of meta-curricular content (e.g., spirituality, tolerance, gender equality), holistic approach and sustainable development within education; (6) contribution in creation of guidelines and recommendations for reorienting teacher education to address sustainability (UNESCO, 2005); (7) foundation of the first international network on addressing issues of sustainable development within teacher education. In 2005 this network expanded its conceptual foundation and was named as *Baltic and Black Sea Circle Consortium in Educational Research* (BBCC); (8) participation on several international research projects (e.g., comparative research project “*Teacher Education for Future*” initiated by *Pacific Circle Consortium in Educational Research*), research associations (e.g., *All India Association for Educational Research*, *International Association for Children's Spirituality*, *International School Psychology Association*, *International Seminar on Religious Education and Values*, etc), and research networks (e.g., *Environmental Management of Sustainable Universities*, *European Council for High Ability*, etc); (9) participation in development of strategy of educational research for sustainable development in 2005; (10) engagement in UNESCO/UNITWIN project's “*Reorientation of Teacher Education towards Sustainable Development*” second stage in 2006; (11) contribution to initiation of qualitative changes and transformation of professional, bachelor, master, and doctoral study programs in education offered by FEM.

As an example of how qualitative changes are ensured in the study process is an academic master's study program “Pedagogy” that has been transformed according to several aspects that are

critical in contemporary education. The transformations have been implemented at three levels: (1) study program structure, (2) study course content, (3) study forms. Several study courses are integrated in units (e.g., unit *Holistic Pedagogy* consists of three courses: *Environmental Education*, *Spirituality of Pedagogy*, and *Integrated Approach in Education*; unit *Educational Philosophy* consists of three courses: *Theoretical Foundations and Contemporary Issues of Educational Philosophy*, *Education for Sustainable Development* and *Innovative and Future Education*). Each unit is taught with common perspective and the last requirement to evaluate students' academic performance is an integrated paper. The challenge of these new study courses has been and still is to create learning environment that is problem-based, ecocentric and based on social changes, encouraging learners' understanding and attitude development about global changes, cultural and biological diversity in the world.

The Holistic approach as a perspective of reorienting education towards sustainable development reflects the assumption that the universe is a unified whole, and that everything is connected in constant interaction within several aspects – personal, communal, national, and global simultaneously. Different branches and sub-branches of science, according to the holistic approach are observed as diverse perspectives in which to study the phenomenon of life. The context of this approach implies learners' experience or experience-based learning as a constitutive component of a study process. The challenge of implementing experience-based learning is to recognize individual learning preferences and contextualized content of what is being taught. It is important to consider that the educational process is a dynamic process of changes that welcomes person's self-reflection and is both inward and interaction oriented.

The educational process, according to the holistic perspective, is based on choice and responsibility of each learner. Such an educational process is sustainable, for it encourages each learner to develop their own identity, to learn and to receive support from others while being involved in educational and social processes. Transformation of the master's study program at the Faculty of Education and Management is based on the hope that it will foster qualitative changes, not only in the context of a study program or university, but also in the wider section of a society.

Towards Transformed Higher Education

In 20th century, the model of university as an institution was based on problem solving, rooted in the myth of industrial and social progress created in 19th century, and in the methodologies of the modernist worldview. The role of higher education and university in current non-ecological society generally has not changed much. It strives to maintain habitual development, not to improve it, "because of its commitment to modern ways of thinking and its adoption of a disciplinary structure of knowledge that artificially isolates certain aspects of reality from other aspects of reality" (Ford, 2002, 75). As Sullivan notes, at the moment the university often functions as "a holding company for the set of organized disciplines, empty of philosophy" (2003, 131). Currently, universities have become large corporations that produce and sell knowledge (Inayatullah & Gidley, 2000, 188). Nevertheless, the aim of higher education is not simply to hand on the experience and achievements of humanity but to rise beyond the traditional norm-oriented approach and modernist worldview. Holistic approach assigns not only the role of a business project to university but also highlights the connection of university as a social institution with an individual and society in regional, national, and global level.

University as an institution and study programs in particular have a crucial role in development of society and whole EU community. University as a social institution is not connected with one particular system of values, ideology or reality. Historically university has witnessed radical changes moving from medieval to modernistic worldview. Nowadays university as a social institution is at the threshold of changes again because philosophies that serve as base for the current study programs are limited if they represent mechanical approach of modernism. Assumption that the main and the only role of the university in current society is the development of civic and intellectual development of society has become questionable. Ford suggests that postmodern university should encourage understanding that "the world is of immense value and that human beings have a duty to preserve and enhance this value" (2002, 96). This definition of university as a social institution in society is "morally wrong to destroy the earth, morally wrong for some human beings to live degraded lives while others lead lives of great luxury and waste, and morally wrong to promote any type of social organization that diminishes human freedom or needlessly reduces the diversity of human cultures" (Ford, 2002, 96). Creating study programs that contribute to formation of sustainable university and society educators should structure their content so that a person and her/his interaction with social, cultural,

natural, spiritual, and economical environment are in the center. Higher education that welcomes holistic understanding of a human person and sustainable development of society is a transformed meaning of education.

In general, the role of university in society always has been transformative, in agreement with national social needs and vision of development. The university cannot be created and structured only as a big business project to sell knowledge, but “universities of the future, which will be able to rise to the challenge of being agents of transformation, will also need a more extensive, inclusive cosmology—an underpinning system of knowledge comprehensive enough to take in and give meaning to the complex global problems we have unwittingly, and through our greed, created” (Inayatullah & Gidley, 2000, 237). The aim of education in modernity is to foster industrialization, and tended to “produce unbalanced, underdimensioned people tailored to fit the modern economy. Postmodern education must have a different agenda, one designed to heal, connect, liberate, empower, create and celebrate. Postmodern education must be life-centered” (Orr, 1992, x). Because to live in a postmodern world is to acknowledge that we “are forced to make choices, and to compose a life, without confident reference to inherited templates, established knowledge or undisputed authority”(West, 2004, 141).

The postmodern worldview is based on understanding of the interconnectedness of all things (Ford, 2002, 76). Discussing the role of academic branches of science in postmodernity Malpas emphasizes that “one of its most radical characteristics has been the way in which, during the past few decades, it has often broken down the barriers between areas of academic study, bringing them into new forms of collaboration or conflict.” (2005, 6). The university as an institution is a mirror of existent and future value system in a rather unique way. Changes in the university value system, and its inner structure of branches of science, is both a reflection of the situation of a social thought and as evidence of the necessity for radical changes in its structure and content. Ford assures that “The postmodern university will not be neutral with regard to environmentally destructive activities or economic systems that benefit a few at the expense of many. A truly postmodern university will promote a way of being in the world or, more exactly, many ways of being in the world, that are deeply respectful of the natural world and that enhance the quality of human existence” (Ford, 2002, 97). Introducing postmodern awareness of holistic value system in the concept of university and education in general, and perceiving university as socially transformative institution educators should consider that “strong cognitive, affective and existential responses need to be recognized and acknowledged as part of any journey towards personal and political change” (Hicks, 2002, 98). The university as a social institution has to accept historical responsibility about the western modernist world that is affected by social, cultural conflicts and ecological problems, for it has been the university that has initiated and fostered the development of western industrial science and the corresponding value system.

Describing transformative role of university in a current society, it is crucial to consider that “an overriding goal is the transformation of students understanding of themselves and their world. Successful programs of study engage students in actively developing their conception of themselves and others by providing access to new insights and new ways of acting in the world” (Andrea & Gosling, 2005, 34). Hicks emphasizes that education in contemporary times should imply global issues and dimensions of learning: cognitive, affective, existential, empowerment, action (2002, 101) that are important in obtaining transformative experience. The cognitive dimension is the first step to acquire “new facts, ideas and concepts about the current global situation and its likely future consequences” (100). The affective dimension enables obtaining emotional experience “when knowing shifts from being something intellectual and detached to a personal and connected knowing” (101). In the existential dimension, learners are involved in transformative process of their inner reality that is connected with questioning of their values, life purposes, faith and ways of living. In this learning dimension, students are “faced with a reconstruction of their own sense of self, something which often occurs when embarking on a quest for deeper meaning and purpose in life” (101). Reaching empowerment dimension in the educational process, students “can begin to feel a sense of personal empowerment. This arises from a clearer sense of personal responsibility and a commitment to do something. It centers on individual resolution of the question, can one person make a difference” (101). To enable the empowerment dimension in educational process “students need to be able to envision positive scenarios for the future and to learn about success stories in which individuals and groups have clearly made a difference” (101). The action dimension can occur when learners are involved and obtained transformative experience in first four learning dimensions and “learning about global futures had eventually led to a significant reorientation of their lives, personally and/or professionally” (101). Thus, the action dimension is the most important in transformative educational process, because learners in this stage are not only ware of social, cultural, economical, and spiritual interconnections, but also become ready to take responsibility

about themselves and their own activities both in individual and global context, making a contribution to shape sustainable society.

References

1. Anspaks, J. 2003. *Pedagoģijas idejas Latvijā* (Pedagogical ideas in Latvia). Riga, Latvia: RaKa.
2. Avotiņš, V. 2004. Labs skolotājs kā retums (Good teacher as a rarity). *Neatkarīgā Rīta Avīze* (Independent Morning Newspaper), July 26, 6.
3. Barr, R. and J. Tagg. 1995. From teaching to learning: A new paradigm for undergraduate education. *Change*, 27 (6): 12-25.
4. Beļickis, I. 1995. *Izglītības humānā paradigma un Latvijas izglītības reforma* (Human paradigm of education and education reform in Latvia). Riga, Latvia: Pedagogu Izglītības Atbalsta Centrs.
5. Belousa, I. 2002. Sustainable education and spirituality in the university: Looking for a way of complementation. *Journal of Teacher Education and Training*, 1: 3-12.
6. Birzkops, J. 2003. Ar kādu izglītību – nākotnē? (With what kind of education – in future?) *Izglītība un Kultūra* (Education and Culture), 27 November, 12-13.
7. Catlaks, G. 2001. Demokrātiskās pārmaiņas izglītībā: Valsts izglītības politikas pārskats 1991-2001 (Democratic changes in education: Summary of state education politics 1991-2001). Report in conference “*Shaping Civic Culture in Countries of Central and Eastern Europe*,” Riga, Latvia, November 19-21. Available from World Wide Web: <<http://www.politika.lv/index.php?id=101968&lang=lv>>
8. Catlaks, G. 2002. Konservatīvisms reformu politikā (Conservatism in reform politics). Available from World Wide Web: <<http://www.politika.lv/index.php?id=102728&lang=lv>>
9. D’Andrea, V. & Gosling, D. 2005. *Improving Teaching and Learning in Higher Education: a Whole Institution Approach*. New York, NY: Society for Research into Higher Education & Open University Press.
10. Dedze, I. 2002. Konceptija vai darbības programma? Recenzija “Izglītības attīstības koncepcijas 2002.-2005.gadam” projektam (Conception or program of work? Critical review on the project “Conception of Education Development for 2002-2005”). Available from World Wide Web: <<http://www.politika.lv/index.php?id=102727&lang=lv>>
11. Delors, J. 1996. *Learning: The treasure within*. Report to UNESCO of the International Commission on Education for the 21st Century. Paris, UNESCO Publishing.
12. Eglītis, D. 2004. *Imagining the nation: History, modernity, and revolution in Latvia*. University Park, PA: The Pennsylvania State University Press.
13. Eglītis, Z. 2004. Kurp ej, Latvijas izglītības sistēma? (Where are you going, the system of Latvian education? *Diena* (Day), 10 July, 2.
14. Ford, M. P. 2002. *Beyond the Modern University: Toward a Constructive Postmodern University*. Westport, CT: Praeger.
15. Geske, A., A. Grinfelds, A. Kangro and J. Zaķis. 2003. Pre-service training in higher education. In *Education in Latvia’s transition: The challenge of management. Report on education in Latvia 2001/2002*, edited by I.Dedze, S.Heyneman, and G.Catlaks, 74-87. Riga, Latvia: AGB.
16. Grīnuma, I. 2005. Definīciju iekalšanai sola beigas (The promised end for the definition memorizing). *Diena* (Day), 27 January, 4.
17. Haugh, G. and C. Tauch. 2001. Trends and learning structures in higher education II. *Academic convention in Salamanca and Prague Higher Education Summit*. Available from World Wide Web: <<http://www.aic.lv.ace>>
18. Hicks, D. 2002. *Lessons for the Future: The Missing Dimension in Education*. London: Routledge Falmer.
19. Higher Education Council. 1996. *Instruction of Acquiring Teacher Education*. Available from World Wide Web: <<http://www.aip.lv>>
20. Higher Education Council. 2001. *National Conception on the Development of Latvian Higher Education and Higher Educational Institutions for the Period until 2010*. Available from World Wide Web: <http://www.aip.lv/koncept_doc_nac_koncep.htm>
21. Inayatullah, S. & Gidley, J. (Eds.). 2000. *The University in Transformation: Global Perspectives on the Futures of the University*. Westport, CT: Bergin & Garvey.
22. Kopeloviča, A. and L. Žukovs. 1999. Skolotāju izglītība Latvijā (Teacher education in Latvia). *Skolotājs* (Teacher), 5: 22-25.
23. Kopeloviča, A. and L. Žukovs. 2004. *Skolotāju izglītība Latvijā 1940-2000* (Teacher education in Latvia 1940-2000). Riga, Latvia: RaKa.

24. Malpas, S. 2005. *The Postmodern*. London: Routledge.
25. Melnis, A., J. Čakste, V. Vikmane, I. Gaigule, and M. Mekša, eds. 2003. *Higher education in Latvia*. Riga, Latvia: Pērse.
26. Ministry of Education and Science. 1996. Conception of education in Latvia. *Izglītība un Kultūra (Education and Culture)*, 1 February, 13-20.
27. Orr, D. 1992 *Ecological Literacy: Education and the Transition to a Postmodern World*, Albany, NY: State University of New York.
28. Palmer, P. 1998a. *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Publishers.
29. PROVIDUS 2004. Educating Reforms in Latvia: Underpinning Integration and Prosperity, Annual Report on Education 2003/2004. Riga, Latvia: Preses Nams.
30. PROVIDUS 2003. Education in Latvia's Transition: The Challenge of Management, Report on Education in Latvia 2001/2002. Riga, Latvia: Publishing House AGB.
31. Rauhvargers, A. 2003. Latvia in Bologna process: Report on the reforms in Latvia's higher education on the way towards European Higher Education Area. Riga, Latvia: Latvian Rector's Council, Academic Information Centre. Available from World Wide Web: <http://www.aic.lv/rec/Eng/new_d_en/bologna/default.htm>
32. Realising the European Higher Education Area, 2003. Communiqué of the conference of ministers responsible for higher education, Berlin, September 19. Available from World Wide Web: <http://www.aic.lv/rec/Eng/new_d_en/bologna/Berl_comm_fina.pdf>, also <<http://www.bologna-berlin2003.de>>
33. Saeima, 1995. *Law on higher education institutions*. ratified on November 11. Available from World Wide Web: <<http://www.izm.gov.lv>>
34. Saeima, 1999a (1998). *Law on education*, ratified on June 1. Available from World Wide Web: <<http://www.izm.gov.lv>>
35. Saeima, 1999b. *Law on general education*, ratified on September 1. Available from World Wide Web: <<http://www.izm.gov.lv>>
36. Saeima, 1999c. *Law of professional education*, ratified on September 1. Available from World Wide Web: <<http://www.izm.gov.lv>>
37. Saeima. 1991. *Law on education*, ratified on July 1. Available from World Wide Web: <<http://www.likumi.lv>>
38. Salīte, I. (ed.) 2006. Report on Scientific Activities of Institute of Sustainable Education Year 2005 [Ilgtspējīgas izglītības institūta zinātniskās darbības pārskats par 2005.gadu]. Daugavpils, Latvia: Saule.
39. Slattery, P. 1995. *Curriculum development in the postmodern era*. New York, NY and London, UK: Garland.
40. Sullivan, J. 2003. Scholarship and Spirituality. In *Spirituality, Philosophy and Education*, Carr, D. & Haldane, J. (Eds.) (pp. 127-140). London: RoutledgeFalmer.
41. Tacey, D. 2004. *The spirituality revolution: The emergence of contemporary spirituality*. New York, NY: Brunner-Routledge.
42. UNESCO, 2005. Guidelines and Recommendations for Reorienting Teacher Education to Address Sustainability. Paris: UNESCO. Available from World Wide Web: <<http://unesdoc.unesco.org/images/0014/001433/143370E.pdf>>
43. Vītiņš, I. 2004. Mocīšanās ar padomju skolas mantojumu (Agony with heritage of soviet school). *Latvijas Vēstnesis (Latvia Messenger)*. Available from World Wide Web: <<http://www.apollo.lv/portal/articles/26730>>
44. West, L. 2004. The Trouble with Lifelong Learning. In *RoutledgeFalmer Guide to Key Debates in Education*, Hayes, D. (Ed.) (pp. 138-142). New York: RoutledgeFalmer.
45. Whitehead, A. 1929. *The aims of education and other essays*. New York, NY: The Free Press.
46. Žukovs, L. and A. Kopeloviča. 1997. *Skolotāju izglītība un pedagoģiskā doma Latvijā, I daļa* (Teacher education and pedagogical thought in Latvia, Part I). Riga, Latvia: RaKa.

The Current Scientific State of Reform Based on the Bologna Process in Italy

Maria Pia CAVALIERI *

Abstract

The advanced medium school and the University of the Studies of Italy have seen a series of legislative provisions finalize the restructure of the Scholastic and University Institutions in order to start a process of adaptation of the structure of several levels of education in the UN.

The Conference of Lisbon has already sped up the country-members of union to start this educational and instructive process within the participation on the system of each level. Also the Conference's aim was the acknowledgment of the titles and their validity on all European territories, gradually joining other countries.

In this context the diversity of cultures represent one fundamental aspect for the realization of one inter-culture that, also in the respect of conservation of roots of traditions of every country, finds in exchange of a ferment to increase attainment of common purposes. Two are, therefore, priority thematic ones:

- a. to construct one European society in a position for privileging the formation of citizens;
- b. to realize, and in this case Italy is moving fast, a formation that offers citizens the opportunity of the life-long learning.

Key Words: Diversity of Cultures; Life-long Learning.

To point out Italy's answer to the challenges of the Lisbon 1999 Conference and to those pointed out in 2000, always in Lisbon, in order to construct a European knowledge space, I will follow three particular paths:

- a. the Italian initiatives that could be read as anticipations of the challenges launched in Lisbon making the scholastic system more adequate in a society whose needs are continuously changing;
- b. Italy's answer to a scholastic system construction on the basis of European commission suggestions on instruction and training, paying more attention to teacher training
- c. Italian University innovations after the Bologna Process.

Every innovation of the field of instruction and training together must guarantee quality of teacher training for the development of student competencies.

Regarding the Italian initiatives, whose main objective was an evolution in the school system, I quickly cite some important changes which brought about a first change in school institutions:

- a. The introduction of college organs or student's parent representative participation in Schools of all levels;
- b. Experimental investigation of didactic activity, a new organizing model with the possibility of substitution traditional pupil classes with laboratories and/or open classes. Through this innovation, the Italian Constitution abolished requests are more effective. This school movement in some way anticipates the cited change immersed in the 1999 Lisbon Conference;
- c. Schools must and have to be prepared to receive "pupils who, in school age have particular difficulties in learning and relating". Innovation complexity is felt by the same central organs. In the Ministry dispositions, in fact, it is clearly stated that that integration "needs a new way of being on behalf of the school" involved in specifically preparing a steady reception of subjects with "physical, psychic or sensorial problems or defect".
- d. The difficulties cannot stop an evolution process of great size and uniqueness in this sector, and the Ministry tries to give initiatives for both student reception and training. Carrying out

* Prof.Dr., Aquila University.Italy

provisions for special-aid and learning-adaptation-difficulty subject integration is open-handedly received, on behalf of the whole society, placing Italy under the attention of the other European Community member countries. Legal provisions complete the scenario from more parts and institutions, given the respect of the Right of all citizens to completely develop their personality. The integration obligation of special aid subjects in both elementary school and middle school also needs the institution of a socio-psychopedagogical support team for special education teachers;

- e. A mere Secondary School Diploma and a University Degree is not enough to deal with the range of handicaps and difficulties. Specific teacher courses are organized for special education. Special education teachers should get a specialisation Title, at the end of a two-year theory-practice course in both schools or institutions recognised by the Ministry of Education. The first courses organised in L'Aquila were put in the hands of the University and were of great success due to the attention given to pedagogical, psychological and methodology-didactic training;
- f. Another equally-important novelty is the substitution of the traditional quantitative evaluation criteria of the students, with an evaluation criteria more adapt in following each student in his learning process. Student and parents are periodically informed on progress in various knowledge fields, and paths to be taken are then indicated. This teacher-training renewal anticipates the requests contained in the Report, presented to Bruxelles the 14 February 2001, from the Council (instruction) to the European Council on «Future objectives and system criteria in instruction and training» An evaluation, in fact, wanting to eliminate the concept of an intelligence-selective school, to change it into an institution contributing, together with the family and other educative agencies, to discover and evaluate each pupil's potential, in substance anticipates 2001-requested Report: Increase reading ability and guarantee to all citizens an essential operating level to give them quality learning. "It is this – one reads in the report – the key to all the following learning and occupation capacities" paying attention in making school training just a moment in instruction. To face the unknown future it is necessary that instruction changes into **taste for knowledge**; the stronger the pleasure in knowing, the stronger the will to keep up with the new.

As to how Italy has responded to the building of a school system on the basis of European Commission suggestions on instruction and training, it is to be pointed out that notwithstanding effort and the innovations that have somehow anticipated some European Commission requests, changes in school institutions have not always followed an organic and complete procedure. Secondary School has seen, here and there, additional school courses including disciplines more responsive to new disciplines, but it has always dealt with non-real structural and cognitive revision experiments. Other innovations in the teaching and learning field have followed, through the introduction of organised college didactic activity to carry out training-intervention strategies, bringing out the best in each student. Didactic criticism in this sector is supported by recent psychology, neuroscience and pedagogical studies, underlying the importance of emotions in memory and learning processes.

Notwithstanding the studious and the researchers' intuitions in the education, instruction and training field, however, Italy urgently needs more decisive and radical interventions to be able to be, with Europe more competitive even on an economic level to overcome the homologation risk of other world markets.

We must dispose of all means and idealise all strategies to recover not only a state of health, but to complete by 2010, the Lisbon Conference root objective: "that Europe become *"the world's most competitive and dynamic economy based on knowledge, capable of substantial economic growth with more qualified work posts with a major social cohesion"*. How to arrive at this winning-post is clarified in the report itself: "...an important role in instruction consists in the promotion of human values shared by our societies» who will have to make an effort to share and satisfy three objectives they cannot do without:

1. Increase the quality and effectiveness of the European Union instruction and training systems
2. Make instruction and training systems within easy reach
3. Open up instruction systems to the external world
4. Only under these conditions can the European ideal to construct an European conscience space be carried out successfully.

What is the Italian situation on teacher training?

Italian Universities have traditionally offered very complete training, but most of all, if not totally, disciplinary. Didactic aspects, typical in a more notion-based teaching, have been widely evadable. While didactics, psychology, sociology and technology opened new scenarios soliciting a teaching profession re-qualification, one was still tied to an obsolete form of instruction with respect to society's expectations in constant and rapid change.

The same elementary school teachers followed a study program in which pedagogy, psychology and didactics were not faced with productively, for such an important and delicate profession. In any case it was the only institution that gave an approach to knowing, that should have at least awakened a need for further knowledge. Elementary school, in fact was, and under some aspects remains the most efficient school to begin knowledge with.

For the following level schools, after getting a degree and if they would like to be teachers, they must attend a Specialisation School for Secondary School teachers. It is a two-year course and the number of hours more conspicuous, reserved for the area called common because teachers from every disciplinary field are obliged to attend, and to take evaluation tests. The other disciplinary fields follow specific lessons, paying particular attention to didactic modalities of teaching itself.

The SSIS are of the University, and for teacher nomination those who are already University students are given priority. In their absence the teaching position is given to external teachers who have particular cultural requests on didactics, psychology, sociology, etc. besides having work experience.

The most important new thing is that, besides the lessons, the attending undergraduates must do a training done in two ways:

- a first phase in-depth study of didactic dynamics;
- a second phase of real school experiences.

The title obtained qualifies as teachers and, up to today, it is not necessary to do competitions because you are employed on a basis of provincial and regional lists.

The new Minister Fioroni is trying to change these paths.

For quality training that fully develops the taste for knowledge, a school structure revision was however necessary.

This was attempted before with the Law Design of Minister Berlinguer, and then with Minister Letizia Moratti who concluded commission works with an organ reform of the whole articulated school system in:

Kindergarten (for three years) – not compulsory

Primary school (for five years)

Middle school

Primary and Middle school compose the first compulsory cycle; follow:

Secondary school (4 years + 1 of orientation)

Or

Professional instruction or apprenticeship or school-training (5 years)

Secondary schools, after a year of orientation, and having passed a final exam admit to Universities

Professional Institutes and Apprenticeships admit one to Technical Secondary Schools. Those who have attended these Institutes can, before completing the path chosen, decide to change to Secondary Schools, or after five years attend another year, followed by a State exam if they decide to continue to University.

Observation: The system looks functional and responsive to the different potentials of each pupil, but it is the separation between Secondary Schools and Professional Schools, with two different roads to follow at the same time, that has brought up a series of discussions and debates.

Up to today Secondary School still has not found a practical realisation. There is a certain will to deeply reflect and eventually revise the School Reform that has already become law in 2003, n.53.

I must still point out a third point proposed at the beginning of this congress report:

how Italy has responded to the Bologna Process.

In the university sector the traditional structure of four, or five years, according to the type of degree taken, has been substituted by the system three plus two suggested by the European Commission, to make a structure uniform, facilitating the free professional circulation within Europe, who in turn is welcoming new countries.

After the first three years a brief research work is discussed to obtain the title of doctor.

A further two years are needed for the magistracies degree. The two years are of specialisation. The student concluding the first level can decide or to be put into the working world, or to follow studies to get a sounder professionalism in the sector of his choices.

Along this path first level Master courses are foreseen that can be attended by first level graduates, and second level Master courses attended by those with a magistracies degree to get other useful titles to carry out his profession.

Many Italian universities have undertaken supplement diplomas foreseen by the European Community itself.

I conclude by saying that Italy has been making great efforts to fit in with United Europe's requests, and to contribute through a series of opportunities put at the student and researcher's disposition to obtain a movement of study titles.

In the university field a series of programs are annually activated for student participation in community programs as well as many research programs for teachers like Erasmus Socrates, Comenio, Tempus, Erasmus Mundus, etc. Regarding L'Aquila's Academy in the last few years it has seen an increase in the enrolment number, of at least the scientific and technological Faculties, while the humanities faculties have updated formation offers increasing Degree courses, in Communication Science and Social Science. Even the enrolment number has increased, a vital and projecting sign towards the request fulfilment emerged from the Lisbon Conference, at the Bologna Process. I would like to take a glance at my Faculty that was instituted two years ago in the 2006/2007 academic year. It has seen 700 enrolments in first year, and registered a flux of students coming from the southern regions, and others who preferred to transfer themselves from other much older Italian universities. The Faculty of Psychology, having overcome many difficulties mainly caused by few teaching spaces was able to create and make function a good number of research laboratories, and is well-linked with other laboratories in the United States, Brazil, Columbia, Germany and Switzerland.

A series of conventions with psychology studies and health structures of other Italian cities have been activated to meet the training of the enrolled. Compulsory training both during university life and after a degree is indispensable for the state exam and the enrolment among professional psychologists.

All Faculties are now obliged to follow all the enrolled both in laboratory experience and training.

Theory and practice are no longer two separate paths; they are complementary in guaranteeing the best professional quality.

Professors of any scientific discipline sector are asked to evaluate both their didactic and communication work with the students, necessary to carry out their own professional duties. The Academy is subjected to a national evaluation because the higher the quality of the studies, the higher the economic contribution of the State.

The picture up until now highlighted gives a complete vision of what the public instruction path has completed in the last decades.

Without doubt a lot has been done, and a lot still remains to be done.

From the picture above, the necessity to complete a *Public Instruction System* organic restructuring very clearly emerges in the UE space. According to us, such a necessity does not result in being an isolated birth of a reflection on today.

Namely, as “*school people*”, historic memory custodians, we cannot forget that Europe, *our Europe*, in its long and historic walk towards the development of social model architecture (intended as complex society’s growth processes) has already had similar reflections, reflections that today are very contemporary.

This is the contribution that in the flourishing seven hundreds the Marquis Condorcet, with his *Report on Public Instruction* offers us. (20 April 1792)

A project which anticipates with an incredible lucidity the needs that modern society would have expressed, centuries later, in *Instruction* material, as a State’s first investment. A project which invested the whole society at that time, where Condorcet deals in: research freedom, teaching freedom, anticipating the permanent education concept, today identified as Knowledge Society’s main pillar, the *Long life Learning*.

Therefore we must not forget in the report’s closing to produce a fundamental passage on women’s equal rights regarding instruction law material (equal opportunity politics).

Two thoughts that sustain the entire thought processes spurred by the Lisbon Conference works.

Jean-Antoine-Nicolas de Caritat’s report, Marquis of Condorcet, mathematician, economist, philosopher and politician, protagonist and victim in the same revolution in which, according to us, believed up to his death and spurred from the preceding text “*Five memories on public instruction*”, given to be published in 1791, under the title “*Public instruction elegy*”.

A work dealing with the following themes:

- . **First memoir**, *Public instruction nature and scope*
- . **Second memoir**, *Of common instruction for children*
- . **Third memoir** taken from *Of common instruction for adults*
- . **Fourth memoir**, *Of relative instruction for professions*
- . **Fifth memoir**, *Of relative instruction for science.*

As imagined the topics dealt with by Condorcet, in his work, make one reflect on instruction's timeless nature, when It serves man's society and not his powers.

The issue that school, and the public Instruction system is the instrument of social economic growth, of equal opportunity, of individual permanent emancipation, of society's civil and cultural development, even if it is an every day first objective of "*Society of Knowledge*", results in being, in the light of the above exposed, an innate DNA objective of "*School People*", those "people" who have always "screamed", "shouted" to all the actors in "power" that society cannot but invest its resources in school and instruction.

For *It* and only *It* can guarantee what society asks for: development, growth, citizen social and civil emancipation, shared well-being and active citizen participation.

Due to time and space we can no longer indulge, even if we would have liked to go into depth on Marquis Condorcet's work, who does not take anything away from the praiseworthy work done by contemporary Europe's protagonists. Here one must remember Jacques Lucien Jean Delors and Edith Cresson's contribution to the construction of *Europe of Knowledge*.

Italian University Students' Perception of the Common Space for European Education: Challenge for Pedagogic Research

Barbara De ANGELIS *

Abstract

In liquid modernity the single citizen must acquire a cognitive modality that protects him from the "new one" showed by the postmodern society. Today every innovation modifies not only working activity of the citizen, but the entire existence and the social context that characterize his life. United Europe has assumed as priority the improvement of the quality and the effectiveness of the systems of education and formation in order to transform the society of the more or less rigid professions in the society of the knowledge.

Europe of the knowledge is recognized diffusely like irreplaceable factor of social and human increase and like indispensable element in order to consolidate and to enrich the European citizenship, it is engaged to us in fact in order to confer to the citizens the competences necessary to face the challenges of the new millennium is and to contribute to the affirmation of:

- the values importance's you flavored yourself
- the belonging to common a social and cultural space.

Such program, sure ambitious, articulates through the process of Bologna in challenges very precise to realize the changes in the fields educational and the aim to construct within a 2010 European Space of the Advanced Instruction.

The research that we agree to introduce it analyzes some elements of the state of the art of the useful process of Bologna for an international comparison and it records, specifically to the national level, the perception of the Italian students in order to the changes introduced in the advanced educational system.

The thesis that's to be demonstrated, valid aim for every countries, regards the necessity to dispose all arrangements (good information, spread, adhesion) for being able before placing in action whichever planned reform or progress.. The reforms previewed from the process of Bologna risk in fact to meet consisting realization's difficulties if the customers do not know them and still more if the modalities and instruments are not characterized to perceive the international sharing of the value and the quality of knowledge and education.

For the collection and analysis of the data it is previewed to resort to the documentation and to supply a mixed questionnaire to a representative sample of the first year's students selected in all faculties of Roma The University and in the faculty of psychology of L'Aquila University.

Key Words: Cognitive Modality, Indispensable Element; Bologna; Common Space.

Contemporary society is changing, declares the brochure of this interesting symposium on new trends in higher education to which we - representatives of Italian educational and pedagogical research – have been invited to attend here in Tbilisi: The 4th International Silk Road Symposium 'New Trends in higher education'.

All over Europe there is a need for a better defined education system. The standardization of requisite qualifications and knowledge is urgent in order to build up quality education for students, which can offer opportunities for their beneficial mobility. It is important to receive a part of one's education in different countries, just as it is fundamental to be educated through pragmatic methods based on the democratisation of teaching and learning.

These, today, should be some of the typical features of a more elevated and better defined education system.

* Prof. Dr. SSIS, Aquila University, Italy

It is clear that the aim of this symposium is to discuss new trends in higher education, to promote reciprocal understanding and expert training in these spheres coming out of the Bologna Process.

What is still unclear however, even if it seems strange to us, is how much is happening in Italy and how much more Italy wants to do.

We can certainly express our opinion regarding as a founding educational-pedagogical axis, pivotal for civil education. This is the idea of creating a way of educating a citizenship that can break down ever more quickly barriers of space and time – brought on by the speeding up of physical communication (transportation, new emigration) and symbolic communication (information, media, internet) – in order to bring about the meeting of people which in turn is bringing ever more closely together ethnicities, culture, religions. (It would be important to remember that with Law 53/03 the *l'Educazione alla convivenza civile, un insegnamento trasversale distinto in sei percorsi, educazioni: alla cittadinanza, all'ambiente, alla salute, all'affettività, e ancora l'educazione stradale e alimentare* or “Education for civil co-habitation, a distinct and cross teaching via six routes, citizen, environmental, health, affectivity, and more street and food education” has been introduced in the first cycle of Italian schooling).

This is a first step towards an education of higher quality, the education of citizenship, an *active citizenship*.

In this setting, which is enriched by pedagogical reflections by American scholar Henry Giroux who indicates a path to follow, stating that for pedagogical know-how, the reconstruction of modern categories such as democracy, liberty and social justice are fundamental. He juxtaposes the pedagogical discourse with the political one and sees education as an action, not as an end in itself, but directed to give back dignity to those involved, as well as to give awareness and the ability to take part in and to change reality.

On the other hand, the European Union is determined to promote peace, its values, and the well-being of its own peoples, offering its citizens a space of freedom, security and justice without internal borders as well as an internal market in which competition is free and not falsified.

These principles, even without going deeper (this not being its place) bring out the fact that today; education cannot set aside the end-goal of educating man. Above all, the education of the citizen who is able to seriously face not only the directions of the European Constitution¹ but also the doubts, crises, insecurities and fears generated by complex society with phenomena and scenarios connected with globalization.

The urgency of facing these challenges in the field of education emerges even more from some experimental research developed in Italy in the field of psycho-pedagogy (see Amann). According to this, for example, it is tangibly demonstrated that the representation of Europe and the meaning of European citizenship for Italian elementary school children is based on spontaneous notions.

Probably, we would add, this happens not only because the first scholastic notions regarding Europe are introduced when children are 10-11 year olds, but also because the context of family and individuals are currently only aware of painful competition from the interweaving and mixing up of information networks, products, companies and states promoted by the European Union.

As a starting point then, to take these changes - spread out in social and cultural life – and to examine the effects produced in the education of the subject, is, for us pedagogists, the challenge which becomes the educative and didactic research equipped to respond to the questions coming out of today's society. The phenomena are those linked to globalization concerning economic transformation as well as psychological transformation, and political as well as social change.

¹ Article 1-2 and 1-3 of Title I of the European Constitution.

In other words, it is thought that the events characteristic of the modern world impose on didactic and pedagogic thought, the necessity to take into account the complexity and change which distinguishes today's society on a number of levels: relational, informative, economical, communication etc; perhaps also cognitive ones, without avoiding the educational problem of the sense and function of the basic categories of a post-modern society (flexibility, complexity, etc...) in relation to the processes of teaching and learning.

In particular, examining the complex setting which is the backdrop to the phenomena connected to the discomfort characteristic of our society, of a few social groups, but also of education - university in particular - has made it necessary to investigate and reflect on the formative effects produced by the phenomena which shake contemporary society.

As we have noted in recent research, if globalisation is to be understood as a reality reinforced by interchange, information, economic and financial activities and interests (and opportunities for emerging countries for interaction with developing countries and with the global market, as noted by Jurgen Habermas), it also needs to be understood as a possible new challenge for today's education and to interpret the efforts of the people seeking to construct an identity, a model of self, a real horizon of self for the individual in question (as Z. Bauman says in *Voglia di Comunita*, Laterza, Bari, 2003).

From the points identified in this sphere, not only does the necessity to break down the walls of separatism and selfishness as well as the need to open spacious horizons onto the world of new learning, new work skills, of living and being together, emerge, but it is also necessary to offer instruments of legal-convention to those who are learning so that they can productively operate within the tightly-woven web of the rights and duties put forward by advanced societies.

Going on from this, it would be appropriate to bring up the reform of the university education system.

Italian university reform faces a thousand difficulties in application, compared to what is happening on the impulse of the European Union regarding a common European space of higher education. That is, where common national identities and interests can be reciprocally understood and also reinforced to the benefit of Europe, the students and on a more general level, the European citizens benefit.

This aim – central to the Bologna Process since 1999 - also puts forward a question; what is the Europe of the future and what is the future for Europe? Perhaps the answer can be found by starting to give a voice to the youth. Such an occasion arose at the end of March, when our Roman University turned its attention to the European Youth Summit promoted by the European Commission on the occasion of the 50th anniversary of the Treaty of Rome.² The event which was hosted at the University of Roma Tre's Faculty of Letters and Philosophy and Political Science involved young people from all countries of the Union and took place parallel to the Summit of the European Council in Berlin, where President of the European Commission Jose Manuel Barroso, Prime Minister Romano Prodi, and the president of the European Parliament Hans-Gert Poetering were all present.

It was the natural then to take such an occasion of celebration, in which our university had a hands-on role, to present research which we had carried out "on campus" and which we would also like to present now; one which will have repercussions on our future scientific thought.

This research started off from the thinking that young people can effectively contribute to the fate of a united Europe by increasingly involving them in a tangible way; with participation in public, social and European cultural life.

From school to university, through student mobility programmes; from research to employment outlets in sectors with high innovational content, through programmes wanting to put into practice the aims of the Lisbon Process, the youth must represent a strategic resource for the growth of Europe.

² On 25 March 1957 the institutive treaties of the European Union were signed. These gave life to the process of European unification.

But it is necessary on this point to underline that in the world of globalisation, it is not the youth that represent the future of Europe, but it is a united Europe; the European project in itself which represents the future of the youth.

Outside of the European Union, without this large project of political civilization, of overcoming nationalisms, the European youth risk not having much of a future.

Therefore, it must be asked whether in recent years, the Italian university system has managed to cast the students into a European dimension within the different university disciplines. In this way I would like to underline that much has been done to elevate the European literacy rate of the European youth, and that comparatively speaking, our Italian youths are definitely above-average.

Much still has to be done to improve the quality and efficiency of systems of education and training in order to transform the more or less rigid society of professions into one of competition. In particular, in the liquid modernity, the individual citizen must acquire a cognitive method which he or she puts at the forefront of the “new” and which promises to change not only its working activity, but also the entire individual and social existence.

“L’Europea della Conoscenza”, or “the Europe of Knowledge/Awareness” is widely recognised as an unsubstitutable factor of social and human growth and as a space of commitment to confer on the citizens the necessary skills. It is also necessary to confront the challenges of the new millenium as well as to reinforce the importance of shared values and membership of a common cultural and social space.

This programme, obviously ambitious, pronounces well-defined challenges through the Bologna Process in order to realize changes in the fields of training and education, with the aim to construct a European space of higher education by 2010:

Romano prodi said:

“ I have no doubt as to what will be a dominant trend in the 21st century. The increase of planetary economic integration. Dare I say that the unity of world-economy will go forward at an unstoppable rate. The main challenge in front of us in the new millenium is to construct a government of these tumultuous processes a globalisation of politics which knows how to balance out economic globalisation. This is the task at hand: Europe must become an answer and a model.”

Romano Prodi’s opinion, which appeared in the Italian daily “La Repubblica” on the 5 January 2000, lends itself well to introducing the thinking on one of the challenges of the third millenium and precisely that which calls to the forefront education and the role of educational know-how – the crux of the different “educational sciences”.

Therefore, comparisons between education systems both emerging from this symposium as well as those coming out of the need to evaluate the performances of different education systems are very welcome. The latter being a typical necessity of our times, linked to the renewed centrality of the education systems in the context of the “Society of Knowledge” (as noted amongst others by Edgar Morin in his “La testa ben fatta” or “the well-made head”)

Above all, the elaboration of *ad hoc* methodological instruments in order to understand the dynamics which are concluded between systems and within these systems are welcome, especially in a society characterised by a multiplicity of cultures which interact in all institutional spaces.

In order to highlight some of these aspects and after the emphasis given by my colleague Professor Cavalieri, I would like to present the part of the research which - with the aim of analysing a few elements of the current state of the Bologna process useful for an international comparison - reported on something on a national scale. That is, Italian university students' perception of the changes introduced in the system of higher education. We propose to put forward a thesis which we believe to be valid for both all the countries of Europe and those about to become European countries, concerning the necessity to have a good level of information, diffusion and adhesion to whatever planned reform or reform that is in progress in order to put into practice the reform in question.

The anticipated reforms of the Bologna Process risk consistently encountering difficulties concerning their realization. This is if the users do not recognise it, and what's more, if methods are not identified and instruments not made to acknowledge the international sharing (in the Brunerian sense of the word) of values and of the quality of training and education.

Our aim was to measure the perception and awareness of the importance of a socio-cultural educational space for the Europe of knowledge and awareness.

For the gathering and analysis of data, after documentary research, a mixed questionnaire was expanded on and given to a sample of first year students taken from a few faculties of the University of Roma Tre (Educational Science, Architecture, Engineering, Letters and Philosophy) as well in the Psychology faculty at the University of Aquila.

The questionnaire, produced for first-year university students in both humanities and non-humanities faculties is definitely also suitable for high school leavers about to take the state exam and for new school leavers about to go into higher education. It is also a rapid but effective testing ground for those in their three-year university career, aware of their own gaps and wanting to reappropriate themselves of lost knowledge.

The very subject of the questionnaire pre-supposes the confluence of different problematic areas, amongst which there is the European context itself (the Europe of the 27, the "elasticity" of the borders, the knowledge of objectives); the dynamic between nation states and the European Union (the European space and the "educational sovereignty", new and old nation states, the subject of competition versus collaboration); the role of educational comparison in the era of globalisation; let alone the prospects of secondary school in the European discourse (the legitimacy of differentiation criteria, the passage from structures to aims, the role of teachers); all aspects which constitute the scholastic level in which the specific cultural, social features of each country are reflected.

In essence, the research highlights:

- First, the establishment, before the draft of university reform, of the ever-decreasing capabilities of students regarding their studies and the available uses of their studies in the European context.
- Second, the conviction that within the missing curricular link between secondary school and university lies one of the reasons which causes the drifting of basic knowledge and half-knowledge (there is a marked interruption in didactic curricular which comes out again in the interruption in teaching methods - between school and university, which not only takes for granted basic skills, but which also does not always verify the students' point of departure nor take into consideration the lacunae to be filled).
- In short, the triennial degree and the reform which is happening of Italian schooling intends to safeguard an educational experience which ensures tight contiguity. This is as well as producing collaboration between school and university, allowing maximisation and advancement of skills, not their weakening and loss.

From these reflections we can see a need for "therapeutic" intervention, immediate and tangible, in which our research is interested. Interventions which not only act as links in continuity of knowledge and of half knowledge, but which above all have the boldness to invite reflection on those areas in which the questionnaire, expanded during our research, itself has been able to reveal strong discomforts and large incompetences between students.

Dissemination of Information and Competences in Order to Improve the Quality of Education

Carla De Angelis *

Abstract

The reforms previewed from the process of Bologna are to meet consisting realization of difficulties if the customers do not know them and what's more if the modalities and instruments are not characterized to perceive the international sharing of the value and the quality of knowledge and education.

The research is carried out in two Italian universities. It tries to confirm these hypotheses and above all, to introduce the used research strategies as innovative methods in order to produce "learning".

For the collection and analysis of the data it is previewed to resort to the documentation and to supply a mixed questionnaire to a representative sample of the first year students selected in all faculties of Roma Tre University and the faculty of psychology of L'Aquila University.

The questionnaire and its data processing furnish an incontrovertible proof of action research.

Key Words: Reforms; International Sharing; Questionnaires;

I would like to highlight some research project elements being held in the Universities of L'Aquila and Rome Three.

This project was born because Italian university and Secondary School students believed, as well as their teachers, that even those training in Specialisation University schools, are almost in the dark regarding that which is foreseen in the both in the Bologna process and merit reforms in action in Italy. This doesn't exclude exceptions, as Secondary School and University teachers involved in European projects like ERASMUS, SOCRATES, Tempus network or those which, due to ministry or rector nomination, are sent as official representatives to the European Commission meetings, or yet those experimenting the European dimension in initial teacher training as in some specialisation school courses for secondary teaching of the Universities of L'Aquila, Rome Three, Florence and Venice).

The verification of this hypothesis has as a priority, soliciting at an institutional level and among students, the knowledge that bad, or worse, no information of the reforms foreseen in the Bologna process risks obstacles for success: surely, lack of information compromises our training system's value and quality affirmation in an international context, the possibility of finding work within Europe, besides the attempt, also underway in our Country, of creating a common European space for Secondary instruction.

The project, therefore, follows the objective of developing for University students, university courses in which I and my three colleagues teach and use the knowledge of the reforms due to the Bologna process, to reinforce value and revelation knowledge at a European level of the diploma wanted by the students.

Obviously the project wasn't born with only these goals.

A fundamental dedication, in fact, has been that of projecting and using the whole study as a didactic strategy, in creating experiences and useful learning environments for motivating, structuring and giving meaning to learning in a European dimension, and developing transversal- competency learning (affective-relational and cognitive) common in the different courses taught by us.

* Prof.Dr., L'Aquila University Roma Tre University, Italy

In the European school system, the obligation of integrating the instruction system with the training one, within the national and international work market, has already been attributed to pedagogy.

A first evaluation of the results obtained seems to confirm the project hypotheses and those objectives needed by many teachers, in relation to the necessity of teaching renewal, with respect to deep academic tradition, essentially based on the direct lesson.

It's for this reason that from the beginning students have been involved in research, even those in short-degree first year, that attend our disciplines: didactics, pedagogical projecting and experimental pedagogy.

And it's for this reason that space has been given to the development of social and relational competencies, and the value of transversal-competency learning has been recognised (namely: exploring, doing conjectures, understanding and developing procedures and their use in field application, solving problems) as has always been solicited only in scientific engineering-mathematics field.

Our Rome Three students have participated in the study procedure definition to point out the reform-art state and student problem perception (they asked themselves: should data be collected doing interviews or giving a questionnaire? What other faculties should we contact, and why? What sample to choose, and why? How can we recognise and define a control sample? How can results be elaborated? Etc.). Specialisation School for Secondary School attendees of the University of L'Aquila have, in fact, made up the control group, even of discussion, useful in testing and defining our main study instrument: the questionnaire namely “EXPECTED CHANGES” (See Power point number 1).

The questionnaire-making phases, its handing-out to different faculties and result re-elaboration have quickly resulted in sustaining-didactic forms for both motivation and dedication, and mostly for the conviction that success depends on giving a sense to what you do.

In short, to the students who have done this study with us a reality homework (confirmed for real) within an action research has been given: if from this an indication is deduced, it regards our faith in learning organisation, and in any other form of learning favoured by the “University” organisation; mostly one has tried to associate the ways of learning institutionally consolidated in the system, with those, some even occasional, but in some way provoked and foreseen.

In fact, even if soliciting a behaviour guided by rules and principles explicitly teachable from the students, independent research and social construction of meanings has been encouraged. Didactic practice and the method of research have been outlined, in order to give enough space to the independent internal organisation of student group work, and to the development of activities agreed upon. This has given meaning to the study and has gained efficient results for the initial project hypothesis.

Obviously, giving up traditional didactic perspective that follows a pathway guided by a hierarchical order, with specific functional practices, and giving way to a didactic itinerary organised form, characterised by instability, from continuous decision-making and problem-solving, means being able to point out and use the training system in which cognitive fragments work in unstable balance and to make the most of its potentials. In fact all this allows for the development of the Secondary School and University organisation, that is their ability to recon figure, adapt and think themselves within an education framework that by 2010 we hope will be common throughout Europe..

Before illustrating some study results, (re-elaborating the answers to the following “open” questions of the questionnaire), we must clear something up: it certainly isn't possible in these 20 minutes to refer all the study, nor to completely explain the debate that made one do it basically with a questionnaire, mostly opinion, knowing that, according to contemporary sociologists, means supposing

that anyone can have an opinion, this isn't true. Then if it isn't possible in these 20 minutes to give all results, that go far beyond those that the other Italian colleagues will comment, we'll do our best to transmit a Research Project for the Acts publication, in a definite and complete report.

If the answers given by about 250 student interviewed, through bewilderment, uncertainties, student admission of their own misunderstandings highlight the importance of knowledge and information circulation about the reforms that the European Commission, the Minister of Science Research and the Italian Rectors are realising, the pedagogical-didactic set-up of the lessons developed in our courses on the project theme and the strategy up to now used to do them , principally action-research.

It may be worth noticing that to develop an empathetic relationship with the students during the lessons, to enhance their personal reflection capacity and, where possible, to reinforce their self-esteem (self concept) autobiographical construction, and then the theoretic-themes in-depth study tied to personal experience reflections (why have I chosen this degree course? Does this degree course exist in other European universities? what training paths and contexts are proposed? What national and European opportunities are there? How can we encourage and make the most out of them? what does the Bologna Process foresee in merit) have been privileged at first. This phase has been fundamental mostly in motivating the involvement of the students themselves, and in promoting knowing that teaching-learning is more generally a consequent life-project, that can't be intended as predefined model-use, but needs an availability to test project hypothesis.

The work of the students involved in the project has continued much beyond the end of the first semester lessons, such that in the second semester, even if following and studying other subjects ,it was possible to make them hand-out the questionnaire for Engineering Faculty students (even as they were able to carry out matriculate relationships and with the Faculty President Secretary Personnel and elaborate results). By the way, allow me to make one consideration: an advanced Country can't be quality-training guarantor, moreover in evaluating the institutions that give it and its training products, one can't but consider, along with quantity indicators, quality ones as fit programs, didactic strategy innovations and mostly, the capacity to do researcheven, according to us, by the students! This reflection is much more opportune here in Italy, these days: finally, the Government has approved a rule-system that disciplines the National Evaluation Agency of the University system and Research (Anvur in Italian language) structure and functioning, that will have to evaluate integration and mutual support between didactic and research university activities.

In conclusion, a brief note on a theme tied to the possibility of increasing education quality, a priority objective for all countries wanting to turn into reality what the Bologna Process foresees: we're dealing with the final diffusion expectancy even of what is done in universities. These schools, where I teach, should prepare new teachers at a European level: those teachers that soon will have to operate in the European instruction common space, having to orientate their students towards strongly international study and work paths.

All European countries, not only Italy urgently need initial quality teacher training, along with good professional training and constant professional updating. The complexity of the daily formation task is tied to the difficulty in following conjunctively, the different instruction system goals and the consideration of the marked heterogeneity of the user (of cultural levels, of learning habits, of interests, etc.). To win the formation task complexity challenge, the teacher will have to be competent both under the *cultural profile* (relative to knowing), and *didactic profile* (teaching methodology, involving pedagogy, general and disciplinary didactics) and *relational one* (concerning the ability to relate with students and so on). Besides this, the teacher will have to be well-informed, through constant *praxes-theory web*, in realising school activities.

But....but.....firstly, terminology confusion not only afflicting Italian and European SSST (Secondary School Specialisation Teaching), but also the Erasmus academic offer, or the Comenius assistantship will have to be overcome. Such a disorder is found not only in discipline name and context, but also in different competitive areas of SSIS institutional figures diverse functions. (In some European countries, for example, differing from Italy, the didactic or laboratory -teacher figure coincides with that of the apprenticeship supervisor!).

In conclusion, we wish to deduce from this brief note the promotion of the European space for Secondary teaching as a common program for initial formation pathway harmony for European teachers, which depend on the capacity to diffuse and participate in the European dimension value of training. In fact, even when the formation system is consolidated, as in the Italian one, we must intervene with stimulating actions to increase quality and efficacy (maybe even a research such as ours can be useful). Besides, if the strategies and the rules must come from the initiatives taken at a high level (government, Ministry, etc.), their implementation must be trusted to low levels (teachers, students, researchers, etc.). In any case, only by putting together the initiatives from bottom to top will ensure change, and in this sense I wish that right from this symposium, a research cooperation can be born.

University Formation and Education: The Spanish University System in the European Frame of Higher Education.

Raquel GILAR *

Abstract

The reform of Spanish University System occurs for allow that the universities to board the needs derived from the new kinds of knowledge generation and transmission. The university's objective is the formation of professionals capable of taking, analysing and elaborating the big quantity of information that exists in our society, and capable of transforming this information in knowledge. The changes that involve this reform, affects the methodology of the University Formation too. To do this, it is necessary to the curricula and to include in it new methodologies. New curricula must include new pedagogical and didactic approaches that provide the acquisition of practice knowledge, competences and skills for communicating, critical analysis, independent reflection and cooperative work. Based on that, we present the work that we are developing in the University of Alicante through *Networks of Research in the European Frame of Higher Education Program*. This Network Program tries to encourage the work of professors networks on implementing both teaching-learning strategies and evaluation models according to European Frame of Higher Education. In addition to this general frame of work, we present the research that we are carrying out in the Faculty of Education on Curricula Design and Teaching Methods, according to the European Frame of Higher Education.

Key Words: Educational Reform; Reformulating the Curricula; New Pedagogical and Didactic Approaches; Teaching-learning Strategies; Evaluation Models.

Our current society requires professionals adapted to changes, who are able to constantly update their knowledge, and are able to adapt themselves to the demands of our changing society in both a dynamic and effective way.

As a response to this situation, a set of educational perspectives aimed to improve the quality of education has been developed, which shall eventually lead to an improvement of learning results. It is necessary to design and implement training methods different from those applied previously. Homogenous training approaches should be abandoned in order to obtain a type of education which focuses on the particular features of each discipline, on the students learning those disciplines, and of course, on the demands of society for each knowledge area.

The reform of the Spanish University System is therefore proposed on the basis of this briefly described situation, "in order to let Universities deal with the challenges derived from innovation in the form of generation and transmission of knowledge, in the

framework of the information and knowledge society" (Act 6/2001, 21st December, of Universities, L. O. U. Act).

Three challenges should be particularly highlighted from those arising from the new Spanish University System, since they are especially relevant in order to attain the objective of training professionals prepared to obtain knowledge throughout their lives, which shall let them acquire, analyse and elaborate the vast amount of information available in our current society, by transforming it into knowledge. Such challenges are as follows: promoting research, which is essential for cultural, political, economical and social development; increasing teachers and students' mobility both inside the Spanish system and inside the European and even international systems, which shall greatly lead to the enrichment of training; and in the third place, the development of programs of evaluation and improvement of quality which guarantee such quality in all the components of our University System, both in education and research, in teaching activities, in management and services.

* Ph.D. University of Alicante.Spain

As for the structure of the degrees themselves, the proposal includes three-cycle degrees. A first undergraduate cycle is where the training objectives shall show a mainly professional orientation according to the national and European professional profile. In the first cycle the aim is that the student acquires both general basic knowledge and specific knowledge and abilities which let them enter the work market.

A second postgraduate cycle is aimed to the academic and professional specialization and to promote the initiation of research activities.

The third and last cycle, the Ph D, focuses on the training in research techniques and the application of the acquired knowledge to the preparation and presentation of a Doctoral Thesis, which entitles students to obtain the Ph D qualification.

Regarding the way of implementing change in the Teaching-Learning methodology involved in the Reform, in the University of Alicante is being developing *Networks of Research in the European Frame of Higher Education Program*. This Network Program tries to encourage the work of professors' networks on implementing both teaching-learning strategies and evaluation models according to European Frame of Higher Education.

The program tries to promote a culture of research based on collaboration, this being one essential component to improve the curricular situation (Martinez and Sauleda, 2006).

Inside this Network Program, we are carrying on research in the Faculty of Education on Curricula Design and Teaching Methods according to the European Frame of Higher Education.

Our proposal has the purpose of researching design and methodologies according to the directions of the European Frame of the Higher Education, and it is centred in the design of the didactic guides on different subjects pertaining to the Teacher Training Curriculum, in agreement with the process of convergence in the EEES.

Our work is based on diverse basic documents like the joint declarations of Sorbonne (1998), Bologna (1999), the Prague (2001), Berlin (2003) and Bergen (2005), White The Book entitled Degree in Teaching, Real Decree 1125/2003, of 5 of September of the Ministry of Education, Science and Sport, of Spain settles down the European system of credits and Lists of credits of university title of Degree of Teacher in Spain.

We left from the elaboration of the professional profile (general objectives and competences) that students must have our when finalizing their formation as future professors. The proposed professional profile is the following one:

GENERAL OBJECTIVES:

1. To be able to exert the educational and tutorial function as an active agent of socialization and alphabetization in socio-cultural integration and curricular experimentation.
2. To be expert in didactic competences, in the construction of models of projection, innovation and control of formative atmospheres.
3. To develop the capability of management, organization and planning of information, as well as of the educative centre and the classroom.
4. Ability to use the knowledge, the information, technology and language.
5. To develop interest by a permanent formation in the scientific, didactic and professional update.

COMPETENCES:

1. To understand the function, possibilities and limits of education in the present society and the fundamental competences that affect to the educative centres and its professionals.
2. To dominate the matters that they have to teach, the processes of knowledge construction and the corresponding didactic, as well as the interdisciplinary relation among them.
3. Solid scientific-cultural and technological formation.
4. To approach learning situations with effectiveness in multicultural and multilingual contexts.
5. To design, to plan and to evaluate educational processes in contexts of diversity that ensure the equality.

6. Capacity to promote independent and cooperative learning in the students, facilitating learning from an integrating perspective of the different dimensions: cognitive, emotional, psychomotor.
7. Capacity to organize education, within the framework of the epistemological paradigms of the areas, using integrated knowledge.
8. Capacity to prepare, to select or to construct didactic materials and to use them in the different disciplines.
9. To know and to apply the technologies of the information and the communication in the classroom.
10. To know models of quality management and their application in the educative centres to promote the quality of the contexts in which the educative process is developed, so that the well-being of the students is guaranteed.
11. Capacity to reflect on the classroom practices to improve the educational task and to use the evaluation like regulating and promotional element of the improvement of education, the learning and its own formation.
12. 12. To perform the tutorial functions and orientation of the students and their families.
13. To be able to participate in projects of investigation related to education and learning, introducing innovation directed to the improvement of the educative quality.
14. Capacity to relate, communication and leadership, as well as of emotional balance in the varied circumstances of professional activity.
15. To have habits and skills for the independent and cooperative learning for the improvement of professional activity.
16. To promote the participated construction of rules of democratic coexistence with the pupils and to contribute to the practical resolution of conflicts, as well as to stimulate and to value the effort and the personal discipline in the students.
17. To collaborate with the different sectors of the educative community and the social surroundings.
18. To have a realistic image of himself or herself, to assume responsibilities, to make decisions and to relativize the possible frustrations.
19. To assume the educative function and to foment the democratic education for an active citizenship, maintaining a critical and independent relation respect to knowledge, the social values and institutions, and valuing the individual and collective responsibility in the attainment of a sustainable future.
20. Commitment to harnessing the academic yield of the students and its scholastic progress, within the framework of an integral education facilitating the formation of habits, the acceptance of norms and the respect, and promoting the autonomy and the singularity of each student like factors of education of the emotions, the feelings and the values.
21. 23. To assume that the educational function requires update and continuous formation and it must be perfected and adapted to the scientific, pedagogical and social changes throughout life.

From this professional profile, we developed the didactic guides for each one of the subjects of first course of the program of teacher training. In each one of the didactic guides we indicate the objectives and competences to obtain, the requirements that we consider minimums to attend the subject, the content blocks, the proposed educational methodology for the attainment of your objective, the plan of work of the student, the bibliography and materials with which it can work the student, the used criteria of evaluation, as well as instruments and the evaluated competitions, and the proposal of accomplishment of the evaluation of the educational process:

1. **Objectives and Competences.** It can be conceptual, procedural and attitudinal.
2. **Pre-requirements.** It makes reference to the minimum requirements to attend the subject.
3. **Contents.** Blocks of contents of the subjects.

4. **Educational methodology.** The methods proposed for the attainment of the objectives are indicated.

We propose the application of two methodologies:

1. Face to face classes, where different issues shall be explained by the teacher, and discussions shall be developed to facilitate feedback among students.
2. Other kind of classes, which would be mainly devoted to the collection of materials by students to elaborate the contents, the development of practical activities, and to the self-evaluation of the learning process. They should also be used for *e-tutorials*, which allow students to consult the professor via e-mail.

Table 1. Outline of the proposed methodology.

METHODOLOGY				
Face to face classes			Other classes	
Theoretical Classes	Practical Classes	Tutorials	On-line tasks	e-tutorials

5. **Plan of work of the student.** It gathers, for example, the number of hours dedicated to actual education, nonactual education, the practices, the tutorial, etc.
6. **Bibliography and materials.** Where the basic bibliography, complementary bibliography and other resources are specified.
7. **Evaluation of learning.** With the evaluated competences, the used instruments and the evaluation criteria.
8. **Evaluation of educational process.** With the valuation of the student and the valuation of the teaching staff.

An essential aspect of the whole process, which shall not be disregarded, is the Evaluation. We propose three kinds of evaluation:

1. The so-called Evaluation of the subject, where we check the knowledge acquired by students through a tool (written test) which let us know if students are able to apply the acquired knowledge to specific situations of teaching-learning.
2. The continuous Evaluation, which takes place throughout the whole development of the subject. The objective of such evaluation is to guide students in attaining objectives and acquiring competences.
3. The Self-evaluation, developed through questions of the same format as that of the final evaluation test of the subject, so that students can gradually check their progress and problems.

One of the research approaches which is being developed in our Faculty of Education is referred to the features which methodologies used in University Education should present. One of the vital aspects when selecting this methodology is the instructional context and the learning environment considered necessary.

The results of our research show that instructional contexts supporting rich learning environments facilitate knowledge acquisition and competence development (Castejon & Gilar, 2006; Castejon Gilar & Perez, 2006; Gilar, 2003; Gilar, Martinez & Castejon, 2006). A rich learning environment is that in which different instructional strategies are combined, such as explanations by professors, independent learning, cooperative learning and practical activities on the subject.

The design of such rich learning environments is based both on the socio-cultural theory of situated learning (learning which takes place in a context and in a given situation, with a sense and meaning for students), and on the acquired knowledge of the acquisition of expert competence.

Our proposal is based on the application of computerized evaluation together with problem-based learning, which acts as a basis to set out a project proposal aimed to promote the development of abilities to solve complex problems through a design based on hypermedia. In this hypermedia-based design simulation is used as a way to create an environment of situated learning, oriented to the development of problem solving abilities in a particular domain by applying real learning tasks, which are significant and relevant in the real world. In problem-based learning, students are encouraged to take active part in the learning process and to construct their own knowledge through direct experience and interaction with the situation.

Our goal is to create a combined design of teaching-learning (with face to face and other type of classes), in which students can deal with real learning tasks. For this purpose we suggest the use of the Internet, which greatly suits the work we propose, since it permits students to collect, analyse, synthesise, understand, and transform information, consider, assess, create, publish, share new information, etc. and apply the knowledge acquired. Our objective shall be the creation of an environment where they can have access to resources, practical activities, etc... related to the domain of study content, combined with face to face classes.

We should prepare students to face and solve the demands of life and of the work market. For this purpose university education must gradually evolve and introduce innovations which can be very useful to improve education and learning.

References

1. Bernabeu, J.G. & Sauleda, N. (2004) *Investigar el Espacio Europeo de Educación Superior*. [Researching in European Frame of Higher Education] Vicerrectorado de Convergencia Europea y Calidad, Instituto de Ciencias de la Educación. Alicante: Universidad de Alicante.
2. Castejón, J.L. & Gilar, R. (2006). Factors involved in complex learning: A model of expert competence acquisition. In S.N. Hogan (Ed.), *New developments in Learning Research* (pp.1-34). New York: Nova Science Publishers
3. Castejón, J.L., Gilar, R. & Pérez, A.M. (2006). Complex learning: The role of knowledge, intelligence, motivation and learning strategies. *Psicothema*, 18(4), 679-685.
4. Cebrián de la Serna, M. (2003) *Enseñanza virtual para la Innovación Universitaria*. [Virtual Teaching for University Innovation] Madrid: Narcea.
5. Communiqué of the meeting of European Ministers in charge of Higher Education (1999). *The European Higher Education Area*. Bologna.
6. Communiqué of the meeting of European Ministers in charge of Higher Education (2001). *Towards the European Higher education Area*. Prague.
7. Communiqué of the meeting of European Ministers responsible for Higher Education (2003). *Realising the European Higher Education Area*. Berlin.
8. Communiqué of the meeting of European Ministers responsible for Higher Education (2005). *The European Higher Education Area – Achieving the Goals*. Bergen.
9. Den Brok, P., Brekelmans, M., Levy, J. & Wubbels, T. (2002) Diagnosing and improving the quality of teachers' interpersonal behaviour, *International Journal of Educational Management*, Vol. 16 No. 4, pp. 176-184.
10. Gilar, R. (2003). *Adquisición de habilidades cognitivas. Factores en el desarrollo inicial de la competencia experta*. [Cognitive Abilities Acquisition. Factors in the development of expert competence] Publicación digital Biblioteca Miguel de Cervantes. <http://www.cervantesvirtual.com/index.shtml>.
11. Gilar, R., Martínez, M.A. & Castejón, J.L. (2007). Diary-based strategy assessment and its relationship to performance in a group of trainee teacher. *Teaching and Teacher Education*, in pres.
12. Libro Blanco del Título de Grado en Magisterio. [White book of the Title of Degree in Teaching] (2005) Agencia Nacional de Evaluación de la Calidad y Acreditación.

13. Martínez, M.A. & Carrasco, V. (2005) *Investigar en diseño curricular. Redes de docencia en el Espacio Europeo de Educación Superior* [Researching in Curricular Design. Networks of teaching in the European Frame of Higher education], Vol. I. Alcoy: Marfil.
14. Martínez, M.A. & Sauleda, N. (2004) *Redes para investigar el currículo. Diseño del aprendizaje en el Espacio Europeo de la Educación Superior (EEES)* [Networks for researching in Curricula. Design of learning in the European Frame of Higher Education]. En Bernabeu, J.G. & Sauleda, N., *Investigar el Espacio Europeo de Educación Superior*, Vicerrectorado de Convergencia Europea y Calidad, Instituto de Ciencias de la Educación. Alicante: Universidad de Alicante.
15. Martínez, M.A. & Carrasco, V. (Edits.) (2004) *Espacios de participación en la investigación del aprendizaje universitario* [Places of participation in the research on university learning]. Alcoy: Marfil
16. Martínez Ruiz, M. A. & Sauleda Parés, N. (2006). La competencia docente en el marco EEES: Colaboración en la tarea y coherencia en el modelo institucional [The teacher competence in the European Higher Education Area]. En Frau, M.J. & Sauleda, N. (Eds.), *El Modelo Docente en la Universidad. Investigaciones Colegiadas*. Universidad de Alicante.
17. Ministerio de Educación, Cultura y Deporte (2003). *La integración del sistema universitario español en el espacio europeo de enseñanza superior* [The integration of the Spanish University System in the European Higher Education Area]. Documento Marco.
18. Sorbonne Joint Declaration (1998). *Joint declaration on harmonisation of the architecture of the European higher education system*.

Abstract

European integration is a main concept for the development of the Georgian higher education system. Joining the Bologna Process (19.05.2005) made it “official”: we are obliged to introduce European standards in all aspects of higher education at all levels.

This paper attempts to answer following questions: what are the formal and informal criteria and indicators for the European integration and how well is Georgia doing in this field?

Key Words: Bologna Process; European Standards.

After years of isolation under the Soviet regime, Georgia is now given a unique historical chance of opening up its culture and demonstrating it to the rest of the world.

Political, economic and social integration into European structures has become one of the major tools of country's development in the last decade. Being part of Europe imposes a high responsibility – we have to prove our readiness to reform the country corresponding to the European standards. This is true also for the education in general and particularly for the higher education.

Being a part of European Higher Education Area (EHEA) is considered for Georgia as a unique chance to become part of Europe not only in a sense of political purposes or cultural orientation, but also based on longstanding merit based demission as an education as major force for modern world.

In the Decree of Parliament of Georgia “The Main Directions of Higher Education Development in Georgia”, adopted on March 1, 2002, is a special statement:

“The higher education has become of international nature in an increasingly globalized world. Thus it is essential that the higher education system of Georgia become a part of the common European educational area through partnership relationships with international organizations and leading schools”.

The new Government of Georgia is fully aware that human capital formation is key to political and economic development and reform, and a premise for mutually beneficial integration both regionally and with Europe and the world at large. Government appreciates that the existing system of higher education falls short of offering Georgian society the promise of an articulate, vibrant democracy and sustainable economic growth. The necessity of higher education reform is clear in terms of content and in terms of policy. The politics of social change puts the emphasis on changing roles of universities in society – stronger links to societies needs, a shift from teacher centered to student centered universities, development of the institutional framework for lifelong learning, mobility, etc. creates the sufficient forces for searching the new decisions in developing the strategy on national education policy.

Joining the Bologna Process in May 2005 determined main aspects of the higher education reform in Georgia. But even before that principles of “The Law of Georgia on Higher Education” (adopted in December 2004) and parliamentary Decree on “The Main Directions of Higher Education Development in Georgia (2002), were developed and stated according to the already well known standards of the EHEA.

The Bologna process is fascinating challenge for Georgia to fulfill several first range tasks at once: to become part of Europe politically, to reform the education in a framework that is consensus of majority of countries in Europe, to be prepared politically and socially for EU integration, to be integrated in world labor market and setting the common European standards of quality assurance and by that to be opened to educational market.

* Assoc.Prof.Dr.Caucasus International University.Georgia

Bologna could be regarded for Georgia as an additional bridge to the desired EU membership. Close relations between Bologna and EU have been explained in the report of Pavel Zgaga (2003):

“Although the Bologna process was initiated as mainly an intergovernmental process, there is an evident and growing convergence with EU processes aimed at strengthening European co-operation in higher education. ... the Process was no longer merely a voluntary action for the EU Member States, or for the candidate Member States either. Therefore, in the light of EU enlargement, the growing convergence between the Bologna process and educational policy making on the EU level will soon become more and more visible. However, since its establishment the “Bologna Club” has been wider than EU, and even after the forthcoming EU enlargement in 2004 it will remain wider. This can only give additional dynamism to the Process”.

Although turning the Bologna Process into the EU sectoral project in higher education is considered as a highly controversial step (Tomusk, 2004), clear political advantages for Georgia are undoubted: Bologna, as a new European higher education brand + EU could be used as a trump in the fight against the soviet legacy in the country's education system. Good advantage must be made of this opportunity. But at the same time we should be aware that ... *joining the Bologna Club... demands hard work at the national level to improve and connect the “local infrastructure” to agreed “common roads”: readable and comparable degrees, quality assurance, promotion of mobility, etc., etc* (Zgaga, 2003). Realization of the basic concepts and principles of the Bologna Declaration on the levels of universities, government, and the society as a whole is not an easy task.

Establishing modern standards in the higher education system can alleviate the problems facing the country. Higher education institutions must train professionals to develop a strong sense of citizenship and affiliation to the country, at the same time acknowledging their freedoms, rights, and privileges.

Of course it makes sense for Georgia to create a new higher education system that best suits its needs. But whatever the final shape of the reformed system, its underlying procedures must be internationally compatible. An urgent objective of the Georgian state is establishing a modern education system and its integration into the European one.

Political aspects of the Bologna Process have played crucial role in this decision. Besides a chance to reform the system, joining the Bologna Process is considered as a corroboration of the Georgian state always included into the European part of the Eurasian continent, in other words, recognition of our traditional "Europeanness".

Basic principles, which all come from the Bologna Declaration and/or from the Prague, Berlin and Bergen Communiqués and must be implemented till 2010, are elaborated below:

- ! Adoption of a system of easily readable and comparable degrees, essentially based on two main cycles;
- ! Establishment of a system of credits;
- ! International mobility of students and staff;
- ! Promotion of European cooperation in quality assurance;
- ! Promotion of the necessary European dimensions in higher education;
- ! Promotion of Lifelong learning
- ! Student participation in the governance of higher education;
- ! Public responsibility for higher education;
- ! Autonomous universities;
- ! Elaboration of an overarching framework of qualifications for the EHEA;
- ! Inclusion of the doctoral level as the third cycle in the Process;
- ! Promotion of closer links between the EHEA and the European Research Area (ERA);
- ! Reinforce the social dimension;
- ! Implementation of national frameworks of qualifications;
- ! Award and recognition of joint degrees;

- ! Creation of opportunities for flexible learning paths in higher education, including procedures for recognition of prior learning.

Where does Georgia stand in relation to these principles? How far are we off the Europe of the Bologna Declaration? Are above mentioned criteria suitable indicators to measure European integration and if yes, how well is Georgia doing in this field? What are the main challenges for Georgia in its transition to the Europe of Knowledge?

Below we will show data illustrating degree of introduction of each aspect of the Bologna process, such as number and percentage of institutions, fields of study/programs, and students that have been affected by the three-cycle structure, ECTS and the Diploma Supplement for the 2005/06 period (*data provided by the Ministry of Education and Science of Georgia for the Bologna Follow-up Group, 2007*).

The table presents the real number of institutions and programs/fields of study that have introduced the above-mentioned aspects of the Bologna Process, along with the number of students involved. These numbers are also presented as a percentage of those concerned and as a percentage of the total number of institutions, programs and students.

Those regarded as ‘concerned’ by the Bologna Process are all institutions, programs and students that are supposed to implement the Bologna Reforms in accordance with legislation or an official regulation, including institutions that are free to decide as they wish in this respect. Thus studies in medicine and related or other fields are excluded from the data provided below.

	Institutions	Fields of study/programs	Students
Adoption of the model based on three cycles	Public institutions: 10 offering ISCED ¹ studies (59 % of those concerned and 56 % of the total number). Government dependent or State recognized private institutions: 10 offering ISCED level 5A ² studies (50 % of those concerned and 40 % of the total number)	Public institutions: 1 040 ISCED level 5 programs (88 % of the total number). Government dependent or State recognized private institutions: 213 ISCED level 5 programs (83 % of the total number).	Public institutions: 54 210 <i>Bachelor</i> students and 3 705 <i>Master</i> students at ISCED level 5A (80% of the total number). Government dependent or State recognized private institutions: 4 429 <i>Bachelor</i> students and 506 <i>Master</i> students at ISCED level 5A (75 % of the total number).
Adoption of ECTS	All institutions (18 public and 25 government dependent or State recognized private).	All programs (1 185 in public institutions and 256 in government dependent or State recognized private institutions).	
Adoption of the Diploma Supplement	Public institutions: 17 offering ISCED level 5A studies (62 % of		Public institutions: 10 843 <i>Bachelor</i> students (51 % of those

¹ ISCED – International Standard Classification of Education (1997) www.uis.unesco.org/en/act/act_p/isced.html

² ISCED level 5A – Tertiary education, first stage (academic programs corresponding to the bachelor studies)

	those concerned of the total) Government dependent or State recognized private institutions: 20 offering ISCED level 5A studies (80 % of those concerned and of the total number).		concerned). Government dependent or State recognized private institutions: 1 042 <i>Bachelor</i> students (71 % of those concerned).
--	---	--	---

Table 1.

In many countries that introduced the new three-cycle structure after the signature of the Bologna Declaration, it was established gradually so that the two systems exist alongside each other for some years, normally until students who began their studies under the previous structure have graduated. Georgia has identified a deadline by which the pre-reform structure will be replaced completely: gradual introduction of the new structure will continue until 2007/2008. Many Georgian universities have already introduced ECTS in advance of the legislative requirement for full implementation by 2009/2010. The purpose of the Diploma Supplement (DS) is to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. Georgia introduced it in 2005.

At the Bergen Conference, the European ministers of higher education adopted an overarching framework of qualifications for the EHEA. This includes reference to the three-cycle study structure and makes use of generic descriptors for each cycle (based on learning outcomes, competences and credits for the first and second cycles). The ministers agreed to prepare national frameworks compatible with the EHEA overarching framework by 2010 and to have begun this task by 2007.

A national qualifications framework (NQF) may be defined as a mechanism for describing formal qualifications and other learning outcomes at all levels of education; its components and format may vary from one country to the next. It is also intended that the framework should be an intelligible meaningful resource at international level. It was reported in February 2007 that around ten countries (most of them are EU member States) had adopted (but not necessarily implemented) a framework of this kind for higher education. Among the many countries that have not yet adopted national qualifications frameworks, the situation varies somewhat. In Georgia a special working group has been set up in 2006 to prepare a model of a NQF.

Considering quality assurance issues, Georgia has also reached certain level of competence and experience.

Quality assurance system became an issue of hot discussions because of its organic connection with an accreditation process, which in turn is of an immense importance for the HEIs: institutions that gain accreditation are entitled to receive students whose tuition expenses are subsidised by the state; they are also entitled to receive public research funding. Besides, the state acknowledges no other diploma but that issued by accredited educational institutions. Admission to the state funding and state recognition are attractive motives for HEIs to start to establish quality assurance structures. Thus, we have a clear top-down approach considering quality assurance implementation, the decision coming from the state; there was no time to wait for university professors and students initiatives, although some precursors already existed.

Meanwhile State Accreditation Service (now: National Center of Education Accreditation of Georgia) has been established in April 2006. The first round of institutional accreditation has reduced the number of HEIs to 117 (from 256), using mainly formal criteria, such as space, equipment, libraries, number of the teaching staff, etc. The second round of institutional accreditation has determined only 42 HEIs as eligible for student admission. Now, new standards for institutional and program accreditation are under development, aiming to focus on the qualitative and not only quantitative aspects of the education. European standards, developed by ENQA serve as an important reference point.

The European Network for Quality Assurance in Higher Education was set up in 2000 with the aim of promoting the establishment of national quality assurance systems in higher education and strengthening European cooperation in this field. In November 2004, the Network was transformed into the European Association for Quality Assurance in Higher Education (ENQA). Over 40 quality assurance agencies and associations of higher education have so far joined the association.

The aims of ENQA are to circulate information, experience, good practice and new developments in the field of quality assessment and assurance in higher education among interested parties, including public authorities, higher education institutions and quality assurance agencies.

Membership of ENQA is open to national quality assurance bodies in the signatory states of the Bologna Declaration. National Center of Education Accreditation of Georgia will apply for ENQA membership in 2007.

Quality assurance is especially important in the context of fundamental reform now in Georgia. No single institution, let alone individual, can hope to manage the major curricular and didactic changes that are needed to transform the country's higher education institutions into modern education providers. The institutionalisation of quality assurance systems creates the need for defining of mission statement for HEIs, their aims and objectives as well as how they intend to achieve them, forcing accountability to the society. The quality assurance units have to develop the set of key performance indicators for assessment and evaluation of organisational development and data based policy planning. The SWOT analysis of existing resources as the first step for evaluation of academic programmes in context of threshold and model standards could be considered as the precondition for planning the step-by-step development of quality assurance procedures and regulations on organisational/institutional level.

Following European standards for quality assurance, sharing experience of our colleagues, will help Georgia to become a "full member" of European Higher Education Area, which is one of the most ambitious plans of the country.

Considering all data presented, we could conclude, that according to formal criteria, Georgia is doing quite well in terms of implementation of all required aspects of the Bologna Process and presumably will complete the implementation stage by 2010.

But there are still some problems with implementation of Bologna standards, such as limited international mobility of staff and students, or, to put it more precisely, mostly unilateral mobility: the declared mobility of students and staff has ended in the "one-way" process, when Georgians go to different European universities, and only few foreign students come to Georgia.

To attract international students Georgian HEIs have to offer academic programs in English. *English is the Latin of 21st century*. In the current period, the use of English is central for communicating knowledge worldwide, for instruction even in countries where English is not the

language of higher education, and for cross-border degree arrangements and other programs. Countries that use “small languages” may be tempted to change the medium of instruction at their universities entirely to English. Some Georgian universities, as Tbilisi State Medical University and International Black Sea University already have considerable number of international students, but they mainly come from Turkey, Pakistan, and etc. Students and scholars from European countries (and North America) come to Georgia only in case of Georgian studies (Georgian language and literature). The prospective of flow of European students to Georgia in the nearest future is unreal.

Generally students from industrialized countries who study abroad typically do not earn a degree but rather spend a year or two in the country to broaden their horizons. Could Georgia be an attractive land for them? Of course, encouraging students and faculty to come to Georgia means also changing the existing infrastructure, improving teaching and learning and research facilities, which in turn is connected with additional financing.

A general goal for Georgia is to create a modern system of higher education, based on the European model. As already stated above, Bologna provides a unique chance for Georgia to earn profit from this process.

But only the formal introduction of Bologna demanded new structures can not lead to success: Georgia needs more content oriented approaches, especially considering limited resources, both financial and intellectual.

Being a small and still developing country (in terms of economics) Georgia has to use all the support available to improve quality of teaching and research in order to gain its place in the internationalized world. *Internationalization includes specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to cope with or exploit globalization (Altbach, 2004).* The powerful and rich countries and their universities have always dominated the production and distribution of knowledge, while weaker institutions and systems with fewer resources and lower academic standards have tended to follow in their wake. But we don't have to be afraid to lose our intellectual and cultural autonomy – Bologna is not a trap for the Georgian higher education system – just the opposite, it will provide the best suitable framework for reform. And only a reformed higher education system can ensure the long-term development of the country in establishing a democratic society, protecting values of national and global culture, and defeating poverty and social exclusion.

Georgia is a newly independent nation. The global influences and internal issues have become major driving forces for education reform. The importance of the Bologna Process for us cannot be overstated – we have set ourselves ambitious targets and know that it will need time and enormous efforts to be realized.

References

1. Altbach P.G. (2004) *Globalization and the university: myths and realities in an unequal world*. Tertiary Education and Management 10: 3-25. Netherlands. Kluwer.
2. Glonti, L., Chitashvili, M. (2006). The Challenge of Bologna: The Nuts and Bolts of Higher Education reform in Georgia. In V. Tomusk (ed.) *Creating the European Area of Higher Education: Voices from the Periphery*. Springer, 209-226.
3. *Law of Georgia on Higher Education* (2004) www.mes.gov.ge
4. *Main Directions and Action Plan for Implementing the Bologna Process in Georgia Until 2010* (2006) www.bologna-supporters.ge

5. McKenna I. (2004) *"The Bologna Process: What it means and why it is important?"* Presentation at the Conference of Ministers of Education of Armenia, Azerbaijan and Georgia, Council of Europe, Strasbourg
6. Nyborg P. (2004) *The influence of the Bologna Process on reform processes in higher education in the Caucasus and Central Asi.* Presentation given at the twelfth OSCE Economic Forum, Prague, 31 May – 4 June 2004
7. The Decree of the Parliament of Georgia (2002) *The Main Directions of Higher Education Development in Georgia* www.eppm.org.ge
8. Zgaga P (2003) *Bologna Process between Prague and Berlin. Report to the Ministers of Education of the signatory countries.*

Implementation of the Bologna Principles in the Georgian Higher Education System

Irakli MACHABELI*

Abstract

The paper describes reforms in Georgian Higher Education System carried out in accordance with the demands of the Bologna Process.

The disintegration of the Soviet Union promoted the initiative to reform the European higher education system. It became necessary to work out mechanisms and procedures for recognition of higher education qualifications issued in different countries. With this aim the UNESCO, the European Commission and the Council of Europe created a draft of the Recognition Convention.

In 1997 in Lisbon the representatives of 35 countries signed a convention called the *Convention on the Recognition of Qualifications Concerning Higher Education in the European Region*.

Georgia was among those who signed the convention. It was ratified by the Parliament of Georgia in summer of 1999 and since December Georgia has become the full-fledged member of the convention.

Since the year 1997 the Ministry of Education is actively participating in the work of the so called "*European Network of Informational Centers*" (ENIC) and is implementing statements of the Lisbon Convention in Georgian higher education system.

Since 2003 the Division of Academic Recognition and Mobility of the Ministry of Education Science is acting as the Georgian ENIC.

Participation in ENIC Network means:

- To disseminate information about the Georgian Higher Educational System;
- To confirm the authenticity of Georgian qualifications;
- To recognize foreign qualifications;
- To accumulate information concerning the foreign education systems
- To implement the recommendations of international documents and organizations;
- To support students mobility.

The number of applications for recognition of foreign qualifications and verification of certificates issued in Georgia is annually increasing. For example, in 2005 the Georgian ENIC received about 1,000 applications 96 out of which were forged, whereas in 2006 this number of applications exceeded 6,100 and 76 documents among them were forged.

The Georgian ENIC as a part of the Ministry of Education and Science took an active part in dissemination and implementation of Bologna demands. The results of this work were examined by experts of the Council of Europe and in 2005 in Bergen Georgia had been affiliated with the Bologna process.

Key Words: European Higher Education System; UNESCO; Ministerial Conferences

Support of the Bologna Process:

1. Adoption of a system essentially based on two cycles

Implementation of the Bologna requirements at the Georgian Higher Educational Institutions began in 1992, when 2 cycle study was introduced at two faculties of the Tbilisi Ivane

* Assoc. Prof., Dr., International Black Sea University, Georgia, Councilor of Minister of Education and Science of Georgia

Javakhishvili State University. Recently the majority of accredited higher education institutions converted their system to a two level degree system. To-day there is several fields in Georgian universities that continue 1 cycle studying. Mainly these are medical study fields: surgery, pediatrics, therapy, pharmacy, and etc. So far juridical studies were also 1 cycle courses, but now all leading universities implement 2 cycle programs.

2. Adoption of a system of easily readable and comparable degrees:

The system of easily readable and comparable degrees envisages adoption by higher education institutions the diploma supplement of the form corroborated by the UNESCO, CoE, and Euro-Commission.

Seminars, conferences and consultation has been performed all over the Georgia by experts of Council of Europe, the ministry of Education and Science, as well as Georgian NGOs involved in education service. And the result was that in 2005 all Georgian HEIs began to issue Diploma Supplements of the international form.

According to the Minister's order the Diploma Supplement is necessary to give with diploma at all higher education level – graduate and post graduate. It is clear that not all supplements issued in Georgian HEIs meet to-day the requirements of high European standards but annual improvement of their contents is very encouraging sign.

3. Establishment of a system of credits:

Special guidelines with concrete examples on implementation of ECTS have been prepared and delivered in HEIs.

A number of seminars and trainings had been arranged for HEIs. The Order of the Minister is prepared.

The Order of the Minister have been issued in January, 2007, that obliges accredited Georgian HEIs to introduce ECTS credit system beginning with 2007-2008 academic year. Now all Georgian HEIs are transforming their curricula according to ECTS demands.

4. European Dimensions in Higher Education:

In 2004 the Parliament of Georgia passed the Law on Higher Education in which all the Bologna recommendations are envisaged.

Several days ago a new Law on Professional Education has been confirmed by the Georgian Parliament. The statements of the Law envisaged approaching the Georgian professional education to the best Western standards. Several new laws are developing in the Ministry of Education and Science that will help Georgian education system easily join to European education area.

5. Promotion of mobility:

Georgian citizens do not have actual obstacles (except of financial and may be visas in some countries) for continuing their education abroad. Unfortunately, the number of enrollment of foreign students at Georgian HEIs was limited by legislation. Now this limitation is annulled. More than 6,000 Georgian young people are now studying in foreign universities. For example, there are more than 3000 students alone at German Universities.

6. Promotion of European co-operation in quality assurance:

In 2005 the Ministry of Education and Science of Georgia carried out an institutional accreditation of Georgian HEIs. Among 250 institutions 113 of them passed the procedure. Quality assurance services are founded in a number of universities.

The procedure has been continuing in 2006 and to-day we have 40 accredited institutions. The next step toward the promotion of higher education quality is to carry out a program accreditation of HEIs. Now regulations for this procedure are proceeding in the Georgian Education Accreditation Center, which represents in our country the body responsible for quality assurance in Georgia.

The nearest goal is to make attempts for improving quality assurance of higher education to meet European standards and to join ENQA as a competent member of this international organization.

7. Promoting the attractiveness of the European Higher Education Area:

Stability in Georgia, sufficiently high level of study and rather low tuition fee attracts foreign students to an increasing extent to Georgian universities. Recently more than 1600 foreign students are studying in our country. Annually increasing number of applications from foreign students is a very good indication that the Georgian higher education system is advancing.

The main goal of Georgian higher education system for the near future is to transform Georgia from a student exporter country to a student importer one.

Students from Turkey, India, Pakistan, Sri Lanka, Japan, and Trinidad-Tobago and other countries have been enrolled at Georgian HEIs in 2006.

8. Lifelong learning:

The Law on Professional Education adopted recently envisages methodologies for development of courses for lifelong learning. The ministry of Education and Science is now elaborating rules for introducing distance education. It is very important to share European experience in this topic and adjust it to the Georgian Higher Education System.

9. Higher education institutions and students:

Unfortunately this item of Bologna is the most painful problem in the realization of Bologna tasks. The problem comes from political situation in our country. Recognizing the Georgian youth as a significant constraining force, political parties of Georgia try to capitalize their university student associations in their personal goals and objectives. But in spite of these types of obstacles, student social life is developing in the right directions. Student unions of several universities are in touch with the ESIB, invite their colleagues from other countries and international student organizations, study their good practice and adopt their experience taking into account local necessities.

10. Doctoral level (third cycle):

Crucial reforms have been undertaken in scientific domain: from the out-of-date Soviet system of governing research under supervision of the Academy of Science, a grant system of financing have been realized in scientific institutions. Tenders among scientific groups reveal the best projects necessary for making headway of our country.

This process gave an impulse to rapprochement of the so called academic and university sciences. A number of research institutions previously belonging to the Academy of Science now

are parts of leading Georgian Universities. The process is in a conceptual stage and it is clear that the tendency is quite encouraging.

With the aim to discuss the above listed issues the Ministry of Education and Science of Georgia, together with some public organizations jointly hold seminars devoted to the recommendations of the Bologna process that have a vital importance for the development of the Georgian Higher Education System.

Abstract

The paper deals with the introduction of the Bologna action lines in Europe, as well as in Georgia. It identifies major achievements, challenges and drawbacks. The topic is approached from local and international perspectives. It unfolds the political decisions, legislative initiatives, administrative changes and international participation with respect to Bologna reforms.

In addition the paper tries to pinpoint the existing problems and suggests recommendations elaborated during the official Bologna seminars. Besides, the author tries to answer the following questions –*How do we perceive the European Higher Education Area (EHEA; what are perspectives, opportunities and threats beyond 2010?*

Key Words: Political Decisions; Legislative Initiatives; Administrative Changes; International Participation; Bologna Reforms in Georgia.

1. Bologna Process

In 1998 when the education ministers of four European countries gathered in Paris at Sorbonne University to adopt the Joint Declaration on Harmonization of the Architecture of the European Higher Education System they would have hardly imagined that the process would involve more than 45 countries in less than a decade.

The Bologna Process entailed unprecedented changes in the national higher education systems and strategies. Countries committed themselves to fully restructure their education systems in line with the ten action lines identified in the three consecutive ministerial conferences of the Bologna process.

These changes involve not only structural reforms but also different approaches in governance, teaching, learning and research:

- ✓ Changes in governance imply autonomous and accountable universities, academic freedom in teaching and research, participatory governance, result-oriented and diversified resources;
- ✓ Changes in teaching imply shift from teacher-centered education to student-oriented learning, focus on learning outcomes and professional development throughout life;
- ✓ Changes in learning imply the concept of "learning to learn" implying that nowadays it is more important to know how to search, analyze, and synthesize information rather than to remember isolated pieces of information without practical value attached to it and finally;
- ✓ Changes in research imply attaching market value to research through innovation and commercialization of research results.

Even though some countries enjoy more favorable conditions for introducing these changes in terms of historical background or access to resources, still all the Bologna member countries admit that they had to overcome various obstacles or severe resistance from different stakeholders while introducing these changes.

Along the same line, we may put a question to ourselves, *why would we want to fully reshape our higher education systems disregarding our long-standing history or traditions; Why is the Bologna Process so attractive for all nations in Europe or beyond its borders; what made us decide that we should adjust our national policy and strategy to the common approach elaborated*

* MA, European Integration Program Coordinator at the Ministry of Education and Science of Georgia

in the Bologna Process. The answer is simple. We all admit that our strength lies in our unity, and we are the first who suffer from the dividing lines and widening gaps in our perception and policies. Besides, the main asset of the Bologna Process is that it does not intend to create a uniform European Higher Education System, but an area where diverse systems coexist but at the same time provide opportunities for enhanced cooperation, mobility and employability.

In the era of knowledge-based society and economy we all realize that knowledge; skills and competences embodied in individuals have a market value and may bring benefit both to individuals as well as to society at large. Besides, the shared values in our educational policies are the major prerequisites for international cooperation, increased mobility and mutual recognition based on trust and confidence. These principal goals and values attract so many nations and institutions in the Bologna Process.

By becoming the member of the Bologna Process we commit ourselves to build a European Higher Education Area where our countries and citizens will enjoy all the possible benefits of this common policy. Thus the Bologna Process creates a unique opportunity for ministers, academics, students, employers and all other stakeholders of 46 countries to sit around the same table and negotiate on overcoming the existing challenging and problems.

2. EHEA

We all look forward to 2010, when we will finally reap the results of the challenging years of transformation. We can identify some of the items that best depict the EHEA:

- ! Shift from teacher-oriented or input-oriented higher education to student-oriented and output-oriented one;
- ! Ensuring employability of graduates through development of generic and subject-specific knowledge, skills and competences based on the research results;
- ! Increased public expenditures, information technology, teachers' development, modern textbooks, refurbished buildings etc.
- ! Ensuring right of learners to get relevant education anywhere in the EHEA, to have a freedom of choice, and the right to be judged based on performance and merits, not definitely by wealth or social status;
- ! Inclusion of all relevant stakeholders in policy-making, strategic planning as well as in decision-making;
- ! Increased student interest and inclusion in scientific activities through relevant curricula, innovation and commercialization of scientific results etc.;

What more needs to be done to realize the EHEA by 2010.

- ! Translating action lines into concrete actions basically in three areas, such as Management, Teaching, and Resources;
- ! The main objective that we have to attain by this time is to update our university curricula to meet the contemporary demands of local and international labour market;
- ! Political determination and stability are very important factors contributing to the changes;
- ! Public expectations are high, however one needs to be cautious here, because public expectations often are like double-edged sword;
- ! Learning from each other, sharing the experience and good practice is essential in the process etc.

It is noteworthy that even if we achieve all these goals by 2010, it is quite possible that due to sweeping changes in all spheres of development we will have absolutely new challenges or problems to overcome beyond 2010. Therefore, it has already been admitted in the Bologna process

that we can not attain all the objectives by 2010; rather it will be the beginning of the new phase of cooperation with stronger basis and longer experience.

3. Georgia in the Bologna Process

In Georgia, joining the Bologna process was like the genesis of a new era in our higher education reforms. We joined the process at a later stage, with reduced resources and deteriorating academic values, but with a clear goal to transform the input-oriented, corrupt, authoritarian, non-accountable, non-responsive, centralized, incompatible system to a knowledge-based, output-oriented and learner-centred system. To achieve these goals we committed ourselves to dramatically increase the public expenditures on education by 2010. Also a number of radical legislative, institutional and administrative changes were implemented:

- (i) A new law on higher education was adopted that envisage all the action lines of the Bologna Process;
- (ii) Accreditation system was established and National Education Accreditation Centre established;
- (iii) Student-centred and grant-based financing, called “money follows student” model was introduced;
- (iv) Unified National Admission Exams was held by National Assessment and Examination Centre;
- (v) Research grants were allocated on the competitive basis by the Georgian National Science Foundation;
- (vi) Student loan system was introduced in cooperation with the private banks of Georgia;
- (vii) A law on professional education was adopted that envisage separation of vocational and higher professional education, introduction of national qualifications framework and recognition of prior learning paths;
- (viii) Georgia was elected as a member of BFUG Board and involved in the work of London Communiqué Drafting Group etc.

One of the priorities for Georgia at present is to increase the attractiveness of the Georgian higher education system through strengthening the European dimension in quality, content and outcomes. Curriculum development, training of academic and administrative staff, elaboration of textbooks, strengthening partnership with business sector, involving employers and professional associations, increasing research potential at HEIs, attracting international students and foreign experts for peer review as well as introducing joint degrees are some of the main objectives for Georgian higher education community and the necessary preconditions for full integration in the European Higher Education Area.

4. Conclusion

In the Bologna Process HE stakeholders face the challenge of making a clear distinction between the trends that seem incompatible but at the same time may not be separated from each other: these provisional dichotomies are (i) cooperation and competitiveness; (ii) university autonomy and accountability, (iii) education as public good as well as a private commodity, (iv) massification of education through maintaining the quality improvement culture. In order to strike a clear balance between these concepts, it is essential to stimulate a policy forum involving all HE stakeholders and adopt the good practices existing internationally.

In Georgia, having already introduced the strategic, legal and institutional changes, presently it has become imperative to shift the weight of reforms from national to institutional level, where the main actors will not be the policy-makers but the academia, learners and the employers themselves.

CHAPTER II

Reforming the Educational System

Abstract

International universities have always played different roles in terms of their syllabus, international staff and the languages they have used in higher education. They are the places where students from different cultures and beliefs come, meet and study together. As the international universities are the mosaic of different cultural values and beliefs the universities' educational policies, syllabuses and academic staff should reflect this phenomenon. Sometimes they contribute a lot to the students as well as the society they are functioning in but sometimes they may not be as successful as they are supposed to be due to the fact that they are not able to present global and multicultural programs.

On the one hand, it is difficult to educate people at international universities because teachers have to balance and make connection between their syllabus and those of educational institutions where students received fundamental education in their own countries. On the other hand, by taking the psychologies of students of different cultures and their beliefs into consideration, it is a great advantage for students to learn foreign languages, to be aware of multiculturalism and to have a wide environment.

In this paper I will focus on the ways of being successful and being preferred for the international universities to tolerate all the students regardless their cultures, beliefs, nationalities, skin colors and their races, respect their ideas and set up an atmosphere in which they can easily make friends.

Key Words: International Staff; Globalization; Multicultural Programs

A) *THE ROLE OF MULTI-CULTURAL UNIVERSITIES*

We can all clearly see that Bologna Process, developments in the curriculums, distance learning, internet access, benefiting from technology, and other factors will bring novelties and changes, and contribute a lot to higher education. But there are some other points that we generally ignore or do not appreciate; they are: social, cultural, pedagogical and psychological aspects of international universities. In this paper I mainly focus on these issues.

1) **Importance of international universities**

First of all International universities contribute to peace in the world by bringing many different nations and different personalities and creating an atmosphere in which these international students learn the art of living together in a very friendly and peaceful way. The role of professors at the international universities should be both delivering lectures and creating a warm milieu. Gebhard expresses his ideas about this issue like:

Teachers can teach concepts that not only can bring about appreciation for people and culture but also can be useful for students when the students are placed in cross cultural communication situations. The four concepts are

- 1- Cross cultural communication includes adaptative behavior.
- 2- Cross cultural communication involves problem solving.
- 3- To understand a culture, get to know individuals.
- 4- To understand another culture, study your own. Gebhard (1996- 119)

Each international student can bring personal contributions to the classroom and may help other students by bringing their experience and perspective to bear in variety of ways.

* Assoc.Prof. Dr. International Black Sea University.Georgia

U.S. Secretary of Education, Richard W. Riley remarked, at an executive memorandum on international education, that U.S.A. contributed a lot to international education and said that 'One hundred American institutions of higher learning, for example, educate half of all foreign exchange students. Surely, we can find new ways to encourage many other colleges and universities to become more active in the international arena. I also believe that many more American college students need to see the world with a new set of eyes. And the best way to do that is to study overseas.

"We must create opportunities for students to experience other cultures and other countries within the time and money budgets of the typical community college student." (Clowdsley, 2001)

In this context, let's view the Clowdsley's ideas and experiences which can shed light in this context.

"They say one picture is worth a thousand words, but in reality, one good personal experience is worth more than any number of pictures. We must find ways to get our students abroad in ways that involve them in meaningful interaction with the people of the countries they visit and that lead them to a deeper understanding of the people, languages, and cultures of those countries. We must be sure that those countries do not include only those most like us, but also those with very different cultures and very different standards of living. I remain forever changed by the narrow streets and the students marching for freedom and democracy in China more than 10 years ago. My daughter, the Peace Corps volunteer, is not the same person she was before she taught young people who live in round grass huts with dirt floors and usually no water or electricity. One student who studied Spanish in Costa Rica and lived with a Spanish-speaking family talks of a life-changing experience and recognized it when she began dreaming in Spanish. Another student, one of those who had hardly left Portsmouth, Virginia, realized her own ability to do anything, anywhere, when, after experiences in England and Greece, she found herself helping others find their way around Prague." (Clowdsley, 2001)

2) Direct and indirect benefits of international universities to the society

The learning environment and our points of view will substantially increase by appreciating different understandings, and by tolerating and respecting students from very different cultures. Every international student comes with different and beautiful values of his/her own culture, and new ideas and experiences may be shared by the others.

A final example of how values and behaviors across cultures can differ concerns the value associated with avoiding conflict and maintaining harmony among people. While some Americans value direct confrontation to solve conflicts, people from Asian countries generally value avoiding confrontations. They have developed subtle, indirect ways to resolve conflict. For example, if a person in Japanese society is upset with someone, he or she will likely not confront the other person directly but will behave in a particular way such as being unusually silent or ignoring the person, providing the other person with clues that there is a problem. Likewise, Laotians and Thais will avoid direct confrontation by being indirect. For example if a Thai woman is angry at her friend, she will be indirect, perhaps by talking with another friend about the problem within earshot of the offending friend. Or she might invite everyone except the offending friend to eat lunch with her. For some Americans, especially black males, being indirect would seem dishonest and insincere. Distrust can result. For many Asians, blatant, blunt, direct confrontation would disrupt the highly valued harmony among people. Gebhard (1996. 115).

We can be aware that social responsiveness as the contribution that international universities make social, cultural and economic development in its regional and global context. It is good if we

manage to involve freshmen in discussions on such topics during the orientation course. This will spare both students and teachers' nerves.

3- Foreign Languages at International Universities

It is obvious how important language learning is. The significance of languages can show itself in the proverbs in almost every nation. Some of them are: "How many languages you speak that many persons you are". (Georgian proverb). Another proverb is Turkish: "One who speaks one language is one person, One who speaks two languages is two persons". A Kirgiz proverb is more interesting: People who speak languages can hug each other, People who do not speak languages stab each other".

Kramersch emphasizes the importance of language as follows:

"Learning another language for communication means leaving behind the naive paradise of native-tongue socialization. As they become more and more proficient in a second language and familiar with a second culture, language learners try to articulate their new experience within their old one, making it relevant to their own lives, one day their way, one day that way, creating their own popular culture." . (Kramersch, 1993 – 238)

"Learning a foreign language offers the opportunity for personal meanings, pleasures, and power. From the clash between the familiar meanings of the native culture and the unexpected meanings of the target culture, meanings that were taken for granted are suddenly questioned, challenged, problematized". (Kramersch, 1993 – 238)

"The role of language is central to Vygotsky's theory, and it plays at least three different roles in development. First, through social interaction, language gives learners access to knowledge others already have. Second, language provides learners with cognitive tools that allow them to think about the world and solve problems. For example, Limok learned *iblik*, he didn't just learn the word and how to pronounce it; He also learned that it is snow that is soft, fresh, crystal free, and something that increases the likelihood of a successful hunt. Encouraging children to talk about their experiences promotes both learning and development (Egen&kauchak, 2004, p.57, from Pine & Messer, 2000). Third, language serves an individual function; it gives us a means for regulating and reflecting on our own thinking" (Egen & kauchak, 2004, p.57, from J. Byrnes, 2001)

B) CULTURAL AWARENESS

1) Being aware of multiculturalism.

When you study and encounter other cultures you become aware of your own culture better and respect it more, and on the other hand you may learn new things in the target culture.

Hudson (1980:73) defines culture as "a term that refers to some property of a community, especially those which might distinguish it from other communities. Comparing and contrasting things are always beneficial in the process of learning. As understood from the definition, cultural values can be compared and contrasted in a natural way that language learners find interesting and stimulating".

During campus life, class relationships or elsewhere in that foreign country students face and witness some very good and very bad behaviors compared to his/her own culture. Good behaviors may be taken into consideration and appreciated immediately but bad behaviors (that means unacceptable ones) can not be tolerated at first, like generally addressing the elder people by their first names in some European countries. Later, time will help us tolerate and respect them as some of our habits of our culture to them can be respected by the other students from different nations. So in the beginning, it may be difficult to get used to living in the host culture, and people may have some difficulties of harmony in different ways. In this sense Gebhard explains the problem as follows: "we are excited about the prospect of a new way of life. We are delighted about discovering obvious differences: the shape of buildings, the products in stores, and the way

people dress. However, as we find places to live begin our jobs and use the transportation system, we begin to actually feel the impact of the culture on our lives. We discover that we have to think about, even prepare for, the simplest daily activities, such as paying bills, buying food, doing laundry, taking a bus, and using a telephone. These days-to day activities soon weigh on us, resulting in culture shock. As Wallender, a Peace Corp volunteer puts it: “in a very real sense, all the convenient cultural cushions we have become accustomed to having around are in one moment totally dislodged. You are left flat on your back with only that within you for support.” Gebhard (1996- 116)

2) Important issues on multiculturalism

As our world is becoming increasingly diverse in culture, we have never had a better opportunity to learn to live respectfully together and benefit from one another’s wisdom and experiences. But sometimes fear, uncertainty, or discomfort prevents people from talking to each other. This is especially true when it comes to the topic of race, cultural differences, language, and bilingualism. In multicultural classes there is not only one type of students from the same cultural background but several. Therefore students feel that they are representatives of the society and culture in which they were brought up and which they belong to. Without much push and motivation they do their best to reflect good features of their own cultural values. In culturally diverse classes multiculturalism serves as a great opportunity for the learners to teach their classmates about their culture as “cultural ambassadors“. So that the class becomes a world culture learning experience with emphasis on comparing cultures. Students are very much interested in such an exchange. In the light of the above-mentioned situation, learning atmosphere is established very well and positively with the students so eager to share their values with the rest of the classmates.

Multicultural issues play a very significant role at international universities by helping students understand different ways of lives, different reflections of values, and different levels of understanding through which they will better understand other people who have different cultural backgrounds.

By introducing multicultural activities into teaching plans lecturers enhance learners’ motivation, interest, and enthusiasm to learn.

The integration of the students with the rest of the world will be achieved more easily since they will have a broader view of the world through multicultural activities.

C) MISSIONS OF THE INTERNATIONAL UNIVERSITIES

I have read many missions of different international universities, most of them include the expected academic and educational definition but unfortunately only very few of them contain pedagogical, psychological, social and cultural values. Here are some examples:

Fletcher school, opened in Boston 1933 with the collaboration of Harvard University, has been serving American students and mostly international students from more than 40 countries. It formulates its mission as follows:

- ! To educate professionals from around the world and to prepare them for positions of leadership and influence in the national and international arenas;
- ! To increase understanding of international problems and concerns through teaching, research, and publications;
- ! To serve local, national, and international communities in their search to develop relationships of mutual benefit, security, and justice in an increasingly interdependent world.
- ! Another example is Geneva international university

- ! The International University in Geneva is an independent institution which strives to provide the highest quality education for student success in business and related careers. They are dedicated to develop business leaders capable of making decisions in a global environment, and who are committed to serving society, companies and organizations.

To provide an education in Business Administration, International Relations, and Media and Communication with a global outlook.

- ! To foster a balanced program of academic excellence and practical business orientation through effective teaching and learning processes, personalized student services, and a faculty that is devoted to achieving excellence in teaching.
- ! To provide a unique and dynamic learning environment that develops analytical skills that serves the needs of the professional world.
- ! To promote an open multicultural learning environment where the value of diversity is experienced among its international student body and faculty.
- ! To be responsive to the changing needs in management development through an outcome-based curriculum and in close cooperation with the international business community.

I think that the following ideas that are related to social, psychological, pedagogical and cultural issues, which we include in IBSU's mission, will be absolutely necessary and crucial for the international universities in the global world:

- ! To promote world cultural values, orientation towards the ideals of democracy and humanism essential for the existence and development of civil society.
- ! To strengthen relations of Georgia with other countries by teaching the new generation about the importance of cooperation
- ! To promote the vast understanding of tolerance, friendship and hospitality of both Georgian and Turkish cultures.
- ! To create an environment based on mutual dialogue and respect so that they can learn the art of living together irrespective of race, ethnicity and cultures.

D) PSYCHOLOGICAL AND PEDAGOGICAL APPROACHES

A professor's role is to get students to be responsible for their own learning and to be free thinkers. In that sense, lecturers' homogenous attitude is expected as he/she has students from different nations and cultures.

In the multicultural classes Lecturers are supposed to create a friendly atmosphere and care about everybody's psychology. In order to do that as Gay (1997) mentions culturally responsive teaching, instruction that acknowledges and accommodates multiculturalism in classrooms. And he advises the following goals: 1- Accepting and valuing differences, 2-Accommodating different cultural interaction patterns, 3- Building on students' cultural backgrounds. Here I mainly concentrate on accepting and valuing differences because it bases on pedagogy, and helps us understand the students' psychologies in the framework of multiculturalism. In order not to have any kind of conflict in the classrooms of international universities we should listen to Kauchak and Eggen carefully: "Genuine caring is an essential element in this process. Teachers can communicate caring in several ways, including the following:

- ! By devoting time to students – for example, being available before and after school to help with schoolwork and discuss students' personal concerns.
- ! By demonstrating interest in students' lives – for example, asking about Jewish Holidays, Muslim holy days, and festivals like Kwanzaa.
- ! By involving all students in learning activities- for example, calling on all students as equally as possible." (Kauchak & Eggen, 2005, p.89-90)

With the tolerance and peace, and with this kind of suggestions, we can easily create a friendly milieu and welcome all international students. And we can learn a lot from each other.

E) CONCLUSIONS

In conclusion this article stresses the importance of contributions that international universities contribute to the higher education, and awareness of multicultural, social, psychological and pedagogical issues.

The following recommendations can be classified as academic and educational aspects, and socio-cultural and pedagogical aspects

In terms of academic and educational factors, Lecturers should have the following qualities, and should discuss the issues that they need for better education:

- ! High level of academic research
- ! Contemporary information
- ! Academicians who read articles lately issued in international Journals.
- ! Digesting the information and presenting it to the students in a way that they can easily get according to their needs.

We all know that qualified academicians who are characterized by the above mentioned criteria are one of the musts for a prestigious international university. Another must is having a clear definition of socio-cultural and pedagogical aspect in their mission, and they should put this into action.

In this frame, the following recommendations should be taken into consideration since the classes will consist of multicultural students:

- ! Understanding the individuals very well
- ! Taking over the role of integrating the students from different cultures
- ! Cultural values must be taken into consideration, samples should be offered during the class.
- ! Psychological and pedagogical approach should be differently applied at these universities
- ! Lecturers should help guest students decrease the level of culture shock.
- ! Lecturers should sustain a friendly atmosphere with a professional classroom management by taking the diversities into consideration.
- ! The principle "Our differences are our riches" should be accepted by everyone.

References

1. Claire. Kramsch, C. 1993. Context and Culture in Language Teaching. Oxford: Oxford University Press.
2. Eggen.Paul & Kauchak.Donald, 2004, New Jersey, Educational Psychology
3. Hall Martin,(deputy vice-chancellor) 2004. Cape Town. International Education Association of South Africa.
4. Hudson Richard Anthony. 1980. Sociolinguistics. Cambridge: The Press Syndicate of the University of Cambridge.
5. Jerry Greer Gebhard. 1996.Teaching English as a Foreign or Second Language. A teacher Self-development and Methodology Guide. The University of Michigan.
6. Kapukaya Kenan. 2006. Tbilisi. Raising Awareness of multi-culturalism in vocabulary teaching.
7. Kauchak.Donald & Eggen.Paul,2005 New Jersey, Introduction to Teaching
8. Richard W. Riley, 2000, (Remarks as prepared for delivery by U.S. Secretary of Education), The Growing Importance of International Education Clowdsley.MaryRuth.2001. Virginia.The Importance of International Education.(From Inquiry,Volume 6,Number 1.

Teaching Foreign Languages in Compliance with “Common European Frame of References for Languages” and the New Pedagogical Approaches

Natela DOGHONADZE*

Abstract

Contemporary educational theories demand from the teaching process to be interactive, democratic, communicative and technically well equipped. All these especially deal with foreign language teaching. Some ways how to make foreign language teaching really satisfying these conditions will be discussed.

“Common European Frame of References for Languages” is the document that provides guidelines of teaching foreign languages in Europe. According to this document language teaching today should not care as much as it used to in the past about vocabulary and grammar lists and formal errors. The main teaching goal and evaluation criterion should become what functions (e.g. writing a letter of claim in order to have a low-quality good for one of normal quality) language learners can perform and how well they can achieve their practical goals via the application of a foreign language.

Key Words: Contemporary Educational Theories; Interactive and Democratic Teaching Processes.

Today didactics is looking for the ways to optimize the teaching/learning process, to bring it into correspondence with the requirements of contemporary society. Several features are especially typical for contemporary pedagogy. It is:

- humanistic,
- differentiated (based on individual approach to the learners),
- democratic, student (learner)-centered and co-operative,
- creative (both on the teachers’ and learners’ part) and communicative,
- and technically well equipped.

Humanistic psychology and pedagogy stress the value of human life, the belief in human powers. If dogmatic pedagogy believed only in mechanical memorization, humanistic pedagogy addresses the learner’s mind, takes into consideration learners’ interests and abilities, and stimulates independent and creative work. There is a motto in it: from school of memory (memorization) to school of thinking. For language teaching it means using problem situations and problem solving in the process of teaching. Of course, language learning cannot be done without memorization of vocabulary, but it is basically done through motivating tasks (games, role play, interesting situations, etc.) and not through mechanical memorization of lists of words (with translation or definitions).

There are various types of learners: synthetic - analytical, verbal – non-verbal (action, image), visual - auditory – kinesthetic, etc. For some of them one way of material presentation and practice is more efficient, for others – other ways are better. In a classroom we cannot always teach each learner the way it is most adequate for him / her as we have to try to deal with all of them. But we should – through observation and psychological tests – define and then take into consideration the learner style in the class and use more kinds of tasks that are useful for our students. We should also take into consideration all teaching / learning styles to provide benefits for all learners in the class at least on some level. For instance, synthetic (also called wholelanguage or holistic) exercises, so popular today, should still leave place to analytical tasks (grammar analysis). We have to avoid the so-called “style

* Prof. Dr., International Black Sea University.Georgia

wars” between the teacher and the students, when the teacher emphasizes only the teaching/learning style s/he believes to be adequate.

There are minimum two reasons why education today has to be **learner-centered**:

- according to the laws of market economy (which by now has spread practically all over the world) the learner (if s/he has already come of age) or his / her parents are the customers, while teachers are sellers, and, as we know, “customer is the king”, if, of course one wants to be successful in business (teaching, in our case);
- contemporary society is becoming more and more **democratic**, which has to be reflected in pedagogy (education) as a humanitarian science.

Learner-centered and democratic relations in the classroom are revealed in several ways:

- these are subject-subject (and not subject-object) relations based on mutual respect, learners are as responsible for the learning process, as teachers – for the teaching process;
- sufficient learner speaking and activity time should be provided during seminars / practical classes; teacher speaking time should by no means prevail in it;
- what and how to learn should be decided taking into consideration learners’ interests,
- teacher’s place in the classroom is not always on a podium, but also often “among the ranks” of learners, moving from pair to pair, from group to group and becoming their equal member.

If a topic is on the syllabus, we can’t avoid it, but we can compromise with our student, at what angle – interesting for them – we should study it (e.g., instead of the dull “My family” you can discuss “What is the best marriage age?”

Learner-centered language teaching means not only more attention to students’ demands (which can be studied by language teacher through questionnaires), but also more responsibility and more independent work done by students. The student doesn’t like the way the teacher demands from him / her to keep a personal vocabulary – fine! Let him / her do it their way, but don’t allow them not to keep a vocabulary at all! The teacher should let the students as much self-expression and creativity, but not passivity (let them, for instance, write a poem instead of doing a grammar exercise, but let that poem contain the language under study).

A contemporary teacher is no longer an all-knowing dictator in the classroom who does all the explanation, classroom management and evaluation, but a friendly facilitator (assistant, helper). The teacher may, instead of explaining some grammar materials (deductive teaching), just provide good and sufficient examples for the learners to make the conclusions by themselves (inductive teaching). Knowledge today is gained through cooperation between the teacher and his / her learners. Equality between teachers and learners cannot, of course, mean equal qualification, but it means respect of a personality in a learner. It also means the openness of the teacher and his / her readiness for communication and cooperation. If your students hate doing the grammatical exercise: “Ask questions”, let them ask questions to you about your tastes in music, and they will see that asking questions may be enjoyable, especially if your answers are sincere, interesting and your participation in the task – interested.

Not all teachers accept these new functions. To some they seem too insignificant (they really are less noticeable, like the stage manager’s role during the performance) and even offensive, to others - too difficult (they really are difficult to fulfill, they require more energy and inventiveness). But this is the requirement of time, so it has to be taken into consideration. In such conditions teacher training and retraining become especially important.

With the growth of the role of independent work programmed teaching was introduced. The two main features of programmed teaching are:

- immediate and regular feedback (tasks with keys that permit the learner to check the correctness of the answer);
- linear (algorithmic) organization of materials.

Materials in programmed teaching are split into minimum steps that require to do only one mental operation at a time (this is called algorithmic organization, as an algorithm is a mini-rule, including one mental operation), only on the last stage or substage several mental operations may be present. For example, to teach Present Perfect tense, the order will be approximately as follows:

I. Form:

1. "have" or "has"?
2. V+ ed (regular verbs).
3. V+III form (irregular verbs).
4. form Present Perfect correctly

II. Context:

1. choose a corresponding adverb
2. place the adverb in the sentence correctly
3. no adverb, but other hints

III. Contents:

1. action in the past – result now
2. action begun in the past but not finished yet
3. Present Perfect or Past Simple?

IV. Put the verbs in brackets in the correct form (Present Perfect or Past Simple).

A linear program is a step-by-step program, that follows a definite logical order.

Programmed teaching creates strong automatisms (habits), as learning is done step by step and much repetition is provided. Each learner chooses his / her optimal speed and number of repetitions. Programmed learning can be done on paper or via a computer, in the second case it is usually more efficient, as bright illustrations, animation, audio materials, hypertext, etc., provide an additional effect.

Computer-aided teaching in a computer lab or in a classroom is used either to provide individual / pair / small group work that is autonomous from the teacher or to play the role of an improved, contemporary blackboard in the classroom when the teacher (or, possibly, one of the students, presents the material). The teacher may prepare at home the materials for teaching and, using a special projector, demonstrate them on a big screen (and / or individual computer monitors) for explanation of the new material and training.

Not only computers, but also any **technical equipment** (audio cassette players, CD players, video cassette players) can be used either in a lab for independent work or in the classroom under the teacher's guidance. Depending on learners' age (and the technical means applied) it is recommended to use technical educational means from a couple of minutes to half an hour during the class, because using them learners have to concentrate a lot and get tired quickly. Besides, computers may harm students' health (eye-sight may suffer, they may get an undesirable level of radiation, "communicating" all the time with computers, students may get psychological and even psychical problems).

The role of technical equipment in teaching is:

- (if used effectively and reasonably) to raise motivation,
- to provide authenticity and variety of materials,
- and to free the teacher of routine jobs, to provide assistance to both teachers and students.

Because of this some specialists think that technical equipment (especially computer) will one day (and some of them even think that the day has come) will substitute for teachers. Even the most sophisticated machines cannot substitute for a teacher (and classmates), as they can only imitate face to face communication, which is indispensable for the student's normal development. Besides, even the best educational programs cannot fit the materials under study to particular learners. Programs are made up by programmers and teachers who cannot preview all possible problems that may arise in the process of teaching / learning. Technical teaching aids should be viewed as teachers' effective support, not as their rival or enemy.

There still is the “opposite camp” of conservatively thinking specialists who go on thinking that teaching can be done totally without technical means. They use as argument the fact that teaching had been done without them for centuries before they were invented. Sure teaching of humanities can be done without technical equipment, but there should be progress in everything, so why should education be an exclusion? Why – then - do they use electricity, cars, etc. in their everyday life? People lived without them for centuries, too.

Contemporary technical aids are becoming not only cheap and efficient, but also more and more user-friendly (=easy to use), so hopefully resistance to using them will decline. Another question is that technical equipment should be used cost-effectively and not just in order to show off. To be effective, teaching with the help of technical equipment should be active (involve not only listening and / or watching, but also doing some tasks before, during and after using it), the tasks used should be various and correspond to contemporary methods of teaching.

Today, when there are so many teaching aids, it may seem that no place is left for teacher or learner creativity. This is definitely not so. Having so many teaching/learning aids frees the teacher and the learners from routine work and lets them enjoy the process of teaching and learning. Making posters with their own hands, for example, now occurs not because of the lack of visual aids, not because it is a tiring duty, but because teachers or learners want to realize themselves, their interests, fantasies, etc.

“Common European Frame of References for Languages” is the document that provides guidelines of teaching foreign languages in Europe. Its basic principle is authenticity – i.e. realistic use of language in all aspects of the syllabus and – whenever possible – in the test. Correspondingly, tasks used in teaching and testing should be as authentic as possible.

If in the past language syllabi consisted of lists of vocabulary to be memorized and grammar rules to be mastered and applied, today many syllabi (especially of higher levels) do not give such lists at all. It is not essential how rich and formally correct the student’s vocabulary is, if s/he has effective strategies of verbal communication and successfully performs communicative functions. By functions we mean the practical needs and/or social functions that the speaker is trying to satisfy: greeting, thanking, expressing surprise, doubt, interest, pity, support, etc. As for strategies, these are avoidance of language that the speaker is not very sure about, methods of elicitation of the meaning of the received message, face saving (trying hide one’s gaps of knowledge, apologizing for a wrongly said / understood phrase) and politeness (observing not only grammar, but first of all politeness rules in the process of communication (e.g., not asking questions dealing with the person’s income or expenditures). It is very important to choose the functional style (formal / informal) corresponding to the situation.

The concept of functions is tightly linked with the concept of scenarios. These are typical situations (communicant’s social function: shopper, office worker, teacher, etc. and the place where the situation occurs: home, work, educational institution, street, service institution, airport, bus / train stations, etc) that arise in communication that the language learner will have to cope with performing the corresponding functions. That is why contemporary language syllabi first of all contain communicative scenarios. They may look in such a way:

Oral interaction in order to:

Influence other people’s behavior	Establish and maintain social contact	Exchange information	Exchange opinion
- favor-seeking - complaining (in order to get what	small talk (everyday talk)	- asking for / giving information	- discussion - negotiating - consensus finding

one needs) - persuading - ordering - asking for / giving advice - asking for / offering help		- acting as a guide - describing objects / processes - interviews	-
--	--	---	---

What has to be changed according to these contemporary requirements and what many language teachers oppose (based on their own education and teaching experience) is the system of evaluation of students' language skills. While grammar, pronunciation and vocabulary correctness and grammar and vocabulary "richness" still do matter, they are no way main parameters. If the student can carry out all his practical tasks (in a foreign language), his / her evaluation has to be positive, though his / her speech / writing is far from flawless. Task management should be the dominating parameter in evaluation of language skills. Of course, depending on the skills' level (beginner – intermediate – advanced), expression (cohesion of the text, variety and correctness of vocabulary), grammar correctness, pronunciation and intonation have to be taken into consideration. On the beginner level it will be enough if the listener / reader can understand the speaker / writer without serious problems. On the advanced level the utterance that the speaker / writer produces should be not only understandable, but also natural to the native speaker's ear / eye.

To sum up, teaching in general and language teaching in particular has to be reconciled with the demands of contemporary society. Much has to be done in this direction, the first and the main is not just making up contemporary syllabi, but also training retraining language teachers so that they understand what they have to do.

References:

1. "Common European Frame of References for Languages". CUP. Council of Europe. 2001.
2. S.J.Savignon. Communicative curriculum design for the 21st century. – "English Teaching Forum," Jan. 2002, p. 2-7.

Abstract

It is difficult not to agree with his Excellency Mr. President Mikheil Saakashvili in estimation that he did, not a long time ago, during the meeting with young generation. He, at the same time, thanked the young generation and Ministry of Education. Exactly those who consequently perform education reform, the task is not easy to realize. The revolution reform carried out in education system has become the topic for discussion for every citizen. "The main achievement of education system is that our youth can plan their life according to their possibilities, get needful education".

But still there is a lot to achieve, there is need of consequent and devoted work is needed to make modern education system, and that's why all the necessary means must be used.

Distance learning is education of XXI century. Though its assimilation started at the end of the past century, it is carried out successfully in many countries of the world. It provides academic mobile that is based on contemporary technology. Herewith, method of distance learning is especially effective to solve the problems that are supposed to be taught the whole life. Teaching - improvement of qualification - change of qualification - getting supplementary education and all that with the basic activity, regulates time so that it would be available for those who wish to get education.

Key-words: Distance learning, qualification, education, system.

Arguments for distance learning are many:

- ! There is rise in education institutions around the world that develop their staff using nontraditional technologies;
- ! The number of people wishing get education rose three times in 90s compared with 1960, and traditional high schools could not satisfy increasing demand;
- ! During the last ten years the index of growth of distance learning students is significantly increased compared to the index of internal course students.
- ! To get education with distance learning can help those who have no means of learning on internal courses. In Georgia's reality it is especially active, as far as the law about higher education is not acquainted with the form of external learning.
- ! Centers of the distance learning work on practically in all continents.
- ! Also in Georgia distance learning exists a little, but positive it is a experience (Among them in Georgian Technical University and in Tbilisi Ivane Javakhishvili State University). This experience should not be lost.
- ! In Georgia the number of internet users increases daily, mostly among youth. Accordingly, it raises the number of people wishing to get different types of distance education, among them the number of applicants wishing to get higher education.

On the basis of a representative selection, in summer, in 2006, 1000 citizens of Tbilisi, age of 18 were. (The static index does not surpass 3, 2%). At the question, age 18 or more were asked if they used the internet, every one citizen from five, gave a positive answer. The data show that the Internet is very popular in the young generation: in Tbilisi, 36% of internet users are the age of 18 - 24 years, and almost every third one (28%) is the age of 25 - 34 years. Internet was accessible for the Georgian population about ten years ago and only small number of older generation uses it. Only 17% of the people, whose age is about 45 and more, use internet.

* Prof.Dr. Georgian Technical University, Georgia

The great number of consumers (41%) use internet at home. If we foresee the age distribution of internet users, the popularity of internet cafes, it will not be surprising (27%). What about the frequency of use? Almost the half part consumers (43%) use internet every day, and every third (31%), use it at least once in a week.

The picture is clear. Internet is becoming more and more popular among the youth, but its popularity will increase following the growth of the prosperity of the population.

The result of the second inquiry is very interesting too. It was conducted in the beginning of 2007. There were 500 contact respond by the telephone. At the question, if there was a wisher in the family, who wants to get the higher education, 62% gave a positive answer. The wishers, who wanted to get technical education, were not a lot (28%). Only 40% of them knew about distance education. Accordingly, the wishers of distance education, was 28%. We think, that it is communicated with the fact, that only 42% of respondents had the means to use internet. 70% of respondents wished to have the means of using of resource centers. Regarding the cost of learning, the majority of respondents think that, it must not be surpassed by the quantity of state grant financing.

As we have mentioned, distance education is set up in the whole world. Accordingly, goes its scientific and methodological treatment. A lot if theories have been found which the objects of discussing of scientists and experts are. We think, it would be interesting to acquaint with some of them:

- ! The Theory of Industrialization - these conceptions have not been in used 25 years, because distance education has thoroughly changed.
- ! The Theory of Independent Education and Autonomy - experts think that, the followers of this theory stand in front of the serious risk. The high level of authority can also damage the learning, as the not suitable authority. In the time of high authority, there is a possibility that the distance education would be used by the technocrats and not professionals. The result of the dependence like that is clear.
- ! The Theory of Communications and Cooperation - the theory like that works only in distinct conditions.
- ! The theory of Distance education integrated models - it is admitted as the most rational.

From all the existing theories, we have chosen four basic theories, from which the most optimum one is the theory of integrated models. In the most cases, the methods of distance education are worked out on the base of this theory. A little while ago, the city of Kiev held an international learning (training) about the questions of the governance system of distance education. (It is possible to see the materials of training on the web - site of the Technical University). Analyzed modern achievements were analyzed and were illuminated learning principles of distance method. From the materials shown, it is clear that in the theory of distance education, integrated models is preferable.

The main aim of distance education is to provide learning despite of the location of the potential learner. In this case, it is possible for our citizens abroad who cannot get education in native language to use this method of learning.

The use of distance education will give the student the possibility to achieve a qualification without stopping his work, receive supplementary specialty and the main - get necessary information and materials without stopping learning at an arbitrary place, in town or out of town, or abroad, despite of the necessity of his moving.

The superiority of distance education is that it is realized with basic work. By way of an exception, we can pick out contacts that are necessary to get a qualified estimation of the exam or the other form. Herewith, it is also important that the universities, which carry out distance learning, have a possibility to invite teachers and specialists from abroad, get necessary materials from them by the electronic means, also, allow them to give them the lectures.

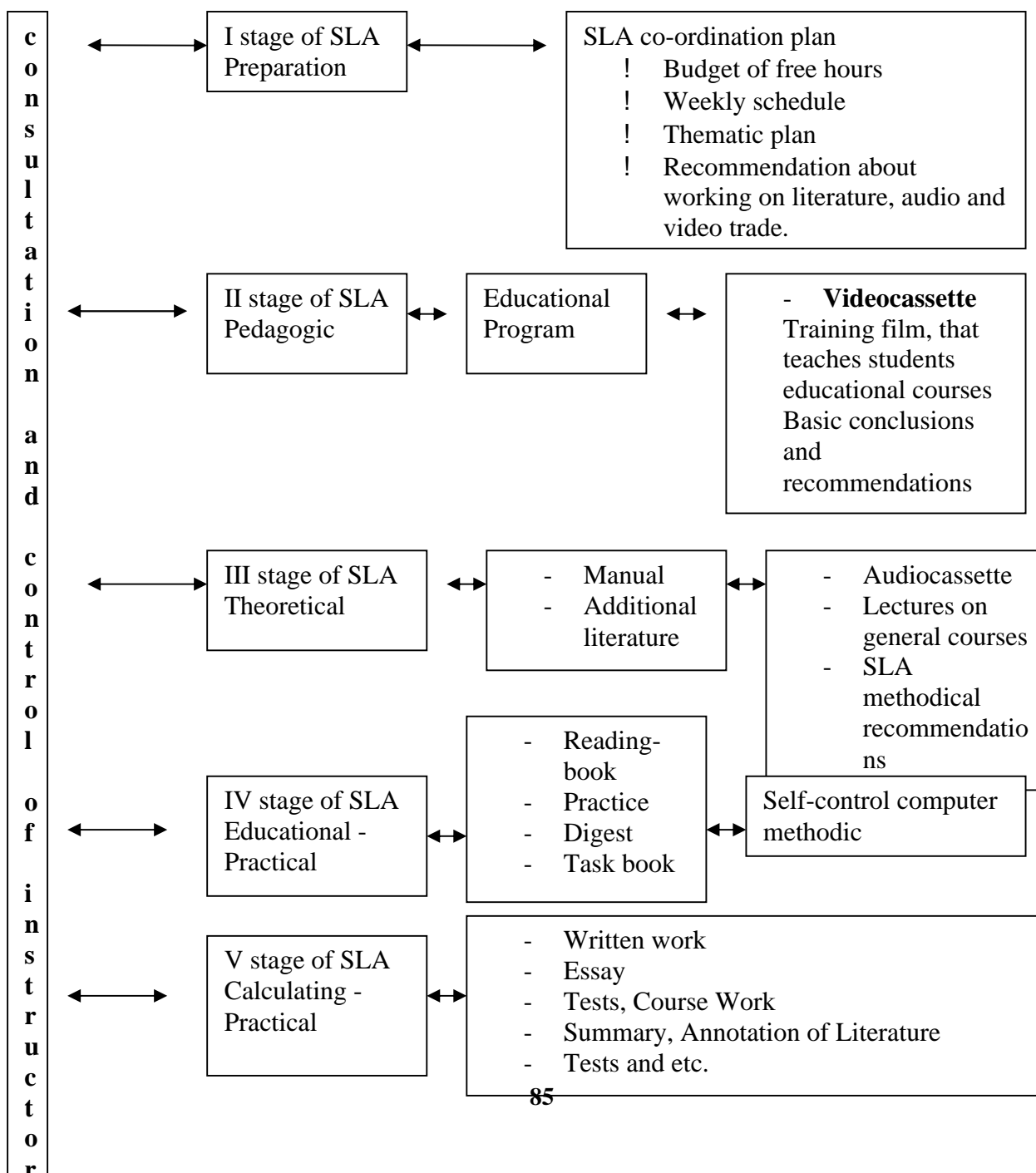
For more dexterity, the universities, which use distance education, have a possibility to invite high school professors and teachers from the regions to conduct examinations and attestations and carry out consultations and estimations with their participation.

During distance education, with the traditional informational resources, is used special books with multimedia, electronic learning - methodical complete sets, which contain electronic books, educational subsidiary books, control - tested materials, educational video and audio records, practicum, made by electronic way and other materials, which are foreseen to transfer telecommunication system of connection are used.

Every participant in distance education must be guaranteed to receive the whole base of distance education, also the additional materials used in the learning process. It is also very important, to provide constant contacts between the university and student. The student must always know about the news and changes in his university.

The most important step in the distance education is the organization of student's independent work. This activity contains five steps: I - preparation step; II - pedagogical step; III - theoretical step; IV - educational - practical step; V - accountable - practical step. Every step is distinguished by its specific character, content and organization. We can visualize it this way:

The scheme of the organization of Student's Independent Activity (SIA)



What makes distance learning effective?

- Educational availability for everyone who has desire and corresponding data;
- Recognition of the confirming documents received by distance learning;
- Economical efficiency (Distance learning is twice cheaper than traditional forms of getting education).
- Guaranteed high level of received education, as far as in distance learning are involved only professors with high qualification.

-

Colleges must be ready to create internet classes in the cities and regions of the country so that students who have no technical means can study. Such classes can be made by several colleges. We have already discussed about creation such classes with coordinators of EU, who work in Georgia on development of such learning.

One of the professors of Technical University who studied in Maastricht Management College has treated the project, and now it is possible to introduce distance learning, leaning upon college experience.

Unfortunately, according to Georgian legislation, using distance learning methods are not regulated for high schools and professional learning. For today, such education system can only be used for raising the level of one's skill. In my opinion at this stage, we can start from the following, accumulating needed experience. But we should not stop here, because in every country where distance learning is introduced, it involves all the stages except doctorate. Accordingly, such method of learning is justified and experts say that appropriate result will be achieved.

In my view there is need of alternations and additions to legislation. It is possible to manufacture separate legislative act that will define usage of distance learning in higher and professional education. According to above mentioned changes, it would be advisable to work out the methods of distance learning usage. It will become the basic foundation of directing such type of education around Georgia.

We would also like to mention another important question: Methodology of distance learning is specific, and it is very much different from traditional forms of education. License and accreditation call for different demands that we have to show to the question of license and accreditation. It is necessary to work out according criterions that will not be established on conditionality and artificiality. I take into account learning area, book fund etc. The main problem is the existence of corresponding techniques, knowledge of methodology, high qualification of professors and ability of usage of electronic means. Also very important is qualification of those workers who will develop administration of education.

We hope that method of distance learning will pave the way in the educational system in Georgia in the nearest future and would become one of the rings of reorganization. Reforms that are held in educational system, methods of approaches that we can see, all this gives us foundation to think that new technologies will instill as fast as the reforms of education are held.

The Meaning of Globalization or Internationalization in Education

Mehmet EROGLU*

Abstract

In this paper is about aspects of student and academic staff and campus life, Transferring from high school to university for student learning as whole range of new perspectives, The meaning of globalization or internationalization in education the questions most asked about the high school/university connection revolve around the preparation of high school students entering universities, on the other hand, orientation of new students and also all members for university. What is the student chose? How can administrators provide that students needs according to new perspectives

Key Words: Globalization; Internalization; Providing Students' Needs;

Introduction

Globalization in Education is not new. For many centuries it has been shaping students' activities. As a university administrator and faculty member, I can say that there are many ways to think about the connection between high school and post secondary education. Many International Universities and colleges are concerned about recruiting new students to their institutions, in the cyclical changes in the number of new students emerging from the secondary schools and the quality of the students arriving on new university's doorsteps. Each of them has been appearing their own traditional modes of connecting, though, have tended to be through admissions office contacts with high school counselors, information on applications, financial aid arrangements, and through all the wonderful programs and events happening at the university that would appeal to students.

The questions most asked about the high school/university connection revolve around the preparation of high school students entering universities. In Turkey, Azerbaijan and Georgia, students need to take exam for placement in a university and colleges. For example, high school graduates are required to complete a set number of units in English, mathematics, social sciences, science, and related knowledge which field to study in university educations. In Turkey, there are private education sectors for preparation to entrance a university. These, a year private education system is not complete the high school education of students. Those courses are preparing to entrance exam for university and usually teach methods of test.

In United States; a set of student learning expectations have been created for high school graduates called Certificates of Initial Mastery, or C I M . The CIM standards are based on rubrics that enunciate gradations of mastery in each of the major subject areas such as science, social studies, writing, oral communication, Teachers are trained to read student work using the statewide rubrics and to assign scores for their respective subject areas. To achieve CIM, students must receive scores of Exceeds, or Meets the respective standards.

Austria, In Europe; All applicants are required to take the Selectividad (general entrance examination), which is given in July and September. This university entrance exam is divided into two parts: Text commentaries and questions about the Spanish language, foreign languages and philosophy as well as subjects chosen from the compulsory and optional lists. In addition text commentaries on a foreign language and submission of a historical subject are required. Additionally, subjects from the previous school year are also tested. Under certain circumstances exam performance can be the decisive factor in admission to specific courses and universities. The Selectivity can also be taken abroad. More detailed information is available at Universidad Nacional de Education a Distancia - UNED JJJ (National University for Distance Learning). England, In Europe; Entry requirements for studies in England, Wales and Northern Ireland are usually the A-Level, respectively the General Certificate of Education Advanced Subsidiary Qualification -GCEAS. £21 Other possibilities are the European school-leaving examination at grammar schools or an adequate diploma which matriculate a student for entry to higher education in

*Ph.D., University of North Texas, USA

an EU member state. Non-UK citizens are usually only Admitted if they would have been entitled to access the corresponding course of study in their own country.£31 Each university determines its own entry conditions which applicants should ascertain before applying. The greater the number of applicants for a course, the higher the examination grades required. There is no official entry limit, but the number of places for teacher training is determined by the Department for Education and Skills - DfES. The Department of Health, after consultation with the professional bodies and the regional health authorities, determines the number of places on medical and dentistry courses

Orientation of Students

Success will require that students, staff, alumni, and faculty will be required to work toward common goals. Everyone will need to contribute, but with different emphasis for different groups.£4] . Many students come too many different cultures in first year of University, so that every thing is new for new students. There is a main thing is that common aims. Goal is to train competent professional social and welfare workers who will contribute to upholding welfare rights, empower individuals, groups and communities to develop resources and their own capacities, and change social welfare policies to meet the basic social needs of the communities. We strive towards high standing professional education in the knowledge, values, ethics and skills of the Social Work profession. [5]

Demonstrating student learning

"In the physical education program, achievement of the outcomes is based on individual student growth and improvement. The active living approach is based on the importance of creating a desire to participate in physical activity for life. Comparing one student's physical abilities with those of others in class can have the reverse effect in terms of motivating students for future involvement in physical activity. Meaningful and realistic criteria for achieving the outcomes can motivate students toward taking responsibility for their own learning and developing a lifelong desire to be active./

The CIM standards focused assessment of student learning on demonstration of levels of performance in skill and knowledge areas, rather than the accumulation of courses and grade points. Instruction language in English, university System also began to establish a set of student learning expectations for entry into any campus of the university system. The Proficiency-Based Admission Standards System (PASS) was developed by teams of high school teachers and university faculty across the state. By completing CIM in high school for graduation, a student can at the same time demonstrate proficiency levels for admission to the university. The point here is not that students who do well in high school are more likely to do well in college, but rather that CIM/PASS is measuring the abilities that are critical to success in post secondary education—and doing it well. Because the scores are grounded in actual student work, they also provide richer information for placement purposes.

As above information is thinkable of preparation courses in some countries where organized centralized entrance exam into university such as Turkey. Students need to get enough score to register a university. Before taking exam, they need to take courses some kind of sciences for progressing their test abilities.

Student's chose

One might, as an aside, point out that we know relatively little about the real impact such league tables effectively have upon student choice: whether, for instance, students will revise their ambitions - up or for that matter down - according to the varying fortunes of individual universities. Still less do we know about the volume of such hypothetically volatile students. And whilst, there are here and there, plans to modify student fees - even in the case of Germany, for their introduction - one fundamental feature of the political economy of higher education in Western Europe, is that competition is less between establishments for students than between students to compete for places. In effect, with the notorious exception of the United Kingdom where the recent White Paper

broached the principle of fees differentiated by repute and standing of the individual university and the particular discipline chosen (White Paper 2003), fee structures at undergraduate level in most Western European systems of higher education are flat rate. Furthermore, they are still determined by national legislation rather than by the individual establishment. In other words, the rhetoric much bandied about of the student as 'consumer' and the bringer of substantial resources to the institution deserves a rather more sober appraisal as does that other credo of the marketized university - to wit, that student demand is the beginning of competition if not always of institutional wisdom.

Even in China, With the increasing competitiveness of the National College Entrance Examinations (NCEE) and the emergence of more diverse education options, some local students choose to pursue their university education abroad, without taking the NCEE. This trend has already taken off in a number of key middle schools in Shenzhen. For example, at the Shenzhen Experimental School, students desiring to attend foreign schools either before or after graduation usually make preparations for study abroad early in the Senior One stage. Typically, around 10 out of 400 students per grade choose overseas study instead of taking the domestic college entrance examinations. "Generally speaking, our school neither encourages nor opposes pursuing university education abroad, as it is entirely an individual decision," said Li Jian, head of the senior high school department of the Shenzhen Experimental School. [7]

The choices a college or university makes for its common curriculum should be rooted firmly in its institutional identity and educational purpose. In successful institutions, an awareness of what the college or university is trying to do acts as unifying principle, a thread that runs through and ties together the faculty, the curriculum, the students, and the administration. If an institution has no clearly conceived and articulated sense of itself, its efforts to design a curriculum will result in little more than an educational garage sale, possibly satisfying most campus factions but serving no real purpose and adding up to nothing of significance. Developing a common curriculum with the humanities at the core is no easy task. In some institutions, it will be difficult to attain. But merely being exposed to a variety of subjects and points of view is not enough. Learning to think critically and skeptically is not enough. Being well-rounded is not enough if, after all the sharp edges have been filed down, discernment is blunted and the graduate is left to believe without judgment, to decide without wisdom, or to act without standards.

Several years ago it was invited prominent teachers, scholars, administrators, and authorities on higher education to join a Study Group on the State of Learning in the Humanities in Higher Education in the US. After discussing meeting, the study group was disturbed by a number of trends and developments and higher education: J8J

The humanities, and particularly the study of Western civilization, have lost their central place in the undergraduate curriculum. At best, they are but one subject among many that students might be exposed to before graduating. At worst, and too often, the humanities are virtually absent.

In United States, A student can obtain a bachelor's degree from 75 percent of all American colleges and universities without having studied European history, from 72 percent without having studied American literature or history, and from 86 percent without having studied the civilizations of classical Greece and Rome.

The sole acquaintance with the humanities for many undergraduates comes during their first two years of college, often in ways that discourage further study.

The number of students choosing majors in the humanities has plummeted. Since 1970 the number of majors in English has declined by 57 percent, in philosophy by 41 percent, in history by 62 percent, and in modern languages by 50 percent.

Recommended points for higher education

Colleges and universities must reshape their undergraduate curricula based on a clear vision of what constitutes an educated person, regardless of major, and on the study of history, philosophy, languages, and literature.

College and university presidents must take responsibility for the educational needs of all students in their institutions by making plain what the institution stands for and what knowledge it regards as essential to a good education.

Colleges and universities must reward excellent teaching in hiring, promotion, and tenure decisions.

Faculties must put aside narrow departmentalism and instead work with administrators to shape a challenging curriculum with a core of common studies.

An important part of education is learning to read, and highest purpose of reading is to be in the company of great souls. There are, to be sure, many fine books and important authors not included here, and they too deserve the student's time and attention. But to pass up the opportunity to spend time with this company is to miss a fundamental experience of higher education.

How well are the humanities being taught and learned on the nation's campuses?

Impressionistic or anecdotal evidence for the decline of the humanities surfaces every time, talking with college professors, academic officers, and students. Such evidence is familiar: students who graduate from college unable to write lucidly or reason clearly and rigorously; students who are preoccupied (even obsessed) with vocational goals at the expense of broadening the intellect; students who are ignorant of philosophy and literature and know and care little about the history of their nation and their culture.

I must emphasize here that our aim is not to argue for more majors in the humanities, but to state as emphatically as we can that the humanities should have a place in the education of all. Our nation is significantly enriched by the breadth and diversity of its professions and occupations and the interests of its citizens. Our universities should continue to encourage instruction in a full variety of fields and careers. But we do argue that, whatever endeavors our students ultimately choose, some substantial quality instruction in the humanities should be an integral part of everyone's collegiate education. The study of the humanities in no way detracts from the career interests of students. Properly taught, they will enrich all. This is no small difference and is vital if we are to understand the essential demarcation between institutional autonomy in its historic form and conditional autonomy as it has taken shape in Western Europe over the past decade and a half. III

Two aspects, I would suggest, contribute this conceptual re-engineering of institutional autonomy. The first of these emerges in the form of 'contractualisation' - that is, an agreement between 'parties' that one shall pay for the services the second renders according to pre-agreed terms. Though often used in French higher education to describe the financial relationship that has grown up between university, Ministry and regions since the Loi d'Orientation of 1989, it is, if the truth were admitted, the basic principle which, over the past decade or so in Western Europe, has come to replace the historic ties between State and higher education, once underpinned by the concept of 'legal homogeneity'. (for this see Neave & van Vught, 1994)

Establishments of a similar task, or which in the past had formally similar legal status, no longer enjoy a similar degree of liberty even within the same national system, let alone across national frontiers, however much Europeanization may contribute to their flattening. Quite the contrary. The theoretical degree of autonomy is, like as not, to be subject to very considerable variation depending the particular institutional strategy and priorities adopted, their success in raising quality and a further element of differentiation between institutions as the institutions themselves compete for the means to secure it or even redefine their mission in such a way that it is no longer necessarily a central value. Viewed from this angle, autonomy mutates yet further and becomes less the prior condition for long term institutional commitment and endeavor so much as part of that system of incentives, rewards and penalties that the evaluative stratum has embedded in institutions of higher learning. Indeed, if we revert to the dual perspective of autonomy as both a legal construct and as the negotiable stake in higher education systems grounded on the principle of contractualisation, we find ourselves in a truly Orwellian world where the nation's universities, like inhabitants of Animal Farm, are legally autonomous, but some, within the bounds of autonomy

construed as conditional, are very certainly more autonomous than others!

Conclusion

Responsibility and answerability have certainly grown. At the same time, so too have the draw of reward and the penalty of failure. They have become more visible and very certainly more imminent. True, his bonds have changed, though their lengthening may not always be a boon. The longer the rope, the easier it is to hang oneself or to get further enmeshed in its toils. In the world where the relationship between university and society explicitly revolves around short-term contract.

References

1. Boffo, Stefano [2004] *Higher Education Policy*, vol, 17, No.3 September
2. De Groof, JanNeave, Guy & Svec, Juri [Eds] [1998] *Governance and Democracy in Higher Education*, Dordrecht, Kluwer for Council of Europe.
3. Garcia Garrido, Jose- Luis, [1998] "Spain" in Husen, Torsten, Clark, Burton R, Postlethwaite, Neville & Neave, Guy [Eds] *Education - the Complete Encyclopedia*, Oxford, Elsevier Science CD ROM.
4. <http://209.85.135.104/search?q=cache:nK3eRiTPOTIJ:www.education.gov.ab.ca/physicaleducationonline/teacherResources/Toolbox/assess.doc+%22Demonstrating+student+learning%22&hl=tr&gl=tr&ct=clnk&cd=5> access time 18.11.2006 :19:17 GMT+2
5. <http://web.mit.edu/committees/sll/ROcom.html> access time 01.11.2006 :20:17 GMT+2
6. http://www.fit-for-europe.info/webcom/show_page_ffee.php?wc_c=16267&wc_id=3&wc_lkm=68002&PHPSSESSIONID=405fef6b8b8922a3cc6bbb8bb0d73165dd&skipsurvey=1 access time 30.10.2006
7. http://www.fit-for-europe.info/webcom/show_page_ffee.php?wc_c=16294&wc_id=3&PHPSSESSIONID=405fef6b8922a3cc6bbb8bb0d73165dd&skipsurvey=1 access time 30.10.2006
8. <http://www.newsgd.com/culture/universities/200506100018.htm> access time 27.11.2006 ;22:47 GMT+2
9. <http://www.unisa.ac.za/Default.asp?Cmd=ViewContent&Contentno=170> access time 12.11.2006 :20:51 GMT+2
10. Neave, Guy [2002] 'Stakeholder perspective historically explored' in Jiirgen Enders & Oliver Fulton [Eds] *Higher Education in a Globalizing World: international trends and mutual observations*, Dordrecht, Kluwer Academic Publishers, pp. 17 - 38.
11. Osborne, Robert [2001] "Higher education, participation and devolution: the case of Northern Ireland", *Higher Education Policy*, vol. 14, No. 1, pp. 45 - 60.
12. Tomusk, Voldemar [2004] *Open Society and Closed Minds: essays in higher education policies in Transition*,

Simulation for Result-oriented Planning of Education

Zurab GIORGOBIANI *

Abstract

The existing situation analysis of education sector management points out that there is an input rather than output-oriented planning system in Georgian education. This system doesn't allow improving outcome, based on the limited resources. Thus, it is impossible to evaluate costs needed to achieve defined objectives.

The goal is to create such system, that will include logical steps or business processes connecting resources and outcome. These processes should create conditions, that resources related to defined priorities would be aimed at achieving education system goals in existing conditions of limited resources.

Particularly, these processes should include:

- Elaboration of possible strategies of development
- Definition of performance indicators and objectives
- Collection and processing information
- Definition of different scenarios of development (programs, plans and actions)
- Making up the draft budget of different scenarios

The simulation model for generation and assessment of different scenarios of policy, decisions, actions, activities must become necessary component for realization of such education planning system. This computer model will provide technical and methodological assistance in formulation and evaluation of credible educational plans and programs.

The paper views the example of creation and using of simulation model in education.

Key Words: Management Points; Elaboration; Simulation Model; Assessment; Evaluation.

Planning is a management function, concerned with defining goals for future organizational performance and deciding on the tasks and resources to be used in order to attain those goals.

Educational planning can be defined as an intellectual process to identify the efficient measures to accomplish educational goals in terms of the future society.

Here, a number of essential features of good planning are immediately apparent:

- a forward view
- establishment of targets
- development of means by which these targets may be realized
- direct relationship with resource allocation, having first identified the aims and objectives

The plan that results from planning process details the goals of organization and specifies how it is intended to attain those goals. The cluster of decisions and actions that are taken to help organization attain its goals is its strategy. Thus, planning is both a goal-making and strategy-making process.

As a rule planning is a three-step activity. The first step is determining the organization's mission and goals. A mission statement is a broad declaration of an organization's overriding purpose.

The second step is formulating strategy. Managers analyze the organization's current situation and then conceive and develop the strategies necessary to attain the organization's mission and goals. The third step is implementing strategy.

* Deputy Head of Strategic Planning Department Ministry of Education and Science of Georgia

In a large organization like system of education, planning usually takes place at different levels of governance: education sector, levels of education (pre-school, general, vocational, higher education), regional, educational establishments.

Plans differ in their time horizons, or intended duration. Managers usually distinguish among three types of plans: long-term plans, with horizon of five years or more; intermediate-term plans, with horizon between one and five years; and short-term plans, with horizon of one year or less. Typically in such large system as education, system level goals and strategies require long and intermediate-term plans.

The question of resources necessary for the implementation of the plans should also be debated and resolved. It is not only about sufficient allocation of resources, human and/or financial, but also their rational and efficient utilization. What measures have been taken in order to ensure a more efficient management of resources? How could the quality of educational services be improved? What is important here is not only to make some savings on the costs but also, and above all, to use the allocated funds in a more equitable, transparent and efficient manner.

Educational financing is about the financing in the sector of education as a public enterprise. Recently, however, it is acknowledged that education is not a purely public good provided by public schools. Thus educational financing should be concerned with private education as well as non-formal education.

The failure to link policy, planning and budgeting is the single most important cause of poor budgeting outcomes in developing countries. That is the view of the World Bank in its Public Expenditure Management Handbook (World Bank, 1998). The implementation of a Medium Term Expenditure Framework (MTEF) is increasingly being accepted as an appropriate response to the problem. Medium-Term Expenditure Framework (MTEF) is annual, rolling three year-expenditure planning. It sets out the medium-term expenditure priorities and hard budget constraints against which sector plans can be developed and refined. MTEF also contains outcome criteria for the purpose of performance monitoring. MTEF together with the annual Budget Framework Paper provides the basis for annual budget planning.

According to the World Bank's Public Expenditure Management Handbook, "The MTEF consists of a top-down resource envelope, a bottom-up estimation of the current and medium-term costs of existing policy and, ultimately, the matching of these costs with available resources... in the context of the annual budget process." The "top-down resource envelope" is fundamentally a macroeconomic model that indicates fiscal targets and estimates revenues and expenditures, including government financial obligations and high cost government-wide programs such as civil service reform. To complement the macroeconomic model, the sectors engage in "bottom-up" reviews that begin by scrutinizing sector policies and activities (similar to the zero-based budgeting approach), with an eye toward optimizing intra-sectoral allocations.

Table. The Six Stages of a Comprehensive MTEF	
Stage	Characteristics
I. Development of Macroeconomic/Fiscal Framework	! Macroeconomic model that projects revenues and expenditure in the medium term (multi-year)
II. Development of Sectoral Programs	! Agreement on sector objectives, outputs, and activities ! Review and development of programs and sub-programs ! Program cost estimation
III. Development of Sectoral Expenditure Frameworks	! Analysis of inter- and intra-sectoral trade-offs ! Consensus-building on strategic resource allocation

IV. Definition of Sector Resource Allocations	! Setting medium term sector budget ceilings (cabinet approval)
V. Preparation of Sectoral Budgets	! Medium term sectoral programs based on budget ceilings
VI. Final Political Approval	! Presentation of budget estimates to cabinet and parliament for approval
Source: PEM Handbook (World Bank, 1998: 47-51)	

Using MTEF allows forming output rather than an input oriented planning system in Georgian education. In conditions of input oriented system it is impossible to evaluate costs needed to achieve objectives. Thus it is not sufficient to make annual budget based on the previous year's corrections, even in the case of growing budget. The task of implementation of more result oriented planning and budgeting process was defined by "Economic Development and Poverty Reduction Program" on July 2003, which based on consultations with civil society and donors. The goal is to create such system, that will include logical steps or business processes connecting resources and outcome. These processes should create conditions, that resources related to defined priorities would be aimed at achieving education system goals in existing limited conditions.

Particularly, these processes include:

- Elaboration of educational sector's strategy
- Definition of performance indicators and objectives
- Collection and processing information
- Definition of programs, plans and actions of the Ministry
- Contributing to the MTEF
- Drafting budget and submitting annual budget request.

Elaboration of educational sector's strategy - periodical renewals of Ministry's politics should be implemented, which allow us to elaborate sector developing programs on the basis of long-term vision. This process of policy renewal could embrace three, five or more year's strategic plans including development priorities as well as provision plans for the same period with the adequate resources and funding sources. Sector priorities, expected results and objectives are considered in the strategic plan. Education sector policy, strategy carrying out this policy, appropriate programs and actions with necessary funds should be connected to each other in such plan.

Definition of performance indicators and objectives – each strategy should be connected to indicators or attainable goals within the period of strategic plan. To monitor the implementation process the set of performance indicators related to strategic plan's priorities should be established. These indicators should be measured at least annually and the progress should be reported. The results should be presented in terms of wide outcomes, intermediate outcomes, utilized resources and processes improvement and how programs contribute in achieving policy objectives. These indicators should be decomposed by geographical principles as well as by groups of incomes. This will simplify the problem of evaluation of indicators improvement. Implementation of performance indicators gives an opportunity to set the goals or to define the change value of indicator, which has to be achieved for the concrete period of time. On that basis it will become possible to present the priorities and objectives in quantitative view and connect resources and financing to the concrete attainable results.

Collection and processing information – the system of collection of information on realization is essential for connecting utilized resources and planned objectives. Existence of such kind of system enables to compare performed tasks and achieved goals of different structures.

Definition of programs, plans and actions of the Ministry – the quality of education sector plan depends on clearly defined programs and tasks of Ministry and effective system of allocation of costs. It clarifies how resources are utilized and where they are tight connected with goals to be achieved. It is necessary to prepare the planning procedure. These rules will regulate the planning and budgeting process, define decision making points and reporting system, distribute responsibilities, determine task implementation schedule, and provide gathering of corresponding structured timely information and management process of information usage.

Contributing to the MTEF . A key step in connecting budget allocations to medium term planning priorities is the development of a medium term expenditure framework (MTEF). MTEF cover a three year period, with the first year covering approved plans and budget, and the subsequent years plans and sector recourse envelops. Ministry of Finance is providing spending ceiling to Ministry of Education and Science, not only for coming year but also for subsequent years. The first of these ceiling will subsequently become education sector ministry's initial ceiling for next annual budget preparation round. The two 'out-year' ceilings indicate the future budget allocations provisionally assigned to meeting education sector targets, and are for planning purposes only. This is rolling MTEF, and a year later the same process will be repeated, with MTEF being updated and rolled forward as part of the cycle for preparing the next annual budget. a key role of the MTEF is to bring all recourse available to the sector together into one document. This includes both government recourses, direct support to government programs by external funding agencies, and externally funded projects.

Drafting budget and submitting annual budget request. Budget ceilings are issued early in the budget process, to focus information provided in ministry budget requests. Ceilings are the first step in two part process, with Ministry of Finance making final budget allocation between competing ministries on the basis of their post-ceiling submissions. Thus, the spending ministry has to prepare the draft budget on the basis of there strategic plans and performance indicators system. For this it is necessary to introduce a more results-based budget process. Draft budgeting process should adequately reflect policy decisions of the Ministry Flexible planning and budgeting process focused on goals, set of different-terms plans, system of performance indicators and evaluation methods of expenditures are prerequisites of making up results oriented budget. The cost of ongoing programs should be separately identified in the MTEF and taken as baseline for preparation of annual budget.

While the costing of the activities for a specific programme or project may be relatively easy if the budgeting elements and criteria are already in place, the budgeting of an education action plan can be much complex, especially when it involves making the projection of several years' expenditure.

In any case, a credible multi-year projection of resources can be hardly estimated without a computerized simulation model. A computer model is elaborated on the purpose and use of the simulation techniques for the design of policy options, the formulation of an education development plan and the evaluation of the required multi-year educational expenditure.

As early as the plan's preparation phase, simulations can enable upstream forecasts of recurrent expenditure and investments for the education sector in accordance with educational policy orientations. The government, as a result, can have advance information on the annual costs for implementing its reform and development plan, foresee budgetary gaps in relation to the State financing in a given period, and identify the fields for which additional investments should be sought from the national private sector and/or from external partners.

Simulation modeling contributes to and benefits from the medium term expenditure frameworks (MTEFs). MTEF aims to ensure the consistency of the budgetary allocations with overall fiscal objectives and domestic resources and thus to improve the realism of sector budgets. Its significance is particularly important in our country where a large gap between stated policies and actual domestic resources often leads to *ad hoc* budget cuts in plan implementation. Based on

the MTEF budget ceiling for the sector, education simulation model forecasts the domestic resources likely to be available for the education sector, anticipates their use by budget category and order of priority and in turn contributes to fine-tuning the sector expenditure framework in consistency with overall macro-economic and fiscal perspectives.

Subsequent use is facilitation in setting up annual and multi-annual budgets, that is to say, the short-term technical and financial programming of administrative and financial actions. The formulation of short-term objectives – over one or two years – is carried out on the basis of the achievements and forecasts of the action plan. The simulation makes it possible to specify new anticipated achievements and their costs, which facilitates the programming of recurrent and capital expenditure. Estimates of national annual expenditure are provided by level of education and by category of expenditure. According to the level of de-concentration and/or decentralization, such expenditure can be disaggregated by region, by education level and by type and category of expenditure. National authorities, taking into account the objectives and the potential for development of each region, can take corrective measures necessary to balance budgetary programming. At the time of short-term budgeting, it is necessary for the simulation model to take into account significant parameters which have an impact on the cost of education, such as inflation, salary increases and the cost of educational goods and services.

However, a simulation model is a tool which can help foresee the *probable* evolution of an education system in the more or less distant future by means of a more or less limited number of baseline data and hypotheses of development. The simulated results will be probable, but *not sure*, because the future of a system also depends on unforeseen hazards and uncertainties which have an impact on the evolution of phenomena. This explains the need to update the baseline data and parameters as the implementation of the development programme advances. The baseline data and the hypotheses retained for the development of the simulation model are inevitably limited in number and consequently can not take into account all the parameters, be they identified or not, which regulate the evolution of an educational system.

References:

1. Education Policy and Strategy Simulation Model, User,s Guide, UNESCO, 2005
2. Gwang-Chol Chang, National Education Sector Development Plan. A Result-Based Planning Handbook, draft, UNESCO
3. Jae-Woong Kim, Financing and Implementing Education Development Plans: From Theory to Practice, in: Implementing and Financing Education for All, UNESCO, 2004
4. Medium Term Expenditure Frameworks – panacea or dangerous distraction?, Oxford Policy Management, 2000
5. Public Expenditure Management Handbook (World Bank, 1998)

Abstract

The modern world is changing at breakneck speed: new contours are outlined and the old ones are abandoned. Fundamental changes are happening on every avenue of public life. It is highly developed human resources, not natural resources, which are becoming the basis for the riches and welfare of a country. The main form of capital in the 21st century is knowledge, not money. Knowledge is the main factor determining and accounting for the competitiveness of an individuals and organizations. Intellectual assets are valued higher than material ones. The knowledge deficit is becoming ever more noticeable, amid revolutionary breakthroughs in ITC and MIS. Technology immediately calls for knowledge and adequate changes. The process of transformation from “technology” to “tecknowlegy” is speeding up with each passing day.

The definition of the concept of knowledge has always been an issue. We'll touch upon not the main philosophical concepts (Western, Indian, Chinese) knowledge but the issues of the concept of knowledge, relationship between education and knowledge, acquisition, accumulation and use of knowledge, and education effectiveness in the light of modern economics.

In Management theory and practice of the 21st century, Information Management yields leading positions to Knowledge Management.

The entry of a liberal market in Georgia in the last decade has resulted in anarchy in all areas of life. The quality of education dropped dramatically. Unnecessary education took on a wide significance – the education acquired does not correspond to the knowledge necessary.

Key Words: Effectiveness, Human resources, Knowledge, Management Theory

Knowledge is a targeted and coordinated action, solely evidenced in the quality of its demonstration. Knowledge is the achievement of the goal. Knowledge answers the question “Why?” Why did I receive knowledge? Modern educational system management answers the questions “What?” “How?” – what particular specialized education am I receiving, with what program and infrastructure? The educational system is completely focused on the specialist who needs higher education at best.

Why? What? How? – are integral parts of the educational system which calls for a holistic conceptual approach and management.

The critical precondition for the development of a state and society in the post-industrial epoch is transformation of the workforce into a “knowledgeable” workforce. Otherwise, it is impossible to address the problem. The economic recessions of 1997-1999 in developed countries hardly affected the areas focused on knowledge.

The main criterion against which education effectiveness is judged is the quality of transformation of education in knowledge. Knowledge can take a lot of forms. There are 5 forms of knowledge singled out in modern science (Nonaka & Takeshi, Warnel & Witzel):

1. **Macro-micro.** Macro-level knowledge is provided with public education resources. Micro-level knowledge is specialized knowledge possessed by a certain group of individuals.
2. **Built-in, Stand apart.** Built-in knowledge is one of the main components of a product or service. Stand apart knowledge may exist separately, independently from a product or service. It is used independently from them.

* Prof.Dr.Chief of the Department for training Process Management Ministry of Finance of Georgia

3. **Market – Non-market.** This sort of knowledge shows whether knowledge has any value on the market.
4. **Personal – Group.** Personal knowledge is specific for a certain individual that he/she uses to solve a problem. Group knowledge is possessed by a group of individuals.
5. **Transferable – Non-transferable.** This sort of knowledge shows the extent to which one individual may transfer knowledge to another, and how effectively the latter can use such knowledge.

Knowledge classification makes it possible to determine the directions of transformation of education in knowledge, often called knowledge transformation process: acquisition, management and use of knowledge.

Knowledge has revolutionary implications and, therefore, its life cycle is short. Knowledge grows old very fast. Permanent learning is its main asset. The institution of training in developed countries is a critical component of knowledge management. Employment policy has shifted to an accent on training and retraining, from the creation of new jobs and maintaining the level of revenues. Labor market challenges are basically related to workforce training that falls within the sphere of government regulation. Training costs in USA amount to 100 billion USD per year. The labor market structure, in turn, influences training. The professional market stimulates skilled workers to change jobs in order to achieve success in their careers, not have only one employer and a guarantee of emplacement.

Training and retraining is an organic part and strategy of the education system management in any country.

Training is a systemic, ongoing process used by corporations for the development of the knowledge of employees in order to increase their role in the achievement of corporate goals. Training is provided by the state and by corporations.

Training management consists of the following stages:

1. Analysis of demand for training;
2. Training implementation;
3. Training evaluation.
 - a) Evaluation of trainees;
 - b) Evaluation of training level;
 - c) Training application quality;
 - d) Results.

Trainings include all the employees of all levels of a corporation. A modern corporation is characterized by a high level of mobility and rotation. A High level of rotation calls for extension of knowledge and skills, which can be provided by trainings.

New information technologies fundamentally change economic activity. The 21st century is the epoch for new network economics. Modern knowledge in this sphere will be useless in future. Many aspects of traditional economic sciences are becoming unfit for network economics.

New economics is governed by new rules. [New Rules for the New Economy, Kelly, 1998]. The following are the main rules:

1. **Cover the mass.**

Network management is much more effective than centralized management. The autonomous network of autonomous structures is the basis for the new economy.

2. **Increasing returns.**

The new economy operates by the law of increasing returns, not by the law of diminishing returns.

3. Profit, not deficit.

New technologies create profit, not deficit.

The hallmark of the new economy is opportunity maximization, not profit maximization.

4. Provide free consumption.

The basis of a profit-focused economy: Better is cheaper, the best – virtually free.

5. Provide network above all.

Rejection of network is tantamount to suicide

6. Surrender tops.

Do not wait for a slump, make advance preparations to change the situation. Move to a new place. “Creative Destruction” is part of the creation process.

Instead of making changes, establish new in old.

7. From territorial place to space.

Territorial proximity, perception of geographical place is replaced with spatial sense – wherever, however.

8. No harmony, everything is in constant motion.

Chaos means harmony – challenges must be developed, not established.

9. Relationship technology.

Development of relationships is the main economic phenomenon. Ensuring relationships is the cause of increased performance in any organization. Production and consumption join into one economic process: “prosuming” (producing and consuming together). Interdependence is a new economic phenomenon. It is on its basis that mutual trust develops that, in turn, serves as the basis for free market.

10. More opportunities than effectiveness.

Opportunity is the source of wealth. Better to introduce innovations ineffectively than effectively solve obsolete standard challenges. It is effective to form new opportunities, not to optimize the existing ones. Therefore, performance in its classical sense is the wrong goal to solve challenges in the new economy. The new economy is the economy of opportunities. Higher performance in fulfilling unnecessary works is much worse than lower performance in fulfilling necessary works.

The rules of the 21st century economy substantially change the education effectiveness evaluation model. The education effectiveness must be evaluated in view of the following main aspects:

Reintegration of labor and jobs. From labor distribution to labor reintegration. Isolation of education from these processes and its extreme specialization causes its loss.

Proceeding from the network relationship principle, the effect of any activity is determined by the economic and market added value (product sales proceeds minus all production costs) and not by a single-dimension parameter such as ROA, ROI, ROE (revenue/expenses).

Human capital theory and education costs were first addressed by Adam Smith in his *Wealth of Nation*. The effectiveness of the investment made in human Capital, namely in education, is still determined by Adam Smith's formulation: Education costs produce revenues in future. They are identical with the effectiveness of investment in equipment and are calculated by correlating revenues with expenses.

The effectiveness of education costs is determined in view to individual students and on a national scale (public effectiveness).

The effectiveness of a student's university education costs is determined by the formula:

$$NPV = \sum_{i=21}^{60} \frac{income_i}{(1+r)^{i-21}} - \sum_{j=18}^{21} \frac{costs_j}{(1+r)^{j-18}}$$

Where

NPV – is net present value, the difference between the present revenue earned in future and present costs of education.

r – return on investment ratio of the country.

The government makes considerable investments in the nation. What's more effective – investing in education or in other alternative programs? The above methodology is employed on a public scale as well, but with the following adjustments: costs include the entire public subsidy in education, and revenues – social return to be earned by improving the population's educational level.

The effectiveness of education costs is determined by the revenues/expenses principle.

The modern theory of human capital development must be based on the new economy and labor market operation principles. It is necessary to consider effectiveness in the aspect of knowledge, not in the aspect of the higher education acquired.

The main problem is to determine effectiveness of an added value. Education effectiveness study must be a priority in the management of the national education system. Having a clear and full insight into the public costs of education and return from it make it possible to make the right decisions.

The national education system management requires orientation to new economic rules.

Reform Development at Tbilisi State University

Nino JAVAKHISHVILI*
Teona ASLANISHVILI**
Lika GHLONTI***

Abstract

Georgia is in a process of building a new democratic state that includes a transitional stage of reforms in most of the spheres of public life. The reform of higher education is no exception. Two important events mark the higher education reform:

- The new Higher Education law was adopted by Georgia's Parliament in 2004. The components of the law are mainly driven by western European and USA achievements and experience in the field (www.mes.gov.ge).
- Georgia joined the Bologna process in May 2005 expressing its will to become a member of the European community and be able to exchange students as well as specialists within the united European space.

While discussing the aspects of higher education reform in Georgia it should be noted that as with any reform, it is an ongoing process and we should not be expecting immediate results. At the same time, constant monitoring of reform is of utmost importance (Pascarella 2006, Miller 2007), as the inevitable mistakes and misunderstandings can be corrected immediately as has been done in health-care field.

The student survey conducted by the quality assurance service in Tbilisi State University (TSU) served this very aim – gaining student feedback about an ongoing reform that would provide a potent tool for further improvements.

The reform in TSU has been extensive, and the amount of work realized quite impressive. While it would take a lot of space to describe in complete details, several key aspects will be discussed.

Key Words: Survey; Elective Courses.

The administrative changes

New positions are introduced, and some old ones eliminated. All of these changes reflect development towards a more open and democratic model of management, where decisions are made through a participatory process. The university is governed by its faculty and students through elected academic and representative councils that, in turn, elect the university rector and a chancellor. The new administration tries to make the teaching process more organized with required syllabi, curriculums and other relevant documents, which were not in place after the Soviet Union collapse.

Department structure changes

Departments have been merged into six larger faculties:

- ! Humanities
- ! Exact and Natural sciences
- ! Social and political sciences
- ! Law

* Assoc.Prof.Dr. Ivane Javakhishvili Tbilisi State University.Georgia

** MA. Ivane Javakhishvili Tbilisi State University.Georgia

*** Assoc.Prof.Dr.Caucasus International University. Georgia

- ! Medicine
- ! Economics

Each of these faculties oversees departments. For example, Humanities includes philosophy, languages, and history, Exact and Natural Sciences includes mathematics, biology, chemistry and so on.

Student and faculty changes

Student-centered teaching is being gradually introduced by providing more freedom to students and giving them more responsibility for their own development. Major and minor specialties and elective courses are offered. The accent is shifted more towards self-study. 100 score grading system is introduced to provide more accurate evaluation of student knowledge and abilities.

These changes together with some nationwide innovations are summed up in the two tables below:

Table 1: Changes in Higher Education System from Students' Perspective

What has changed? Student perspective

OLD	NEW
Admission process – exams administered locally, by higher education institutions	Admission process – exams administered countrywide by an independent agency/ministry of education
Mobility within the country	Mobility on a larger scale - European credit transfer system (ECTS) ¹
Less specific - 5 score students assessment system	More specific - 100 score students assessment system
Specialty with a heavy load of specific courses	Major and minor
Only required classes	Required and optional classes
Number of classes(exams) per semester was higher	Number of classes (exams) per semester is lower
Study process less organized	Study process more organized

Table 2: Changes in Higher Education System from Faculty's Perspective

What has changed? Faculty perspective

¹ European credit transfer system (ECTS) means the credits given to students are accepted everywhere within the European space, so that a student can get a credit for a course taken in Georgia and transfer it to any university in France, for example, or any other country that joined the Bologna process. One credit means 25 hours of student work load, including class hours and self-study.

Admission process – 1/3 of students were very badly prepared	Admission process – students are better prepared
Faculty positions – docent, professor	Faculty positions – assistant, associate full professors
Teaching load was higher, while salary was lower	Teaching load is lower, while salary is higher
Form of exams was mainly oral and Number of days for exams was higher	Form of exams is mainly written and Number of days for exams is smaller
Less paperwork was required	More paperwork is required

The corruption level, teaching style and quality assurance have changed in the past two years. Students and teachers in the country were equally affected by the high corruption level in all spheres of higher education; its level has been reduced significantly (it is not realistic, of course, to expect it drop to zero in such a short period of time). The teacher-centered approach with mostly lecture type classes, less discussion and fewer accents on self-study moved from traditional towards a student-centered approach. Teachers are gradually implementing variety of teaching methods. Quality control service has been established. At the same time, simply introducing new teaching approach and styles, i. e. analyzing case studies, problem-based learning, team-work and many others, does not necessarily produce better results in terms of acquiring knowledge, as the learning behavior of the students should also be taken into account (Hilliard 1995). If students are not familiar and comfortable with these approaches, the effect will be significantly less (Houlden et al. 2001).

The aim of the survey was to find out if students understood changes introduced during the reform and what their attitude is towards these changes, how well the students are informed about new developments. The results were grouped into four blocks:

- ! learning facilities/infrastructure, and materials provided by the university
- ! information about matriculation process provided by the university
- ! students' attitude to the reform and the university
- ! students' knowledge of new regulations introduced after reform

(Note: we have not asked students about their professors' performance, but results provide us with some indirect information about teachers too).

In total, 1144 students were surveyed

- 565 freshmen – 49.6% AND
- 575 sophomores – 50.3%

As Spiel and colleagues point out, the phases of education in which students are, should be carefully considered (Speil, Schober, Reimann, 2006). These issues raise debates at Tbilisi State University quality assurance service representatives as well. Many would argue the first and second year students are not the best to judge problems of learning and teaching. We deliberately chose the first and second year college students as they are the best sample to serve our survey aims. The reforms at this stage were directed more towards college students, the year 2006-2007 was the first year to introduce major

changes and innovations, so only the freshmen should have been affected, although certain changes should have influenced sophomores as well. Therefore, the difference between these two groups should be relevant for the purposes of our study. However, we did not find any significant difference between the data of these two groups, which is not a very reassuring result, indicating the effect of reform is not there.

I block: learning facilities/infrastructure, and materials provided by the university

This issue is probably not as relevant to western universities as to the universities on former Soviet space, as lack of facilities has been a problem since Soviet Union collapse in many post-Soviet countries (Love, 2006).

There are several problems considering learning facilities and materials: lack of auditoria/classrooms, lack of textbooks, no heating, lack of appropriate equipment, etc. The main message of the survey was that poor facilities impact about 80% of students significantly. Improvement of university infrastructure should therefore be one of the main objectives, and these findings must be considered while structuring the university budget.

- Only 34% of students can afford textbooks, the rest are copying, lending, sharing with friends, etc. 26% of students spend about 40-50 GEL per semester for copying, the rest – less.
- 58% of students state that professors fail to attend lectures/seminars! This is true for all faculties (slightly better is the situation at the faculty of Exact and Natural Sciences).
- Only 26.8% of students think the second semester was better organized than the first one, and 50% don't see any difference.

II block: information about matriculation process provided by the university

60.3% of students claim that nobody was available for consultations while choosing courses. Only 18.4% of students have received all syllabi in advance; 81.6% received only the part or no syllabi at all. At the same time, only 25% of students think the syllabi can help them while planning learning activities. Probably the students don't really understand the purpose and function of syllabi.

III block: students' knowledge of new regulations introduced after reform

Half of students have no idea what a "credit" is (we doubt if all professors understand it either). 14.1% of students don't know why they should choose subjects. The situation is slightly better at the faculties of law and social and political sciences, and worse at the faculties of exact and natural sciences, humanities and economy and business.

The purpose of major/minor is not clear for 57.1% of students. 42.9% don't know anything about majors and minors. These are alarming results!!!

IV block: students' attitude to the reform and the university

Attitude to the assessment system is positive (63%). It was expected that more than one third of students would be unsatisfied by the new assessment system, since it demands more student involvement through the whole academic year and enhances competition among students, which is a painful process.

- 73% of students are satisfied with their major. The percentage of students, not satisfied with their minor is higher. The situation at the faculties of Social and Political and Exact and Natural sciences is relatively better and worse at the faculties of Economy and Business and Humanities.
- 73.9% of students are satisfied being students of TSU. But the majority of them like learning at the TSU because it is a prestigious university.

- 49.2% of students think that new assessment methods and reduced learning workload have a positive impact on the learning process. The largest number of students satisfied with those changes, are from faculty of arts and humanities.

In the last block positive answers outnumber negative ones. Here we have most optimistic views.

To sum up the survey results:

- ! Poor study conditions are a serious obstacle for 80% of students
- ! 25% of students do not know what major and minor mean
- ! 14% of students do not understand the idea of optional/elective classes
- ! 54% of students have difficulties in reading in other than Georgian language and therefore, have problems with textbooks
- ! 60% of students feel there is no one at the faculty to give them advise
- ! Only 50% of students understand well what credit is
- ! 30% of students do not see the point of having syllabus
- ! 64% of students think new assessment system is better than the old one
- ! 73% of students are happy with their major
- ! 86% of students are happy with their minor
- ! 55% of students did not get syllabi
- ! 58% of students say professors skip classes, 6% (out of the 58%) say they skip classes quite often!

Challenges:

The number of classes has been reduced, so an undergraduate student does not have to take more than 3-4 courses every semester, which is good, provided the classes demand the same workload as their western models do. Unfortunately, this is not the case. The number of hours an average undergraduate student spends studying in the US universities is practically the same as a normal working week for any employee: 40 working hours, 8 working hours a day. The new TSU curriculum is constructed based on the ECTS system, which means our students should have the same work load as their western peers do. But, as many professors do not yet understand the new system well, the workload for students they put in their syllabi is not calculated right. The students themselves do not give enough time to self-study.

Apparently, self-study is not a strong point of our students and has not been of much practice and tradition in Georgian universities. A traditional approach to learning as knowledge received from others and authoritative sources that was predominant in soviet era (Mikhailov, 2006), is being substituted by the social constructivist perspective (Resnick, 1989), where knowledge is created and learning means being active and involved: “learners are active constructors and organizers of their own learning” (McClellan and Soden, 2005). Therefore, self-regulation is required from students. That is, unfortunately, not yet understood by our students and by many of our professors, as well.

Departments are merged into larger faculties, so there are 6 faculties now, and students have a broader choice of majors and minors. However, the range of subject choice is not as broad as in the US universities. In the US, a freshman can become a major in any field starting from mathematics and ended by history, because a student enters a collage of Letters and Sciences. At TSU, a student enters a faculty of Humanities, thus can not make major in mathematics, or enters a faculty of Economics, meaning that he/she should become a major in economics, etc.

The idea of understanding education as business (in its western form) is slowly entering the university, like: career unit is created and it supports students in getting jobs and internships, web-site refers to potential business employers to take university students, but the holistic approach to education as a business still needs to be developed.

These rather negative results don't have to cause pessimism or strong criticism. We have to consider this as a signal, showing us problems and indicating possible "treatment" methods.

Recommendations:

There is no doubt that reform is needed and has to be pursued as soon as possible with intensity (). The reform is a painful process and we do need supporters; the more of them we have, the fewer obstacles would disturb the process. To encourage students and professors to support the reform, the university administration has to plan its activities very thoroughly.

Special programs for students, professors and administrators should be developed. They all have to know:

- ! What is a credit, how it is related to the students workload, mobility and subject choice;
- ! What is a student's workload and how it is calculated;
- ! What is a syllabus, what is its role in the teaching/learning process, how should it be developed, how should professors realistically plan teaching activities;
- ! What are the duties and responsibilities of professors and students? Specific instructions and contract forms should be developed;
- ! What is the main idea of the new assessment method?

Learning facilities/infrastructure and materials should be improved; this is true for all faculties, although with different focuses:

- ! Faculties of Law; Social and Political sciences – increase the number of auditoria/classrooms;
- ! Faculties of Medicine, Exact and Natural sciences – install a heating system;
- ! Faculties of Economy and Business; Exact and Natural Sciences – purchase classroom furniture and equipment.

Faculty administration should pay attention to proper and timely preparation of timetables for lectures/seminars. This is especially important for faculties of economy and business; law; social and political sciences.

A "textbook program" should be developed in order to ensure the availability of Georgian language core textbooks. Editing and re-publishing of already-approved textbooks should be supported.

The university must support professors in writing new textbooks by reducing their teaching workload, etc.

Assess how much students pay for copying learning materials and determine what is the most cost effective – copying or development and publishing of new learning materials). Of course, university libraries must be supplied with the proper volumes of new textbooks.

Professors should revise their syllabi and plan more carefully students' workload, amount of homework, etc.

Each faculty needs a special person responsible for student counselling and guidance.

Our responsibility is to introduce a tradition of periodic student surveys, and more important, track implementations of recommendations. As already mentioned above, these results must be considered not only while planning learning/teaching activities, but also while structuring budget and elaborating strategic plans of the university. (Miller 2007, Mok 2006).

This survey has shown that students, in general, support the process of reform. We will also try in the future to plan our activities in the way to increase cooperation between students, professors and administration and to avoid answers like:

- ! Professors never meet with students
- ! Professors never answer our questions
- ! Professors are rude
- ! Nobody has time for us

Most of the changes brought in by the reform require more responsibility and effort from students, faculty and administration. It is a hard work and all three groups have to be prepared for these increasing demands. As McClellan and Soden's study has shown, students self-regulatory skills improve as a result of pedagogical intervention: "Students reported they engaged in more self-regulation after the intervention than they did prior to it" (McClellan and Soden, 2005) thus proving that self-regulation and self-study skills can and should be acquired. This equally concerns students and faculty, as teachers should also be taught to acquire and use learning techniques to support students "in their development towards becoming self-directed learners" (Hartley, Woods, Pill, 2005).

We do hope that the results of the survey will help us to plan our future activities, correct mistakes and will be useful for those higher education institutions, who are just beginning or intend to reform the study process.

References:

1. Hartley, Woods, Pill (eds.) (2005). Enhancing Teaching in Higher Education. New Approaches for Improving Student Learning. Oxford: Routledge.
2. Hillard, Robert. (1995) How do Medical Students Learn: medical Students Learning Style and Factors that Affect these Learning Styles. *Teaching and Learning in Medicine* 7:210-10.
3. Houlden, R. L., Collier, P. J., Frid S. I. John, and H. Poss (2001). Problems Identified by Tutors in a Hybrid problem-based Learning Curriculum. *Academic medicine* 76:81
4. Love, C. (2006). Developing management education in the countries of the former soviet bloc: Critical issues for ensuring academic quality. *Innovations in Education and Teaching International*, 43(4), 421-434.
5. Maclellan, E., & Soden, R. (2006). Facilitating self-regulation in higher education through self-report. *Learning Environments Research*, 9(1), 95-110.
6. Mikhailov, F. T., & Shenfield, S. D. (. (2006). Education and state power. *Journal of Russian & East European Psychology*, 44(1), 55-96.
7. Miller, B. A. (2007). Assessing organizational performance in higher education. Hoboken, NJ, US: John Wiley & Sons Inc.
8. Mok, M. M. C., Lung, C. L., Cheng, D. P. W., Cheung, R. H. P., & Ng, M. L. (2006). Self-assessment in higher education: Experience in using a metacognitive approach in five case studies. *Assessment & Evaluation in Higher Education* .Special Issue: Learning-Oriented Assessment: Principles and Practice, 31(4), 415-433
9. Pascarella, E. T. (2006). How college affects students: Ten directions for future research. *Journal of College Student Development*, 47(5), 508-520.
10. Resnick, L. (1989). (Ed). *Knowing, learning and Instruction*. Hillsdale, NJ: Lawrence and Elbraum Associates.
11. Spiel, C., Schober, B., & Reimann, R. (2006). Evaluation of curricula in higher education: Challenges for evaluators. *Evaluation review*, 30(4), 430-450.
12. The Higher Education Law of Georgia. www.mes.gov.ge

A Critical Philosophy Reforming Higher Education The Case of Life-Long Learning, Knowledge Society

Byron KALDIS*

Abstract

This paper provides the framework of a critical philosophy of education that could assess the merits of new trend in Higher Education, in particular trends like (a) Life Long Learning associated with Open Universities and Distance Learning as well as (b) the emergence of a so-called Knowledge Society that is linked to Life Long Learning.

Key Words: Foundation Principles; Operational Processes; Reforms In Higher Education; Formation of a *Knowledge Society*; Assessment of the Greek Educational Reform.

1.

Higher Education (HE) has witnessed a significant expansion at the end of the 20th century both in terms of a widening of its organizational spectrum and student body as well as in terms of a deepening of its institutional presence and mushrooming of educational schemes. This is especially true of Europe as is attested by the relevant statistics. The widening of HE has taken many forms but the basic idea seems to be that, compared to its dominant 19th century form of a Humboltian institution of *Bildung*, HE has turned from a secluded-cum-selective tertiary education aimed at specific social classes to a ‘mass’-catering institution. The other major change, in concert with the widening of its social structure, is the introduction of various schemes of Life Long Education (LLE) and their contemporary proliferation. The presence of the central state, as a result, has changed accordingly: witness the debate on the introduction of tuition fees currently underway and the attendant issue on the ethics of ‘participation’ of citizens in the financial burden of HE. More generally, the use of HE in order to advance social and political schemes towards socio-economic equality and political or social cohesion appears as a definite political goal internationally.

Eastern Europe is one geopolitical area currently undergoing the major changes in HE first introduced in Western Europe, privatization and LLE being two prominent changes in this respect in ex-socialist countries. The types of structural or organization changes that HE is exhibiting are various, encompassing those of institutional differentiation (e.g. LLE or Long-Distance or Open Universities vs. conventional ones), new forms of higher institutions of Further or Vocational Education and of course new forms of Study Programmes and Bachelor Degrees, new methods of teaching (primarily LLE and student-orientated forms of learning-how-to learn), widening access to education, flexibility of modular structuring or self-made customized study programmes, or even new types or research institutions in which the presence of the European Union is central (e.g. such examples are the EU-planned “European Knowledge Centres” (EKC), singularly focused university ‘mega-centres’, explicitly specialized research institutes, at the periphery of which will lie the multi-faculty traditional ones).

One theme that is becoming quite prominent in educational debates nowadays is the link between education and enhanced or ‘deep citizenship’, i.e. the link connecting education and especially new trends in HE with the forming of responsible active citizens and moral agents, thus enhancing democracy; in fact, one of the challenges in current debates on this theme is aiming at a further goal, namely the formation of new citizens whose increased moral awareness encompasses issues that relate not just to internal state or social policies of their own country but, perhaps more importantly, issues relating to global justice and international humanitarian aid, as well as to the emergence of a new type of ‘cosmopolitan citizen’.

Another major development in discussions about new trends in HE has to do with the widespread realization and its increasingly public avowal that HE is or must clearly be related to economic

* Assoc. Prof. , The Hellenic Open University. Greece

factors at several levels. That is, economic developments and new financial realities cannot be ignored either at the level of analyzing the causes of any relevant changes that must accompany HE (e.g. why the introduction of LLE is inevitable and what it must offer, why must employability be an imperative and what it means for people's lives, or why we need altogether new schemes of HE) as well as at the level of structuring specific study-programmes and degrees within particular universities with an eye at economic goals that can be served by connecting university courses with the outside economic sector (mainly the private one). This is of course not without its severe critics.

Thus new trends in HE that to some critics seem to fall victim to economic considerations only, such as LLE in particular, are seen as one-sided or merely instrumental-vocational in scope and not strictly-speaking educational – failing, that is, to measure up to the Humboltian idea of *Bildung*. Such trends in HE are seen as only caring to meeting skill-shortages or introducing new or continuously evolving skills driven by demands in labour markets. To others, who are less outright critical of such new trends in HE, that is, to those who see HE as a place where it is possible to accommodate economic considerations with educational-cum-cultural aims within universities that assume a new structural form, it is imperative to underline the need for social changes that must be linked to economic desiderata. That is, for the latter, economic goals and their causal influence can indeed be doubly reconciled both with a cultural policy that would not allow universities to be transformed into mere labour-market addenda, i.e. catering for businesses only, and reconciled also with the idea that economic causes demanding new types of HE do not have to be completely devoid of socio-political or economic goals in favour of those being educated by these economic-driven schemes: in the latter case, some thinkers point to the fact that combating social and economic exclusion or simply educational exclusion or widening the class range of the recipients of the benefits of HE is not incompatible with free market. It is, however, quite clear that, as policy has developed over the years, it is linked with what is known as the 'knowledge society'. Opening-up access to education – even if as a result of simply economic-driven changes – can be seen as a means that has positive benefits, too: "ensuring that those most at risk for reasons including geographical location, socio-economic situation, ethnicity and disability are afforded greater opportunity within new trends in HE" (Osborne 2003). It is therefore quite crucial to decide as to whether social and economic justice can accompany new schemes of HE that are clearly instrumental in their reception, or decide upon which such schemes can indeed effect such a double benefit and which not, especially in the case of LLL. Widening and/or deepening access to HE, it has been said, may or may not have this beneficial double objective. It is one thing to show that economic expediency or labour or business demands may lead to humanitarian results, to put it rather provocatively, yet it is quite another thing to evaluate the moral criteria of such accidentally beneficial causal chains. In addition, empirical studies in some European cases show that widening access, for instance, has not been attended by concomitant structural institutional changes that would have been necessary for effecting the double objective. What is more, it also claimed that some times this double objective may be structurally 'dichotomous' from the very beginning: i.e. it is not simply the case of not being empirically possible to attract and include wider audiences to HE traditionally excluded, i.e. social strata that prove recalcitrant to new trends that would open up HE to them, too, but, rather, being impossible by definition right from the start. Mass-education does not necessarily imply overcoming subtle internal distinctions regarding socio-economic divides that new forms of HE, like LLE, should have been more sensitive to (as opposed to merely mechanically raising the numbers of those participating in HE without exercising any 'positive discrimination' schemes or changing the attitudes of traditional universities of even social classes or of whole student bodies who readily react against any LLE schemes for instance).

One way to see this 'dichotomous' structural results that some critics point to, is by bringing in the concept of democratic participation. On the one hand, it is said that LLL opens up inclusiveness, as we have seen, or even integration into the benefits of society of larger population numbers, as some claim, while on the other, it is said that inequalities, exclusion or stratification are not uncommon as a

result of certain economic path-dependencies. Some critics claim that, appearances to the contrary, LLL is not promoting democracy because wider access to HE does not always square with economic growth that is beneficial for wider strata of the thus educated workforce.

As Osborne (2003) has summarized criticisms found in the relevant literature: “Improving access is one thing, but ensuring progression both within and beyond higher education is another. It is clear that many more people in Europe now benefit from increased and wider participation. However, the gains may not be as widespread as the champions of access would wish, and equity in terms of entry to higher education is differentially spread across Europe within the panoply of institutions offering HE and within discipline areas. ‘Getting on’ and ‘getting beyond’ are another matter, and even if some aspects of access are ‘solved’, attention now must be turned to questions of retention and progression if the gains of access are to be consolidated.”

2.

LLL, together with adult education more generally, form one prominent area of changes in HE, the other being that of ‘knowledge society’. That LLL plays such a prominent role as a kind of new social force is evident in the fact that its widespread institutional presence in an increasing number of countries is considered a crucial and indispensable lever of social change or even a potent social remedy. It is therefore imperative to be clear about the concepts involved. In the case of adult education and LLL, there usually are two sets of concepts being employed, both having in common the ‘life-long’ element but each set differing from each other as to whether these new schemes of HE must be understood as ‘education’ or, alternatively, as ‘learning’ – whereby in the latter case the emphasis is on educating people to be able to learn in the sense of acquiring a method or operational skill of “learning-how-to-learn” as opposed to traditional education whose form can be summarized as the imparting of a given stock of previously discovered, developed and acquired knowledge-information. Here, we may say, there is a contrast between open forms or creative forms of learning and self-evolving methods on the one hand, as opposed to a closed form of conventional educating, on the other. Mainly the former puts the emphasis in the learner rather than on the teacher, the opposite being the standard form of the latter. This alternative new trend that defines LLL is sometimes put as “an emphasis on demand (pupils) rather than on supply (teacher)”. In addition, being a self-evolving method or ‘open form’, as I called it here, the institutional structure as well as method and general philosophical outlook of LLL can be expected to be self-evolving and open-ended in the sense that, compared to traditional HE, the concept itself is evolving. New LLL trends in HE, though here introduced by me in tandem with ‘adult education’ as forming one area of major change, must nevertheless not be confused with each other. LLL is to a certain extent a sub-case of adult education – though it does not have to be so from the point of view of the criterion of age – but the main point is that adult education schemes were in a crucial sense prior to fully-fledged LLL in its contemporary forms. The older schemes of adult education were standardly not part of conventional HE. LLL, by contrast, is by definition part of the changing landscape of HE, i.e. LLL, despite its other forms, is assuming its own institutional site, that is, its own type of universities. This is a significant social and cultural change. It is not simply a case where economic demands necessitate continuing training for the workforce or lower white-collar staff but, rather, it is a case where the very idea of university education and of the institution of the university itself being altered significantly so as to include the form of LLL. In fact, some critics of LLL point to this fact in order to castigate it, i.e. to the dangers it poses for university education, as they see it, or to the philosophical implications for HE.

In addition, it is claimed that LLL should be understood even more radically as involving a “process of conscious learning from childhood through to active retirement with emphasis on creativity responsiveness, initiative and the ability to handle and synthesise knowledge on the part of the individual” (OECD, 1996). According to (OECD, 1996:89), such characteristics could be summed up as follows: a) a strong emphasis on the intrinsic as opposed to the instrumental value of education and

learning; b) universal access to learning opportunities regardless of age, sex, or employment status; c) recognition of learning in diverse settings and not only in educational institutions; d) great diversity of methods of teaching and learning unlike conventional education; e) promotion in learners of personal characteristics useful and/or required for subsequent learning including motivation to engage in self managed independent learning; g) LLL «as a critique of, and an alternative to, conventional ‘front end’ educational philosophies».

Two levels are sometimes distinguished as jointly defining LLL: (a) wider access to HE (as we have said) implies the emergence of a new type of student and even of a new – hitherto neglected – types of life-long acquired knowledge (see e.g. work-based postgraduate study programmes offered by Long-Distance Institutions of HE); (b) a turning away from teaching towards learning, a turning away of strict disciplinary-based courses and discipline-defined education to wide-domain or interdisciplinary learning practice, from conventional academic knowledge to the acquisition of ‘personal and professional skills’, an abandoning of regimented curricula to self-made, customized or student-selected and student-designed degree programmes made of modular courses.

According to the report to UNESCO of the International Commission on Education for the Twenty-first century, LLL must encompass four pillars, which are the foundation of education, namely: learning to be, learning to know, learning to do, and learning to live together (UNESCO, 1996: 85-110).

Taken from a source that summarizes conceptual and theoretical variations on the theme of LLL, ingredients in its definitions that are usually put forward (and can be found in all the relevant literature) include the following: an emphasis on education as a lifelong process; systematically enhancing the individual’s ability of learning to learn; development of autonomous flexible thought; ability for synthetic and creative handling of knowledge and information; encompassing formal and informal educational influences, including experience, with the ultimate goal of promoting individual autonomy and self-fulfilment; encompassing all individuals and being demand rather than supply-led. Compared, thus, to conventional formal education, LLL is different both in content and character and it is usually along such lines that it is defined and discussed. In a European international research project undertaken some years back, the definition of LLL learning had to be broad in order to encompass different forms of educational provision and different forms of LLL existing in several different countries. As a result, the authors of one such national report, the one on Greece, Kokosalakis and Koniordos (2000), adopted the following definition «*Those novel forms of teaching and learning that equip students (learners individuals) to encounter with competence and confidence the full range of working, learning and life experiences*».

In that Report we read the following (attesting to some of what I have claimed on theoretical grounds so far): “The study of LLL at university level carries with it profound theoretical and methodological implications, which concern the nature and status of university education itself in contemporary society. Conventionally, university education *has not been for everybody*. In principle, and to a large extent in practice, university education has been elitist. Certainly only persons with specific qualifications and certain intellectual quality need apply for such education. Also university education in its traditional form has been strictly characterised by disciplines. In LLL, by contrast, educational philosophy and practice is radically different. LLL within the «learning» and «information» society *is potentially for everybody*. Indeed, the cohesion of «knowledge society» demands that as large sectors of the population as possible are educationally competent. So, the OECD Education Committee at Ministerial level met in Paris in January 1996 with the specific aim to discuss «broad strategies for making lifelong learning a reality for all» (OECD, 1996:13). But for the researcher, LLL in this sense presents special problems not just in defining it but also in finding it. As we have seen, the morphology and the application of the concept of LLL covers such a broad and variable spectrum of educational provision and practises that it is impossible to encompass them within a single conceptual and empirical framework. The logic and philosophy of LLL, thus, poses acute

problems for the universities and this was obvious to us at a methodological level as we had to decide which types of curricula to investigate. Conventional undergraduate studies, apart from the special disciplines that they impart, they also equip students with special critical competence. In that respect such studies endow students with an aptitude for LLL. ... [N]ew types of programmes ... fall under the umbrella of LLL beyond undergraduate courses. At the conceptual level our definition served also as a guide for the empirical directions of the research and includes the following parameters:

- ! universalism - wider categories of students
- ! lifetime learning
- ! focal point, the individual learner not the institutional provider
- ! shift in balance from learning substance to learning process.

Following our definition we adopted four operational criteria, which set the framework for the fieldwork, the type of courses to be investigated, as well as the literature and documents to be examined. These criteria are:

- ! new conceptions of curriculum content
- ! new modes of delivery
- ! new access policies
- ! new accreditation and quality assurance procedures

Not all criteria may apply to all forms of LLL”

3.

(a) We are witnessing today contemporary demands to train people or the workforce in a way that is conducive to social and economic changes. At the same time we hear, by contrast, contemporary castigations against LLL as being harnessed to the demands of the economically dominant interests of either state capitalism or transnational corporations. Similarly, what were at the time of the rise of modern experimental science criticized as responsible for the lack of scientific certainty (which the modern age was lamenting) were none other than the medieval universities, being seen as ‘the seats of learning’ where the wrong type of learning was taught, i.e. the non-empirically-driven, logico-deductive ‘disputatious’ sort rather than the experimental or realistic. We are witnessing something analogous nowadays. Modern universities, too, are now blamed for the same kind of supposed inadequacies and distorted vision by the advocates of utilitarian vocational training asking to replace the ‘University of Culture’ by the ‘University of Excellence’. The ability to implement an educational scheme that would not simply train people but would also provide them with moral formation was quickly seen to imply a corresponding social and institutional change that would be able to accommodate it. Otherwise it would obviously remain chimerical. This is not something that has escaped the attention of modern writers on LLL both pro and con.

For many philosophers of education, HE that would aim at enlightening people and forming them into good citizens and the like, must be under the control of the state, which means that the political state itself must evolve. This shows that any argument in favour of a specific content that education must have necessarily involves a reform cast wide enough to encompass political changes. In this sense, contemporary positive assessments of LLL are following the same pattern more or less demanding corresponding adjustments to government institutions including financial or welfare schemes that would empower individuals undergoing such education throughout life. Conversely, it shows the danger of letting political and economic developments dictate what is to count as ‘enlightening’ people or ‘forming civic virtue’ in accordance with interests which, far from letting individuality flourish or allowing people to enhance their talents or shape their way of life, stifle autonomy. Instead of Enlightenment’s simultaneous, coterminous, evolution (of state and individual), we witness a one-sided kind of development.

(b) The initial concern behind LLL arose out of the structural economic and social needs that demanded a workforce that could not be stuck with a singular job or skill. However, it has become increasingly apparent that the blue-collar workers are not the only targets of these changes and that, consequently, LLL is expected to be the required staple in the work life of even the upper echelons of the labour market (all this assuming of course that Rifkin's thesis about the end of work does not turn out to be true). Not to be ignored is the danger that as long as universities do not adapt themselves to the requirements for a lifelong training of people (to satisfy the demands of knowledge-based and service-based industries, let alone the blue-collar workers' constantly changing skills), traditional universities will be replaced by corporate universities or multinational firms' learning institutions explicitly geared to that purpose (the latter have already appeared). Notice here the criteria of rapidity of job- and skill-change as a result of constant technological as well as organizational innovations plus the criterion of globalized form that an increasing number of job-types take on. Obviously, the humanistic educational principles have gone by the board, for the objective now is global business sustainability while responsibility is firmly turned towards the shareholders despite the rhetoric in terms of stakeholders itself a controversial theory within academic business ethics.

Let me say a few things in advance of KS a propos the rapidity of knowledge change: LLL is aiming at curriculum changes that privilege the development and acquisition of skills, and what is more of new skills that are specifically transferable. Globalized conditions of labour plus the rapidly changing knowledge that becomes quickly obsolete is usually thought of as necessitating LLL that is constantly adjusting accordingly (though in section 4 below I shall raise the point of whether we can be so clear about the relative causal priority of changes between education and work). That is why emphasis is put on the motto "learn how to learn", i.e. no stock of substantive content of knowledge is important since it is rapidly changing but the formation of a skill to learn. But see further critique in section 4.

(c) LLL's educational objectives seem authoritarian in the sense that the goals and need for such continuous learning are set from without – that is, the source of value lies outside the subjects themselves: it may well be an ideal such as justice or something more prosaic like the sustainability of the global economy or some narrow economic interest, but always something that the recipients of such learning have not chosen nor even discussed themselves. The objectives are directed by those who are somehow 'enlightened' or knowledgeable.

It has been claimed as a criticism that LLL does not bother about virtuous character or moral reflection at all, of course. By contrast, as we saw the thinkers of the Enlightenment and its immediate aftermath were predominately preoccupied precisely with this. But they had a more complex manner in deciphering what the character formation must involve. They relied heavily on the theses on the importance of knowledge or imagination

Let us briefly look at the notion of '*diversity*' so prominent in recent discussions of LLL. We must first distinguish between two notions of 'diversity'. First, there is what can be called normative diversity referring to any social, moral, or cultural diversity exhibited in the modern world. This type of diversity as a social fact requires what can be called civic education. The latter would include, perhaps in pride of place, such curriculum subjects as cultural studies and the humanities, and it would further require to successfully integrate extra-school as well as extra-university education (this is close to what people like I. Illich envisaged as the 'learning society'). Second, there is another type of diversity which we may call structural and refers to the contemporary peculiarities surrounding the status of employment in a globalized economy. This requires, obviously, another type of education this time with emphasis placed on scientific learning and skills-acquisition — again, the universities must evolve accordingly some having already done so turning exclusively to this goal, others less so. Similarly, we can ask whether a civic education needed by the first type of normative diversity could possibly paralyse or thwart scientific education needed by the second type of diversity. One way of answering this is by insisting on the absence of any logical incompatibility between the demands of

multiculturalism and pluralism on the one hand, and the acceptance of a realism of truth, on the other. (Some thinkers end up by espousing a civic core of values and commitments but he is not saying how these may be successfully integrated (a) with the demands of vocational LLL, and (b) the relative absence of the state in LLL and the curriculum, and its simultaneous take over by multinationals.)

(d) But there are a second couple of questions we may ask. In liberal democratic societies of advanced globalized capital flow and industrialization: (a) could LLL turn out in the end to conflict with the liberal acceptance of normative diversity? And (b) is it possible to have civic education without violating the demands of privacy, freedom and the autonomy of individuals or diverse social, ethnic or cultural groups? In the former case (a), we may easily envisage the possibility that certain types of jobs may contradict cultural, religious, etc. principles. In the latter case (b), normative diversity poses a problem for a civic education that must remain in congruence with a liberal polity – in which case the university ought to be reflecting the diversity and multifariousness of the society.

(e) First we encounter continuing education as an ancient theme in some philosophies of education. Then the Church of Christendom was the first such embodiment of an institution of this sort enclosing in its centre the doctrines suitable for reflecting the whole in it, namely, the theological teaching and the practice of faith which, because they were designed to reproduce authentically the truths describing the encompassing world, were themselves such reflecting mechanisms. But the Church was not to remain such an undisputed locus of authoritative reflection of reality: it did not carry on being unchallenged either from within its contours (the teaching was disputed by Protestantism from within), nor from without (wherever the State, its antagonist, was ominously in ascendancy). Besides, in one way or another, either freely acting as the sole protagonist, or severely constrained by the other pole (i.e. the political), the Church had to carry out its role of an educator as *microcosmic* synthesizer in an *indirect* way, and only after it had managed to base its theoretical aspect, that is, the underpinning theological dogmas, on an already formulated *micro-macrocosmic* relationship.

It was not until the modern age that the two ingredients, hitherto separated, i.e. certain mainstream schools of philosophy of education on the one hand and Christianity, on the other, united, as it were, the first procuring the concept of a synthesizing drive to cause the human mind reflect the world, the second furnishing the institutional backcloth absent in the first. This successful fusion was realized in the formation of the modern University, the apex of such a long historical development. Freedom, as the autonomous and creative employment of rational thought, on the one hand and institutionalization, i.e. a *legitimized* specific organizational structure of schools and universities that grants them *sovereignty*, on the other, were fused with each other for the first time – or rather, that was the aim. Alone this particular historical juncture at which this fusion took place had brought into relief certain political–cum–philosophical issues, powerful agents of change, that could not be ignored: namely, the political idea of humanity having the right to emancipate itself together with the philosophical search for secure knowledge based on unassisted human reason— regardless of whether the results of the latter, i.e. modern science, could, strictly speaking, be either apodeictic or stochastic, but not both; this did not matter as far as the use of only rational means for the attainment of either was safeguarded. The combination of these two ‘grand narrative’ ideas (humanity emancipated plus knowledge by unassisted reason), I claim, in effect defined neo-humanist *Bildung*. They got supplanted, however, in postmodern conditions by the narrative of ‘*performativity*’ in the era of ‘*delegitimation*’. We can say that once the two initial modernist narratives cease (i.e. when knowledge is no more ideally defined as an end in itself), then utilitarian LLL or adult education begins, since the transmission of knowledge is no longer the exclusive responsibility of a legitimized particular site, namely the specifically organized sovereign university. One remark is whether there is really no fundamental (i.e. substantive) impact of this change towards performativity and delegitimation on the content of education and knowledge, something that post-modernist ‘relativistic’ analysis leaves unanswered. A substantive principle may be formulated as a corrective against the dominance of a discourse exclusively carried out in terms of the principle of ‘performativity’ in learning. The latter’s

managerialist and vocational pedigree can be further seen as affecting the shift from the ‘university of *culture*’ to the ‘university of *excellence*’ as a necessary result of globalized economies.

Moreover, both of the two powerful historical processes or ‘narratives’, the political and the epistemological, could not but appear as ultimately *moral* concerns. This elemental similarity of the two processes should certainly have appeared quite surprisingly implausible from a Platonic or Christian standpoint. Yet, it was precisely the superseding of such a logical surprise that marks the modern attitude. The modern university of humanism is not conceived in practical or utilitarian terms: thus, the university itself becomes the centre of legitimation because it produces — via one of its poles, i.e. pure research — ‘thought’, and thereby ‘thinks’ the world *not* one single aspect of it as in those EKCs envisaged in contemporary EU policy circles. LLL, by contrast, has no privileged site in which it needs to be located: it is meant to be flexible and thus dispersed spatially and temporally, ‘all over the place’, i.e. through all kinds of institutions (even ‘learning institutions’ installed by multinational business conglomerates). Analyses of LLL-tasks in late modernity’s ‘risk societies’ issue a reminder of a growing diminution of public (i.e. state responsibility) for the provision of ‘start qualifications’ to enter the labour market and a simultaneous growth of companies’ assuming this responsibility for themselves (cf. ‘learning organizations’). But the important point is that despite the generalised distribution of threats in risk societies, individuals have been adopting differentiated, personal, strategies to cope with learning requirements. According to this so-called ‘*biographicity*’ approach, individuals are now employing, autonomously, new individualized methods of learning (even autodidactic) and these extra-institutional strategies must not be overlooked (people can cope without the help of adult education). Apart from the fact that such an approach cites only very few findings as evidence, one may additionally ask as to what kind of educational designs it might allow. The learner is also the teacher.

One last point in this respect that links up with criticisms about the democratic deficit of LLL as mentioned in section 2 above is this. While critics point to LLL as non-democratic whereby wider inclusiveness does not necessarily imply economic benefits democratically spread out, LLL is also criticized as being undemocratic in forging people’s lives in ways that are clearly ideologically inspired and external to those educated themselves who are thus fall victims to instrumental handling for economic reasons – a point I have made above via another route. This is another way for saying that the double claim of wider inclusiveness to HE *and* personal economic growth may not be achievable in LLL as is widely believed.

4.

‘Knowledge Society’ (KS) has been directly linked to LLL. Conceptual muddle is also present here as is the case with defining protean concepts involved in LLL itself. This is not unnatural given that both KS and LLL are themselves by definition constantly evolving.

I would say that what we are witnessing in KS is a kind of ‘*Copernican Revolution*’ in education: instead of human beings or society producing and using knowledge as a ‘tool’, *now knowledge acts on and produces society and particular social structures*.

It is usually said that KS is the result of post-industrial or post-modern economic and technological changes that transformed the status of knowledge from an implicit tool-bearing intellectual enterprise to an explicit arbiter of social change. Knowledge produces society. Knowledge becomes publicly available but also it also acquires an independent political status, becoming an autonomous social power being thus separated from the erstwhile classic bearer and originator of knowledge: i.e. the human actor. The latter – according to some thinkers of KS – is absent as an analytical tool. If knowledge is *productive* of systems on which the transformation of society and work will be based, it is thus, it is said, also *intervening*. Paraphrasing Ian Hacking’s book-title, we here have a movement from “producing to social-intervening”. Others, on the other hand, claim that KS involves

breaking of traditional boundaries while yet others point to the new fact of knowledge being produced in order to be directly applied to further knowledge. I see these two claims as antithetical: while the former emphasizes a view of knowledge as time-bound and flexible or totally pragmatic, the latter sees KS as a kind of loophole or feedback system, as I would call it, whereby the aim of knowledge is the production of further knowledge in information-driven societies. That is, there is a distinction between knowledge being seen as unregulated vs. regulated production and transmission of it. Obviously in either case the link with LLL and new forms of HE remains intact. In particular, the basic tenets of LLL we have seen above are reinforced by this new type of knowledge promoted and sustained by KS: i.e. knowledge is *active*, as opposed to simply teaching in the conventional manner and hence new modes of HE are needed like the ones found in LLL where the distinction between theory and practice is dropped. In this sense education is not simply the tool of KS but one important ingredient of it.

The connection between LLL and KS is further evident in the following. The often cited 1996 OECD Report speaks of a 'generic paradigmatic shift from education to learning' (as we have seen). KS is thought to be a society in which this is central. One critical point I would make here is this: if we follow the view of knowledge as flexible and constantly changing in a self-avowedly pragmatic way, as one of the views we encountered above, i.e. knowledge as time-bound, then this would accommodate a KS in harmony with LLL's educational dictum just mentioned. That is, there will be no conflict between this conception of demand-side learning in which the student 'dictates' and the teacher offers with a conception of knowledge in a KS being necessarily evolving in accordance with the demands of the moment – to put it crudely. If, however, we follow the contrary view of knowledge in a KS as being strictly regulated in order to be applicable to further production of technoscientific knowledge, as serving that is well-regulated knowledge-based demands internal to the systemic nature of knowledge, then we cannot expect a 'woolly' type of an extremely flexible learning pattern found in LLL where the student is the original source or 'client'. This conflict or duality is also present if we see knowledge from the standpoint of an activity – as we mentioned above – that is something hailed as revolutionary in the case of the new KS: here, too, the needs of those who approach LLL can be re-channeled by dominant ideological forces within LLL (in the sense mentioned in previous sections in this paper where the democratic element of LLL was at stake). That is, if we wish to re-forge knowledge as activity and at the same time wish this to be our educational philosophy, the LLL system congruent with this cannot be other than those work-based models where, however what is regarded as knowledge is not exactly left to the whims of the learner or his needs – though it certainly appears as so – but to the ideological overseer that KS itself turns to. From a different point of view the democratic element at stake here can be approached by underlying the distinction between old-fashioned traditional educational systems where the amount of knowledge imparted and acquired and its successful absorption and ability to apply it is judged by a superior, i.e. the teacher, whereas in the case of the alternative new forms of LLL where the demands and needs of the learner influence the whole learning-process the power-structure is inversed. For some commentators, the former presents an unequal power-relation whereas the latter opens up ways of gradually transmitting power differentia towards the erstwhile receiving-end, i.e. the learner, and even, I would say, allows the emergence of a reinforcing relationship where the feedback metaphor I have used is pertinent here again: a to-and-fro of power in terms of knowledge-increments as I would put it, bits of information being dialectically changing when passed from pupil to teacher and back again for re-evaluation and re-forming. At each stage in this exchange the bits of knowledge-information are being 'aufgehoben' and re-formed leading constantly to a higher stage, there awaiting another round of re-forging.

The way in which KS may conflict with LLL as I have said can be further seen when the independent client-led educational system of LLL, whereby this independence involves outright forms of non-traditional cutting-away the transmission of knowledge or the learning process within HE institutions that are completely unrelated to specificities of time, place and traditional ways of checking whether knowledge has been achieved. That is, if we follow this model, then obviously we need to drop

the conception of knowledge as regimented and as produced in accordance with the technical criterion of its continuous applicability. Here, though, lurks the twin danger of thus letting learners enjoy a nominal power of being the arbiters of what they wish to learn while at the same time this independence from the formal educational structures of yore leads to a state of economic conditioning. The latter means that powerful economic agents, i.e. the employers' side, will be in a position to dictate its terms if all older forms of formal educational preconditions are abandoned (e.g. the need for humanities courses) – witness LLL colleges run by multinationals as I have mentioned. Widening access policies that we have encountered here do not leave out the employers or other unequally more powerful agents; on the contrary widening inclusion to HE may be the direct result of demands to that effect by employers or the EU, for instance, in which case the so-called demand-led LLL is not clearly led by the demand, as is usually made out to be, this demand itself being not what it is thought to be: I.e. it is not always clear whether this demand originates from the learners themselves and not from outside them, from economic exigencies. This of course has to do with the general social-philosophical question of freedom: is a labour force really free when its turning to LLL or continuing education or further vocational or professional training and even its biographicity-led learning and its self-made modular courses are all dictated by the necessity of finding employment? Clearly, one crucial distinction I would make here is between types of learners coming from different strata or different hierarchies of jobs: the model of dialectical transmission of knowledge I pictured above or the self-made flexible study courses constantly evolving to meet the needs of the learner herself or the bringing together of disciplines in order to help the ever changing professional requirements of the learner are obviously not the case for lower- or semi-skilled work forces, but quite applicable to higher echelons of job types, the latter being in a position to initiate these changes in what is to go into a given curriculum. Another point this brings forth, that I want to underline, is that talking about such educational 'changes' and 'alterations' in new disciplinary connections demanded by a certain job type (e.g. financial director in a bank) obscures the question of what comes first: are these educational changes phenomena attendant to prior changes in the type of work that western societies experience or are the two chains of changes (in systems of work and in those of education) parallel, or even interwoven reinforcing each other? (I have made the same point in section 3 – end of subsection (b) – above when I mentioned the criteria of rapidity and globalizing).

A critical point promised there in 3 (b) must now be made: the rapidly changing conditions of knowledge making thus obsolete all types of erstwhile content-led education, and the replacement by the imperative of an acquisition of a skill-to-learn implies that we move from a content-full or 'ontology-containing' education to a form-based or formal or epistemological model of learning. I learn the form of how to learn. I am ready to forget past knowledge. I am ready to accept that current knowledge is possibly false and certainly falsifiable. This, it appears must be the task of future trends in HE. This is what people must be taught and it appears to be highly democratic: a critical rationalism the vehicle of which is LLL. But learning-how-to-learn as a result of content-full knowledge being made rapidly obsolete implies that the cause of this constantly out of date knowledge must be somewhere. Either it is a matter of mere technological obsolescence which is understandable where the traditional conception of tools is involved. But it may well be something more serious: a thoroughly epistemological reason for knowledge being made *essentially* (and not simply operationally or instrumentally) false at various times. This is something not unknown to modern philosophy. But I wish to claim that in the latter stronger case the model of knowledge shifts from technical to technoscientific: it is technoscience, not just science, not even applied science, which is by definition false at time and thus changing. The explanation of obsolescence rests on a philosophical thesis about technoscience with an attendant realist vs. anti-realist debate like the ones familiar from debates in the philosophy of science. The distinction between a weak and a strong case of explaining why the constant change in knowledge is inevitable is important for LLL and KS. It is crucial, I believe, to be clear about what we are talking about. The deep reason of the stronger argument may not be related to

the prospects of LLL, at least as a constant vocational refreshing of skills. It may be that LLL as we know it is only related to the weaker case and only caters for that.

If so, that means that traditional HE has nothing to fear. It is still with us.

References

1. Askling, B., et al 'Concepts of Knowledge and their Organization in Universities', *European Journal of Education*, Vol. 36, No. 3, 2001, pp. 341-350.
2. Kokosalakis, N. & Koniordos, S., *Lifelong Learning: The Implications for the Universities in the European Union. - Greece: National Report*, TSER PL980025, Athens 2000.
3. OECD, *Economics and Finance of Lifelong Learning*, Paris 2001.
4. OECD, *Lifelong Learning for All*, Paris, 1996.
5. Osborne, M., 'Increasing or Widening Participation in Higher Education? – a European Overview', *European Journal of Education*, Vol. 38, No. 1, 2003, pp. 5-24.
6. UNESCO, *Learning: The treasure within*. Report to UNESCO of the International Commission on Education for the twenty-first century. Paris, 1996.

The Soviet Prussian-Russian Education System's Dismantling

Henry KUPRASHVILI*

Abstract

Georgia is able to solve the problem of independent state's rebuilding, the problem of passage to the way of civilization, democracy and progress, and save its own face only by fundamental changes. Such kind of perspectives was shown by far-reaching reforms that had been started after the "Rose revolution", including the passing changes in the Education sphere.

During the centuries, different Educational systems, imposed on Georgia from the outside were dominating in our country. Every conqueror government was inculcating in the system of education that was corresponding to their national interests. Last Two centuries, so called Prussian-Russian school has been governing in Georgia. For example, what and how (even the grammar of Georgian language) a Georgian pupil had to learn was decided in Russian Empire's capital.

Some spheres of Georgian societies can't realize this fact, and believe that the process of dismantling the educational system, which was imposed on Georgia by the colonialists, is the destruction of "Georgian Educational System". Reasoning from this, they have a fear of losing national identity and criticize the government, not recognizing, that the national educational system to the modern civilization can be formed only by national government in the independent country.

The appointment of the passing reform is to integrate Georgia to the European area of Education as a competent, active and constructional partner. The reform is oriented to satisfy the requirements: to receive a high education, to raise the level of one's qualification, and the need of training of a scientific personnel that are coincident to a personal interest and possibilities, to provide the competitiveness of individuals that have high education on internal and abroad market.

The old, Soviet system of Education is the interfering factor to the reforms in the context of a new historical reality. So the study process can reach a good result only in case of Prussian-Russian Educational system's dismantling. *The main principle of the studying according to that system was only to learn by rote and not realize the facts, whereas in the process of studying, the clear perception, start working of the "thought apparatus" is the most important, not learning things by rote.* In simple phrase, the students need to enter the world of interpretation, to obtain further insight into the foundations of development of logic or develop their personal vision of this logic.

Key Words: Process of Dismantling; Logic Development; Competitiveness.

Georgia is able to solve the problem of independent state's rebuilding, the problem of passage to the way of civilization, democracy and progress, and save its own face only by fundamental changes. Such kind of reliable perspective was shown by far-reaching reforms that began in our country after the "Rose revolution", including the passing changes in the Educational sphere.

Nowadays, the reform is in general being oriented to solve these two questions: 1. to receive a high education, to raise the level of one's qualification, the need for training of scientific personal that are coincident to personal interests and possibilities; 2. to provide the competitiveness of individuals that have higher education on internal and foreign markets.

Cataclysms that have appeared during the past 200 years, abolishment of our national independence by Russia, life in a Communist country, especially during the past seventy years, have made a deep imprint on Georgians consciousness. Unfortunately, during this period, living in a foreign state, obedience to an outside country, and the ruling environment of Communists, changed our mentality, the basis of our social-cultural and spiritual development. We have lost our national traits. it's obvious that there is a big difference between a Georgian that is grown-up and formed in his own state environment and the Georgian, who is developed under the rule of a foreign society.

* Prof. Dr., Governmental Special Communications and Information Agency of Georgia

In most cases, we have unfair beliefs during appraisal of Georgian Socail-Cultural and political values.

Now that we have the independence, “we belong to ourselves”, our forces must be directed to return back our “national body” to its natural development. But “Unnatural admixtures” are deeply inculcated in our mind, and that is why it’s difficult for us to return back to “naturalness”. A lot depends on the system of education.

By the way, while speaking about the countries wealth, in most times they mean natural mineral resources. In medias res, the main richness of a country is the education of its citizens. Interesting the example, when is often said: if we consider amount of minerals and agricultural land on one person, the Democratic republic of Congo should be the richest country in the whole World. In reality, according to the level and quality of life in Congo, this republic is in the last place in Africa, not to say anything about the place in the World. In contrast to Congo, Japan has no minerals, but has the system of education, economics that are one of the most famous for their high quality. And that’s why the country that has possibility to take the leading place in the world, has to look after its Educational system.

It’s almost 16 years since Georgia deposed the Communist rule, and became an independent country. In spite of this fact, it’s difficult for Georgians to forget the results of living in a Communist country. In most cases, acquisitions are more dangerous than innate habits. It’s important to pay attention to the Bolshevik munkurtism¹ politics that was inculcated in us during many years. We need generations to gain complete freedom. If this problem is solved (Georgia is free from Bolshevism completely), we don’t need to speak about implantation of democratic values.

During the centuries, different Educational systems, imposed on Georgia from the outside were dominant in our country. Every conqueror government was inculcating in the system of education which corresponded to their national interests. For example, how and what (even the grammar of Georgian language) Georgian pupil had to learn was decided in Russian Empire’s capital.

By the way, the so-called Prussian model was the basis of the educational system inculcated in Russia. It’s obvious that in the past two years, so-called Prussian-Russian school of education has been dominant in Georgia. The Soviet Union has instilled its Bolshevik ideology in this system of education.

In short, the main principle of studying, according that system, was only to learn by rote and not realize the facts, whereas in the process of studying, the clear perception, working of the “thought apparatus” is the most important, not learning things by rote. In a simple phrase, the student needs to enter the world of interpretations, to obtain further insight into the foundations of development illogic. Or rather, develop his personal vision of this logic.

Some parts of Georgian society don’t realize this fact, and think that the process of dismantling the educational system, which was imposed on Georgia by the conquerors, is the destruction of “Georgian Educational System”. Reasoning from this, they have a fear of losing national identity and criticize the government, not recognizing, that the national educational system, similar to the modern civilization can be formed only by national government in an independent country.

It’s welcoming that nowadays, this process is moving. But some part of the society reiceves this process very painfully. Special Servises of the countries that are negatively disposed towards Georgia not in good mood, try to make use of this situation. Their main puzzle is to inculcate in our society distrust to the government and Nihilism.

In recent times, there is a big panic in mass media about the demontage of Georgian State system, destruction of national cultural and educational system, losing spiritual values and building an un-Georgian country. All this has acquired the face of informational-psychological terror. It’s obvious that runs to the disorientation of the Georgian society’s opinion.

¹ In a famous Kirghiz epos “Manas” is described how the governor Esen transformed men into zombies, slaves. This theme is used well by the Nobel Prize laureate, writer Chingiz Aitmatov.

It's being ruined, but there is a question: what state system is being ruined? The one that Georgia did not have during the past 200 years? it's impossible to ruin that which hasn't existed. We lived in a Russian state, where Georgians couldn't write a line without the permission of the Kremlin. What spiritual values are being ruined? The ones that have formed while the slavery to the atheistic Soviet Union and Bolshevik Ideology? Is it possible to have full spiritual values under such conditions? We are the product of the Russian state that was the executor of the Russian national interests' order. How can we understand this?

The ones who sees and gets impression from these processes in particular and not as a whole and carries them in a spiritual and physical prism of pain that is obtained from touching the social, economic and political problems personally (when a person is hungry, thirsty, cold, has something lost, has a fear and etc.). Naturally, the person that is an immediate participant in this processes is laden with negative emotions. He is in a panic and makes subjective inferences. It's clear that every individual has a desire to gain complete freedom, to have everything in order in his country to return to the natural course of development without making sacrificing his aim.

In the view of this, the most important thing is to make over the most "sick" political sciences of the Soviet period during the process of study.

Here we have a method of study completely different from the Communist one, especially it is important to pay attention to the formation of a students' world view, ideology. For instance, we know that there are truths, for example, like Pythagorean law that is only to understood and learned by rote. At the same time, there are the facts that are formed like a certain system and it's allowed to interpret them in different ways. The students have to pay much attention to them. The puzzle is that after the lecture, the student should have not only a "heap" of facts, but certain attitude towards them that should be an important part of his world view.

At first, we have to accent the features that distinguish humanitarian education from the natural sciences, where the researcher solves not only the problems that apply to humans, but here we have touch on an unique object – the society and its history and development. In this case, it's not necessary to make a laboratory experiment (in this case, we don't speak about math or situational modelling). To see the contours of future, we have only one possibility – you have to look into the process of social development, but you have to use not the principles, as in physics, but analogies.

There are Newtonian principles and Pythagorean laws in the life of our society. But there are tendencies too. Students must learn to see and to generalize them.

It's important to know distinction among interpretations. The student shouldn't be afraid of them. He has look at the subject from different sides. I want to remember one occurrence that has happened in 70-s of the last century. The lecture was dedicated to the new cogitation of the Rustaveli's "The Knight in the Panther's Skin". The report was given by the philosopher and professor Venori Kvachakhia in the State University of Tbilisi. Everybody knew, that there was a stereotype about the subject and personages of this composition. They taught according this stereotype in schools. Mr. Venori presented the different interpretation of "Vefkhistaosani".

The philologists sitting in that hall were dissatisfied because of the idyll about the analysis of this composition. Besides, that in that hall we were a group of friends for whom different thinking was characteristic, and we had a lot of patriotic, anti-Soviet and dissident thought; the lecture had made a lasting impression on us. This fact had strengthened our different thinking in the existing political situation. At that time, Georgians were forbidden to have their own ideas and everything was been regulated by the Kremlin.

At the same time, the student should learn to think globally and realize his place and role in the process of humankind's development. He has to feel responsibility for his family, society, country and the humankind in the whole. It's obvious that only by learning facts by rote doesn't give desirable results.

One, living in a Post-Soviet area, has to return back to the process of natural development. It's important for each individual to see himself in a "natural environment".

The realization of each individual is possible only in the case if he realizes himself in regarding with the whole world, in his natural environment. On the level of self-consciousness, only by increase of each person's responsibility and self-organization, it's possible to find ways for the society to come out of this situation. It's difficult because society lives in "unnatural environment", the results of 70-years life under the Soviet rule that are still in all spheres of human's life.

It's obvious, that the process means complex systemic approach. The appearance of responsibilities and duties in a person is a long process. And that's why the process of study has to make a student to look in himself deeply.

There is a circle of questions that have to be foreseen during the process of learning.

In spite of that, during the whole history a human was always in the center of science and culture, only in a modern epoch is stated question about examining a human as one of the most difficult system, deep acquaintance with the human essence and this all is tightly tied up with nature and a personality.

It's important to review a human, as a biological entity, reviewing his culture, the process of civilization. If we don't do this, it shouldn't be easy for our contemporaries to look through to the horizon. We have to touch the springs and singularity of the biosphere; the self-organization process that had created a human kind.

The most important for the student is to realize that he is an indivisible part of nature. A person shouldn't separate himself from the principles and logic of nature. Irresponsibility and inattention to this logic can become catastrophic for the society. In comparison with other live creatures on the Earth, humans have gained some advantages, which have created a syndrome of "impunity", irresponsibility and "self-confidence to be able to do everything". It's very dangerous, when a person doesn't feel responsibility in relation with the principles of nature.

It's important for the student to become acquainted with the picture of the world, even sketchily. In other occurrences in the area of his thinking, the horizon of his sight and the feeling of responsibility should be very limited. Every individual has to find its place in the world.

It's well-known that the world is a certain system, the system where different elements are connected with each other. The Solar system, the Earth and humankind are the parts of the whole system. It's obvious that a human can study only from inside, according to his opportunities and possibilities. The science is being developed every minute, but human kind can learn and gain only a little information about the World. We should have a little data, about the World that consists of endless multitude.

Speaking about absolute truths is nonsense. Absolute truth can be known only for an absolute observer, the God. In front and around us is unconscious endlessness. It's like when people perceive 100 natural numbers instead of 99 and still don't know anything about other numbers whose number is endless. Such kind of situation creates some hypotheses about the origin of the World. Including the hypothesis that God made the world and about prime explosion (by the way, 20 Georgian scientists take part in a grandiose experiment that is being carried out in Switzerland nowadays) and etc.

It's obvious that besides this "vagueness", we have to live and use the knowledge that we have. We can remember the famous work of the XIX century Georgian poet Nikoloz Baratashvili "Thoughts on a bank of Mtkvari" (1837), where the poet painted a philosophical picture about the connection of a human and the World. The composition ends with brilliant lines and main idea is: Because of that we are called the children of the "village", of our country and we have to listen to it. It's bad when a live person looks like and acts as a dead one, lives in his country, in the world and doesn't bother and trouble for to it.

After passing the course of study (the student) has to become acquainted with the difficulties of the problem that is in front of the modern human, not only by learning evolution of the nature, but by the way of forming individual as the person, not only by speaking about his nature and connection with the society, but by personal feelings and by finding himself as a microcosmos.

It's important for us to understand how the system of customs is being formed (customs and difference between them and morality). Coding of it is made by upbringing and education. This mechanism differs from the genetic memory with its features. It's natural that when we speak about responsibility, we mean it in this area. In our time, even popular Freud isn't able to help us. He is in a deep past. In the time of Freud, they didn't know genetics and couldn't imagine how coding is carried out by nucleic acid and by other agents of memory.

We have to touch the phenomenon of the spiritual world. It's the effect of evolutionary development, not of the biological, but of the societal development.

It's important to speak about the basis of the communication and integration, as about the beginning of the system of the formation of the society.

It's important to understand the phenomenon of the plurality of cultures as the guarantee of the social stabilization, as the diversity of the biological analogies.

It's obvious that you can't represent all these problems completely in an introduction of the course of political science. But in the next lectures, when the categories of the political science are discussed directly: the regularities of Politics structural-function, national political heritage of Georgians, and common to all mankind and analysis of the political situation in Georgia and paradigms of the society's political transformation. They have to be proffered to from such positions.

Shortly, for the Post-Soviet Georgia (such as for other Post-Soviet countries) the most difficult and the most painful is to overcome the results of Bolshevization that are sealed in one's mind. Post-Soviet society has to return back to the natural course of development and "start walking from the beginning". This applies to a new generation, because probably nothing can change the mentality of "Homo Sovietikus" (main part of an old generation) that is built up in the Soviet reality. It's necessary for Georgia to make accent on making a new generation think newly, to return back to the way of natural development.

Analysis of Experience of Designing the Professional Master Study Programme “Career Counselling” in Latvia

Ilze MIKELSONE *

Abstract

A person's creativity is a natural, enduring process having a structure and manifestations of its own. Analysis of literature and empiric research leads to an opinion that the notion of creativity is closely connected with a person's experience. This process is closely interlinked – creativity influences experience, in its turn, wide experience opens up a variety of possibilities for a creative vision of the environment and perception of the reality.

Interaction of experience and creativity form basis of a person's tolerance towards changes and of flexible reasoning which are of special significance for representatives of communicative specialties, including teachers, lecturers, social workers.

Each person has his/her own personal worldview which is based on cognitive models and conduct developed through subjective experience. These models to a much greater extent than the reality determine how we interpret the world, react to it and make our personal conduct and experiences meaningful and how we teach. Thus we can assert that it is not the outer reality that restricts or, the other way round, encourages us, but the models about this reality formed inside us. By forming new links between cognition and conduct we get a lot more types of creative approach to perceiving the reality itself and teaching.

Key Words: Subjective Experience; Notion of Creativity; Empiric Research; Flexible Reasoning.

Description of the situation

Professional orientation and career counselling is one of the public services, which is necessary for people of any age, in different stages of their life both choosing a kind of education, studies or occupation and a place to manage and develop their career. It becomes part of a joint system “*a person - education – work*” that is created by career guidance of an individual, formal, non-formal and informal education as well as the labour market. In general this system should ensure assistance for both individuals who have not started their work life and who are looking for a job, or have already been employed. [3]

It has been defined by the tendencies of EU politics:

1. to strengthen career guidance activities in the sector of education in order to create circumstances for informed choice of further education, and to assist in promoting skills for their own career planning and managing in the future,
2. to accept the importance of career guidance activities during transition periods between education and labour market and vice versa,
3. with the help of qualitative career guidance activities, to assist in promoting social inclusion, social and gender equality and to contribute to the formation of a civil society.

These EU tendencies motivated to evaluate critically the possibilities of career development in Latvia and defined the necessity for career guidance development. Therefore the Ministry of Education in Latvia has included activities for expanding the support of career education implementation as one of the priorities in the guidelines of educational sector from 2006 - 2010.

Topicality of the problem

Career guidance has been created by several fields – career education, information and career counselling (see Picture No. 1).

* Dr. Paed., Liepaja Academy of Pedagogy.Latvia

With the concept career guidance we understand a range of activities that enable individuals of any age and at any point in their lives (lifelong) to identify their capacities, competences and interests, skills and abilities and experience, to make meaningful decisions on choosing education and/or employment and to organize and manage their individual life cycles in education, employment and other fields, where these skills and experiences can be introduced and used. [2]

Picture No. 1

Career guidance		
Career education	Information	Career counselling
Services	Elaboration of information	Career planning assistance
Courses	Dissemination of information	Evaluation of Occupational suitability
Programmes		Other activities: Work screening, Training for employability skills

Career guidance services have to enable people to understand their interests and ability as well as the labour market, to acquire and develop their career management skills. The necessity of this service has become especially topical after regaining state independence. The processes of political and economical changes in our state have created a reasoned necessity for lifelong education, thus career guidance has been constantly becoming more important among children, young people and adults.[7]

Already in September – October 2002, the inquiry conducted by the Professional Education and Further Education department of the Ministry of Education and Science has pointed out several reasons, why young people have difficulties to choose one direction for further education or training. As the main reasons can be mentioned:

- 1) not having a good knowledge of possible information resources or their inaccessibility,
- 2) not acquired self evaluation and career planning skills,
- 3) not always there are specialists available, who can give professional advice in career issues,
- 4) students at vocational education institutions do not possess sufficient information about the differences of the study process at a vocational school in comparison with a comprehensive school, they do not have possibilities to make certain about their occupational suitability.

As a result dropout rates of first year students from vocational secondary educational institutions is 17.58%, but from higher educational establishments – 12%.

Purposeful career research and career education activities are already necessary at the elementary level; they have to continue at secondary level and, conversing into new quality, also at colleges and higher educational establishments.[1] Thus, with the concept *career education* we can understand planned provision of activities, courses and programmes within education and training institutions that support students to acquire and develop skills to adapt their interests, abilities and possibilities, to identify their career education needs for planning and managing their career development and to obtain knowledge and understanding about the labour market, its link with education, as well as about lifelong career planning and development. Nowadays we can notice several developmental tendencies in the field of career education in Latvia; however, some of them limit career development. For example, transmitted direct experience of previous generations in choosing education and career. Children follow their parents' career or they know only the occupations they have come across in their nearby environment. Since we do not have a career counsellor at schools at this moment, young people do not obtain extensive information about occupations, they do not explore their interests, capacity of abilities and they do not look for an occupation according to their abilities and interests.

There is also a tendency in Latvia that a rapid inflow of students is observable in so called "popular specialities", for example, lawyers, psychologists, social workers. As a result it creates an

imbalance between offer and demand. Now we have a situation, for example, that people having a psychology teacher qualification, can not find a job, because there is no demand for such kind of specialists at schools. Psychology teachers acknowledge that initially they did not even know what kind of duties they would really have. The first thing they had noticed was a word “psychologist” and next a person takes desired for existent. Social workers have a similar situation. People can acquire this occupation right after they have graduated a secondary school and do not know the specificity of the occupation. Returning from practice, where they work in social care institutions for elderly people or with homeless people, the vision often changes (so it is important to have a career counsellor also in higher educational establishments, who could help students to find the most suitable study programme and do not allow “to get lost” in a crisis situation). So, now we not always can react to such cases, but we have to develop the system of career counselling and also have to prepare specialists.

Career education activities help people to develop themselves - that is, to understand themselves, develop self-awareness, evaluate own experience, achievements, personal traits, strong and weak points. They help: 1) to understand changes in education, studies and employment, and how these changes influence career development, 2) to investigate different careers and possibilities to develop them with the help of studies, work and free time activities, 3) to compare and adjust personal achievements and qualities (especially skills and competences) with the achievements necessary for specific further career, education, studies. In the process of education people get to know up-to-date information resources, methods of searching information and they prepare themselves for transition from studies to work life or further studies. Though we have to acknowledge that in Latvia there still is not developed and established system of working out materials and creating a basis of information that exists in other West European countries.

Still one of the obstructive factors in solving the problem is the following – a question about preparedness quality of employees and methodological support for introducing the career education programme into the sector of education has not been solved so far. As the main reason for insufficient amount of professionally prepared employees at educational institutions, we can mention the fact that so far none of higher educational establishments in Latvia has offered study programmes neither for acquiring career counsellor qualification nor for its professional improvement. According to the conceptual approach, it is important to plan practical activities for working out career education programmes and introducing them into the educational institutions of different level and kind, to prepare necessary employees qualitatively, and to ensure informative and methodological resources for the introduction of the programme. Therefore we considered that it is necessary to begin a complex introduction of career education programmes in educational institutions (possibly together), and the first precondition for that - creating a system of preparing qualified specialists during 2 – 3 years. In Latvia it is being done in two ways: ensuring short professional development courses for teachers/ vocational guidance practitioners at schools and a parallel start of new specialists within higher education system.

Solution to the problem

Education of qualified career counsellors was started within the frame of the project of Social Fund National Programme of the Ministry of Education and Science 3.2.7.1. “Development and implementation of courses and modules for the training of school teachers/ vocational guidance practitioners, development of a higher education study programme for the guidance and career counsellors; fostering the implementation of vocational/ career guidance provisions and careers education in the education sector”. [4] One of the most significant activities of the project was development of the Occupational standard and a study programme for career counsellors.

Evaluating the experience of other West European countries in the field of career guidance, we are convinced that it is preferable to design a professional master study programme in Latvia; thus the studies have been developed on the basis of acquired higher education. Since there was no such occupation in Latvia - career counsellor before, but there was a demand for that, we considered that it is useful to involve several higher educational establishments in order to prepare such kind of

specialists. Therefore in the process of designing master programme experts from six higher educational establishments were involved, forming a work group of 14 people. The project foresaw to implementing the designed programme in at least 3 higher educational establishments in Latvia, but now we have started to implement it in 5 higher educational establishments in Latvia. Thus, all the regions of Latvia have been covered, giving an opportunity for all potential students to study closer to their place of living. Implementing a unified programme there exists a possibility for student exchange and university lecturers' rotation in the frame of the programme.

The goal of the professional master study programme is to ensure an opportunity to acquire competences corresponding with nowadays demand, which allows performing professionally the duties of a career counsellor in educational institutions, State Employment agency, municipalities, social care institutions and consulting offices as well as to be responsible for selection of the personnel in enterprises.

The Professional Master's degree in the science of education and the qualification "career counsellor" have been conferred after successful graduation from the programme.

It has been implemented as full time (2 years) and part time (2, 5 years) studies. Designing the entrance terms, there were two aspects of great importance:

1) to have basic knowledge in pedagogy and psychology, so we admit people with the 2nd level professional higher teacher education, a bachelor's degree in the science of education, a bachelor degree of social sciences in psychology or a qualification in psychology,

2) to make it possible for those people who have already been performing this consulting work, for example, at career guidance centres. Therefore the entrance terms foresee admitting people with other academic or 2nd level professional higher education and 2 year work experience in the field of human resources counselling.

The basis of the study programme is the Occupational standard of *a career counsellor*. In the process of its elaboration, the work group was formed in which employers were also included. The main emphasis was put on knowledge, skills and abilities necessary for a career counsellor, defining which of them are necessary in the level of percept, which in the level of understanding or application. After it had been discussed and evaluated, *a career counsellor* was included into united Occupation classification, thus giving an opportunity to implement this occupation in the labour market of Latvia. Especially significant was the implementation of this occupation is for schools, releasing duties of class tutors and introducing a qualitative system of career education, as well as for higher educational establishments, where a career counsellor ensures extensive aid for students in both understanding the occupation and counselling about work opportunities etc.

After elaborating the Occupational standard, the study program was designed gradually. Since we did not have such an occupation in Latvia (career counselling was carried out in the frame of other occupations) and we also did not have the study programme that prepares such specialists, we had to consider the evaluation of many-sided experience of foreign countries and the network formation with higher educational establishments from other countries that implement similar programmes (particularly Lithuania, Estonia, Finland, Sweden and Denmark) as an especially successful stage in designing the programme. This gave us an opportunity to compare our elaborated variants with those approved into practice as well as it motivated us to think over the issues we had not foreseen initially, for example, about creating a philosophical basis for the programme, that fundamentally determines the content orientation of every study course and developmental tendencies of the programme. Acquiring experience was really useful in elaborating the competencies of a career counsellor. They were matched with the International Competencies for Educational and Vocational Guidance Practitioners (Final Report to the General Assembly of the International Association for Educational and Vocational Guidance 4.Sptember, 2003).

The content of the study courses of the programme was created in order to develop competences necessary for a career counsellor. In their turn they are in accordance with the Occupational standard. As one more important document that determined the specific character of designing the programme, should be mentioned, the International Association for Educational and Vocational Guidance (IAEVG) Ethical Standards, that was approved by the IAEVG General

Assembly, Stockholm, Sweden, August 8, 1995. [5]. The elaboration of the programme was based on the regulations of the Cabinet of Ministers of Latvia and on the second level, professional higher education at state standard. As a result, the volume of the programme is 80 CRP or 120 ECTS. 26 CRP are foreseen for practice. The programme is composed by 4 modules, which include study courses that complement each other. Every module is concluded by an integrated exam. The system of modules foresees an opportunity that separate modules can be used as content of the courses for improving the qualification of practicing counsellors.

In the frame of the project, the experts elaborated the descriptions of study courses as well as worked out the content of study courses revealing the theses of lectures, independent studies, the content of seminars and designing basic materials for university lecturers and questions for tests and exams. Thus methodological material has been created that gives the basic items to each lecturer involved in the implementation of the programme, and determines additional material necessary for acquiring a career counsellor occupation.

Table No. 1

Modules of the study programme and the study courses

Modules and the study courses	CRP
I module Career Theories	10
Theories of Career Development	
Communication Theories in Counselling	
Management of Career Services	
Practice I	
II module Social Environment and Labour Market	16
Life Cycles of a Person	
Labour Market and Employment	
Social integration and Intercultural Aspects	
Organizational Culture	
Legislation within Career Guidance	
Professional Ethics of a Career Counsellor	
Practice II	
III module Methodology of Professional Work	22 CRP
Theory and Methodology of Counselling I	
Theory and Methodology of Counselling II	
Job Search Process	
Information Technologies within Career Counselling	
Practice III	
IV module Research Activities	32 CRP
Practice IV	
Master Theses	
Total	80 CRP

Performed analysis during the process of designing the programme motivated to conclude that the elaborated methodological materials are necessary for implementation of the study programme because:

- 1) lecturers who join the programme implementation can have no necessary knowledge about job specifics of a career counsellor, for example, often confusing it with psychological counselling,
- 2) the elaborated content corresponds with Occupational standard and competences of a career counsellor,
- 3) it reveals in general and allows to survey all study courses, thus excluding the doubling of the content and let it to be realised gradually.

As a result of collaboration of the experts from 6 higher educational establishments, the licensing documents for the study programme “Career counsellor” have been developed and the Ministry of Education and Science of Latvia has issued the license for 5 higher educational establishments that allows us to implement this study programme.

Evaluation of the study programme

Evaluating the professional master study programme “Career Counsellor” we can say that it corresponds with one of the main priorities determined in EU Memorandum of Lifelong Learning, that is, to develop services of career guidance for students in the sector of secondary vocational and higher education. Also in the latest documents “Communication from the Commission – Making a European Area of Lifelong Learning a Reality” and “High Level Task Force on Skills and Mobility” there has been emphasized the significance of availability of information and career guidance services to motivate a person to further education. [3]

The programme created takes into consideration one of the EU Lisbon strategy goals – to create an open environment that foresees extending an approach to lifelong education and studies, giving information, advice and focusing on educational and training opportunities. Also there has been respected the Draft Resolution of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throughout life in Europe, accepted on 18th May, 2004.[8]

Career guidance and counselling activities in the sector of education has a specific role within these documents. The task of these activities is to ensure for everybody, possibly at an earlier age, assistance in choosing a direction of further education and career, to ensure acquisition of basic skills for self assessment and one’s own education and career management. Thus, developing the study programme, we considered it important to have accessible career guidance and counselling services during so called transition stages: moving from one stage of education to the next, from one kind of education to the next, from education to labour market, returning to labour market after voluntary or non-voluntary break, when the changes in the labour market occur etc. Effective system of career guidance and counselling facilitates include social inclusion, social equity and active citizenship.

We believe that a career counsellor will be competent to: 1) assist clients to understand and assess their personal characteristics, abilities and skills; 2) assist clients to compare and balance their skills and abilities with the competencies necessary for a chosen career direction; 3) assist clients to identify their needs and distinguish the differences between their wishes and opportunities; 4) assist clients to understand changes in education, employment and evaluate the impact of these factors on their career development; 5) inform, counsel and educate clients on career development issues; 6) help clients to acquire skills to find and select the necessary information about education and employment opportunities; 7) carry out research and methodological activities.

References

1. Greenhaus J.H., Callanan G.A.ed. (2006). Encyclopedia of Career Development. Vol.1-2., – A SAGE Reference Publication.
2. http://ec.europa.eu/employment_social/news/2001/dec/taskforce2001_en.pdf High Level Task Force on Skills and Mobility. Draft Resulation of the Council and of the representatives of the Member States meeting within the Council on Strengthening Policies, Systems and Practices in the field of Guidance throuhgout life in Europe).
3. <http://iaevg.org/iaevg/nav.cfm?lang=2&menu=1&submenu=2>
4. <http://piaa.gov.lv/en/Euroguidance/kipnis>
5. <http://www.euractiv.com/en/agenda2004/lisbon-agenda/article-117510>
6. http://www.karjerascentrs.lv/lat/professional_career_counselling_state_agency

7. Irving B.,Malik B.ed. (2005). Critical Reflections on Career Education and Guidance. Promoting Social Justice within a Global Economy.- Routledge Falmer.
8. www.nva.lv/index.php?new_lang=en

Abstract

In this paper we initially present the facilitative conditions (genuineness, unconditional positive regard and empathic understanding) of the adult educator towards the learner, and the way they are proposed by the humanistic approach in the adults education field. We thereafter search for the reasons why a part of the educators turn to techniques that create, develop and renovate the social skills. Predominant reasons include the threat, the lack of experience, as well as the attraction of power. Moreover, first we suggest and then we analyse the question whether facilitative conditions, such as empathic understanding, can be taught through certain techniques. We support the idea that the educator's genuineness is the capstone of her/his job and that's something that pre-organised techniques simply can not do. We continue with analysing the Martin Buber's philosophical dialogical approach, which provides us with the educator's-adult's relationship "ideal" (Jarvis, 2003, 206). The paper is completed with the discussion of the meaning of mutuality under the perspective of Buber's and Rogers's views, in the framework of the roles inequality that exists between the educator and the learner. This inequality, nevertheless, does not block the "moments" of mutuality, which are defined by the roles' transcendence, the acceptance of the otherness and also the possibility for change for both parties of the relationship.

Key Words: technical, social skills, convenient attitudes-attributes, "I-Thou" relation, mutuality.

Introduction

For Jarvis (1995), teaching adults is "an invitation to explore human relationships and education is itself a humanistic process" (34). Humanistic theories and approaches on adults education (Martin Buber, Malcolm Knowles, Jack Mezirow, Carl Rogers), strengthens the ideal of adulthood: qualify the confidence to the trainee, to his potentials and his positive tendencies. Moreover, they offer great consideration in the educational effect and more generally, in the developmental effect in the trainee of the pedagogical relationship, which unfolds in three distinguishable phases: 1. the establishment of confidence from the trainee, which can shortly befall or even delay, 2. The growth of familiarity in which the trainee becomes capable to reveal some levels of his experience and 3. The establishment of an increasing mutuality between the trainee and the adult educator (Mearns & Thorne, 1996, 42). According to this approach, the adult educator's main mission is the facilitation of the trainee's personal effort for learning. This particular mission takes place via the adult educator's delicate guidance – who allows the trainee – triggered by his interests – to move towards new directions and release his mood for research. In order to do this, the adult educator should possess the following basic attitudes-attributes. 1. realness, genuineness and congruence with himself 2. unconditional positive regard, that means confidence, appreciation and acceptance to the trainee and 3. empathic understanding communicated with precision and sensitivity to the trainee (Rogers, 1983). If the adult educator has these attitudes, he creates a psychologically safe atmosphere that encourages the learning is characterized by appreciation, mutual respect and freedom of expression. The Condition for the success of the adult educator's work is the insurance he feels with himself and with the participants, which allows him to trust the ability of each member of the group to decide for the direction he desires (Rogers, 1983).

Reasons for appealing in techniques

As Jarvis alleges (2004) "our society today needs discovers again humanitarially ideal the education adult" (27). Therefore it is not fortuitous that Patterson (1986) distinguishes two dissident approaches in the helping relationships, we would also add in the relationship between the adult educator and the adult: The first one, the comprehensive, is characterized by the respect to the consulted and his autonomy and also by the factual recognition of his right for free choices, self-

* Assoc. Prof. Dr. School of Pedagogical and Technological Education .Greece

determination and personal responsibility. The second one, the manipulative approach, considers the consulted not capable of responsibility and decision-making so it judges that he needs guidance and direction from the others. Our days demands for “quick” and “easy” solutions seems to have influenced the AE already "the interest with regard to the questions of human relations in the teaching and the learning, have not constituted a important factor at the preparation of adult educators" (Jarvis, 1995, 34). Thereby certain adult educators apply in their work the second approach and this befalls for the following reasons (Rogers, 1983, 245-250):

1. *The threat.* The comprehensive approach in A.E. perhaps is threatening for some involvers. The threat exists because persons appear to prefer, for various reasons, the pyramidal system in which there is a leader at the top, who checks the remainders. Thus the adult educators, who attempt to apply this approach, have to face two serious problems: on one hand the loss of power and control, and on the other hand the common practise with the trainees. The adult educators are not the only ones who face problems using the comprehensive approach. There are also some learners who demand more freedom, and are coming to confusion and resign from this demand, when freedom regarding their personal responsibility is granted to them. Few of them feel that they should be controlled. They feel sure with traditional ways of education, they have learned how to be directed and it appears that they wish to continue this safe arrangement for themselves. So it is easier for them to fit in the existing practise and complain about it, than to assume responsibility for their choices. Therefore the threat that the involved parties feel in the educational process from the application of comprehensive approach is translated, most of the times, either in fear of loss of power and control, or in fear of the unknown for them situation.

2. *The lack of experience.* Certain adult educators do not know the route that a self-guided team of adult trainees follows in practise. The first difficulties by virtue of lack of experience make the educator use the traditional methods.

3. *The attraction of power.* Some of the educators' priority appears to be the grasp and the control of the trainees rather than the promotion of learning, even if they allege that they labour for this. This attitude has its roots in the negative perceptions and mistrust of the person and his potential.

Can facilitative attitudes be taught through techniques?

It is deliberate to start with two conceptual clarifications: The first is related with the term “skill” which is included in “faculty” (Kokkos, 2005, 22). The second is related to the term “technical” which means "the total scientific or empiric methods with which [a person] executes a work or achieves a certain result" (Dictionary of Common Modern Greek, 2001, 1336). Consequently, techniques are actions that are practised with tendentiousness and consideration without spontaneity in order to achieve certain results. Techniques are gained progressively by repeated exercise. They do not include any basic philosophy, any theory and they aim at the change of the trainee, sometimes even without his will. It is worth to mention that the perception for the acquisition of a skill through techniques, usually implies that we begin from a zero point by the admission “I do not know nothing”, so that we become gradual capable, like when we learn how to drive a car. Moreover, the intense wish of the person to control the experience through objectification, often, leads group leaders to decide the use of techniques "as a way of assuaging their anxious uncertainty about their own effectiveness" (Friedman, 1976, 23).

Carl Rogers emphasizes his antithesis in every artificial way the adult educator uses like various techniques, exercises or planed activities. He considers this ways as an attempt of direction, that impose the trainee to participate: "I am well aware that certain exercises, tasks set up by the facilitator, can practically force the group to more of a here-and-now communication or more of a feelings level. There are leaders who do these things very skilfully, and with good effect at the time... At its best it may lead to a discipleship (which I happen not to like): ‘What a marvellous leader he is to have *made* me open up when I had no intention of doing it!’ It can also lead to a rejection of the whole experience. ‘Why did I do those silly things, he asked me to?’ At worst, it can make the person feel that his private self has been violated, and he will be careful never to expose

himself to a group again" (Rogers, 1980a, 54). Rogers believes that each adult, as member of the group should have the chance to abstain from any activity, and it is the adult educator's job to clarify it. Moreover, Rogers emphasizes the importance of the genuineness of the helper: activities like role playing, bodily contact and psychodrama are proved to be effective and they are not "gimmicks", if they occur spontaneously (Rogers, 1980a, 61-62). According to these, we could say that adult education takes place through the authentic notification of facilitative attitudes from the adult educator to the trainee. These "are not technical and their communication requires the most refined faculties, make that in the bigger part should emanate from the personality of educator..." (Thorne, 1991, 42). If they were simple techniques, they could be acquired with training processes. However they are *attitudes*, that is to say the roots of behaviours which have cognitive, sentimental and actional content. This presupposes the self-knowledge and self-acceptance of the adult educator. Moreover, there is one more question to be asked: can the genuineness and the agreement of the adult educator with himself, be produced or reproduced via techniques? Accordingly, the adult educator is asked by himself to be an authentic existence in his work and his authenticity "is not taught" through techniques. Consequently, the implementation of facilitative attitudes is a matter of choice, the adult educator's attitude proceeds, he does not predetermine his operation, but honours the natural process and development of the trainees. The adult educator's respect and acceptance for the trainee are expressed by the possibility of empathy and the trainee receives the genuineness. In order to achieve this – before he involves in AE's practise – the educator should be familiar with the philosophy and the basic theoretical principles of empathy. More specifically regarding the empathic understanding which worthiness is recognised particularly the last years, we could say that each person has this capability, but his defences prevents him to expressing it. The empathic understanding is often confused or even coincided with the technique of listening the adult, but such a perception is a false interpretation. Because empathic understanding as an attitude is much more wider and qualitative. Its notification is unacquired and possibly does not need a long term practise from the adult educator, but a "dive" into himself – so that he learns more of him – and recognition and awareness of the internal obstacles, in order that these obstacles to be limited or even erased.

Therefore, it is obvious that when the facilitative attitudes are perceived as an emanation of "recipes" or/and techniques then they would not function. This does not mean that the adult educator should be born with the ability of empathy, but is preferable that empathy comes "from inside" and not from the brain. Consequently, the adult educator's adoption of the humanistic philosophy, removes his needs for techniques. Despite that, adult educators can be educated in the facilitative attitudes so that they can promulgate it, if they wish, to the trainees. This can occur through a theoretical and experiential – intensive – education of at least 10 days. The duration of these programs oscillate roughly from 32 until 100 hours, divided in eight days of education (Mouladoudis, 2005; Rogers, 1980b; Thayer, 1981).

The description of dialogic approach of the philosopher Martin Buber, which provides the "ideal" (Jarvis, 2003, 206) in the relationship between the adult educator and the learner, will follow.

The relationship between the adult educator and the learner as an *I-Thou* relationship.

According to Buber the "*I-Thou*" relationship or "encounter", is comprehended as a particular event, as a deep and essential connection of two persons (Buber, 1965a, 168). The philosopher claims that this relationship does not exist neither in the subjective internal world of *I*, nor in the subjective world of *Thou*, but in the communication among them. It is about the movement towards the "encounter", from the objectification of the experience, to the emancipated for *I* presence of *Thou*. The means that enriches the relation and contributes in the participants' completion is the "dialogue". It includes as a concept and as an action the duration of the relationship and the respect in their potential. Even though this can't be programmed, the participants should be in a readiness for this "dialogue" (Buber, 1958, 110-111; 1965a, 19-20; 1965b, 87-88).

Buber founded the Institute of Education of Adults in the University of Jerusalem (1949) and his opinions influenced this field in a theoretical, as well as in a practical level. Following these ideas, the AE process, takes place without biases in the adult educator's entrance in the relationship with the trainee. The relationship itself allows and can create a new perception of *I* by *Thou*, which combines, the positive recognition for the trainee and himself. In order for the educator to have a complete presence, he should invest deeply in the relation and be open in anything this brings, so he and the trainee might change. Characteristically, Buber says in his dialogue with Rogers: "... I have not the right to want to change another if I am not open to be changed by him as far as it is legitimate. Something is to be changed and his touch, his contact, is able to change it more or less. I cannot be, so to say, above him, and say, 'No! I'm out of the play. You are mad'" (Buber in Anderson & Cissna, 1997, 21).

The cooperation as an *I-Thou* relationship, is structured between the adult educator and the learner, with the learning object as mediator. The learner "rises" to the position of *Thou* thereby the adult educator and the learner are in simultaneity, as well as in a common communicative sphere, where the *I* and *Thou* meet the sphere of "between". This emerges and is created by the entirety, the reciprocal action and the authenticity of the participants. This area of communication, after its construction, allows the educator's and the learner's coexistence beyond the diversity of time, the place, the culture and the experiences. With particular process and because "is impossible a purely individual existence without relation with the other" (Jarvis, 1997, 89), each participant exceeds his self-absorption taking into account the variety and the needs of the other. In its substance it is a mental "encounter", which can't be defined or measured.

Equality and mutuality in the relation between the adult educator and the learner.

Even though two authentic persons are available for each other, this does not mean that the relation in AE – as well as in the other helping relationships – is equal. The roles and the limits of the educator and the learner that exist in the relation and concern both of them, make the absolute equality impossible. Nevertheless, these parts – as we will see below – do not reverse the probability of mutuality between them, which is a basic feature of the "encounter". The relation in the AE is not unilateral, but mutuality moments exist. The "encounter" is in its development reciprocally or, at least, expects the mutuality, even though this direction is not expressed in the same degree by the two members. Usually, in the beginning, the adult educator – and not the learner – is the one who provides the possibility for the "encounter". However, the objective of pedagogical process is the mutual "encounter", in which they recognize positively one the other with personal responsibility. The mutuality can not be programmed, but develops progressively, it can be present, in some degree in – as for the rest unequal – the top "moments of" communication of pedagogical relation. It does not constitute unity or coincidence of the participants, but turn to the other and experience the relation – as long as this is feasible for the limited possibilities of the person – as this is experienced by the other. Buber's and Rogers' view of mutuality will follow in brief.

Buber comprehends mutuality as the plenitude between person and person and he equates it with relationship: "Relation means mutuality. My *Sy*, affects in me'na, as i I affect in this. Our students us teach and our work us shape" (Buber, 1958, 15-16). Mutuality is expressed through mental extension (inclusion) at which the *I* engages the experience and the perception of the other and adopts them: "... this gift is not a looking at the other, but a bold swinging - demanding the most intensive stirring of one's being - into the life of the other" (Buber, 1965b, 81). Rogers alleges that the inequality of roles, does not exclude mutuality which is raised when "his deep authenticity of one meets the deep authenticity of other" (Rogers, 1969, 232). For him mutuality is an "instant" matter. The educator can create the conditions for the "short moments" of the "direct person to person relation" to come and the change befalls in these "moments" (Rogers & Stevens, 1967, 191-192).

Consequently, the "real dialogue can occur in role-defined relationships" (Johannesen, 2000, 2), as that of the adult educator and the learner. The inequality of roles between them does not block the "moments" of mutuality, which are characterised by the excess of roles acceptance of variation

but also by a break for a change in both members of the relationship. Even though it could be comprehended as an *I-Thou* relation, in the top moments of communication mutuality emerges, which can not be limited by objective criteria like what real mutuality is or is not. It exceeds the roles of the adult educator (helper) and the trainee (assisted) and each one “exists” in a unique way and replies freely to the other, so that continuous change and co-development will come (Buber, 1965a, 19-20)

Conclusion

The Education of Adults is a field of dynamics and auspicious prospects. From all the above it emerges – that doesn’t constitute aphorism on the techniques of production and reproduction of social skills – that adult educator’s function is more than practicing on some techniques. In this point a vital question arise that the adult educator should answer before his entanglement (Patterson, 1986): how much confidence do I have in the other person and his potentials?

References

1. Anderson R., & Cissna K., (1997). *The Martin Buber-Carl Rogers Dialogue: A New Transcript with Commentary*, New York: StateUniversity of New York.
2. Buber, M. (1958). *I and Thou*, Translated by R. G. Smith. New York: Charles Scribner's Sons.
3. Buber, M. (1965a). *Between man and man*, Translated by R. G. Smith, New York: Macmillan.
4. Buber, M. (1965b). *The knowledge of man: A philosophy of the interhuman*, Translated by M. Friedman and R. G. Smith, New York: Harper Torchbooks.
5. Friedman, M. (1976). Aiming at the self: The paradox of encounter and the human potential movement, *Journal of Humanistic Psychology*, 16(2), 5-34.
6. Jarvis, P. (1995). Teachers and Learners in Adult Education: Transaction or Moral Interaction? *Studies in the Education of Adults*, 27, 24-35.
7. Jarvis, P. (1997). Power and personhood in teaching. *Studies in the Education of Adults*, 29, 82-91.
8. Johannesen, R. (2000). The Role of “Roles” in Martin Buber’s Philosophy of Dialogue, pp. 1-3. Position paper presented for the program on “Dialogue, Role Boundaries, and Pubic Discourse” at the 6th National Communication Ethics Conference, Gull Lake, Michigan.
9. Kokkos, A. (2005). *Adults’ Education*. Athens: Metehmio.
10. Mearns, D. & Thorne, B. (1996). *Person-Centred Counselling in Action*, London: Sage.
11. Mouladoudis, G. (2004). Teacher’s Training in humanistic psychology and education: A proposed model. In G. Bagakis (Ed.), *Training and professional development of teacher*, 340-347. Athens: Metehmio.
12. Patterson, C., (1986), *Games and Gimmicks in Groups*. Awards Luncheon Speech, Association for Specialists in Group Work, Los Angeles, California, April 22.
13. Rogers, C. (1961). *On becoming a person*, Boston: Houghton Mifflin.
14. Rogers, C. & Stevens, B. (1967). *Person to person: The problem of being human*, La Fayette: Real People Press.
15. Rogers, C. (1969). *Freedom to learn*, Columbus: Merrill.
16. Rogers, C. (1980b). *A way of being*, Boston: Houghton Mifflin.
17. Rogers, C. (1983). *Freedom to learn for the 80s*, Columbus: Charles Merrill.
18. Rogers, C., (1980a). *Encounter groups*, Middlesex: Penguin.
19. Thayer, L. (1981). Toward a more person-centered approach in teacher education, *Education*, 101(4), 322-329.
20. Thorne, B. (1991). *Person-centred counseling, Christian and spiritual dimensions*, London: Whurr.

Higher Professional Education – New Stage in Development of Georgian Educational System

Archil SAMADASHVILI *

Abstract

It is well known that education is the main opportunity to overcome the social, economic and political inequity in society. From this point of view introducing the high level of professional education takes on special significance, by means of which to get higher education in many countries, first of all in the USA, is not a privilege but is the general right of citizens.

Wishes why students choose to get this type of education are as follows:

- ! to take the programs and courses, which give the possibility in the future to continue study in higher education institution and obtain Bachelor degree (*transfer programs*);
- ! to get the profession of qualified specialist in a desired field (*professional and technical programs*).

In the article is considered the main aspects and stages of introduction of the higher professional education programs, is offered the model of construction and preparation of this program.

Key Words: Inequity in Society; Higher Education; Transfer Programs; Professional and Technical Programs.

“Knowledge Revolution”, as the base of ability to create access and use knowledge, is becoming today a fundamental determinant of global competitiveness. Its seven key elements are:

- ! Increased codification of knowledge and development of new technologies;
- ! Closer links with science base - increased rate of innovation - shorter product life cycles;
- ! Increased importance of education & up-skilling of labor force, and life-long learning;
- ! Investment in intangibles (R&D, education, software) greater than investments in fixed capital;
- ! Greater value added, which comes from investments in branding, marketing, distribution, information management;
- ! Increased globalization and competition, with innovation and productivity as more important factors in competitiveness & GDP growth.

“Knowledge Revolution” allows to build the “Knowledge-based Economy”, which has many definitions. Most of them are emphasizing the role of information technology and high technology. We can use of a broader definition: “An economy that creates, acquires, adapts, and uses knowledge effectively for economic and social development.” The four key functional areas, development of which is necessary for building of Knowledge-based Economy are:

- ! Economic incentive and institutional regime that provides incentives for the efficient use of existing and new knowledge and the flourishing of entrepreneurship;
- ! Educated, creative and skilled people;
- ! Dynamic information infrastructure;
- ! Effective national innovation system.

The Knowledge Revolution and the Knowledge-based Economy are challenges to all countries, but they have special importance for developing countries, because of big risk of falling behind of developed part of world. To avoid this danger, developing countries need to have coherent strategies to take advantage of the potential of new era. The improvement of access and quality of the education

* Prof.Dr. Advisor of the Minister of Education And Science of Georgia

systems is one of the main elements of such strategies. Simultaneously, retraining and lifelong learning are at the very center of what they have to do to improve their prospects. The process of re-thinking what has to be done in this direction, moves these countries to development and implementation of new policies and increases public and private partnership and investments in R&D.

It is obvious that the educational systems are called to play a main role in building of Knowledge-based Economy. Successful accomplishment of this task requires to have the competitive educational environment as stimulus for improved performance; flexible labor market, including support for up-skilling; effective safety nets to facilitate adjustment to constant restructuring of education; easy access to different levels of education; quality of educational content (core technical & social skills, relevance, creativity); balance among different levels of education; development of life-long learning opportunities; more active role of the Ministry of Education and Science in relationships with labor, market, and economy.

Developing countries need to address to stock and flow challenges. The stock challenge is an effective system for skills assessment and certification. Flow challenge is the requirement to the education system to teach students how to learn through their lifetime, regardless of when they leave. This implies the need for better teaching and learning pedagogies, for core skills with broader interdisciplinary approaches.

Certainly, the gaps remain in basic education, but tertiary education is becoming increasingly critical for effective use of creation and adaptation of knowledge, if Georgia wants to compete globally. *Not only full degrees and PhDs are necessary today, but also shorter degrees from polytechniques and junior colleges, specialized high level technical training in multiple institutional settings and across disciplines.* Without creation of adequate educational programmes, developing countries will be far behind in stock, flows, structure and quality of education.

The aim of dissemination of global knowledge is also connected with growth of more efficient enterprises, suppliers of equipment, technical services and info. It also depends on cost and benefits of usage of knowledge, on education, skills, and complementary inputs, on economic and institutional regime. The increasing globalization of the knowledge creation requires internationalization of research, effective usage of global knowledge and its adaptation to the local needs. But participation in the global knowledge trade is connected not only with technological transfer and knowledge dissemination. For successful building and development of Knowledge-based Economy, it is necessary: to create and adapt one's knowledge, to develop public and private basic and applied R&D; to have systems of creation and promotion of innovation; to provide better interaction among domestic research institutes, universities, and firms and joint researches with foreigners; to pass knowledge flow from specialized research institutions to production.

If we want to consider the influence of new technologies, it is necessary to note that they play an important role not only in economic development (through the spread of innovation and the productivity gains they bring about), but also in human development. For some stagnating developed economies, in the late 1970s, the growth of new technologies seemed like a panacea for many nagging domestic problems, such as education and healthcare for the most underprivileged in the United States, the recurring industrial and monetary crises in Japan and structural unemployment in Europe. For the developing countries, the promise of "technological leapfrogging", of being able to skip the stages of industrial development by adopting the most advanced technologies directly and to capitalize on their tremendous potential, held out special appeal. In emerging knowledge societies, there is also a virtuous circle in which the progress of knowledge and technological innovation produces more knowledge in the long term.

Today knowledge is recognized as the object of huge economic, political and cultural stakes, to the point of justifiably qualifying the societies currently emerging. The upheavals stemming from the Third Industrial Revolution – that of the new technologies – have produced a new dynamic as the training of individuals and groups. Scientific and technical advances and modes of cultural expression

have been constantly evolving since the mid-twentieth century, notably in the direction of growing interdependence.

The educational systems, especially the institutions of higher education, are destined to play a fundamental role in knowledge societies, based on radical changes in the traditional patterns of knowledge production, diffusion and application. Over the past 50 years, these institutions have experienced an explosive growth in student numbers, described by some as a “massification” of higher education. Educational provision is becoming more varied as knowledge advances. As a result, higher education in most countries now consists of a complex network of public or private institutions, with different levels of teaching – polytechnics, engineering faculties, business and management schools, distance education centers, research laboratories, company subsidiaries, etc.

It is necessary to note the certain danger from the “consumerized” attitude to the higher education, which is connected with new demand to the university level of education. The risks of “commoditization” in the field of higher education are very real even if country does not find itself in the same situation in relation to such challenges. Those with a long university tradition are generally less threatened by this diversification of higher educational provision. The most worrying cases are the countries with lack of university tradition: the advent of knowledge societies is often linked to the emergence of full-scale *markets* in higher education. There is a need to ensure that these trends do not lead to a distortion of the original missions of higher education.

Today processes of globalization have created absolute opportunities for construction of a knowledge-based society in any country. In spite of the fact that the greater and developed countries create much more knowledge than less developed countries and will keep on this situation in the nearest future they do not have an exclusive monopoly for its usage. Because of today's unique development of information technologies and means of the communications, knowledge overcomes borders between the countries much easier and more quickly, than people or the capital. Therefore the basic part of that knowledge, which is necessary for development of knowledge-based economy, can be received practically free of charge, or with minimal charges. However, for its perception and use, corresponding readiness of manpower of the country is expected. Ability of experts for independently finding of the necessary knowledge, and its adaptation for the decision of professional problems, defines the rate of development of the country today. Therefore, higher education, whose basic function is the development of graduates' potential of independent perception of knowledge, can play the main role in the construction of Knowledge-based Economy.

As the usage of the information and knowledge lays in a foundation of knowledge-based economy, scientific research becomes the main driving force of a society. Accordingly, the carriers of knowledge - qualified experts, turn into its basic industrial resource. The high level of education, professionalism, creativity and propensity to the further study, are today the main characteristics of "knowledge-based economy's workers". Therefore the higher and professional schools, which are called to bring up corresponding behavior in their graduates and which basic function are to develop and distribute new knowledge, to promote its realization in industry, are considered as one of the main sources of economic development.

The concept of Knowledge-based Economy considers not only directly technologies, but also a whole mechanism of reproduction, distribution and application of knowledge. This mechanism consists of universities and fundamental science, communication and patent systems, applied research and development. The main driving forces of it are industries using modern technologies: informational, high-end and resource-saving technologies, etc. They are microelectronics, software production, manufacturing of materials with special properties, biotechnology, robotics, telecommunication, etc. Therefore, the future of the countries which try to build up Knowledge-based Economy, depends not only on their potential to generate new knowledge, and accordingly, on qualification of the scientific researchers, but also on presence in their workforce of the qualified specialists providing manufacturing of modern goods, processes and services, which are the so-called "containing knowledge products".

It is possible to approve that a reasons brought above, have determined the general direction of reforming of the higher education system in Georgia. Setting up on the its first stage together with a bachelor degree, an alternative form - the Higher Professional Education (HPE), is one of the major elements of changes, who are offered by the Ministry of Education and Science.

By the new Law of Professional Education in Georgia (which has been adopted this year), introduction of new type of programmes is stipulated, particularly for Professional Higher Education short cycles. Graduates of such programmes - the so called Higher Professional Specialists - will be conferred a National Professional Diploma. The teaching aim for Professional Diploma is to train a professional – a practical person and his/her “quick” movement to labour market. So, the duration of the appropriate programs (2-3 years) will be less than for analogous bachelor programmes (4 years) and these programs will be provided for acknowledging only the minimum of theoretical and general educational topics.

The new structure of Georgian higher education system is represented in Fig.1. The system is multilevel. On its first level we have two alternative variants of curriculums: baccalaureate and the HPE. Graduates of baccalaureate programs have an opportunity to continue education on the second - Masters' level of higher education. Its third level - Doctorate, serves for preparation of scientific research and also professors. The possibility to study on doctoral programs will have only those persons, who can successfully finish the second step of higher education and received the Master's academic degree.

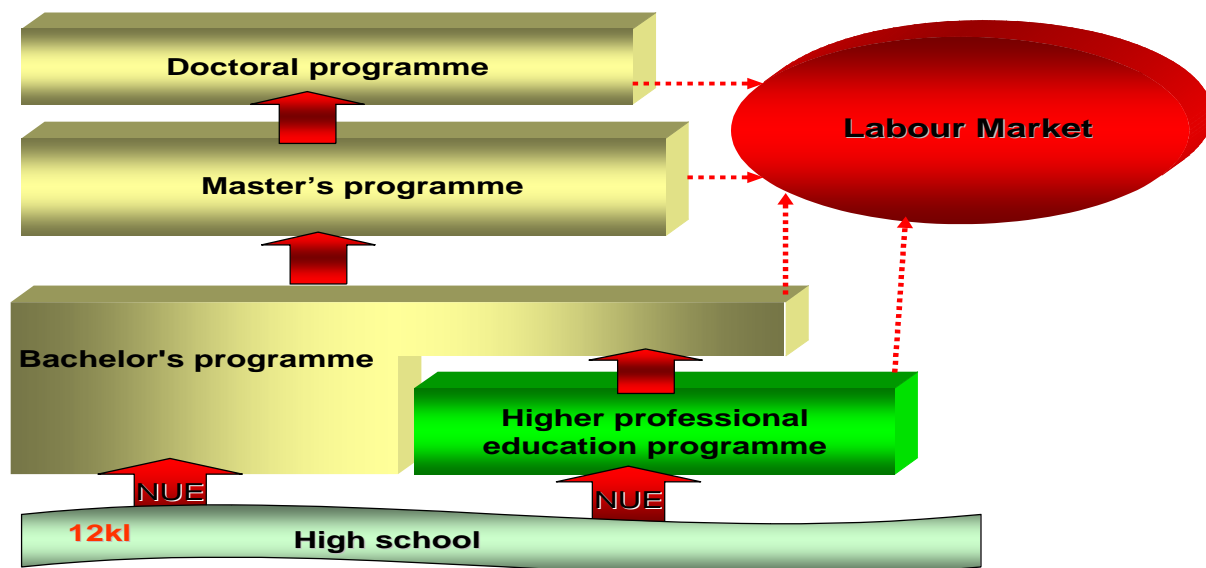
Correspondingly, the admission to HE programmes will be performed in the following way:

- ! To apply to undergraduate (Bachelor, or Higher Professional Diploma) programmes, the future student must hold a secondary education certificate or an equivalent degree;
- ! To apply to graduate (Master's) programmes, the student must hold a Bachelor or an equivalent degree;
- ! To apply to post-graduate studies (doctorate), the student must hold a Master or an equivalent degree in the appropriate field.

The admission to undergraduate programmes of both types, takes place on a competitive basis through passing of National Unified Examination (NUE). But enrolling the students to HPE programmes, will be done with passing of light-weight variant (only one exam) of National Unified Examination. Matriculation on bachelors' programmes will be done only after successful passing of full range of National Unified Examination.

Currently the admission to other cycles (Master and Doctoral) takes place on a competitive basis according to the admission rules set up by the higher education institution and validated by the Ministry of Education and Science. But in the future, these rules will be changed and admission will be performed on the basis of special Masters' Unified Examination.

Georgian Higher Education System



When we say “Higher Professional Education”, we practically use the term “tertiary education” as defined by the OECD as “*a level or stage of studies beyond secondary education which can lead to a qualification recognized on the labor market. It is undertaken in formal tertiary education institutions – universities, polytechnics, colleges; public and private – but also in a wide variety of other settings*”. Therefore we can conclude that as well what is now known in Georgia as HPE can be seen in international practice as tertiary education.

Students in HPE mainly are people looking for a short professional or vocational qualification after secondary education. HPE definitely contributes to diversification in higher education as it expands the range of studies from which students can choose. Next to the wide range of studies offered in HPE will be also a variety of flexible learning paths such as part-time study, adult education, distance and Internet learning which make these studies especially attractive for mature students or students that would otherwise not access higher education. Such flexibility enhances lifelong and life-wide learning.

Many examples from other countries show that HPE swiftly adapts to the needs of the labor market both public and private. Although we are waiting that the majority of students who have finished HPE will prefer to join the labor market as soon as they have graduated, some of them will decide to take on degree studies immediately after graduation or at a later stage in life. This will be possible if HPE have links with academic programmes of universities. Ladders of learning, or even better, networks of learning as they already exist in some educational systems in Europe, will enhance the student’s chances to accumulate credits for the acquired skills and competences and use them whenever he or she decides to continue his or her education.

Institutions offering HPE will use credit systems (maybe ECTS) and Diploma Supplement on a legal basis. The accumulation of credits and the transparency and comparability of contents in HPE will definitely be enhanced by the use of these credit systems and by using the Diploma Supplement.

Programmes in HPE will last for two-three years. The transition from HPE to degree programmes will be relatively easy. It is obvious that when HPE institutions integrate with

universities or when they have close links with them, the transition will be a further step on the ladder of learning. Sometimes the credits earned in HPE will be taken into account entirely when proceeding to degree studies but in other cases they will just grant access to university or degree studies.

To this effect we recommend that HPE institutions and universities both should have very close formal and informal connections and different forms of co-operation between different levels of education ranging from university education to HPE or post-secondary education. It is suggested that HPE and post-secondary education should be fully included in qualification frameworks which will be developed in Georgia.

Thus, since from this year, students of the first level of Higher Education System in Georgia will have an opportunity to make a choice between two educational "trajectories": to study at the bachelor degree's program, or at the program of HPE. The division of teaching materials according to the corresponding purposes of programmes, will allow preparing experts more purposefully. Earlier, higher education had unreal, and inappropriate to the expectations of majority of students task: preparing of the universal specialists, who can working equally well both in science, and in spheres of production of goods and service. Realities of the Knowledge-based Society do not support such an approach of levelling requirement of practice and students. We hope that differentiation of programs of higher education will allow to satisfy better the requirements to qualification of experts which are in the face of knowledge-based economy. Programmes targeted to receive a bachelor's degree, which are focused first of all on preparation of future researchers, will allow to provide the society with those experts who can create new knowledge. Programs of HPE will enable us to prepare specialists with deep understanding of features of modern industrial and information technologies and enable us to organize manufacturing and service with the greatest efficiency.

CHAPTER III

Provision of Quality of Higher Education

Abstract

The concept of quality is an important feature of life in present-day society. We are all clients and customers of goods and services and desire to obtain the best possible “bargain” for the money and time we invest in obtaining them.

The popularity of quality as a management buzzword in recent years has led to being applied in many areas outside business, including education. However, the term remains problematic because of its inherent vagueness. A review of recent definitions of quality in management texts finds emphasis in its use there on consistency of product and service to client and conformity requirements.

This has led the development of industrial approaches to “quality management”, designed to produce products and services of good quality, and guarantee this to the consumer. In turn, this has stimulated the development of methods of assessing and evaluating whether the promised quality is in fact being delivered.

These concern affect the educational sphere as well. The debate about quality in adult and higher education ranges from agreement and disagreement to complete confusion.

Quality enhancement and management refer to all activities, processes and structures by means of which something is performed, e.g. a service. Their task is to ensure the quality of the activities by ensuring the quality of the outcome.

Therefore, the aim of the article is to present methods of quality enhancement and control and explore the use of the instruments.

Key Words: Quality Enhancement; Workshop.

In recent years adult education and development have been facing new challenges, which should also be seen as opportunities. The situation and evolution of adult education prove very complex. Adult education suffers from a huge need of modernization. One worldwide trend that can be observed is that the more developed a society, the greater the need for general and vocational, political and cultural adult education, and the larger the number of people actually taking part. This means that structural support for sponsoring bodies, skills development and quality assurance must be given greater attention if sustainable progress is to be made in relation to both institutions and activities and is to outline particular projects.

Quality is at the top of most agendas and improving quality is probably the most important task facing any institution. However, despite its importance, many people find quality an enigmatic concept. It is very difficult to define and measure quality. One person’s idea of quality often conflicts with another and, there is never a final definition.

We all know quality when we experience it, but describing and explaining is a more difficult task. Quality is what makes the difference between things being excellent or bad. Quality also makes the difference between success and failure.

Seeking the source of quality is an important issue in education. Education is recognizing the need to pursue it, and to deliver it to students. There are a lot of candidates for the source of quality in education:

- ! Outstanding teachers
- ! Excellent examination results
- ! High moral issues
- ! The support of business or local community
- ! Plentiful resources
- ! The application of the latest technology

* Head of British Council/Peacekeeping English Project, Teacher Trainer/Quality Control Coordinator, Georgia

- ! Strong and purposeful leadership
- ! The care and concern for students
- ! A well-balanced and challenging curriculum

When I first started researching quality, I asked the question “why should an educational establishment want to be involved in quality enhancement/assurance activities?” My research has led me to the conclusion that this is linked with professional responsibility or results from competition in the educational market place, or from the need to demonstrate accountability.

The concepts of quality control, assurance and enhancement originated in educational contexts initially during the Second World War where reliable production of armaments and aeroplanes was a major concern.

Ways of reducing the number of defects were developed through a systematic study of design, of production processes and of quality control. The techniques were developed further in the post-war renaissance of Japanese industry and have now spread to generalized use in industry and have been extended to service industries, where the concept of satisfaction with services provided is introduced.

In manufacturing industries, QA is achieved technically by such processes as

- a) through analysis of function
- b) careful design of components
- c) working to engage standards and measurements
- d) standardization of the process of production
- e) checking the finished product
- f) seeking, listening to and acting on customer feedback

Humanly, QA is enhanced by means of

- a) informing all members of the team of the common aims and objectives
- b) ensuring that all members of the team are working to common standards
- c) encouragement of small teams where considerable scope is given to self-organization and individual initiative is welcomed
- d) flexibility of work
- e) team responsibility for their own quality control, i.e. from within

The idea of meeting or exceeding the customer’s expectations is central to the development of quality assurance in service industries. It assumes that customers choose providers on the basis of how far their needs are met. In the adult education sector, many learners are financed by their employer and there can be conflict between satisfying the needs of the individual with the specific requirements of the one who is paying.

An essential feature of quality assurance is setting and checking of standards. In order to be able to do this, a common language is required. Besides, serious quality initiatives at local, national and international levels are necessary.

Quality enhancement in adult and higher education is a deliberate process of change that leads to improvement. Enhancement of something is fundamentally about trying to make the world a better place and succeeding in this enterprise. Teachers and high educational institutions voluntarily engage in quality enhancement both in order to improve students’ learning and their experiences of high education, and to respond to the ever changing needs and interests of society.

Voluntary participation in quality enhancement is driven by the same values that drive personal learning and facilitate the learning of theirs. It involves everyone who teaches, supports and guides students and managers and administrators of high educational institutions. It includes significant strategic initiatives and the many small things that people do to try to make things better.

Since we are concerned with adult education, all programs for them should comply with certain principles of adult learning, which are:

- ! **Voluntary participation:** adults learn better in situations where they themselves choose to get involved
- ! **Mutual respect:** for adults to progress in their learning, they need to feel that they are valued and respected
- ! **Collaboration:** adults learn best in situations where they can share and learn from other adults
- ! **Action and reflection:** to be effective, professional development opportunities have to be rooted in practices, which gives adults the chance to reflect on what they do and then modify their actions, if they deem it necessary
- ! **Organizational setting:** professional development programs need the support of the institution with a commitment to helping develop and sustain programs for teachers
- ! **Choice and change:** adults learn best when given the chance to make their own choices and to change them if they are not successful
- ! **Motivation:** adults engage in learning when they see that a specific learning opportunity can help them cope better with their everyday lives
- ! **Self-direction:** when teachers are given a chance to actively participate in the planning and implementation of programs, the results can be impressive

When speaking about quality control and enhancement, we need to differentiate between public and private sector quality control. Private sector control is voluntary, connected to marketing and client-related, influenced by commercial considerations. It tends to be often compulsory carried out by government inspectors, defined by law, influenced by authorities, perceived as threatening since jobs and careers depend on the results, and, therefore, difficult to implement. There is increasing emphasis in national educational systems on using the principles of quality assurance to replace bureaucratic systems and institutions are given the freedom and responsibility of defining their own educational mission and their own standards.

The steps of quality initiative whether in a state or private educational establishment, would include the following elements:

Defining the mission: What's the role of the institution? What are the ambitions?

Setting the aim: What does it seek to achieve in the short to medium term?

Producing the promise: What promise or guarantees will it give to its users?

Assessing what we do: Observations to get a realistic view of present practice

Measuring the gaps between promise and practice: Identifying the areas where improvisation is needed

Deciding on measures of improvement: Making specific action plans for doing this

Quality enhancement and quality management refer to all activities, processes and structures by means of which something is performed including e. g. a service. Their task is to ensure the quality of the activities by ensuring the quality of the outcome.

In adult and higher education it is helpful to see quality management and enhancement as a "service". Following three considerations are very important:

1. The qualitative dimension of service:

- ! the potential available (equipment, personnel, activities, processes)
- ! the actual provision (the result of the potentially available activities and processes, e.g. individual courses, the half-yearly programmed, the prospectus)
- ! Implementation
- ! The yield (i.e. any impression, knowledge or skills that result)

2. The concept of "customer"

In services, the essential reason for seeking quality enhancement and quality management is to meet customers' expectations and provide customer satisfaction. The key focus is on the learner. As ISO norm states, "It should be possible to reconcile customer satisfaction with the professional criteria and professional ethic of the service organization". (ISO. 9004-2/63 Note 17)

3. The concept of "product"

Product is understood to mean the result of activities or processes. In adult and higher education, this definition can easily be applied to a single course or set of courses.

Thus, in the light of these three points, the importance of a process orientation in services and in education is clear. It assumes that a high quality process is crucial to the achievement of a high-quality outcome. In other words, the quality of the process has a beneficial effect on the yield, the cognitive, personal and social skills which learners may acquire or develop.

Quality enhancement requires the so-called quality management system. This relates to all the activities, processes and structures which contribute to the outcome. The system implies drafting of a plan of events with specific stages of work, in addition to the overall plan of the work, feedback and quality targets. In the case of my work, this so-called quality plan is spread over the year. It includes particular types of conference involving students and outside guests, so that space is given to needs and interests both in the field of action and in the university course, and that these influence development. In adult educational establishments there is a wide variety of possibilities, such as an "ideas exchange" with participants.

A quality management system can only be set up effectively if all those concerned with the work are involved. This applies to universities as well as to adult educational establishments. This must be done from the outset. If staff are involved, they can play a part in its design and can take on responsibility for it. Understanding of a common purpose rises markedly so that motivation becomes an inner desire, a wish to be involved rather than an "externally imposed obligation".

Quality management expands people's perspectives and makes them more able to cooperate, e.g. with partner organizations in continuing education or business.

The teaching profession provides us with a useful tradition of seeing adult education as a service, and of quality and quality management, which we should not forget or abandon.

Thus, the most important points can be summarized as follows:

- ! Agreement on the applicability of the terms "product" and "customer" in relation to continuing education provision in setting quality criteria
- ! Quality criteria must match customers' wishes
- ! Quality criteria must be transparent and customers must be able to check them
- ! Standardized criteria to provide a basic guarantee of product quality in continuing education should be complemented by additional criteria specific to each continuing education product

When all is said and done, chocolate has to taste good!

References

- 1) Total Quality Management in Education. Edward Sallis. Third Edition. 2002.
- 2) Total Quality Management. Oakland John S. 1993. 2nd Edition. 1993

Abstract

The joining of Georgia to the Bologna Process, new law about High Education adopted by the Georgian government in 2005, needs of Society and labor market, fundamental changes in medicine and many other factors obligates us to reform of system of High Medical Education.

Activity of Service of Quality Assurance in Higher Schools of post-soviet countries and improving the quality of medical education is necessary condition for join in the European Space of Higher Education.

At the end of 2004/2005 academic years a committee of Quality Assurance has been established within the Faculty. Administration at the Faculty of Medicine and Committee of Quality Assurance was made self-evaluation. We used the international standards of Basic Medical Education offered by the World Federation of Medical Education.

On the basis of swot-analysis elaborated new strategic plan of development of Faculty and made the important changes.

The ultimate goal of the reform of system of High Medical Education and implementation of Quality Assurance service is to ensure the production of competitive graduates with better quality and high competences.

Key Words: Reform of High Education; Quality of Medical Education; Swat-analysis;

Introduction

The joining of Georgia to Bologna Process, new law about High Education adopted by the Georgian government in 2005, needs of Society and labor market, fundamental changes in medicine and many other factors obligates us to reform the of system of High Medical Education.

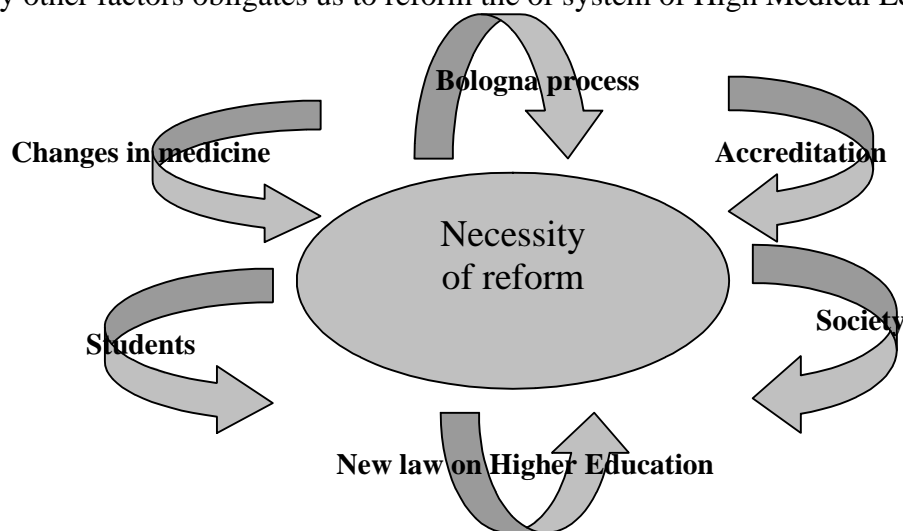


Figure 1. Framework for necessity of reform in higher medical education

Head of the Committee of Quality Assurance of Faculty of Medicine Tbilisi State University

The activity of Service of Quality Assurance in Higher Schools of post-soviet countries and improving the quality of medical education is necessary condition for join in the European Space of Higher Education.

* Assoc.Prof.Dr. Ivane Javakhishvili Tbilisi State University, Georgia

For an efficient and flexible reaction to the changing needs of the social environment the institutions of higher education are required to involve the mechanisms of quality management with all its necessary instruments and methods (Csizmadia, 2003; Rummeler and Brache, 1995).

At the end of 2004/2005 academic years a committee of Quality Assurance has been established within the Faculty. Administration at the Faculty of Medicine and Committee of Quality Assurance was self-evaluated.

Global standards for Quality improvement

Variations among countries in Medical Education due to differences in teaching traditions, culture, socio-economic conditions, the health and disease spectrum, different forms of Health Care delivery systems.

Scientific basis of medicine is universal and task of Medical Education everywhere is the provision of Health Care and despite cultural peculiarities of countries and nations the structure, process and outcomes of medical education fall into a universal standard.

World Federation of Medical Education elaborate International standards in Medical Education, the purpose was to provide a mechanism for Quality improvement in Higher Medical Education in global context, to be applied by institutions responsible for Medical Education.

Methods of self-evaluation

International standards of Basic Medical Education offered by the World Federation of Medical Education were used for self-evaluation.

The process of self-evaluation carried out by the Faculty of Medicine comprised on the following directions:

- ! Mission and goals
- ! Curriculum
- ! Students' evaluation
- ! Students
- ! Academic staff
- ! Program evaluation
- ! Resources
- ! Administration and management
- ! Renewal

The given paper outlines the results of self-evaluation in the directions enumerated above.

Mission and goals of the Faculty

The self-evaluation showed that during the 10 years of its existence (1995-2005) the Faculty was governed in accordance with the University statute, which outlined general university mission and goals, but did not include the peculiarities of the mission and goals of the Faculty of Medicine. Therefore, none of the standards of the university mission and goals were met at the Faculty, including those of social responsibility, research, social involvement and the cooperation with the stakeholder (academic staff, students, university, governmental structures, representatives of professional medical organizations, service providers of the Ministry of Healthcare, representatives of post-diploma education, and representatives of society) which are of high importance for any university.

Evaluation of academic standards of autonomy displayed that the curricula were designed in compliance with the standards adopted by the Ministry of Healthcare and Ministry of Education in 1999.

The curriculum was then adopted by the educational-methodic department of the Tbilisi State University and then by the Rector. In other words, the process of curriculum design was less independent, and the Faculty used to receive a ready educational standard which mainly reflected the requirements of soviet education system. The self-evaluation displayed that none of the standards of learning outcomes and students' competencies were met by the Faculty.

Curriculum

Evaluation of the curriculum showed that it consisted of basic, clinical, specialized, university and elective subjects; the list of university and elective subjects was determined by the University administration, namely by the educational-methodic department; the list of elective subjects was compiled from the general university list and did not include specific medical subjects.

Due to a low level of Faculty autonomy, the amount of obligatory subjects during the first year was 26 (!) subjects with 30% of them being general university disciplines (History of Georgia, Geography of Georgia, History of Caucasus in myths and legends, Basics of Economics, History of Religion, Higher Mathematics, and Jurisprudence etc.).

There was a discrepancy in the application of the state educational standards, since it had been elaborated for a 7-year-long study program. But the studies last for 6 years at the Faculty of Medicine.

As for the student promotion standards, there was a scholarship scheme at the Faculty, but the amount of the scholarships was extremely limited by the University administration.

For developing the scientific skills of the students the Faculty permanently prepared certain papers, organized Faculty students' conferences, as well as University scientific conferences. There was a students' scientific circle working at the faculty. Some of the students took part in the scientific researched carried out within the framework of grants.

The standards of basic bio-medical sciences were not met, as there was no integration between basic and clinical subjects and the basic bio-medical disciplines did not reflect the modern scientific and practical achievements of healthcare sphere. Nor the acute issues of population health, neither the local and national priorities of healthcare, fully outlined in the curriculum.

Though the program included social and behavioral sciences, medical ethics and jurisprudence, it did not provide space for adaptation with novelties of the healthcare sector.

The Faculty had a methodical council which was similar in functions with educational committee; it consisted of only the representatives of academic staff and it was forbidden to involve outsiders like students or other interested parties.

Consequently, various standards were not met in this direction including standard of educational committee, standard of operational link between the basic medical education and post-university trainings etc.

Students' evaluation

The Faculty had only oral rules (instead of documented regulations) of the methods of evaluation. Students received the information about evaluation from the lecturers.

The methods, principles and practical application of evaluation active at the Faculty were not connected with goals of education. It rather involved passes, quizzes and exams. The rules of selecting the type of evaluation and criteria were carried out by the Faculty methodic council and the Deputy Dean in charge of academic affairs, with no pre-determined rules employed.

The main type of evaluation was an oral exam upon the completion of the course. Some of the chairs used to involve written final tests. The exam was marked by 5-grade system. There were three positive and one negative grade in the system (5-excellent, 4-good, 3-satisfactory and 2-failure); such kind of limit caused certain difficulties in the differentiated approach which evaluating the students' knowledge.

There was no formative and summative evaluation used in the Faculty.

Though there were general university rules they were not implemented in reality. For example, according to the university rules the criterion for student's exclusion from the university was the amount of missed contact hours and it made 40 hours but the faculty did not utilize this rule.

The research displayed that there were students who had missed 290 hours and the administration, reacted to only by means of oral warning. The Faculty was not free from protectionism and in these conditions students' registration at the lectures lacked any sense.

Signatures of the members of the examination board were named as the warranty of the trustworthiness and fairness of students' evaluation, but this was a fiction. It is widely known that the examination was conducted by a single professor and the other members of the examination

board just put their signatures on the exam sheet later thus proving “the trustworthiness and fairness of the evaluation”.

The Faculty initiated a new type of summative examination in clinical disciplines upon the completion of the second and fifth years of studies.

The self-evaluation displayed that there was no link and interdependence between the methods of evaluation and studies, or between the methods, principles and practical application of evaluation.

Students

The strategy of applicants’ selection and acceptance was determined by the University rectors’ office, which manned the examination board and led the examination procedures and evaluation. It should be noted that there were two sectors at the Faculty- state budget financed and self-financed.

The number of seats at the state budget finances sector was 20 while the other sector had 80 seats available. If there were more than 80 applicants, then the number of available seats would increase. This condition itself excluded any chances of determination of the amount of available seats in compliance with the educational-methodic and material resources of the Faculty.

The rules and the strategy of enrollment for two sectors were different. E.g. major “General Practitioner” – budget financed sector had three entrance exams (biology, chemistry and Georgian language). If the applicant received a low grade on the first exam, he was given a chance to enroll in the self-financed sector. Those who applied for the self-financed sector directly had to pass only one exam in biology.

Due to such an unequal strategy for students’ recruitment, with practically no barriers for the self-financed sector, the educational process was fully homogenous for both sectors and the groups consisted of students from both sectors.

Naturally, no standards for students’ selection were met at the Faculty. The only mechanism of amending the number of students and changing the quotas was an oral agreement with the Rector.

Academic staff

Faculty lacked any policy and plan for staff recruitment as well as faculty, institutional or state requirements that the faculty would demand from its employees. The only mechanism involved was protectionism.

Academic personnel and their salaries were in direct correlative relation with the work load. The documents examined during the self-evaluation show that in addition to the hours foreseen by the study plan 12 chairs of the faculty were also “performing” some additional hours (e.g. the contact hours for the Chair of Therapy made 15721 hours, additional – 23744 hours; Chair of Surgery: 5472 contact hours, 8488 additional hours, Chair of Pathology: 4819 contact hours, additional 6616 hours etc.).

Researches conducted during self-evaluation displayed that these hours were officially considered as the consultations for the students but there was no reasoning provided for the fact that such hours exceeded the main work load.

The faculty had neither a promotion scheme for academic, scientific and other activities nor any policy for trainings or evaluation of teaching performance and the policy for peer evaluation. The Faculty had 34 clinical bases but the standards of educational process maintenance in terms of logistics were not met; naturally there was no sign of renovations of educational space and recreation area.

The self-evaluation displayed as well that the basic standards of program evaluation, administration and management and lifelong learning were not met.

Therefore, the conducted self-evaluation research revealed the following:

Mission and goals of the Faculty	has not been established;
Curriculum	inadequate – competencies are not clear, mission of curricula and

	courses are not clear;
Students' evaluation	does not meet standards, methods of teaching and evaluation are outdated
Students	no policy
Academic staff	does not meet standards
Resources	does not meet standards
Program evaluation	does not exist
Administration and management	weak, low level of autonomy
Renewal	does not take place

The purposes of applying international standards in evaluation were the following:

- ! To stimulate the reform process in order to improve the quality of teaching and to work out specific action plans of the reform;
- ! To improve the curricula;
- ! To optimize qualitatively the medical staff and medical services taking into account speedy internationalization process;

As a result of SWOT analysis weaknesses and strengths of the development of the department, and Additional obstacles and positive factors were identified and singled out.

New strategic plan of development

On the basis of the results of self-evaluation and SWOT analysis we have elaborated a new strategic plan for development consisting of three main directions:

- ! New curricula;
- ! Development of the structure and system of the department;
- ! Development of new, modern and affective approaches and methods of teaching.

Strategic development plan of the department describes the basics of new curricula, namely the study programs:

- ! The competences of the graduates (with diplomas) should be based on the learning outcomes and goals should be identified in advance;
- ! Integrated teaching of basic, clinical and social disciplines(Figure 3);
- ! Clinical activities should be touched on from the first courses with a scientific context emphasizing basic mechanisms and experiences based on ethical standpoints and scientific arguments.

The basic principles of management have been identified in the strategic development plan:

- ! Department is autonomous in the management of study process and resources;
- ! Management policy is carried out by the Departmental council (as regulated by the law);
- ! Management bodies of the department are the dean's office and the department committees; the rights and responsibilities of these bodies are regulated by the departmental statute (and adopted by the University and Departmental Councils).

Steps of changes

For realization new Strategic plan it became necessary to change the existing Credit System by European Credit Transfer System.

Implementation of European Credit Transfer System at the Faculty of Medicine at Tbilisi State University demanded revision of the whole system of Curriculum and Policy of teaching at the Faculty according to international standards.

The preparatory works carried out before the introduction of the European Credit Transfer System were divided into several stages.

On the first stage we analyzed existing situation, curricula and accounting documentations and record-books regulating the study process.

The first stage was focused on introducing certain changes in the curriculum in order to make the study process meet the required international standards, namely the academic workload for the faculty as well the students' contact hours and number of social-economic and humanities disciplines were reduced.

	Old structure	New structure
Academic workload (teaching hours)	8800	5500
Student's workload in week (hours)	40-48	30
Number of disciplines on the first year	26 (!)	11
Contact hours for Disciplines(example)	180	120
Number of credits for teaching year (example)	56	60
Credit's hour (academic hour)	16	25
Workload of the department for teaching years(example)	39465	12136

Second stage was concentrated on the development of necessary methodic recommendations, their implementation and monitoring.

The main purpose of the seminars was to provide information to the academic staff on the processes in the higher education system and important documents (namely Charter of the Universities, Lisbon Convention, Sorbonne Declaration, Bologna Declaration, Berlin Communiqué and Bergen Communiqué), as well as international standards in Higher Medical Education and the terms and procedures of implementing ECTS and their contents.

The topics of the seminars were dealing with the answers to the following questions:

What are ECTS and its credits?

What is student's workload?

What is a syllabus?

What is new scale of grading according to ECTS?

What is learning outcomes and competencies?

What is diploma supplement?

What is? etc.

The elaborated recommendations were distributed to the academic staff in the form of information letters.

Thus, the handbook on the ECTS was made available to the academic personnel containing:

! the material on how to write a syllabus;

! a sample of syllabus;

! Instruction on the new system of grading.

On the given stage the seminars were organized for the academic personnel as well as students.

Student should share the responsibility joint self-study. Lecture, didactic tutoring (passive participation of students) should gradually be replaced by interactive forms of teaching.

The seminars organized for the students were focused on the ECTS and its basic characteristics and the possibilities of students' mobility as well as information on the new system of students' assessment and forms of workload and its organization.

In 2005/2006 academic years was Implemented new system of students' assessment. Introduction of the new system of students' assessment is one of the fundamental part of the reform and the implementation of ECTS.

The form of final exam throughout the whole university has been changed into a testing. In the new system any types of activities are correspondingly graded thus making the system reflect objectively the student's attempts to obtain knowledge and outcomes of these attempts.

The new system of students' assessment modified the students' approach towards the learning process.

The new system of students' assessment is student-centered and acceptable for the students since it transparent and maximally close to objective evaluation leaving no room for corruption and protectionism.

The new system of students' assessment is transparent with certain amount of point allotted to the separate components; each student is aware of her/his academic excellence before entering the final exam and the information is available for the whole students' community.

It is widely believed that the new system of students' assessment and the implementation of ECTS will assist the mobility of the students of Faculty of Medicine and give them chances of sharing the experience of different school by means of exchanges.

The idea formulated between the student and professor that, credits belongs to the teacher" was changed into a new motto, credits belongs to students".

All the teachers were asked to hand in a syllabus, with the amount of contact hours as well as the amount of independent work required for getting the credit.

On the next stage a new document of accounting and organization of study process the so called „ form #2" was introduced as well as a special document for the personnel workload, „ form #18", „ form #19", „ form #63" and „ form #82" for the students' assessment.

School of occupational therapy has been set up in 2006 with a new curriculum to be implemented in the coming academic year.

Academic competitions have already been finished at the department.

Conclusion

At the Faculty of Medicine Tbilisi State University some problems are resulted and closed, but other (including research, continuing professional development, revision of teaching process, etc.) still rests.

In the Quality improvement of Medical Education indispensable component is self-evaluation.

In all stage of changes Service of Quality Assurance has an important role.

The ultimate goal of the reform of system of High Medical Education and implementation of Quality Assurance service is to ensure the production of competitive graduates with better quality and high competences.

References:

1. Csizmadia, T. Quality Management in Higher Education: The Role of Quality Management in Satisfying the Stakeholder Demands. Enschede: University of Twente, 2003.
2. Rummler, G.A. and Brache, A.P. Improving Performance: How to Manage the White Space on the Organization Chart. San Francisco: Jossey-Bass, 1995.
3. The European Credit Transfer and Accumulation System and The Diploma Supplement Users' Guide. Tbilisi: Civil Society Institute, 2005.
4. World Federation for Medical Education. Basic Medical Education. WFME Global Standards for Quality improvement. WFME, Copenhagen, 2003.

Outdoor Education to Develop Student Life Skills

Juris GRANTS *

Abstract

The economic development in the Baltic countries is evaluated as unexpectedly fast, faster than it was predicted. At the same time we can see different unforeseen problems in Latvia. One of them is education in the conditions of a fast economic development. The graduates of secondary schools, also universities are not ready to the great competition in the Baltic labour market. The future development of Latvia will depend on how educated, creative, inquisitive and ready to take a risk a man will be. If we are able to see a person as a value and contribute to his/her personal development, then we will achieve that these individuals working together will give the country the well-being which we have described in our future visions. One valuable thing that an educator can do is to help students master their learning skills. Guided by the necessity to train human resources, we practice such outdoor education studies, which facilitate students to acquire not only academic knowledge and skills, but also the skill to learn and develop individually, thus increasing student ability to adjust to the dynamic changes in the labour market. In the presentation we will show the content of some education modulus in the summer and winter outdoor education which we are realizing now in Latvia.

Key Words: Outdoor Education, Learning Skills, Human Resources, Labour Market.

Introduction

The economic development in the Baltic countries is evaluated as unexpectedly fast, faster than it was predicted. At the same time, we can see different unforeseen problems in Latvia. One of them is education in the conditions of fast economic development. The graduates of secondary schools, also universities, are not prepared for the great competition in the Baltic and European labour markets. The future development of Latvia will depend on how educated, creative, inquisitive and ready to take a risk a person will be. If we are able to see a person as a valuable and contribute to his/her personal development, then we will achieve that these individuals working together will give the country the well-being which we have described in our future visions. One valuable thing that an educator can do is to help students master their learning skills and to learn necessary life skills.

Educational philosophy

The economic and social development in the world more and more depends on a person's knowledge, skills and attitude, therefore the role of education in society is continuously growing. To formulate the conception about education and learning in the future acceptable for the whole world, UNESCO formed an international commission early in 1993. Its work was led by the well-known French politician and social worker, the ex-president of the European Commission Jack Delor, and fourteen education specialists worked in the commission as well.

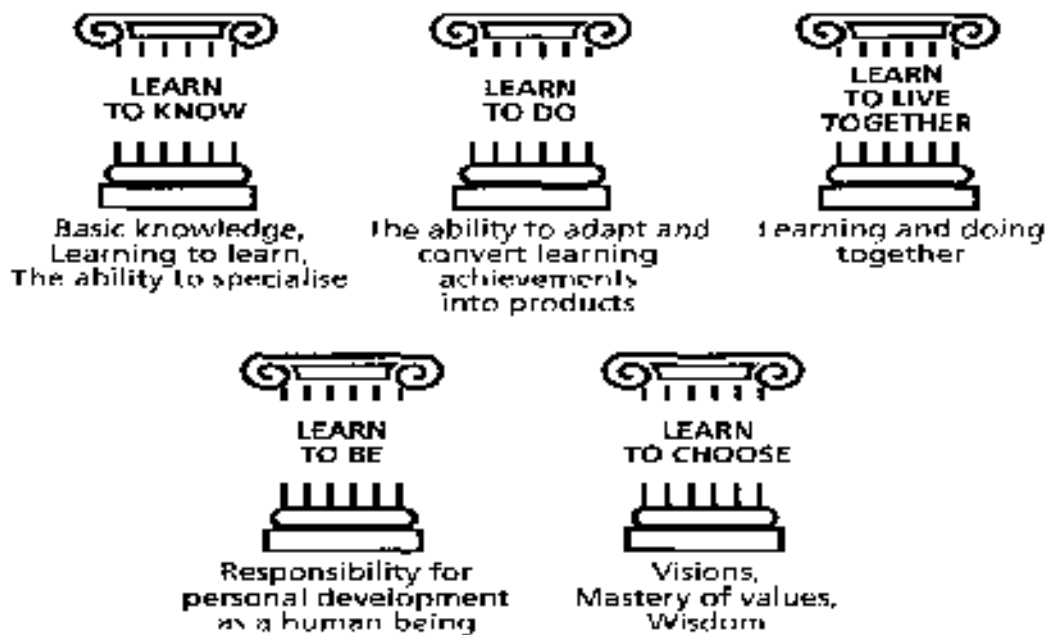
In the course of three years, the group worked out the report about education in the 21st century. The basic line in this document is that the most important process in education is *learning* (Delor, 2001).

To characterize the main tasks of education, the education experts allegorically compare knowledge to a building which is based on four pillars – fundamental ways of learning. They are - *learn to know, learn to do, learn to live together and learn to be*.

Professor Jussi T. Koski, from Helsinki University, thus complements the UNESCO report list by introducing an additional learning dimension that is connected to those above, and is highlighted as part of personal, skilful competence. It is *learning to choose* (Suurla, 2002). Undoubtedly, these five ways of knowledge, skills and attitude interface, cover and mutually interrelate and make one entity (Figure 1).

* Dr., Latvian Academy of Sport Education.Latvia

Figure1. The Five Dimensions of Learning Required in the 21st Century (Suurla, 2002).



First, everyone must *learn to know*. This means internalising a sufficient elementary knowledge base, learning to learn, and an ability to specialise. In future, an expert will have an extensive knowledge base combining mathematics, science and technology, humanistic studies, economics and social sciences. Future experts will also be excellent generalists.

A sports pedagogue gives his/her students general knowledge about a person's physiological processes, movements, training methodology, different kinds of sport, etc, and having this basis the student is motivated to get more and specialized knowledge and go in for those sports where he/she could get not only the best results, but use the knowledge to have an active lifestyle and develop mental and physical work capacity.

A future citizen must *learn to do*. It means that people must have the ability to apply their learning achievements creatively to their own environment. Learning must not only remain theoretical, but they must learn how to convert knowledge into products.

In sport and recreation activities, various physical abilities and movement skills are acquired, social behaviour, and ethical skills are promoted when people participate in both organized and non-organized events and competitions to lead them and represent their teams on the national and international level.

Pedagogical experience and observation in Latvia show that the first two principles of education *learning to know* and *learning to do* have been realized and fulfilled more qualitatively. The last three of them – *learn to live together*, *learn to be* and *learn to choose* have been realized and implemented insufficiently.

Learn to live together means to accept and respect diversities of other people and recognize positive interdependence. This is learnt by carrying out projects and actions, solving problems, etc. In our opinion, this educational principle has been implemented with the help of successfully acquired social skills. It is important to realize that social skills are not innate; they are acquired and taught during life, improving and enriching gradually. Personal, skilful competence consists of developing the five dimensions of learning in a stable, harmonious fashion.

Pedagogues start to develop the basis of social skills in pre-school children, both in everyday life and sports classes, different games and other activities, and when these children at the age of 6-7 start to attend school they will continue to develop these skills. Social skills developed at primary and basic school, will be of the same importance as reading skills and computer skills.

Learn to be means that in education all potential aspects of a personality are equally important. It means the development of a human understanding about his/her own uniqueness, individuality, being aware of and respecting of his/her differences. A pedagogue helps to see one's own uniqueness, which is the result of his/her experience gained from belonging to definite culture, characterized by the basic values: family, religion, language and other aspects arising from them. Also sports and recreation activities are those which provide everybody with the possibility to participate taking away all prejudices.

Learn to choose means free being aware of one's possibilities and resources which results in a definite choice. The more choice possibilities are facilitated, the more promoted is one's sense of responsibility. A person becomes responsible for his or her choice. An athlete's action in competitions often depends on his or her resources as he or she is responsible for the result of his action. In sport, especially in competitions, there are many possibilities. How we use them it depends on the skill to choose and our level of responsibility.

It goes without saying that the five fundamental ways of learning explained above cannot be separated one from another, they also do not refer to only one age group. More or less it is one entirety that should be looked at in the context of lifelong education. Formal education systems in sport try to emphasize the development of physical abilities, acquiring of movement skills and abilities, as well as knowledge, but they do not pay sufficient attention to other kinds of skills and personality development tendencies. Taking these five fundamental ways of learning as guidelines, future sport and outdoor education development policy is being facilitated in Latvia.

What is outdoor education?

Outdoor education is described as a process of learning through experiences (practical activities), which takes place outdoors. This education and learning stresses the processes of personal development and growth, which is evoked by the means of applying outdoor activities and environmental education. (Neuman, 2004). The European Institute for Outdoor Adventure Education and Experiential Learning define outdoor education as comprising outdoor activities, personal and social development and environmental education (Figure 2).

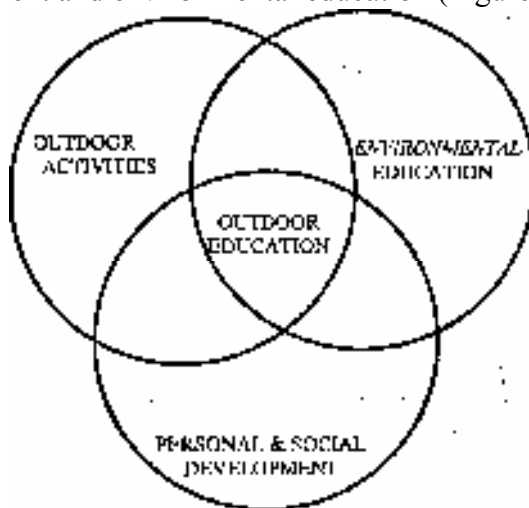


Figure 1. Outdoor education as comprising outdoor activities, personal and social development and environmental education [2].

Necessary skills for raising the quality of life and or its enrichment may be gained in various time intervals. Sometimes a few minutes is sufficient, sometimes we need days and weeks. The basic programs of outdoor education are prepared for all population groups (according to age, health, professions, etc.). We already know that other possibilities for the development of a person and society depend on the changes of the methods of education and learning. The topics such as cooperation, learning one's abilities, overcoming one's disabilities, solving problems, learning

about other people's needs, which occur in outdoor sports and education, will be applicable in the 21st century as well. At the same time, the modern society will have to renew its relations between human beings and the natural environment.

When we apply proper methods and approaches, we may find an educational potential for personal development. Outdoor activities have very wide range of application: from school physical education, to active tourism, sports, recreation and leisure time activities of various educational organizations.

The preparation of teachers is necessary for the further development of outdoor education. They should be able to use various techniques for creating and organizing programs; they should be interested in the various concepts of influence of outdoor sports, activities and tourism on the human personality.

Guided by the necessity to train human resources, we practice such outdoor sports education studies, which facilitate students to acquire not only academic knowledge and skills, but also the skills to learn and develop individually, thus increasing student's ability to adjust to the dynamic changes in the labour market. In the presentation we will show the content of some education modules in the summer and winter outdoor education which we are realizing now in Latvia.

Outdoor education modulus

We are describing three outdoor winter and summer outdoor education modules, which we are realizing in our institutions, following the directions of five dimensions of learning, and outdoor education items.

I modulus - Outdoor Winter Education – one day skiing tour.

In skiing education we can deal with different topics; one of them is observation of historical cultural areas around us. We can study culturally - historical sources, which we can see around us from the 18-20th century, planning of track from point A to B etc., take responsibility during the leadership of students group, at the same time to work as a good cooperative team, explaining cultural and historical facts, cover story during the tour, using the latest information technologies during the tour and after, presentation of the tour groups. By including readings of historical culture elements, the trip becomes a true exploration of nature, body, mind and spirit. These are few activities, which help students to learn life skills.

We forward the following goals for the module – skiing course:

1) Academic goals:

- # improvement of knowledge and skills of organizing a skiing tour (planning of a tour, pacing, equipment, ski preparation, clothing etc.)

- # improvement of motor skills (skiing steps, climbing, turning, descending et.)

- # improvement of physical conditioning

- # learning of culturally – historical aspects of the region

2) Social goals:

- # improvement of social interaction skills (asking for help, everyone participating, expressing support, criticizing ideas, not people, occupying the same space cooperatively, integrating ideas into single position, being responsible, following directions, celebrating success, resolving conflicts/problems etc.)

- # improvement of leadership skills

II modulus - Outdoor Summer Education – rope course

In the summer education program we are giving introducing to students to different outdoor activities, for example, hiking, canoeing, camping, cycling and two kinds of rope courses. Before we go out of the city to a wild wood with 5 days of overnight stay, students do about 30 hours of theoretical and practical exercises.

During the camp we – pedagogues organize the work of the studies in such way that students overtake responsibility, organizing the hike, cycling and boat trips, as well as rope course competitions themselves. The students are definitely trained enough before to be relied on

completely. The participation of pedagogues as observers and for the feedback is obligatory. Often the pedagogues give their students or groups of students (4-6 students in a group) different roles, for example, some students take part in rope course competitions, but others act as referees. After some time they change their roles.

We forward the following goals for the module – rope course:

1) academic goals:

- # improvement of knowledge and skills of the rope course

2) social goals:

- # improvement of social interaction skills

- # improvement of accountability, processing of academic and social skills

When teachers and students share the same goals, education becomes a teamwork effort with an “us” feeling. When students are highly motivated to learn, simply calling attention to a learning opportunity is sufficient. But in many situations, persuasion is helpful, to show the learners why they should want to learn what is being taught (Rusbult, 2002).

III modulus - Outdoor Environmental Education

The goals:

1) academic goals:

- # get acquainted with environmental education

- # management and marketing of environmental education

2) social goals:

- # improvement of social interaction skills

- # improvement of accountability

Making the second goal in this modulus more precise, we additionally acquaint the students with the possibility to sell a product. In this definite case the product is bird observation and counting, accompanied by a guide. In the past five years, this occupation is very popular among the nature tourists in Europe. During bird observation and counting tours in autumn, Latvia is visited more and more by tourists. In cooperation with the specialists of nature parks and reserves in Latvia we have worked out the modulus Outdoor Environmental Education – birds watching, and we acquaint our students with the modulus for students be able to learn knowledge and skills further on themselves and could later involve in giving this service. This is a good example how a teacher can educate his/her pupils of general education schools.

We developed these modules in outdoor winter and summer education with the purpose of acquainting students, future teachers, with different outdoor winter and summer education possibilities, which they will be able to use in their work at school.

Conclusions

It goes without saying that the five fundamental ways of learning explained above cannot be separated one from another, they also do not refer to only one age group. More or less it is one entirety that should be looked at in the context of lifelong education. Formal education systems in sport try to emphasize the development of physical abilities, acquiring of movement skills and abilities, as well as knowledge, but they do not pay sufficient attention to other kinds of skills and personality development tendencies.

There are many concepts in today's outdoor sports and activities that stress personal and social development. We can also find different points of views about how to use outdoor activities.

In the article we presented some modulus which we were developing and implementing in the outdoor education, following the directions of five dimensions of learning required in the 21st century and outdoor education items. The questionnaires and observations show us the students' progress in their improvement of social interaction and life skills.

References

1. Delors Ž. (2001). Mācīšanās ir zelts. UNESCO LNK, Rīga. (Original title: “Learning the Treasure Within”, Report to UNESCO of the International Commission on Education for the 21th Century)
2. European Institute for Outdoor Adventure Education and Experiential Learning: www.eoe-network.org
3. Neuman J. (2004). Education and learning through outdoor activities.
4. Rusbult C. (2002). Motivations for Learning and Strategies for Learning: www.asa3.org/ASA/education/learn/motives
5. Suurla R., Markkula M., Mustajärvi O. (2002). Development and Implementing Knowledge Management in the Parliament of Finland. Edita Prima Oy, Helsinki

Self-assessment - Key Strategy to Improvement of Higher Education Quality

Irma GRDZELIDZE*
Nino UGLAVA**

Abstract

Georgia is witnessing rapid changes to an expansion of its higher education system and institutions, that have been accompanied by policy interventions at institutional and national levels. These developments have introduced substantial changes in different aspects of higher education management. One of the most important aspects of achieving high quality at university level is supposed to be the implementation of self-assessment in the educational process.

It is widely accepted that self-assessment is a key learning strategy to autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. Students are often passive in their approach to learning, and may become demotivated if they cannot see any clear progress, like their teachers. Self-assessment produces teachers who are more active and focused, and better placed to assess their own progress. The presentation highlights these issues and gives some practical suggestions for carrying out self-assessment at university level.

Teachers simultaneously create and undergo the evaluation procedure, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and teaching expectations.

Self-assessment can not only make teachers and learners more active, it can assist them with the daunting task of learning how to become better ones. The best motive to teach is a perception of the value of the thing taught.

Key Words: Higher Education Management; Self-Assessment; Autonomous Language Learning.

Georgia is witnessing rapid changes to and expansion of its higher education system and institutions, what have been accompanied by policy interventions at institutional and national levels. These developments have introduced substantial changes in different aspects of higher education system. One of the most important factors of improving quality of higher education is supposed to be the implementation of self-assessment at university level.

As society shifts from an industrial age, in which a person could get by with basic reading and arithmetic skills, to an information age, which requires the ability to access, interpret, analyze, and use information for making decisions, the skills and competencies needed to succeed in today's workplace are changing as well. In response to these changes, content standards - the knowledge, skills, and behaviours needed for students to achieve at high levels - are being developed at the national and state levels in areas such as mathematics, science, geography, and history. In this atmosphere of reform, student assessment is the centrepiece of many educational improvement efforts. Policymakers hope that changes in assessment will cause teachers and schools to do things differently. Assessment reform is viewed as a means of setting more appropriate targets for students, focusing staff development efforts for teachers, encouraging curriculum reform, and improving instruction and instructional materials.

When rethinking assessment and its role in supporting educational reform we can say that assessment is changing for many reasons. Changes in the skills and knowledge needed for success, in our understanding of how students learn, and in the relationship between assessment and instruction are changing our learning goals for students and schools. Consequently, we must change our assessment strategies to tie assessment design and content to new outcomes and purposes for assessment. It means that self-assessment should be highlighted at different levels starting from students finishing with the educational institution itself. At first, we will focus on the benefits of self-assessment on learners and teachers.

* Associate Prof. Akaki Tseretely State University.Georgia

** Assistant Prof. Akaki Tseretely State University.Georgia

With the process of educational reform dramatic changes are being made in the education system and now more and more university teachers are concerned about their future. Admittedly, the job is greater than of teachers' alone. However, the initiative and spirit form improving teaching and learning must come foremost from teachers. How should teachers meet new requirements and cope with challenges? Self-assessment phenomenon will be a reliable ally for teachers in the times of uncertainty and hardship. Educators these days have a daunting challenge for the next millennium: to ensure that all students - no matter what ethnicity, creed, religion, or economic status – earn the rights and responsibilities of an educated citizen.

Besides its specific purpose self-assessment aims at assisting teachers in their work of improving teaching and learning in their classrooms, learning from their peers, setting realistic goals and evaluating their work critically. It will also provide teachers with practical knowledge and skills for improving instruction by making classroom environment work-oriented, as well as warm and supportive, encouraging cooperative learning, challenging students to reflect on lesson content, inviting student opinion on lesson topic, engaging students in active learning, providing them with feedback on their performance and special attention to those experiencing difficulties.

Awareness of teaching is empowering. The more interest teachers have in gaining awareness of how they teach, the more freedom they will have to direct their teaching toward successful student learning. Teachers simultaneously create and undergo the evaluation procedure, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and teaching expectations.

It is widely accepted that self-assessment is a key learning strategy to autonomous language learning, enabling students to monitor their progress and relate learning to individual needs. Students are often passive in their approach to learning, and may become demotivated if they cannot see any clear progress, like their teachers. Self-assessment produces teachers who are more active and focused, and better placed to assess their own progress. The presentation highlights these issues and gives some practical suggestions for carrying out self-assessment at university level for provision of quality of higher education.

Self-assessment should not be restricted to the field of self-directed learning. However, the traditional formal educational setting is perhaps even more in need of new perspectives on progress than self-directed established from the start. In the conventional school and university classroom it is a practical tool, if implemented systematically and integrated into everyday classroom activities. Self-assessment can not only make students more active, it can assist them with the daunting task of learning how to communicate in another language. Above all, they can be helped to perceive their own progress and encouraged to see the value of what they are learning. The best motive to learn is a perception of the value of the thing learned.

Though the important mechanism for checking the quality of teaching, learning and assessment criteria, it is advisable to have it inspected. Effective self-assessment, supported by an integral quality improvement plan that takes into account the outcomes of inspection, is the key to improvement. For executive bodies it will be an important tool in determining the extent of risks to the quality and delivery of provision and therefore the scale of their response. The basis of self-assessment will derive from the five key questions in the inspection framework:

- How well do learners achieve?
- How effective are teaching, training and learning?
- How well do programmes and activities meet the needs and interests of learners?
- How well are learners guided and supported?

- How effective are leadership and management in raising achievement and supporting all learners?

The crucial point is to have regular inspections and prepare assessment reports in the following way: when discussing the features of effective self-assessment it should be determined that this process must be effectively led and managed and should be an integral part of the organisation's management. This requires the creation of a climate of trust in which the members of a university staff are constructively self-critical about their performance. All members of the institution should be committed to the aims of self-assessment and actively involved with it. Self-assessment of their own performance will demonstrate leadership by example. Management at all levels will actively participate in the self-assessment process as part of their responsibilities for raising standards and improving the overall effectiveness and efficiency of the provision. They will approve the self-assessment report and continue to evaluate the effectiveness of the self-assessment report and compare their self-assessment in securing improvement.

The nature of self-assessment will vary according to the scale and nature of the provision for which each faculty is responsible. Departments will need to demonstrate understanding of what they do well, what needs improving and how improvement can be monitored, achieved and evaluated. Whatever the precise approach, the key test of self-assessment report is its ability to demonstrate how high quality is sustained and improvement is ensured.

The report should directly relate to and drive the university development/action plan to demonstrate how strengths are weaknesses sustained and improved and how key areas for improvement are addressed. The outcomes of the self-assessment are a basis for action. Effectiveness will need to be measured by the regular monitoring and evaluation of progress against objectives. The self-assessment report should include an evaluation of the extent to which actions identified in the previous report have secured improvement.

The development and dissemination of good practice can assist the university to carry out accurate and robust self-assessment, to write its self-assessment reports and, as appropriate, the summaries of self-assessment reports. The ability to self-assess effectively, to identify strengths and weaknesses and to implement identified improvements is critical to the development of a continuously improving sector. Action to implement identified improvements is a necessary precondition for change.

The involvement of individuals or organisations external to the university can be helpful in assuring the rigour of a self-assessment and in strengthening objectivity. External involvement may also raise significant issues or questions, which had not previously been considered. It will also test the clarity and the effectiveness of the analysis in the self-assessment reports and confirm whether it conveys clearly what the university intends.

Following the report on self-assessment, all faculties will consider what actions will be taken to rectify any weaknesses identified and plans for enhancing the overall quality of their provision. The areas identified for quality improvement will need to take account of inspection outcomes, comparing the findings against their own self-assessment to determine what is being well done and what needs improvement. Since the inspection will judge the quality of the university's own self-assessment, the opportunity should also be taken to improve self-assessment processes in the light of this.

The university is responsible for deciding what improvements are needed and how these will be implemented. It will need to demonstrate to the planning and funding bodies that its plans are robust and are achievable. In particular, the university will need to demonstrate that:

- weaknesses identified in any inspection report are being comprehensively addressed
- a clear and urgent timescale for action is in place
- responsibility for addressing areas for improvement is clearly assigned
- funding to support improvement is in place
- weaknesses in the self-assessment process are addressed

- strengths identified in the inspection are sustained.

There are certain goals to be accomplished at institutions:

- ! At all levels of the education system (i.e., national, state, district, and classroom), assessments will be aligned to agreed-upon standards of student performance.
- ! Administrators and policymakers will support teachers and schools in changing the way they do business by eliminating assessments that are aligned to short-sighted, outdated goals.
- ! Assessments will match instructional goals and reflect the effects of good instruction.
- ! Assessment instruments will be chosen on the basis of the content to be assessed and the intended use of the assessment results.
- ! Research-based changes in teaching and learning will be reflected in improved assessment results.

We consider the following action options are essential to achieve high quality assurance:

- ! Involve teachers, parents, and students at each stage of the change process.
- ! Develop agreed-upon learning goals and standards for students or review and revise existing goals and standards.
- ! Grade-level and subject-specific teachers should review and revise outcomes that they believe are important for their students to learn and decide which grade level or subject should teach specific outcomes.
- ! Compare outcomes to the national standards to ensure sufficient coverage.
- ! Design curriculum and instruction strategies that help students learn established outcomes.
- ! Select or design assessments that elicit established outcomes.
- ! Match assessments to instructional content and student performance goals.
- ! Match assessments to the purposes for assessment.
- ! Consider the technical quality of alternative assessments when designing or selecting such assessments.

The Role of Education and Research in National Competitive Strategy Modern Benchmarking Approach

George IVANIASHVILI*

Recently Georgian society has demonstrated an increased awareness of higher education reform which has become a widely debated issue. This increased awareness has been translated into certain policy and legislative changes which is required to tackle the specific aspects of university life in a more effective way.

Georgian higher education system and science confront the task in engaging professional administrators and distinguished scientists with outstanding performance on both domestic and global arena. They need to be capable of taking their responsibilities productively according to the modern western standards. One can maintain that in recent years the Georgian higher education system has been one of the most dynamic social sectors, unequivocally expressing its intentions and determinations to undertake drastic reform in all spheres of academic life. Like all other social institutions in Georgia, the universities suffered greatly due to the fact that the managerial structures were and some of them are still marked by bureaucracy and corruption. Moreover, young talented experts and professionals who become distinguished internationally by their outstanding performance are deprived of opportunities and motivation to realize their skills and knowledge in domestic university environment, because merit-based principles are ignored.

From our point of view, the main reason of why the quality and relevance of both undergraduate and postgraduate education in some universities fails to be competitive is that administration lacks competence, strategic planning and decision-making skills, modern analytical vision, transparency and accountability. Also, professors involved in university activities are those who lack adequate research background and resources, international affiliation and recognition, curricular resources, innovation skills and potential. Vast majority of Georgian students do not have the access to the modern syllabi, relevant literature in native language, skilled and qualified lecturers, and consequently, young generation lack the opportunity to be competitive for meeting the needs of a highly demanding and diversified job markets.

In our presentation we intend to explore the modern benchmarking approaches to policy aspects of higher education reform and their role in national competitive strategy and discuss the ways and means of the implementation of the drastic changes in terms of the critical issues of knowledge management, strategic planning, competence, meritocracy, and accreditation policies in higher education system of Georgia.

Key Words: Young Talented Experts; International Affiliation; Lack of the Opportunities.

Recently, Georgian society has demonstrated an increased awareness of higher education reform, which has become a widely debated issue. This increased awareness has been translated into certain policy and legislative changes, which are required to tackle the specific aspects of university life in a more effective way.

The EU has created the model of how to cultivate innovation through quality education connected with research. If Georgia is to sustain progress in terms of European Neighborhood Policy and develop its capacity for innovation and competitiveness in an information-based economy, the country must be prepared to renew its national commitment to quality education at every level, and to reinforce the values of life-long learning.

Education institutions and think-tanks are acquiring increasing importance as an instrument of economic, social, and cultural development at both the regional and national levels, and also as a means of bringing about change in the community in which the relationship between education, science and business is receiving increased attention. Produced by technological progress, the universities need to redefine their objectives, their roles, and their functions. Educational systems in

* Ph.D.Candidate International Centre for Social Research and Policy Analysis. Georgia

general need to become much more relevant so as to be in perfect harmony with their local, national, and international environments.

Attention has been concentrated on inter-correlation among science, higher education institutions and business, and their involvement in promoting sustainable development of human resources and human capital, in order to increase innovative potential in university activities through assisting in development of curricular resources, research and teaching methodologies.

Industries compete on innovation to increase and sustain competitiveness, and universities are seen as a key source of innovative capacity. In this respect, the focus of economic policy has shifted from macroeconomic stabilization and market opening to upgrading the microeconomic business environment, of which universities play a key part. The process of economic policy is opening up beyond government to include companies, universities, and research institutions that all have information and the ability to act on barriers to innovation and productivity.

In this paper we intend to explore the modern benchmarking approaches to policy aspects of higher education reform and their role in national competitive strategy and discuss the ways and means of the implementation of the drastic changes in terms of the critical issues of knowledge management, strategic planning, competence, meritocracy and accreditation policies in higher education system of Georgia.

The Lisbon European Council rightly recognized that Europe's future economic development would depend on its ability to create and grow high value, innovative and research-based sectors capable of competing with the best in the world. The evidence is overwhelming that the higher research and development expenditure, the higher subsequent productivity growth. One of the preconditions for any increase in productivity growth is to raise research and development spending. Studies demonstrate that up to 40 % of labour productivity growth in Europe is generated by research and development spending, and that there are powerful spillover effects into other areas of the economy, depending on the way in which the money is spent.

One of the most disappointing aspects of the existing situation in Georgia is that the importance of research and development remains so little understood, and that so little progress has been made in this respect. However, the knowledge society is a larger concept than just an increased commitment to research and development. It covers every aspect of the contemporary economy, where knowledge is at the heart of value added — from high-technology manufacturing and through knowledge intensive services to the overtly creative industries. Georgia can thus build on its generally strong commitment to create a knowledge society to create and sustain competitive strategy. Value is being created less in the simple transformation of inputs into outputs, but more in fundamentally enlisting the new capacity and competences to meet individualized and complex customer needs — whether business-to-business or business-to consumer relationships.

Georgia needs to dramatically improve its attractiveness to researchers, as too many young scientists continue to leave the country on graduating, notably for the US or Europe. The Georgian government should call for making the country more attractive for its best brains; promoting new technologies and innovations. Further development of a system of mutual validation of national quality assurance and accreditation processes would be an important step in the right direction. Obstacles still exist related to social security entitlements and the recognition of qualifications. In order to increase attractiveness, there are also financial questions requiring attention. The Government needs to urgently address the problem of funding for universities. If Georgia wants to attract more of the best researchers, the question of improving their research environment and remuneration needs to be addressed now. Creative interaction between universities, scientists and researchers on the one hand, and industry and commerce on the other, which drives technology transfer and innovation, is necessarily rooted in the close physical location of universities and companies.

There is already ample evidence around the world that high-technology clusters are built on this interaction, but 'ideopolises' — for example, Helsinki, Munich and Cambridge — go further. They have an array of other supporting factors — notably a sophisticated communications and transport infrastructure, financial institutions willing to provide the necessary risk capital to

entrepreneurs and specialists in technology transfer, supportive public authorities that facilitate the network structures driving creative interaction — and are attractive environments for knowledge workers. ‘Ideopolises’ are emerging as the cities at the heart of dynamic, high-growth knowledge-based regions.

If Georgia is to compete in the global knowledge society, it must also invest more in its most precious asset — its people. The productivity and competitiveness of Georgia’s economy are directly dependent on a well educated, skilled and adaptable human resources that is able to embrace change. Yet at present, far from enough is being done in Georgia to equip people with the tools they need to adapt to an evolving labour market, and this applies to high- and low-skilled positions, and to both manufacturing and services. Nor is anything like enough being done to eliminate the brain-drain process.

To equip Georgia with the highly educated, creative and mobile workforce it needs, higher education and training systems must be improved so that enough young people are graduating with the appropriate skills to obtain jobs in dynamic, high-value and niche sectors. Universities must devise ambitious policies to raise educational levels, to make lifelong learning schemes available to all — and all must be encouraged to take part in them. The potentially devastating consequences of the ageing population means that boosting participation of older workers in the labour market is of fundamental importance. Therefore, lifelong learning is not a luxury, it is a necessity — for if all people are to be able to remain active, they need to be equipped with skills that match the requirements of the knowledge society.

All actors — public authorities, individuals and businesses — must accept their share of the responsibility for raising the levels and efficiency of investment in human capital. Incentives are needed to boost investment in training within individual companies and across sectors in order to support employers in providing suitable access to learning.

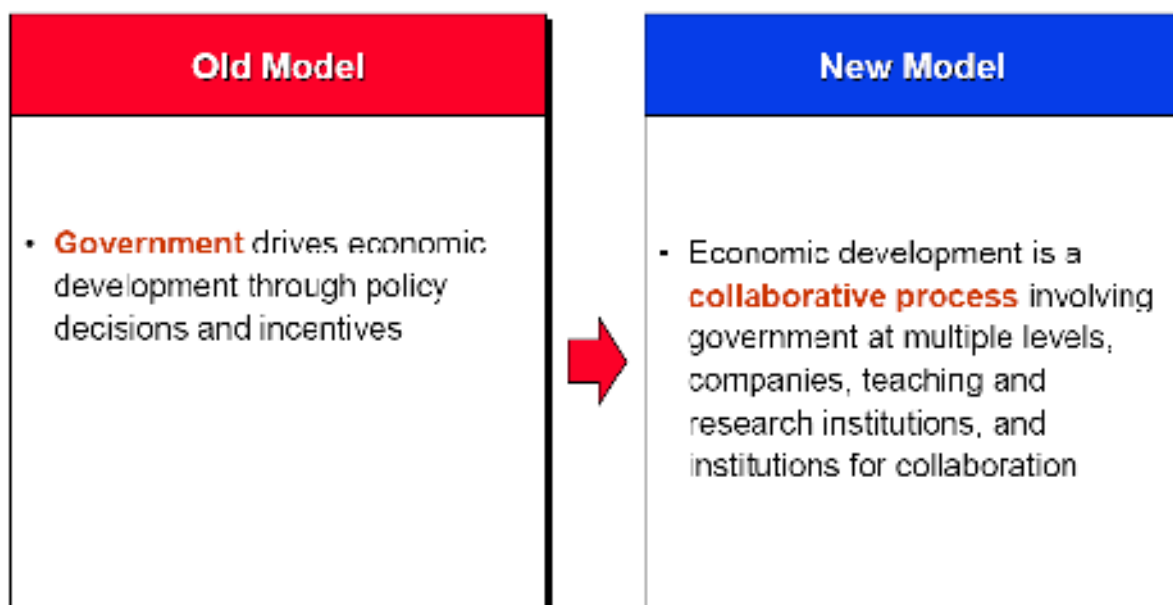
The capacity to translate knowledge into high-value, even unique, products and services has emerged as the nation’s most important competitive asset. Assessing the future prospects of Georgia also requires an understanding of the changing dimensions of global competition. Innovation played a pivotal role in the unprecedented economic prosperity of many industrial societies, and we need to make a comparative analysis based on the modern benchmarking practices to define the way for success and prosperity.

The availability of technical talent is critical in gauging future competitiveness. A well-educated and technically-trained workforce is essential to a nation’s competitiveness in two key ways. First, it enables a country to shift more of its economic activity into higher technology and more productive activities that support higher wages. Second, an educated workforce is necessary to retain domestic investment and attract multinational investment. Robust increases in research talent highlight a growing commitment to boost innovation capacity and economic growth in other countries.

As it was mentioned above, the priorities for sustaining Georgian economic growth and competitiveness center on strengthening the nation’s innovative capacity and skills of the human resources. The erosion in the nation’s basic research investments, pool of scientists and engineers, and research facilities must be reversed to create competitiveness in innovation.

The real increases in national research and development investment have all come from industry, focused on near-term product development. The nation’s ability to commercialize innovation—and future productivity growth—rests on the skills of its human resources. But, the bar for skills is rising—and demand for higher skills is outstripping supply.

Shifting Responsibilities for Economic Development



Higher skills, which enable higher productivity, are increasingly necessary to commercialize innovation and justify higher wages. The realities of technological change and globalization create an immediate and compelling economic stake in strengthening the skills of the Georgian human resources.

Cluster Development Strategy

Although national boundaries matter less in some respects in a global economy, the clusters of firms and industries concentrated at the regional level matter more. Clusters develop where a critical mass of companies, suppliers, service providers and supporting institutions in a particular field (e.g. research institutions, trade associations, technical or vocational schools) are concentrated geographically. Although some have argued that Internet-facilitated transactions make geography irrelevant, the latest research data yield precisely the opposite conclusion. The locus of innovative activity that supports national prosperity is increasingly tied to geographic location. Industry clusters innovate more rapidly because they facilitate access to information, specialized skills and business support. The strong competitive pressures on the ground, not hundreds or thousands of miles away, increase a cluster firm's motivation and ability to innovate. Proximity to universities helps to refine the research agenda, train new talent and enable faster deployment of new knowledge. Regional public-private networks improve the physical and policy environment for cluster innovation. According to the available data, average wages in regional clusters that trade nationally and internationally are significantly higher, and that regions with strong clusters have higher rates of innovation, productivity growth and new business formation. Our concept suggests that the basis of competition between regions is changing. Competition is based on building clusters of regional assets based on knowledge and innovation, and not on attracting investment through large tax incentives. Building clusters requires a focus on local strengths: research capabilities, the talent pool of skilled workers in specialized areas and the regional networks that connect business with local innovation assets.

Strengthening regional clusters of innovation will require the nation to:

- ! Expand the focus of competitiveness and innovation policy to the regional level
- ! Support regional leadership initiatives and organizations that enhance and mobilize cluster assets

- ! Identify best practices in cluster development
- ! Develop special programs of education for public servants
- ! Reform science management system through appropriate regulatory framework, financing model and governance based on scientific excellence, capacity-building and joint initiatives.
- ! Foster the development of education, information and communication programs and technologies.
- ! Prepare Georgia's integration into the European Research Area on the basis of scientific excellence
- ! Expand the pool of Georgian scientists and engineers
- ! Create incentives for higher education institutions to increase the numbers of graduates in scientific, engineering and technical disciplines
- ! Modernize the nation's research infrastructure
- ! Increase productivity per worker
- ! Increase investment in technology, training and education

Thus universities and research institutions need a clear strategy to find their appropriate new role in country competitiveness so far as their traditional roles continue to be critical for economic prosperity. Georgia's innovative performance rests on a concerted effort to raise the level of education of the overall population. The public policy goal of lifelong education should be a major force in creating skilled human resources able to make the transition from an agrarian to an industrial society.

Problems of Quality in Adult Learning

Tinatin KUBLASHVILI*

Abstract

After the collapse of the Soviet Union, new problems arose in almost every field of life. Priority was given to contemporary educational systems, needed to improve social conditions by following developments in the world;

- developing and re-organizing cultural life;
- changing to democratic values and free market economy;
- connecting with neighbors and other countries of the world effectively.

Successful development of any ongoing process depends on the education sector reforms providing in the context of the Bologna Process. Fostering the human resources became central issue of reforms. Georgia needs further development of academic freedom, and mobility; extension of the international partnership programs for scholars, students and education managers to promote education, information and communication of developed technologies in the region.

The old educational methods have damaged the greatest part of learners, so called Adults, who have not been taught how to apply and demonstrate their knowledge in real life. Nowadays, the Bologna Process pays a great attention at life-long learning, which will help these adults to fill the gaps in their knowledge and find themselves in the sphere of their specialization.

Although adjustment for older students sometimes progresses very smoothly, it is often extremely difficult. This paper is about searching several ways to support adults learning and stress on most appropriate methods to help to make this process easier.

Key Words: Contemporary Educational Systems; Bologna Process; Developed Technologies.

Introduction

After the collapse of the Soviet Union, new problems arose in almost every field of life. Priority is given to Contemporary educational systems, which are needed to follow arranging social life by following developments in the world; developing and re-organizing cultural life; changing to democratic values and free market economy; connecting with neighbors and other countries of the world effectively.

Successful development of any ongoing process will depend on the education sector reforms providing in the context of the Bologna Process. Fostering the human resources became central issue of reforms. Georgia needs further development of academic freedom, and mobility; extension of the international partnership programs for scholars, students and education managers to promote education, information and communication of developed technologies in the region.

The old educational methods have damaged the greatest part of learners, so called Adults, who have not been taught how to apply and demonstrate their knowledge in real life. Nowadays Bologna Process pays great attention at life-long learning, which will help these adults to fill gaps in their knowledge and find themselves in the sphere of their specialization.

The stereotyped image of the university student as one who is 18-23 years old in residential, full-time study is being challenged by a new reality.

The world economy is now information-driven, and employability has become an increasingly important credential in the marketplace, both for new entrants into the labor force and those already employed.

* * *

* Assoc. Prof.Dr. International Black Sea University.Georgia

Adults returning to education display a marked difference among themselves. Some may be homemakers who interrupted their studies to raise children; others may be retired business executives who want to pursue work in fields that always interested them. They may have excellent prior academic backgrounds, or they may have fulfilled minimum requirements for admission. They also may come with or without the academic skills that most faculty members expect.

Adults in higher education experience self-consciousness and anxiety about their age and performance. They may feel more obligations to please the instructor than younger students do. They may seek more reassurance from instructors, and they may need to verbalize more than younger students do. On the other hand, older students may be more impatient with activities that they feel are not useful in their learning. Although adjustment for older students sometimes progresses very smoothly, it is often extremely difficult.

We aim to provide help and support to anyone who is thinking about or returning to the world of adult learning, and stress most appropriate methods to help to make this process easier.

Since teaching adults is different from teaching normal students we avoid to call them „students” and use the term „participants”, also instead of „teachers” we use „instructors”.

ADULTS AS LEARNERS

Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- ! Adults are ***autonomous*** and ***self-directed***. They need to be free to direct themselves. Their instructors (teachers) must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet). The adult learner is primarily in charge of his or her own learning. Instructors do not have the power to implant ideas or to transfer skills directly to the learner. They can only suggest or guide. An instructor's primary responsibility is to do a good job of managing.
- ! Adults have accumulated a foundation of ***life experiences*** and ***knowledge*** that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base.
- ! Adults are ***goal-oriented***. The student should know what is the clear goal he/she wants to attain, and create their working plan. This classification of goals and course objectives must be done early in the course.
- ! Adults are ***relevancy-oriented***. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, instructors must identify objectives for adult participants before the course begins. This need can be fulfilled by letting participants choose projects that reflect their own interests.
- ! Adults are ***practical***, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Instructors must tell participants explicitly how the lesson will be useful to them on the job.
- ! As do all learners, adults need to be shown ***respect***. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.

- ! Adults have **barriers**. Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have *barriers against participating in learning*. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, problems with child care and transportation.

Part of being an effective instructor involves understanding how adults learn best.

Adults differ from children as learners. An adult has assumed responsibility for himself/herself and others. Adults differ specifically in self-concept, experience, readiness to learn, time perspective, and orientation to learning.

The following chart identifies some key differences between children and adults as learners:

Child and Adult Learning Characteristics

Children	Adults
Rely on others to decide what is important to be learned.	Decide for themselves what is important to be learned.
Accept the information being presented at face value.	Need to validate the information based on their beliefs and values.
Expect what they are learning to be useful in their long-term future.	Expect what they are learning to be immediately useful.
Have little or no experience upon which to draw, are relatively "blank slates."	Have substantial experience upon which to draw. May have fixed viewpoints.
Little ability to serve as a knowledgeable resource to teacher or fellow classmates.	Significant ability to serve as a knowledgeable resource to the trainer and fellow learners.

There is one more thing that practically can be used only by adults and it is new, interesting term in Educational Psychology – called **metacognition**.

Metacognition defines the ability to think about thinking, to be consciously aware of ourselves as problem solvers, and to monitor and control our mental processing. **When we think about how we think, we can reflect on our learning styles, what methods and techniques work best for us, and how we've successfully learned in the past.**

Many researches tell us that metacognition is probably the most important lifelong learning skill. **Incorporating these skills into educational programs (and our day-to-day work habits) is vital to our growth. While topic-specific knowledge and skills are essential to expertise, programs must also be metacognitively aware, informed, and explicit.**

METHODS OF ADULT LEARNING

- ! **Adults are people with years of experience and a wealth of information.** The instructors should focus on the strengths learners bring to the classroom, not just gaps in their knowledge; provide opportunities for dialogue within the group; tap their experience as a major source of enrichment to the class. Students can be resources to the instructor and to each other.

- ! **Adults have established values, beliefs and opinions.** The instructors should demonstrate respect for differing beliefs, religions, value systems and lifestyles; let their learners know that they are entitled to their values, beliefs and opinions, but that everyone in the room may not share their beliefs; allow debate and challenge of ideas.
- ! **Adults are people whose style and pace of learning has probably changed.** As most adults prefer teaching methods other than lecture, the instructors use a variety of teaching strategies such as small group problem solving and discussion.
- ! **Adults relate new knowledge and information to previously learned information and experiences.** The instructors should assess the specific learning needs of their audience before the class or at the beginning of the class. Present single concepts and focus on application of concepts to relevant practical situations.
- ! **Adults have pride.** The instructors should support the students as individuals. Self-esteem and ego are at risk in a classroom environment that is not perceived as safe or supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. The instructor should also allow people to admit confusion, ignorance, fears, biases and different opinions; acknowledge or thank students for their responses and questions; treat all questions and comments with respect; avoid saying "I just covered that" when someone asks a repetitive question. The famous saying is: "The only foolish question is the unasked question."
- ! **Adults have a deep need to be self-directing.** The instructors should engage the students in a process of mutual inquiry; avoid merely transmitting knowledge or expecting total agreement.
- ! **Adults tend to have a problem-centered orientation to learning.** The instructors should emphasize how learning can be applied in a practical setting. Use case studies, problem solving groups, and participatory activities to enhance learning. Adults generally want to immediately apply new information or skills to current problems or situations.
- ! **Adults need motivation for learning.** The best way to motivate adult learners is simply to *enhance* their reasons for enrolling and *decrease* the barriers. Then the instructors must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

Taking all abovementioned information into consideration, several "laws" have been pointed out in order to get high quality in adult learning:

1. **Set a feeling or tone for the lesson.** Instructors should try to establish a friendly, open atmosphere that shows the participants they will help them learn.
2. **Students do not wish to learn what they will never use.** The learning environment must be physically and psychologically comfortable.
3. **Set an appropriate level of concern.** The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.
4. **Set an appropriate level of difficulty.** The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.

5. **Set the right and clear direction** through sharing experiences. Adults bring a great deal of life experience into the classroom, an invaluable asset to be acknowledged, tapped and used. Adults can learn well -and much - from dialogue with respected peers. New knowledge has to be integrated with previous knowledge; students must actively participate in the learning experience. The learner is dependent on the instructor for confirming feedback on skill practice; the instructor is dependent on the learner for feedback about curriculum and in-class performance. The key to the instructor role is control. The instructor must balance the presentation of new material, debate and discussion, sharing of relevant student experiences. The instructors are leaders, not dictators. They do have responsibility to make decisions, provide guidance and be a resource for the students' learning.
6. **Feedback.** Participants need specific knowledge of their learning results (feedback). Feedback must be specific, not general.
7. **Finally,** the participant must be **interested** in the subject. Interest is directly related to reward (any kind of reward). Adults must see the benefit (any kind of benefit) of learning in order to motivate themselves to learn the subject.

Adult education is substantial and carries great potential for success. That success, however, requires a greater responsibility by the educator. We need to be aware of learners' attitudes, past experiences, interests, habits, opinions and cultures. We need to understand their perspectives and be able to help them discover how useful the new teaching and learning methods can be for them. We need to engage them in the learning process and help them achieve their precisely defined expectations. If we can show them how our programs can benefit them practically, they will perform better and the benefits will last longer. Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. The most important things that can be done by the instructor in order to enhance learning is:

- ! Creating an environment where students feel safe and supported, where individual needs and ideas are honored, where abilities and life achievements are acknowledged and respected.
- ! An environment that fosters intellectual freedom and encourages experimentation and creativity.
- ! An environment where faculty treats adult students as peers--accepted and respected as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.
- ! Active involvement in learning, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.
- ! Supporting self-directed learning for adults. As the facilitator and catalyst for participants' learning, the instructor should make it possible for learning to happen by designing and performing all the activities that the learning processes requires.
- ! Learning results from stimulation of senses. Instructors should present materials that stimulates as many senses as possible in order to increase their chance of teaching success.
- ! Regular feedback mechanisms for students to tell faculty what works best for them and what they want and need to learn--and faculty who hear and make changes based on student input.

Conclusion

Since the practice of adult learning is relatively new for Georgian educational system, our suggestion would be to stress on the importance of teaching characteristics mentioned above. It would be better to separate the groups of adult learners from the group of normal students and offer them different curricula with different course contents. This process needs much more time effort and resources, but the feedback received from adult learners can be considered vital to the university. We believe that a successful university is the one who is able to teach the ones with prior experience and established values, modifying mislead perceptions and values left over from the old educational system.

Opportunities to learn continue throughout life. High-quality vocational learning and qualifications are the key to developing the country's workforce.

References:

1. Billington, Dorothy D. (1988) Ego Development and Adult Education. Doctoral Dissertation, The Fielding Institute. Dissertation Abstracts International.
2. Brand, G. A. (1997, Winter). What research says: Training teachers for using technology. *Journal of Staff Development*, 19(1).
3. Brockett R G, Hiemstra R 1991 Self-direction in Adult Learning: Perspectives on Theory, Research, and Practice. Routledge, New York
4. Candy P. C., *Self-direction for Lifelong Learning: A Comprehensive Guide to Theory and Practice*. Jossey-Bass, San Francisco, 1990
5. Candy, P. C. (1991) *Self-direction for Lifelong Learning*. A comprehensive guide to theory and practice, San Francisco: Jossey-Bass.
6. Edmunds, C., K. Lowe, M. Murray, and A. Seymour. 1999. The Ultimate Educator, National Victim Assistance Academy (Advanced). Washington
7. Education Development Center. (1999). *Leadership and the new technologies (LNT) library*.
8. Findsen, B., Developing a conceptual framework for understanding older adults And learning. *The New Zealand Journal of Adult Learning*, vol.30, 2002
9. Findsen, B., *Learning later*. Malabar. Florida. Krieger Publishing Co.
10. Findsen, B., Social Institutions as sites of learning for older adults: differential Opportunities, *Journal of Transformative education*, vol.4
11. Grant, C. M. (n.d.). Professional development in a technological age: New definitions, old challenges, new resources.
12. http://adulted.about.com/od/adultlearning/Understanding_Adult_Learning_Adult_Learning_Theory_Learning_Styles.htm3.
13. <http://agelesslearner.com/intros/adultlearning.html>
14. <http://agelesslearner.com/intros/adultlearning.html>
15. <http://honolulu.hawaii.edu>
16. http://ra.terc.edu/publications/TERC_pubs/tech-infusion/prof_dev/prof_dev_frame.html
17. <http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te10lk12.htm>
18. <http://www.nl.edu/academics/cas/fecultypapers/StephenBrookfieldAdultLearning>
19. <http://www.nsd.org/library/publications/jsd/brand191.cfm>
20. <http://www.teachermentors.com/RSOD%20Site/StaffDev/adultLrng.HTML>
21. <http://www2.edc.org/urltrack/library.asp>
22. Klatt, B. 1999. The Ultimate Training Workshop Handbook: *A Comprehensive Guide to Leading successful Workshops and Training Programs*. New York.
23. Knowles, M. S. (1950) *Informal Adult Education*, New York: Association Press.
24. Knowles, M. S. (1973; 1990) *The Adult Learner. A neglected species* (4e), Houston: Gulf Publishing.

25. Knowles, Malcolm. (1986) *The Adult Learner: A Neglected Species*. Houston: Gulf Publishing.
26. Lindeman E C L 1926 *The Meaning of Adult Education*. New Republic, New York
27. Robert L. Steinbach, *The Adult Learner: Strategies for Success*, Menlo Park, CA: Crisp Publications, 1993.
28. Ron and Susan Zemke, *Innovation Abstracts*, Vol VI, No 8, March 9, 1984
29. Scottish Executive. *Learning for all*, Edinburgh, 2005
30. Stephen Lieb, South Mountain Community College from VISION, Fall 1991
31. Stephen Lieb, *Principles of Adult Learning South Mountain Community College* from VISION, Fall 1991.
32. Tennant, M. (1988, 1996) *Psychology and Adult Learning*, London: Routledge.
33. Tuinjmans A., *International Encyclopedia of Education*. Oxford, Pergamon Press, 1995.
34. www.infed.org/thinkers/et-knowl.htm.
35. www.milady.com

Effective Surveys – The Best Way to Increase the Quality of Education

Teona MAISURADZE *

Abstract

Today when there is a wide choice available to potential students, a university needs to be very competitive in its actions. Right management and investment into the capital building is what shows the significance of a university and its difference between its competitors. Faculties face new challenges with development of new teaching techniques with innovative learning materials. Each educational program is directed to giving certain competences to a student. These competences are the outcomes of the program and also the means to measure its success. In all these levels university needs to get the feedback from its students.

Our paper aims to address primarily the questionnaires and to suggest types of surveys that university has to perform constantly to help develop the curricula and match the employee requirements. We tried to research different tools used by western university and modify them to Georgian reality.

Key words: Quality of Education; Types of surveys; Survey of Employees of the Graduates.

Introduction

Feedback in this sense refers to the expressed opinions of students about the service they receive as students. This may include perceptions about the learning and teaching, the learning support facilities (library, computer facilities), the learning environment (lecture rooms, laboratories, social space and university buildings), support facilities (student accommodation, health facilities, student services) and external aspects of being a student (finance, transport infrastructure etc.) Student views may be collected in different ways, including: informal discussions or conversations; formal qualitative sessions, such as focus groups, facilitated discussions or suggestion boxes; representative or consultative committees; questionnaires, needed in order to match the competences received by a student with employers' goals.

We would like to stress the importance of the feedback pointing out its main functions, which are supporting the information to guide improvement within the university and providing external information for potential students and other stakeholders, including accountability and compliance requirements. (Lee Harvey 2003)

Talking about the improvement, it is important to clear out some administrative misunderstandings and ever a big effort convincing students about quality enhancement process. To be effective in quality improvement, data must be transformed into information that can be used within an institution to effect the change. And this is only achieved by a regular and continuous cycle of analysis, reporting, action and feedback.

To start with, the first step should be the commitment of senior management of the university to create a transparent environment for surveys. The commitment should be shared by all the members of management in the hierarchy. The common problem in all countries is convincing the elder academicians of the importance of student feedbacks, especially when it comes to the lecturer evaluation itself. Here the high level academicians need to show an example to the faculties, and if needed, convince them about the useful sides. They need to understand that student feedback is not negatively implemented actions, which are aimed against the particular professor or a faculty.

Second would be clear identification and delegation of the responsibility for action. Here the accountability for actions taken is very important. When we deal with several kinds of sources for the feedback, it is very important to plan the process so that students as well as the administration itself do

* M.A., International Black Sea University.Georgia

not mix the purposes and the cycles of surveys. In many cases research assistants are given the responsibility to conduct the surveys. Best would be if the surveys are designed by a professional and only implemented by assistants. Again, this links us up to the first step, high management level and an administration that fully understands the vital importance of this feedback.

The Third important factor should be the commitment of appropriate resources, because in implementing surveys one minor error may lead to the whole process being useless. This again links us to the first step, in which whole process is fully understood and proper professionals are involved in designing questionnaires and at the end interpreting the results to the faculty. While we think our organization is clear, students usually do not. We see our organization they do not unless we bring it to their level. The presentation of written organizational plan would be one solution.

Fourth point worse to discuss is that management may be more important than the design itself. Here the question of time of administering the questionnaires arises. While doing a course or lecturer evaluation it is important that the process is held when students are well informed about the lecture. It is normally effective to ask students to complete and return questionnaires during the usual contact time. As for the decision on format, questionnaires should begin with introduction explaining the purpose of it and how it should be filled out.

Last, but not the least, it is important that the actual, evident action is followed by analysis. Without this action students grow cynical towards the process and refuse to participate in the process at the first time. In order for students to fully engage with the process, they need to feel that expressing their views will make a difference to present and future provision. Hence the summaries of their feedback as well as responses to any concerns raised should be made available to them via departmental notice boards, on the website and through the quality provision office.

As we mentioned above the surveys are also used for external information. Today when there is a wide choice available to potential students, the views of current students offer a useful information resource, but unfortunately very few universities offer this information publicly. This information is useful because it is the view of a person who actually participates in the process, it is direct and it can provide ratings on a range of items relevant to prospective students.

Types of Surveys can be:

1. University-level satisfaction with total student experience or a specific subset;
2. Program-level satisfaction with the learning and teaching and related aspects of particular program of study;
3. Course and Lecturer appraisal by students.

1. University-level surveys

University-level surveys tend to include most of the services provided by the university, collecting the data that provide management information designed to encourage action for improvement and describes an overview of student opinion, which can be reported as a part of appropriate accountability procedures. For small universities it is easier to administer these kinds of surveys because they do not offer as many services and the number of students is also small in compared to large universities. But anyway the important result, besides the interpretation of result, and taking of actions, is the feedback to students, which is not only telling them the results, but telling them what was done.

Since this is dynamic area of development, different types of surveys may vary from one university to another, and may include articles and newsletters in university magazine, posters, campus intranet or radio or direct communications with the help of student council or representatives.

2. Program-Level Surveys

Assessment of learning outcomes must be done at program-level. To measure the abilities of students, the university needs industry/market partners. The market needs to be asked: what are abilities, applications of behavior, competences, skills, and knowledge. Actual student work is primary evidence. It is important to directly observe complex abilities, and then that need to be observed in action. Abilities are a combination of competences. Since the classroom is the worst place for a student to demonstrate his/her abilities and received knowledge, effective student surveys are needed, which will give the faculty feedback for further development of the program and curricula. After defining competences, we need a self-assessment by student, and assessment by supervisor at practice.

The faculty can develop electronic portfolio for each student, which includes: internship evaluation, student work, teacher and advisor evaluations, and practical papers for each student. The portfolio is used to show how student meets the competences required. The portfolio is shown to the industry representatives, also to the student and the university.

Another effective tool can be a knowledge survey, which is an approach to assess student preparedness and teaching effectiveness. This surveys forces faculty to develop a detailed map of expected knowledge/outcomes for students and faculty members itself. Knowledge surveys are not tests. Students are not asked to answer the questions in the survey – they are asked to assess their own competence to answer the questions if they were to appear on an actual test. They survey the whole content of core courses, not just a sample of it for grading purposes. It suggests how content got across and tells how well lectures did at courses.

In designing program-level satisfaction with the learning and teaching Bloom's cognitive taxonomy may be useful. This includes the levels of cognition by a student: Knowledge – a starting point that includes both the acquisition of information and the ability to recall information when needed; Comprehension is the basic level of understanding of facts and principles, material interpretation; Application – ability to use a learned skill in a new situation; Analysis – recognition of unstated assumptions or logical fallacies, ability to distinguish between facts and inferences; Synthesis – ability to combine existing elements in order to create something original; Evaluation – judgment and assessing by using standards.

Program-level Surveys

I. Program Assessment Plan

The market needs to be asked: what are abilities; applications of behavior; competences; skills; knowledge. After defining competences, we need a self-assessment by the student, and assessment by supervisor at practice. Outcomes are achieved objectives. Outcomes provide the department evidence that student learning has occurred. There are a number of different learning outcomes, including knowledge, understanding, application, thinking skills, general skills, attitude, interests, and appreciation.

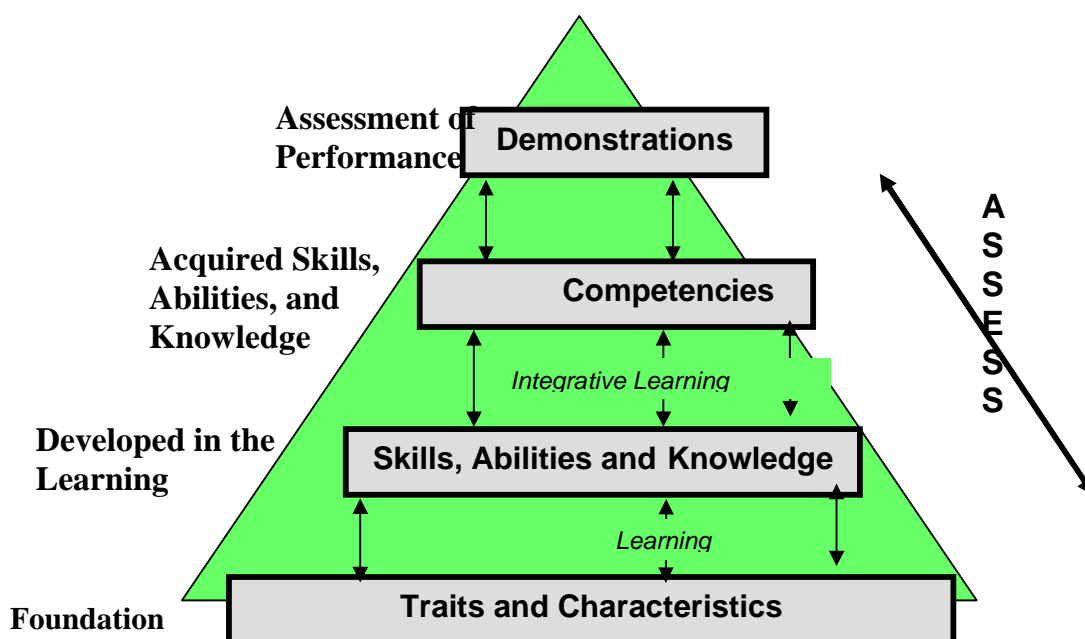
Program Assessment Plan includes: Statement of program goals within the university mission; An identified target of assessment; Good match between written objective and measures used for their assessment; and Statement addressing how assessment results will be used and by whom

Set Program Objectives

- ! Describe the ideal student in your program
- ! Describe how department's experience contributes to the ideal student's development

- ! Describe your alumni
- Establish objectives for the program
 - ! List the skills you expect your student to achieve
 - ! List general information you want your student to master
 - ! List values you want your graduates to embody
- Material Sorting
 - ! Recognition – recall of factual information
 - ! Comprehension – simple application
 - ! Problem-solving – critical thinking

Program Assessment According to Each Year of Study



We can divide the bachelor study by following triangle. At the first level we give the foundation knowledge to a student and work with clarification and development of traits and characteristics. Second year of study is concerned with particular skills and abilities, giving a student proper fields of knowledge. Here a student is gathering as much information as possible and preparing to use it in practical life. In the third year clear competences are viewed as a result of which acquired skills, abilities and knowledge can be used in practice. The fourth year is concerned with demonstration of what has been accumulated during the first three years of study. Chosen courses in the final year give student a chance to demonstrate his/her professional competences. This demonstration is assessed by supervisors at practice, at project implementation etc.

Assessment is needed at every stage of study, but the assessment methods vary from one year to another. In the first year of study we can get student feedback on the starting stages of their studies. We can research how well the first year of study is organized and if the students well introduced to the objectives and outcomes of the particular program. In the second year, when we give students lots of materials to consume, the knowledge surveys can be useful. Here in the second year students may get bored with consuming all this data, so effective argumentation is needed to convince them that the

knowledge acquired will be used in practice. The best year for receiving student feedback about the program is the third. Here students try their accumulated knowledge in small practical implications. They see that they actually have received certain competences which will later help them in their careers. The final year is very important because some of the students have done their practices and some are doing them. The Student has already seen the real working environment and related his/her knowledge to the job performed. Effective elective courses now are chosen according to the needs that student has doing practice or internship. Student feedback on what a student actually used out of what he/she has learned in university is very useful for program overall assessment.

II. Student Portfolios

Faculty can develop an electronic portfolio for each student, which includes:

- ! internship evaluation
- ! student work
- ! teacher and advisor evaluations
- ! practical papers for each student.

Lecturers review portfolio and faculty sees what each lecturer gives to the student, this helps to evaluate teaching and also define prerequisites for each student.

III. Knowledge Surveys

Another effective tool can be a knowledge survey, which is an approach to assess student preparedness and teaching effectiveness. Questions here as mentioned above are not directed to testing the knowledge, but are addressed to the overall knowledge and measure how effective the teaching is.

3. Course and Lecturer appraisal

Course and Lecturer appraisal by students is also very important, since it deals with each course and lecturer individually. Most of the time, when we talk about the whole process of student feedback, many consider the lecturer assessment as the only action and see it directed against any particular lecturer. Course and lecturer appraisal are a part of a bigger process and they are not necessarily addressed against any lecturer. Besides lecturer evaluation by a student they include fast feedback tools like classroom assessment, fast feedback activities (minute paper, muddiest point, one-sentence summary, etc.), mid-semester evaluation, end of course questionnaire. Educational reforms seek to answer two fundamental questions: 1. How well are students learning? and 2. How effectively are teachers teaching?.

Classroom research – encourage university teachers to become more systematic and sensitive observers of learning. Teachers can examine how students learn and how students respond to particular teaching approaches. Classroom assessment is particularly useful for checking how well students are learning at initial and intermediate points. It is aimed to provide information for improvement when learning is less than satisfactory. Questions answered by this assessment are: What are essential skills and knowledge I am trying to teach?, How can I find out whether students are learning them or not?, How can I help students learn better?.

When holding classroom assessment some assumptions have to be considered: The Quality of student learning is directly related to quality of teaching. One of the promising ways to improve

learning is to improve teaching. To improve effectiveness, teachers first need to make their goals and objectives explicit and then get specific feedback on how they are achieving them. To improve learning, students need to receive appropriate feedback early and often. Also, to learn how to assess their learning; assessment conducted by faculty to answer questions formulated by themselves in response to issues or problems in own teaching. Classroom assessment can provide systematic inquiry and intellectual challenge, which are sources of motivation, growth and renewal. Classroom assessment does not require special training, dedication is enough. The faculty enhances learning and personal satisfaction by collaborating with colleagues and actively involving students in Classroom assessment.

Some techniques used to measure teaching effectiveness are: 1. Teaching journal: write journal entries detailing your progress as a teacher. This can be done daily, weekly, bi-weekly, or in any other time frame. It is a great addition to a teaching portfolio when you are looking for teaching job later. 2. Self-evaluation form: complete a self-evaluation form, helps teacher see if he/she is on the right track. 3. Peer observation: Allow a fellow colleague to come into your classroom for a day. Peer can fill general form about the class, but it is also good to discuss the important issues that you would like him/her to track. Fellows are better and have more anxiety than the authority coming to observe. 4. Video coaching: have your class video-taped by a peer, supervisor and then watch the video together to discuss your teaching. Video-coaching can help you to see first-hand some of intricate details about your class. 5. Evaluation by a supervisor – ask a supervisor to observe a class and give points. Although it seems like an intimidating experience, most supervisors understand challenge of being a new teacher and they are very forgiving and helpful. 6. Materials review – bring syllabus, lesson plan to faculty member of supervisor since they have experience in designing them and training personnel.

Student evaluations are important, since after all students are the most important aspect of your teaching.

1. Pre-course survey – helps to know what the students already understand about the subject you are teaching as well as what they want to know.

2. Mid-term evaluation – 20 minute survey of students asking about what they feel about the class. A person can be invited from faculty because most of the time students feel more comfortable talking to the person who is not in charge of their grade.

3. End-of class evaluation – mandatory evaluations, conducted at the end of the term. A faculty representative is assigned to monitor the survey. Although the feedback won't help change ways of teaching with that particular group, it can give insight into general teaching issues to work on.

4. Fast feedback techniques include: minute paper, muddiest point, one-sentence summary, etc.

a. The minute paper is a brief, anonymous feedback instrument that can be used three or four times in a semester at the end of class and it takes 5 minutes the most. Questions asked are: What was the most important thing you learned in the class and what important question remains unanswered. Important aspect is later taking time to tell the students the results gathered. This will allow a lecturer to win the trust among the students. b. Muddiest point is also very commonly used practice, which is remarkably efficient, since it provides a high return of information for very low investment of time and energy. This technique helps lecturer learn about what students find least clear or most confusing about a topic. This feedback helps discover the points which are most difficult for students to learn and at the same time students quickly identify the areas which are not clear for them. c. One-sentence summary is used to measure the actual understanding. How did student interpret the course, whether it was clear or not. Famous question: Who does what to whom, when, how, and why?

Interpreting the Student Feedback

Deans, Deans of Studies • Department heads of course would like to have an overview of the data collected in their department. They would like to retain discipline-relevance even when surveys are conducted across departments. They want to receive feedback for their department, e.g. comparative reference data for course subject and course type. In addition they would like survey results that would allow them to easily see what action might need to be taken.

Instructors • Faculty members are interested in improving their teaching and are looking for prompt and specific feedback immediately after a course is over. However they are also concerned that the survey instrument has been thoroughly validated, in other words that it is fair. They are also concerned about data security. Many instructors would like to be able include their own questions in the survey and would like to be able to make anonymous comparisons to their colleagues.

Students • They want to be taken seriously and would like to see that they are part of the change process. Students are concerned that their honest and at times critical opinions might be used against them, which could be the case if, for example, instructors were to collect the surveys themselves. They too would like feedback about what has been done with their responses in a survey. And they would like to be spared unnecessary questions or surveys – otherwise they will get tired of evaluating their courses.

Conclusion

As a conclusion we would like to stress the vital importance of receiving student feedback to the development of the program, faculty and the university itself. With the right management and commitment of both effort and resources, student feedback can be interpreted and used in all levels of the university. Different techniques can be used to measure student involvement and their opinion about various services offered by the university and it is up to a university and its culture to decide which one is the most suitable and appropriate.

As a practice of International Black Sea University we examined factors affecting the students as well as the administration in conducting the surveys. The conclusion we had was that the way lecturer grades a student definitely affects the evaluation by a student, but the effect is not so strong to override the overall opinion. There may be case when grades are received easily, but a lecturer is evaluated as average or low and also in some cases majority of students fail, but a lecturer receives high evaluation from students.

References:

1. Aleg Cherp 3004 – New Thinking in capacity development and Quality Assurance for Effective Environmental Assessment, *Third Meeting of Parties to the Espoo Convention, Cavtat, Croatia*
2. Christina Ballantyne - *Student Feedback on Teaching at Murdoch University*
3. Classroom Communication: Icebreakers and Group Process Activities.
www.uu.edu/centers/faculty/resources/article
4. Denise Mulligan, Barbara de la Harpe - *Student Feedback on Teaching at Curtin,*

5. Elizabeth Santhanam - *Student Feedback on Teaching at University of Western Australia*
6. ENQA Occasional Paper 6 - Transnational European Evaluation Project – Helsinki 2004
7. ENQA Occasional Paper5 - Quality Procedures in European Higher Education – Helsinki 2003
8. EvaSys – System for Survey-Based Evaluation in Education
9. Faculty Resource Guide prepared by Minnesota State University – Center for Excellence in Teaching and Learning, 2005-2006
10. <http://clte.asu.edu> Arizona State University
11. <http://teaching.ucsc.edu/tips.html>
12. <http://www.clemson.edu/collegeskills/>
13. <http://www.cornell.edu> Cornell university
14. <http://www.elon.edu/students/portfolio/>
15. <http://www.iastate.edu> Iowa State University
16. <http://www.id.ucsb.edu> Office of Instructional Consultation, University of California, Santa Barbara
17. <http://www.itl.usyd.edu.au/feedback> - Teaching Evaluation and Enhancement Service
18. <http://www.qmul.ac.uk/> - Student Feedback Questionnaires
19. <http://www.siue.edu> South Illinois University – Edwardsville
20. <http://www.stanford.edu> Stanford University
21. <http://www.wvu.edu> Western Washington University
22. Kim Welch - Handbook on Teaching for Teaching Assistants at the University of Utah (2002)
23. Lee Harvey 2003 – Student Feedback editorial, *Quality in Higher Education*, Vol. 9 No. 1, April 2003
24. Rod Ellis - *Student Feedback on Teaching at Edith Cowan University*
25. T.A. Angelo and K.P. Cross, 1993 – Classroom Assessment Techniques. San Francisco: Jossey-Bass
26. University of Dublin Trinity College - *Student Feedback Questionnaires – 2002/3*
27. www.developfaculty.com
28. www.ericae.net – Questionnaire Development

29. www.heacademy.ac.uk *The Higher Education Academy*
30. www.honolulu.hawaii.edu *Honolulu University*
31. www.iuk.edu – *Center of Learning and Assessment. Indiana University Kokomo*
32. www.tsu.edu.ge

Some Suggestions to Improve the Quality of Higher Instruction

Aynur PALA *

Abstract

Teaching and learning practices in higher education urgently need improvement.

The major concerns are centering on the following questions:

- ! How will students' learning outcomes be assured and improved in learning environment?
- ! How will effective communication and interaction be established with students in instruction?
- ! How will instructors motivate students to learning?

This paper will examine new challenges for instructors and provide some suggestions for instructors to design and deliver effective instruction.

Key words: Higher education, quality.

Introduction

Some of higher education's most challenging goals include enhancing critical thinking, promoting "deep" (as opposed to superficial) learning, encouraging both self-esteem and the acceptance of others, and improving interpersonal effectiveness (with a an emphasis on team skills). As the primary key to ensuring the quality of instruction instructors need to adjust their attitudes to teach, understand what qualifications are needed and to know what they can do ensure the quality of instruction. As Deubel (2003) has argued, an instructor's attitude, motivation, and true commitment affect much of the quality of instruction. Instructors need to discover students' learning preferences, integrate technology tools, apply appropriate instructional techniques, put them all into practices, and generate the most suitable method for individuals.

Since the role of instructors has been changed in courses to facilitator, mentor and coach, instructors will be need to adjust their attitudes towards technology. Instructors need to know to design interactive activities and course syllabi, how to operate the learning platform.

Two key variables of the learning experience in interactive classrooms are: a) who is leading the learning process (instructor or learner), and b) whether or not students are studying alone or in a group. But although active student involvement is necessary for learning, numerous studies of college classrooms reveal that faculty tend to lecture.

(*) Celal Bayar University Faculty of Education.

Rontlapp and Eurelings (2002) experimental study revealed that when students are learning in a problem-based practical learning, more interaction of students are caused, and students learn more actively. Therefore, integrating deep learning, critical thinking, collaborative learning, and problem-based learning methods into instruction is critical for instructors to improve the quality of instruction. This requires the instructors to design collaborative and problem-based projects which will involves students to think critically, actively, and deeply.

To ensure the effectiveness of learning environment, a detailed course plan is required. The course plan should include, but not limited to analysing both students' and instructors' needs and class objectives, discussion topics, projects, and tests, envisioning any potential technical or academic problems.

The students' learning styles should be examined. As they visual, print, aural, or interactive learners? A simple questionnaire can help the instructors know more about his/her students' learning styles. When organising the content for courses, the learners' need must be taken into account. The amount students learn, their ability to apply learned skills into practice, and their satisfaction with the learning experience should be considered.

* Ph.D., Celal Bayar University. Turkey

Evaluation is also an important component when implementing instructional design principles into course design, because it is the way the gauge students' learning outcome and the quality of course instruction (Zheng and Smaklino 2003). Learning outcomes should not be able only measured through students' grades, but also through their deep learning, higher order thinking, critical thinking, or problem-solving skills.

Alley and Jansak (2001) have also identified ten keys to quality learning. The authors suggested that courses will be high quality when they are student-centered when:

- knowledge is constructed, not transmitted.
- Student can take full responsibility for their learning.
- students are motivated to want to learn.
- the course providers “mental white space” for reflection.
- learning activities appropriately match student learning styles.

The master faculty is able to guide the overall learning process. Professionally prepared and accountable leadership and faculty can develop a more positive and supportive culture on campus, build community and improve faculty and staff morale, and produce the high quality results society now urgently needs and is asking us to provide.

Below some recommendations has been made on how to prepare instructors for quality instruction.

- Faculty must be supported in their use of new technologies for learning and also in their use of technology for professional development and collaboration.
- Innovative methods of design and delivery of content and course method should be undertaken.
- Faculty should establish clear goals for students outcomes in each lesson to ensure deeper understanding of context, good participation, fewer class management problems.
- Faculty should not only aim at facts and concepts in the disciplines. They also should aspire to develop students' thinking skills.
- Curiosity in the subject area and independent learning should be encouraged.
- Communication between students and teaching faculty should be encouraged.
- Academic advising is widely agreed by authorities to be powerful tool for improving student success. Research on college student suggest that activities like advising could increase students' involvement in their college experiences.
- New skills required in info-society abilities to quickly adapt to new situations and new technologies and to be able to process vast amounts of information.
- Principles, and school boards must provide faculty with adequate training and support to effectively use the technology in their classrooms.
- Faculty should provide a secure, supportive, yet challenging environment in which students will be stimulated to reach a high level of intellectual attainment.
- Content and teaching strategies should be reviewed regularly and variety of teaching strategies and learning activities should be provided.
- Opportunities for students to relate their learning experience to the workplace/community should be provided.
- Recent developments in the field of study should be incorporated.
- Faculty should stop to stop viewing teaching as “covering the content” and to start viewing it as “helping the students learn”. Effective and sympathetic guidance and advice should be provided.
- Much work needs to be done by higher education to adapt its focus from traditional learning methods to create a culture that will allow the environment to be more stimulating, more flexible, and more creative where students have their own responsibility to develop varied learning experiences connecting interesting, people and new ideas throughout the world.

Conclusion and Recommendation

To ensure the quality of instruction, the qualification of instructors should be a first consideration. Second, it is important for instructors to master, design, and delivery strategies, techniques, and methods for teaching courses. Third, the institution should provide technical and financial support for faculty.

Moore (2001) also noted that to effectively deliver courses, faculty must promote student to student interaction with minimal faculty interaction, engage students in regular assignments, cultivate students' self-directed abilities, and then provide specialised attention to students who lack self-directedness. Faculty provides structure to student work, encouraging self-direction.

To provide quality instruction, qualified instructors must be prepared first. It will be very important for higher education to realise that it needs to help its students identify trends and see newly emerging patterns and connections, and develop emotional skills to help them risk being truly creative.

An educated person in the 21st century will need to be introduced to new principles that will gird and dynamic and constantly changing society. 21st century learners develop the capacity to become "self-educating persons". As a result, higher education should rethink how create a learning environment to prepare graduates for 21st century.

References

1. Abbott, J. (1997). Synthesis. Washington, DC: 21st Century Learning Initiative.
2. Alley, L.R., and Jansak, K.E. (2001). The ten keys to quality assurance and assessment in Online Learning, *Journal of Interactive Instruction Development*, 13 (3), 3-18.
3. Ausralian Universities Teaching Committee.
4. Brown, G., J.Bull, and M.Pendlebury. (1997). Assessing Student Learning in Higher Education. London: Routledge.
5. CARET 2005. Student Learning.
6. Charles C.B. and A.Eison, J. (1991). Active Learning: Creating Excitement in the Classroom.
7. Charles S.C. and Patricia H. Murrell. ASHE.
8. Cohen, P.A. and W.J. McKeachie (1980): The Role of Colleges in the Evaluation of College Teaching. "*Improving College in University Teaching* 28. 147-54.
9. Cotton,K. (2001). Monitoring Student Learning in the Classroom. School Improvement Research Series. Northwest regional Educational Laboratory.
10. Deubel, P. (2003). Learning from reflections-issues in building quality online courses. *Online Journal of Distance Learning Administration*, 6 (3).
11. Frost, S.H. (1991). Academic Advising for Student Success: A System of Shared Responsibility. *George Washington University. Journal of College* 25.
12. Lion F.G. (1994). .(1994). Redesigning Higher Education: Producing Dramatic Gains in Student Learning. New Horizon for Learning.
13. Moore, M.G. (2001). Serving as a distance teacher. *The American Journal of Distance Education*, 15 (2), 1-5.
14. Ranteltap, F. and Eureling, A. (2002). Activity and interaction of students in an electronic learning environment for problem-based learning. *Distance Education*, 23 (1), 11-22.
15. Smyre,R. (2006). On Searching for New Genes: A 21st Century DNA for Higher Education. *New Horizons for Learning*.
16. Svinicki, Marilla D. Ed. (1990). *The Chancing Face of College Teaching. New Directions for Teaching and Learning*. No: 42. San Francisco, CA: Jossey-Bass.
17. Weber, E. Five Phases To PBL: MITA (Multiple Intelligence Teaching Approach) Model For Redesigned Higher Education Classes. *New Horizon for Learning*.

18. Yang, Y. and Cornebious, L.F. (2005). Preparing Instructors for Quality Online Instruction. *Online Journal of Distance Learning Administration*, Volume VIII, Number I, Spring 2005. State University Of West Georgia, Distance Education Center.
19. Zheng, L. and Smaklino, S., (2003). Key instructional design elements for distance education. *The Quartely Review of Distance Education*, 4 (2), 153-166.

Prospects of Entering the Global World for American Studies in Georgia

Tamar SHIOSHVILI*

Abstract

Contemporary society is changing, and so is the higher education system all over the world. High requirements towards contemporary specialists, standardization of these requirements in order to provide the students with high-quality knowledge and give them an opportunity to be mobile, are typical features of higher education system today.

Despite the reforms going on in the educational system of Georgia, after the collapse of the Soviet empire, secondary, and high school systems, in particular, have become loose. So the private tutoring in three/four subjects for the national exams has become necessary for Georgian high school students; not equally affordable for a number of Georgian families. Our elementary, secondary and high educational systems lack the continuity obligatory to provide high quality programs that help to bridge the transition from secondary to higher education. This is why I chose the issues of curriculum alignment, especially in the English language, between the secondary and higher education, which is of paramount importance not only for Georgian state and private, but also for former Soviet-republics and Turkish higher institutions, International Black Sea University (IBSU), among them.

Domestic and International issues increasingly mix together. It is difficult to separate the local from the global in today's shrinking world. The community requires that we become more than simply "global citizens" who are informed and involved in international affairs. We also need to become more adept at interacting with those who are different. Cross-cultural communication barriers must be overcome in the world of the 21st century.

Key Words: Cross Cultural Analysis; Interactive Method among International Students.

Contemporary society is changing; so is the higher education system all over the world. High requirements towards contemporary specialists, standardization of these requirements in order to provide the students with high-quality knowledge and give them an opportunity to be mobile, are typical features of higher education system today.

Globalization¹ and internationalization are now central issues for higher education worldwide. The elements of globalization in higher education are widespread and multifaceted. They include the flow of students across borders: it is estimated, that about 1.6 million students now study outside their home countries, with more than 547, 000 studying in the United States.² Globalization refers to trends in higher education that have cross-national implications. Those include mass higher education; a global marketplace for students, faculty and highly educated personnel; and the global reach for the new Internet-based technologies.³ A few countries dominate global scientific systems, the new technologies are owned by multinational academic institutions in the major Western industrialized nations, and the domination of English is advantageous for the countries that use English as the medium of instruction. All this means that the developing countries find themselves dependent on the major academic superpowers. With the collapse of the Soviet empire, the market economy and democracy have triumphed. These two central values of Western society have become the prerequisite of any nation seeking acceptance by the international community. The post Soviet republics are in flux, caused by the transitional period, and face the challenges of the two above-mentioned values.

* Prof.Dr., International Black Sea University.Georgia

It is difficult to grasp the current situation in higher education without taking a broader view, for a range of economic, political and social factors. Hence, I'd like to give some information about the current situation of Georgia from these points of view. Georgia has several important internal resources: agriculture and agro-processing, small manufacturing, tourism, transit trade activities, mineral extraction and processing. Georgia has fertile soils, extensive sunlight and substantial water resources.⁴ the second major resource is Georgia's location at the crossroads of Europe, the Middle East, and Central Asia. When transport infrastructures are modernized, the natural transit function of Georgia may bring consistent revenues to the country, not just in fees to the state budget, but by its development effects in several regions. Tourism remains a key resource, deeply rooted in Georgia's traditions and in the hospitality of its populations with strong local identities. In Soviet times, Georgia hosted three million tourists per year.⁵

As ex-Soviet republic, we're facing the challenges of the transitional period, experiencing massive transformation. During this period of rapid change, we have come upon some undesirable developments not anticipated when we embarked on glorious road to economic and political progress. Rapid changes have dramatically altered our patterns of living. We would do well to point to the inevitability of such transformation that awaits countries just now embarking on "modernization". These are not issues which confront only our society. These are issues which have been, or soon will be confronted by many nations.⁶

Thanks to international agencies implementation of new approaches, reforms in secondary and higher education are being facilitated in Georgia. Reforms of entrance exams at higher institutions were carried out in the way of national exams, which turned out to be successful. Before 2005, we were witnessing corruption in the Georgian higher education system, when students were paying in cash or urged their examiners through clan connections for inflated grades. In such cases inequality of access to education for lower socioeconomic status and remote or poorly accessible areas of Georgia was the case. Just limited wealthy or "elite" segments had access to higher education. I personally, as the dean of Humanities at the International Black Sea University in Tbilisi, Georgia, can proudly say that transparent national exams worked in Georgia, judging by the admitted students at the American Studies Department in 2005; as a result of national exams, we got sixteen smart students with the highest grants from the Ministry of Education. Among them four students were from Batumi, Poti, Kutaisi, Samtredia-the cities, other than Tbilisi (capital of Georgia).

The reform concerning the financing of the students with high grades implies the following scheme: Out of 6 mln 500000 from the state budget 1, 5 (lari) is meant for 100% financing, 1, 5 mln-for 70%, 1, 5 mln-for 50%, the rest-for 30% financing. Full or partial financing is provided for 8000 university entrants. The maximum amount of grant is 1500 (lari). In case the tuition fee exceeds 1500, the entrant has to add the difference. Although the process of reforming higher education is a progressive step towards democracy, however, it's in a fledgling state as yet, I think and a cross cultural examination will be needed for its accomplishment to consider the issue of equal access to the high academic achievement for all Georgian students at the secondary and high school levels, ensuring access to higher education. Although the reforms of secondary and high education are underway, in terms of prolonging the period of studies up to 12 years (elementary, secondary, high school), changing textbooks of social sciences into interdisciplinary ones (History, Geography), staff training, etc. in this transitional period, the systems mentioned have become loose; students lack the necessary academic background. The families hire private tutors for their children in three or four subjects, which is not affordable for all Georgian families. So the economic status of students may remain a barrier to access. Private tutoring is required due to the fact that our elementary, secondary and high educational systems lack the continuity, obligatory to provide high quality programs that help to bridge the transition from secondary to higher education. To me, exploring the ways of establishing interrelation between elementary, secondary and high educational systems will promote this process, which is of paramount importance not only for Georgian state, but also private higher institutions-International Black Sea

University (IBSU)-among them. IBSU is the international university in Georgia, founded in 1995, by “Mars “, Ltd, and : Chaglar “ Ltd, Turkish Corporations in co-operation with the confirmation of the Council of Ministers of Georgia aiming to improve the current educational, economic, social and cultural relationship between Georgia and Turkey. The language of instruction is English at IBSU and it hosts students from twelve countries of the worlds, post-Soviet republics (Azerbaijan, Turkmenistan, Latvia, Kazakhstan), Turkey, Nigeria, Malawi, etc.

Internationalization⁷ is a major trend in higher education. It is also a worldwide phenomenon. My first contacts with prominent American Studies professors: Doris Friedensohn and Robert Gross⁸ were established at American Studies Association annual conference in November 2001, during which we struck up a conversation about internationalization of American Studies around the global world. At that time Georgia had yet to experience “Rose Revolution: and was still struggling with corruption, economic decline, and social malaise in the wake of the collapse of the Soviet Union. Notwithstanding these difficulties, we were clearly eager for fresh ideas about higher education, and began to envision the introduction of American Studies into Georgia as an agent of curricular change. After visiting the American Studies Programs at the universities in different six states of the U.S. as a member of the “American Studies Curriculum Design Program”, directed by the U.S. Department of state, I was encouraged to design the curriculum of the program.

In 2002 the first American Studies Program in Georgia was established at IBSU as a whole department. During the Soviet system, there were no American Studies Programs at higher institutions, except American Literature courses, taught on the academic margins, as part of English philology. That was the reason I was encouraged to introduce this challenging field in Georgia at the private International Black Sea University, and not at some other state University (I worked at two state universities at that time in 2002:1. “The Tbilisi State University for Foreign Languages”.

2. College of Humanities-within the Tbilisi Technical University”. The state universities had restricted, limited number of faculties and departments. I adopted the American model of multidisciplinary approach for the program, being new in Georgia due to the fact, that within the Soviet educational system, after taking a series of entrance exams, given by a specific department, a student had to follow “narrow “, restricted regime of courses. Another aim of introducing multidisciplinary approach was to prepare students for professional success in careers, like culture, government, business, etc. and through this diverse program, provide them with job opportunities, so important in Georgia today. Our department, though young has become quite popular. Last year, there were twelve applicants for one place. Moreover, the president of Georgia wants IBSU to become the model university in Georgia, allocating for it a site for building a model campus university for the first time in Georgia, with the help of our friends, Turkish investors.

This is a magnificent initiative, and this is already a new trend in higher education, and directly responds to the challenges of internationalization, that includes policies of a) recruitment of foreign students, b) collaboration with academic institutions, establishing exchange programs. Our department is trying to respond to these challenges. In the second semester of the 2007/2008 academic year the American sophomore student Lyra Brayshaw from the Texas University came to our department to study for one semester. She took five courses. The Texas University asked for the syllabi, which were highly approved by the American professors, so all her credits taken in Georgia will be accepted in the Texas University. Another successful M.A. student Alexis Spencer Notabartolo from California, Pitzer College is coming to our department to do the research on the formation of Georgian opinion towards international co-operative organizations, specifically NATO.

The American Studies Department had been reaching out to scholars of the United States and exploring the ways in which we engage both commonalities and differences among Americans in a multicultural society.

While at the Georgia Washington University as a Fulbright Scholar in 2004/2005, one of my project objectives was to establish a partnership with the U.S. higher institution for initiating an

exchange program between the Universities. For this purpose, as a result of the invitation of Robert Gross, Professor of History and American Studies, I delivered an occasional lecture, “The Republic of Georgia and the United States in a Changing World” at the University of Connecticut.

Head of the European Studies of UConn Professor John Davis, expressed interest to start collaboration between UConn and IBSU, which he visited in May 20, 2006, delivering lectures, and talking with authorities about the possibility of the linkage between IBSU and UConn. This is another new trend. Prof. Davis mentioned that UConn had very successful high school students exchange programs with Turkey, helping the Turkish students to raise their academic level. UConn is especially active in establishing transnational programs. UConn helps international students who require assistance developing proficiency in English language skills. More than 1,200 students from 71 countries come to UConn’s main campus on Storrs to study English and experience the culture of the United States.

On our way to become a model American Studies Department, we have an obstacle to overcome, in terms of dealing with a proficiency gap between the students, that’s a typical obstacle for the International educational institutions. Sometimes there is unequal composition of American Studies Department groups, consisting of bright Georgian students, especially the ones selected as a result of objective national exams and foreign students with different general background and poor level of English.

In 2005/2006 we opened M.A. and Ph.D. programs in American Studies where interdisciplinary courses are introduced: 1) “American Civilization”, combining American History and American Culture and 2) “Gender Studies”. For these courses, as well as B.A. program course “American Culture and Multicultural Studies” the democratic -interactive method of education is introduced, aiming to develop a critical relation to existing knowledge through discussions on diversified topics among multicultural students. This method differs from the Soviet totalitarian model of education, preventing the application of interactive teaching methods. Unequal academic level of students in groups hinders the full involvement of the students in discussions, which hinders the progress to a high quality higher education demand of the 21st century. As an International Institution –IBSU is supposed to accept as many foreign students, as possible. On the other hand, Globalization has transformed educational needs. In this new world high quality education is vital for people to speak “common language”. So far as English is the language of instruction at IBSU, we have a demand for Advanced English level as well.

Situated at the crossroads of Europe, the Middle East, and Central Asia, Georgia has been “transnational” for centuries. As a tourist center, it is accustomed to hosting visitors from abroad, and as a multicultural society, lately it has struggled with ethnic separatism. The leading themes of American Studies today-multiculturalism and transnationalism-thus speak directly to its circumstances. Indeed, American Studies is immensely pertinent to the challenges faced by International Black Sea University, whose faculty seeks to educate a diverse population of students across differences of culture and academic preparation. With a clear – sighted analysis of the educational dilemmas, IBSU has much to contribute to the dialogue on “Higher Education in the Twenty – First Century”.

The point to be made is that while we have progressive trends in education, we are not without problems, neither are we without persons willing to engage their energies in seeking solutions. Moreover, in the recognition that many of these problems are not solely our own, we invite others to join us.

References

1. Charles T. Vetter. Citizen Ambassadors. Brigham Young University. U.S.A. 1984, p.18
2. Country Partnership Strategy, the World Bank, Oct. 2005
3. Country Partnership. Strategy for Georgia, the International Development Association and the International Finance Corporation, Aug. 2005

4. Fred M. Hayward and Laura M. Siya. Public Experience, Attitudes, and Knowledge: A Report on Two National Surveys about International Education. Washington D.C. : American Council on Education 2001, p.63
5. Fred M. Hayward. Preliminary Status Report 2000: Internalization of U.S. Higher Education. Washington D.C. 2000, p.38
6. Peter Scott. The Globalization of Higher Education. Buckingham, U. K.1998. p. 134
7. Robert A. Gross. The Transnational Turn: Rediscovering American Studies in a Wider World. Cambridge University Press. 2000
8. Shelly Fisher Fishkin. Multiculturalism, American Quarterly, 45, 1993

Higher Education for Development: “Internal” and “External” Aspects with Special Reference to UNESCO Visions

Mohammed TAVAKOL *

Abstract

It is said that today more than ever in human history, the wealth -or poverty- of nations depends on the quality of their Higher Education.

It is true that the place and the expectations from Higher Education has changed from those of a few decades ago. To some extent this can be related to the fact that today Higher Education provides both opportunities and challenges, depending on priorities, policies, resources and other factors dominant in different countries.

Viewed from a critical perspective, the most important challenges, especially for the developing countries, lie in the challenge to guarantee quality, to assure equity of access to Higher Education, to prove the relevance of Higher Education programmes regarding the needs of the society (Industry etc), to preserve national culture and identity, and to ensure that governments set national policy objectives for Higher Education.

Putting these in other words, the importance of Higher Education is highly dependent on its “Internal quadrangle” (Quality, Quantity, Equity, and Relevance), and “External triangle” (University, Industry, and Government relations). Special reference is made to Unesco visions and recommendations for action (Unesco; United Nations Educational, Scientific, and Cultural Organization, is the most specialized UN agency regarding higher education, and has the greatest world authority in matters related to different aspects of higher education, and is in close collaboration with other concerned international organizations and events).

Key Words: Higher Education; “Internal Quadrangle”.

The joint working committee report of UNESCO and the World Bank quotes Malcom Gillis, Rice University President, as saying:

"Today more than any other time in human history, nations' wealth or poverty is dependent on the quality of higher education"

Why is this so?

! Generational transfer and dissemination of knowledge has been the university's main objective from the very beginning

! Today, knowledge constitutes the core in processes of contemporary society

And the result of the necessitates a new analysis of the strategic role of higher education and the university in relation to the society, and then leading the university towards fundamental transformations and new orientations while preserving the balance between scientific aspects and social commitments¹.

Within these conditions:

The University's additional balance depends on the establishment of a balance between surrendering to the capital, trade and economy (whether national or globalized), or the isolation from it.

Higher education is an intricate phenomenon, the analysis of which requires something more than limited or mere economic approaches, and should also be based upon the acceptance of the necessity for establishing a balance between economic and production needs, general societal needs, as well as the important needs of each individual as a member of the human race within a specific cultural, social and historical contexts. The responsibilities of institutions for higher education need

* Dr. .,Tehran University &Iranian National Commission for UNESCO. Iran

also be evaluated in this context and relevance. But who is to define "relevance" and "importance"? In other words, who will respond to the following questions?

Why higher education? What for? Which societies? And For which citizens should higher education be provided?

Hence, the concept of "social relevance" gains prominence.

- a) Relevance and importance of higher education need be evaluated according to the extent of balance between societal expectations from various academic institutions and their true functions, which is brought about in the light of ethical criteria, political neutrality, the culture of critique, an ever more strengthened link between societal problems and the job market, as well as the adoption of long-term orientations with respect to societal needs and objectives, which would include respecting cultures, and environmental support. The main source of concern, however, is achieving education for all, as well as goal-oriented, specialized education with special emphasis on merits and skills, since these two forms of education provide for living in variant situations as well as for changing one's job or profession.
- b) Higher education should play a more prominent role in providing services to the society, especially in its function as a means for eradication of poverty, eradicating prejudice, violence, illiteracy, hunger, corruption and diseases, which is primarily brought about by adopting an inter- and transdisciplinary approach to analyzing problems.
- c) Higher education should increase its share in developing all aspects of the educational system through furthering Training of Trainers activities (ToT) and by means of curriculum development and enhancing research.
- d) Finally, the creation of a new society free from violence and oppression should be the target of higher education. The system should therefore be consist of motivated elites who are homogenized, have great compassion for humanity, and adhere to wisdom as their guiding lamp.

In realizing the above-mentioned goals, objectives and programmes, the following basic components should play a leading role: higher education, relevance, quality, quantity, equity

Relationship between University and Government:

To be brief, the following formula, in our view, should be the framework for action:

- ! University versus government interaction: responding to the needs of the state.
- ! State versus university interaction: setting the grounds for scientific advancement.

Relationship between University and Industry:

Axiomatically speaking ,the following headings are to be recommended:

- ! Transmitting organizational management and technical knowledge
- ! Consultation services
- ! Joint projects
- ! On-service Training
- ! Introduction of specific courses by universities based on the articulated needs of industry and economy
- ! Apprenticeship and resident training by university students at production sites
- ! Defining industrial, productive and economic needs
- ! Technology parks², incubators and innovation centres
- ! Need-orientedness theses and dissertations
- ! Tax exemptions for trade institutions assisting scientific development

Issues to be contemplated with respect to the relationship between industry, university and society:

Specialized international agencies like UNESCO in different conferences, meetings, symposiums, forums (such as CASTASIA) in the fields of science, research, technology and development have identified various organizational issues, some of which are listed below:

! Issues of Concern at the National Level:

The most important thing to be considered at the national level is how to integrate national objectives into R&D projects. All other matters as follows are secondary to this, and are to be taken into account in this regard:

- a) How much of the Gross Domestic Product should be allocated to R&D activities?
- b) What would be the method for the sectoral distribution of R&D budget?
- c) How should an appropriate R&D network be established and retained at a national level;
- d) What kinds of information and service facilities need be prepared and at what level?
- e) What sources of encouragement should be applied to promote innovation?

! Issues of Concern at Sector Level:

An important point to consider is how to reduce long-term sectoral objectives (such as services, agriculture, industry, education, transportation etc) into relevant R&D projects.

Other key issues and concerns:

- a) Methods of defining the priorities in R&D projects of each sector
- b) How to define the appropriate level of support?
- c) How competition and the market's influence the data and results of research and development?
- d) Creating incentives for the transfer of technology both within and outside of the sector.

! Issues of Concern at Organizational Level:

Apart from national and sectoral issues, the concerned organization should also be an effective and reflective organization and manage challenges innovatively.

Other Issues of concern at this level include:

- a) Organizational structure and form (whether it be centralized, decentralized or operational etc)
- b) Formal/official relationships between the government and private customers
- c) Methods of identifying, selecting and training key personnel such as scientists, engineers, project managers etc
- d) Methods of institutionalizing back up services such as publication, design, accounting, workshops etc
- e) Methods of operational transmission from laboratories to the market
- f) Methods of defining and allocating budget to various activities

! Issues of Concern at Individual Level:

Here the issue of prominence is how to attract and then to keep meritorious subjects (personnel). Other related issues include:

- a) Methods of evaluating the subjects' (personnel) performance in order to conform rewards with the employees' outputs
- b) How to avoid ageing of technical professionals' specialty or even to delay it by means of education and repeated training/re-education
- c) How to develop methods and to set plans for appropriate job promotions in order to lift the spirits of employees, to ensure rule and order in team work³.

Other organizational aspects of industry-university relationships:

- ! Strategic management of industry-university relationships
- ! Interface management
- ! Financial management of industry-university relationships
- ! Staff management in the industry-university relationship

! Intellectual Property Rights (IPR) management

As far as “external” factors are concerned, It can be concluded that successful management of industry-university relationships should be based upon strategic management approaches, which would help transform the development of such relationships to a definitive and long-term objective of universities. A strategic management of industry-university relationships is therefore deemed necessary as it will help prevent "immediate" profiteering at universities and their unreliability in the long run, especially at times of overall budgetary constraints.

On the other hand, a strategic management of industry-university relationships should account for an increase in efficient structural support for the implementation of a strategy as such. Therefore, the strategic management of industry-university relationships should, under the assistance of a central management system that is accountable to the holder of the highest executive post at the university-the rector or the managerial board- homogenize and mainstream existing structures. Without a central management system newly established structures might be marginalized by older sectors of the university. Strategic management can also ensure closeness and natural proximity between the objectives sought by both the old and new sectors of the university.

Any approach leading to a development of industry-university relationships, need be supported by a high-level managerial system in order to ensure support of innovations made in different sectors. On the other hand, establishment of appropriate decision-making structures for transforming political will to operational capacity is also required. Most organizations have defined high level posts- such as, specialized deputy for development services- that functions as a leading institution in their related field. The establishment of traditional structures for management and supervision such as the university council is an example of political will and the creation of cooperation opportunities for representatives of the private sector as well.

Still, it is necessary to create operational management capacities by means of both internal and external supportive structures that are intensively controlled by the university and are flexible enough to enable quick response to the opportunities offered by the employment market. At times of increased confrontations activities, ratification of university rules and regulations and collective work need be homogenized and mainstreamed, which, taking into account the universities nature of decentralization, is not at all a simple task . Yet, the appropriate balance between centralization and decentralization, as well as an independence linked to balance and supervision, are both known to result from the success of factors influential in the development of industry-university relationships⁴.

At a macro level, though, i.e., a level beyond the university- the national level-it is necessary to resolve problems still experienced in the Third World, in general. The number of teachers and scientists active in the field of Research and Development (R&D) in developing countries is much less than that of developed countries. And it is when transfer of knowledge does not take place or is low in the field of science and technology to that of production in a country, that the problem becomes serious and irreparable. Therefore, potential users will be denied new information of production and quality control. Another problem is the low number of engineers and scientists who are able to define problems and to transfer requirements from science and technology to the field of production.

In most developing countries an enigmatic situation occurs:

Though providing the primary budget to the science and technology sector as well as its personnel is a responsibility of the governments, it is in fact the private sector that covers the production field at large. And this problem is most probably linked to the weakness and shortcoming of domestic demands with respect to science and technology.

In conclusion, it is to be noted that a difference has to be considered between *clear demand* (what is requested from science and technology by the production system, and the society as a whole) and *unclear* or *vague demand* (what is expected from science and technology implicitly by various social and economic actors) with respect to demands from science and technology. It is thus necessary to increase both supply and demands (*clear*) from science and technology.

We are not in a world, and in a country, with so many possibilities and that plentitude of supplies and resources (at least no longer) to plan and operationalize higher education, like other domains of socio-economic activity, unconditionally and without deliberated priorities and choices. In the midst of the present socio-economic realities confronting us, both in the developed and the developing countries, there are varying sets of demands, requirements, limitations, and pressures encompassing higher education in each society, and even its (H.E.) internal dimensions. Based on these, a set of criteria takes shape upon which the planning and development of higher education in the country should be conceptualized and come into effect. Among the important components of this set of criteria is the category of "Relevance" or national relevance or social relevance, which is more or less commonly articulated and emphasized theoretically or practically.

Obviously within each society there are particular needs at local, regional, and national levels in terms of trained manpower, as well as scientific (educational & research), technical & technological, and cultural needs. As a result, it seems obvious that higher education in a society cannot and should not be planned and proceed in a vacuum, as far as national needs are concerned.

As for Quality, it also must be a concern of any higher education system, especially in the developing countries. Lack of sufficient resources, lack of motivation on the side of academic staff, undeliberated quantitative expansion of higher education, lack of an effective quality control policy and continuous supervision, have led the universities to a lower level of quality. Securing the quality of higher education and its products (students particularly) is a prerequisite for its contribution to national development in any country. If the content of courses and programmes offered by higher education institutions are not up-to-date and not well-designed to meet the needs and requirements of different "consuming" sectors of society, and if they are not well-instructed, then the graduates, and other "products", will not be able to perform an effective role, but an expensive, "decorative" one.

There is no way to guarantee quality unless by setting up of both internal-evaluation and external-evaluation systems and then effectively and continuously analyzing the results and feedback of the systems through relevant measures to this end.

The following are remarks to be added to the above:

- Quality is ideal but not always easily accessible in higher education. The obstacles should be recognized and plans made to overcome them.

- In most cases, quality is in indirect relation with quantity. If we admit a large number of students, with limited educational resources and facilities, we decrease the quality that we can offer, and vice versa. There should be a balance between quality and quantity. This implies that there should be considered neither a very high quality for a very limited number of students, nor a very poor quality for a big number of students.

- In order to realize high quality in higher education relevant policy-making bodies should single out important components of quality in higher education, for example indicators like total enrollment rates, student to teacher ratio, facilities like educational space, workshops, laboratories, and books per student, etc should be pinpointed, and efforts need be made to meet relevant standards, or at least guarantee the provision of the minimums.

These are quantifiable entities, considering which a higher education system can move towards achieving/meeting international standards. But there are qualitative parameters like teachers' quality of teaching and research, adopted teaching methods, academic environment features, including academic competition and motivation that can not be easily quantified and measured, though their consideration and promotion is a must.

Coming to quantity, it could be mentioned that the most important higher education indicator which practically has been the basis of higher education development, especially in most developing countries, is the number of H.E. students per 100,000 population. Obviously this is a quantitative indicator, which if applied, targeted and imposed not deliberately and cautiously it may lead the H.E. development programmes to a lower quality level. It is true that there exists different factors to push for quantitative expansion; political pressure groups, high population growth, high-school-leavers pressure & size, social demand for higher education degrees and diplomas, H.E.

institutions' competition for greater enrollment size and number as well as, the policy-makers and executives' excuse concerning the unrealized minimum ratio of trained manpower in the job market and meeting the requirements of national and development programmes for trained labour force, are among influential factors required for quantitative expansion.

And finally we have, Equity-one of the most important objectives sought in the philosophy of education, and an ideal of educationalists (the realization of equity through education, in society, and obviously with a view to educational opportunities itself is an ideal of educationalists). In this view, H.E. was thought to operate as an influential factor in upward social mobility. It is true that this ideal has not come true everywhere, and as far as higher education is concerned many institutions in different societies have become the scene for the exercise of unequal backgrounds, e.g. class stratification, cultural differences, political orientations etc, yet the last two issues, quantity and equity are channeled to access⁵.

The second half of the 20th Century is considered the most spectacular era of higher education expansion, particularly in the most developed countries. From 1960 to 1995 the number of graduates world-wide grew more than six times, from 13 million to 82 million⁶. In the 1960s, expanding access to higher education held great relevance to the policy debate because of its social and political implications; in all regions of the world, enrolment rates spiraled upwards. Europe's 2.2 percent enrolment rate in the 1960s rose to almost 40 percent by the mid-1990s. the United States and Canada, from an enrolment rate of 7.2 percent, reached upwards of 80 percent in the same period. Similarly, in less advanced countries, enrolment rates grew from 1.3 to around 7.8 percent, although a tremendous gap is still to be found between more and less developed countries. In Latin America, the corresponding levels grew from 1.6 percent in the 1960s to 18 percent in the 1990s⁷.

But how to harness the positive side to the globalization of knowledge without undermining acceptable forms of competition? Internationalization by cooperation may prevail over internationalization by money-making, but it requires emphasis to be put on sustainable and harmonious development so that "... the regulations are not subdued to the marketplace, but to society." If the strong drive towards the market, with its highly competitive character, is to be mastered, international cooperation, interactive globalization by mutual exchange and mutual advantage, with regulations focusing on educational agreements, will be required⁸. This scenario will also require closer accord between the public and private sectors. Many of the views and perceptions that once held sway no longer govern. Rigid dichotomies are rarely conducive to an understanding of the complex, unprecedented situation we face. To rise above dichotomies such as "public-private", "trans-national vs. national" etc. calls for new analytical concepts.

To understand the roles played by universities in the process of transformation, it is useful to begin by classifying some of their major functions. Castells has suggested four major functions as generally applicable to most societies⁹. First, universities play a major role as ideological apparatuses by exerting ideological and cultural influence on society, through the socialization of students and the development of a relatively autonomous space to enable critique and reflection. Second, universities act as a mechanism of selection, socialization of elites and social mobility. Third, universities generate knowledge, and fourth, they are responsible for the formation of human capital and a skilled labour force. However commentators¹⁰ have noted that in the contemporary social context, some of the cultural, political and social functions of higher education have been eclipsed by the developments associated with globalization and the knowledge economy. The State's ability to compete successfully in the global marketplace is seen to rely on the production of higher value-added products and services, which are in turn dependent on knowledge, especially scientific and technological knowledge, and on continuous innovation. Intellectual capital has thus been portrayed in government policy as one of the most important determinants of economic success and as a crucial resource in the scramble for global profits¹¹. In this context, higher education has been positioned as a major and indispensable contributor to the transition to a high-skills economy and one of the main institutional sites for the production, dissemination and transfer of knowledge, innovation and technology.

Regarding this, considerable claims which are being made for higher education as a motor for social, economic and political change in various parts of the world, local conditions and history impose powerful constraints on universities' capacities to both change themselves and contribute to the delivery of change more widely.

Universities appear to play multiple and contradictory roles. Sometimes roles are distinguished by institutional differences-whether sectoral, regional or private/public. But multiple roles can also be found within individual institutions and departments. The capacity for institutions to change their roles thus seems to be rather limited, at least in the short term. And change, when it comes, seems more likely to be generated by external forces than from within the institution. Change in the long term also may come largely from the arrival in positions of influence of a new generation of academics, socialized into new conceptions of the nature of the university and its social role.

References

1. World Conference on Higher Education 1998 Higher Education in the 21st Century. Vision and Action, UNESCO.
2. Carlos Tunnermann Bernheim and Marilena de Souza Chaui, 2003, Challenges of University in the Knowledge Society, five years after the World Conference on Higher Education, UNESCO Forum Occasional Paper Series, Paper No.4, pp 9-15.
Please also refer to:
M Tavakol, Sociology of Science, 1370, Sadoogh Press, chapter 7. And
Bender, Thomas (ed.) 1998, The University and the City: From Medieval Origin to the Present, Oxford UP.
3. A B Cabal, 1993, The University As An Institution Today, UNESCO, pp 172-6.
Please also refer to:
Smith, Anthony (ed.) 1997, The Postmodern University: Contested Visions of Higher Education in Society, Open University Press.
4. G Berton & M Lambert (eds), 2003, Universities and Globalization, UNESCO, pp 19-28.
Please also refer to:
Currie, Jan and Newson, Janice (eds), 1998, Universities and Globalization: Critical Perspectives, Sage, And, M Tavakol, Sociology of Science and Knowledge, 1383, SAMT, chapter 5.
5. Tavakol. M., "*Globalization, Modernization and Education in Iran*", in Rukhsana Zia (e.d.), Globalization, Modernization and Education, Muslim Countries, 2004, Nova Science Publishers, pp.135-149.
6. UNESCO, 1998, Panorama estadística de la enseñanza superior el mundo: 1980-1995, Conferencia Mundial de Education Superior, Paris: UNESCO.
7. Garcia, Guadilla, 2000, Comparative Higher Education in Latin America: Quantitative Aspects. Caracas: UNESCO/IESALC.
8. Hyward, Carmen Garcia Guadilla, "*Access to Higher Education: Between Global Market and International and Regional Cooperation*" in, Guy Neave (ed.), Knowledge, Power and Dissent: Critical Perspectives on Higher Education and Research in Knowledge Society, 2006, UNESCO Publishing, pp.181-202.
9. Castells, M., 2001, Universities as Dynamic Systems of Contradictory Functions, in Muller, J. et al. (Eds.) Challenges of Globalization: South African Debates with Manuel Castells, Cape Town: Maskew Miller Longman.
10. Naidoo, R., 2003, Repositioning Higher Education as a Global Commodity: Opportunities and Challenges for Future Sociology of Education Work. British Journal of Sociology of Education 24, 2, pp. 249-259.
11. Brown, P., Green, A. and Lauder, H., 2001, Globalization, Competitiveness and Skill Formation, Oxford: Oxford University Press.

Appendix

**World Declaration on Higher Education for the Twenty-first
Century:
Vision and Action
and
Framework for Priority Action for Change and Development
in Higher Education
adopted by the
World Conference on Higher Education
Higher Education in the Twenty-First Century: Vision and
Action
9 October 1998**

Preamble

On the eve of a new century, there is an unprecedented demand for and a great diversification in higher education, as well as an increased awareness of its vital importance for sociocultural and economic development, and for building the future, for which the younger generations will need to be equipped with new skills, knowledge and ideals. Higher education includes 'all types of studies, training or training for research at the post-secondary level, provided by universities or other educational establishments that are approved as institutions of higher education by the competent State authorities'¹. Everywhere higher education is faced with great challenges and difficulties related to financing, equity of conditions at access into and during the course of studies, improved staff development, skills-based training, enhancement and preservation of quality in teaching, research and services, relevance of programmes, employability of graduates, establishment of efficient co-operation agreements and equitable access to the benefits of international co-operation. At the same time, higher education is being challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. Equitable access to these technologies should be ensured at all levels of education systems.

The second half of this century will go down in the history of higher education as the period of its most spectacular expansion: an over sixfold increase in student enrolments worldwide, from 13 million in 1960 to 82 million in 1995. But it is also the period which has seen the gap between industrially developed, the developing countries and in particular the least developed countries with regard to access and resources for higher learning and research, already enormous, becoming even wider. It has also been a period of increased socio-economic stratification and greater difference in educational opportunity within countries, including in some of the most developed and wealthiest nations. Without adequate higher education and research institutions providing a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development and, in particular, developing countries and least developed countries cannot reduce the gap separating them from the industrially developed ones.

Sharing knowledge, international co-operation and new technologies can offer new opportunities to reduce this gap.

Higher education has given ample proof of its viability over the centuries and of its ability to change and to induce change and progress in society. Owing to the scope and pace of change, society has become increasingly knowledge-based so that higher learning and research now act as essential components of cultural, socio-economic and environmentally sustainable development of individuals, communities and nations. Higher education itself is confronted therefore with formidable challenges and must proceed to the most radical change and renewal it has ever been required to undertake, so that our society, which is currently undergoing a profound crisis of values, can transcend mere economic considerations and incorporate deeper dimensions of morality and spirituality.

It is with the aim of providing solutions to these challenges and of setting in motion a process of in-depth reform in higher education worldwide that UNESCO has convened a World Conference on Higher Education in the Twenty-First Century: Vision and Action. In preparation for the Conference, UNESCO issued, in 1995, its *Policy Paper for Change and Development in Higher Education*. Five regional consultations (Havana, November 1996; Dakar, April 1997; Tokyo, July 1997; Palermo, September 1997; and Beirut, March 1998) were subsequently held. The Declarations and Plans of Action adopted by them, each preserving its own specificity, are duly taken into account in the present Declaration - as is the whole process of reflection undertaken by the preparation of the World Conference - and are annexed to it.

¹ Definition approved by the General Conference of UNESCO at its 27th session (November 1993) in the Recommendation on the Recognition of Studies and Qualifications in Higher Education.

*
* *

We, participants in the World Conference on Higher Education, assembled at UNESCO Headquarters in Paris, from 5 to 9 October 1998,

Recalling the principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, and the International Covenant on Civil and Political Rights,

Recalling also the Universal Declaration of Human Rights which states in Article 26, paragraph 1, that 'Everyone has the right to education' and that 'higher education shall be equally accessible to all on the basis of merit', and endorsing the basic principles of the Convention against Discrimination in Education (1960), which, by Article 4, commits the States Parties to it to 'make higher education equally accessible to all on the basis of individual capacity',

Taking into account the recommendations concerning higher education of major commissions and conferences, *inter alia*, the International Commission on Education for the Twenty-First Century, the World Commission on Culture and Development, the 44th and 45th sessions of the International Conference on Education (Geneva, 1994 and 1996), the decisions taken at the 27th and 29th sessions of UNESCO's General Conference, in particular regarding the Recommendation concerning the Status of Higher-Education Teaching Personnel, the World Conference on Education for All (Jomtien, Thailand, 1990), the United Nations Conference on Environment and Development (Rio de Janeiro, 1992), the Conference on Academic Freedom and University Autonomy (Sinaia, 1992), the World Conference on Human Rights (Vienna, 1993), the World Summit for Social Development (Copenhagen, 1995), the fourth World Conference on Women (Beijing, 1995), the International Congress on Education and Informatics (Moscow, 1996), the World Congress on Higher Education and Human Resources Development for the Twenty-First Century (Manila, 1997), the fifth International Conference on Adult Education (Hamburg, 1997) and especially the Agenda for the Future under Theme 2 (Improving the conditions and quality of learning) stating: 'We commit ourselves to ... opening schools, colleges and universities to adult learners ... by calling upon the World Conference on Higher Education (Paris, 1998) to promote the transformation of post-secondary institutions into lifelong learning institutions and to define the role of universities accordingly',

Convinced that education is a fundamental pillar of human rights, democracy, sustainable development and peace, and shall therefore become accessible to all throughout life and that measures are required to ensure co-ordination and co-operation across and between the various sectors, particularly between general, technical and professional secondary and post-secondary education as well as between universities, colleges and technical institutions,

Believing that, in this context, the solution of the problems faced on the eve of the twenty-first century will be determined by the vision of the future society and by the role that is assigned to education in general and to higher education in particular,

Aware that on the threshold of a new millennium it is the duty of higher education to ensure that the values and ideals of a culture of peace prevail and that the intellectual community should be mobilized to that end,

Considering that a substantial change and development of higher education, the enhancement of its quality and relevance, and the solution to the major challenges it faces, require the strong involvement not only of governments and of higher education institutions, but also of all stakeholders, including students and their families, teachers, business and industry, the public and private sectors of the economy, parliaments, the media, the community, professional associations and society as well as a greater responsibility of higher education institutions towards society and accountability in the use of public and private, national or international resources,

Emphasizing that higher education systems should enhance their capacity to live with uncertainty, to change and bring about change, and to address social needs and to promote solidarity and equity; should preserve and exercise scientific rigour and originality, in a spirit of impartiality, as a basic prerequisite for attaining and sustaining an indispensable level of quality; and should place students

at the centre of their concerns, within a lifelong perspective, so as to allow their full integration into the global knowledge society of the coming century,

Also believing that international co-operation and exchange are major avenues for advancing higher education throughout the world, Proclaim the following:

MISSIONS AND FUNCTIONS OF HIGHER EDUCATION

Article 1. Mission to educate, to train and to undertake research

We affirm that the core missions and values of higher education, in particular the mission to contribute to the sustainable development and improvement of society as a whole, should be preserved, reinforced and further expanded, namely, to:

(a) educate highly qualified graduates and responsible citizens able to meet the needs of all sectors of human activity, by offering relevant qualifications, including professional training, which combine high-level knowledge and skills, using courses and content continually tailored to the present and future needs of society;

(b) provide opportunities (*espace ouvert*) for higher learning and for learning throughout life, giving to learners an optimal range of choice and a flexibility of entry and exit points within the system, as well as an opportunity for individual development and social mobility in order to educate for citizenship and for active participation in society, with a worldwide vision, for endogenous capacity-building, and for the consolidation of human rights, sustainable development, democracy and peace, in a context of justice;

(c) advance, create and disseminate knowledge through research and provide, as part of its service to the community, relevant expertise to assist societies in cultural, social and economic development, promoting and developing scientific and technological research as well as research in the social sciences, the humanities and the creative arts;

(d) help understand, interpret, preserve, enhance, promote and disseminate national and regional, international and historic cultures, in a context of cultural pluralism and diversity;

(e) help protect and enhance societal values by training young people in the values which form the basis of democratic citizenship and by providing critical and detached perspectives to assist in the discussion of strategic options and the reinforcement of humanistic perspectives;

(f) contribute to the development and improvement of education at all levels, including through the training of teachers.

Article 2. Ethical role, autonomy, responsibility and anticipatory function

In accordance with the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997, higher education institutions and their personnel and students should:

(a) preserve and develop their crucial functions, through the exercise of ethics and scientific and intellectual rigour in their various activities;

(b) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their responsibilities, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act;

(c) enhance their critical and forward-looking functions, through continuing analysis of emerging social, economic, cultural and political trends, providing a focus for forecasting, warning and prevention;

(d) exercise their intellectual capacity and their moral prestige to defend and actively disseminate universally accepted values, including peace, justice, freedom, equality and solidarity, as enshrined in UNESCO's Constitution;

(e) enjoy full academic autonomy and freedom, conceived as a set of rights and duties, while being fully responsible and accountable to society;

(f) play a role in helping identify and address issues that affect the well-being of communities, nations and global society.

SHAPING A NEW VISION OF HIGHER EDUCATION

Article 3. Equity of access

(a) In keeping with Article 26.1 of the Universal Declaration of Human Rights, admission to

higher education should be based on the merit, capacity, efforts, perseverance and devotion, showed by those seeking access to it, and can take place in a lifelong scheme, at any time, with due recognition of previously acquired skills. As a consequence, no discrimination can be accepted in granting access to higher education on grounds of race, gender, language or religion, or economic, cultural or social distinctions, or physical disabilities.

(b) Equity of access to higher education should begin with the reinforcement and, if need be, the reordering of its links with all other levels of education, particularly with secondary education. Higher education institutions must be viewed as, and must also work within themselves to be a part of and encourage, a seamless system starting with early childhood and primary education and continuing through life. Higher education institutions must work in active partnership with parents, schools, students, socio-economic groups and communities. Secondary education should not only prepare qualified candidates for access to higher education by developing the capacity to learn on a broad basis but also open the way to active life by providing training on a wide range of jobs. However, access to higher education should remain open to those successfully completing secondary school, or its equivalent, or presenting entry qualifications, as far as possible, at any age and without any discrimination.

(c) As a consequence, the rapid and wide-reaching demand for higher education requires, where appropriate, all policies concerning access to higher education to give priority in the future to the approach based on the merit of the individual, as defined in Article 3(a) above.

(d) Access to higher education for members of some special target groups, such as indigenous peoples, cultural and linguistic minorities, disadvantaged groups, peoples living under occupation and those who suffer from disabilities, must be actively facilitated, since these groups as collectivities and as individuals may have both experience and talent that can be of great value for the development of societies and nations. Special material help and educational solutions can help overcome the obstacles that these groups face, both in accessing and in continuing higher education.

Article 4. Enhancing participation and promoting the role of women

(a) Although significant progress has been achieved to enhance the access of women to higher education, various socio-economic, cultural and political obstacles continue in many places in the world to impede their full access and effective integration. To overcome them remains an urgent priority in the renewal process for ensuring an equitable and nondiscriminatory system of higher education based on the principle of merit.

(b) Further efforts are required to eliminate all gender stereotyping in higher education, to consider gender aspects in different disciplines and to consolidate women's participation at all levels and in all disciplines, in which they are under-represented and, in particular, to enhance their active involvement in decision-making.

(c) Gender studies (women's studies) should be promoted as a field of knowledge, strategic for the transformation of higher education and society.

(d) Efforts should be made to eliminate political and social barriers whereby women are underrepresented and in particular to enhance their active involvement at policy and decisionmaking levels within higher education and society.

Article 5. Advancing knowledge through research in science, the arts and humanities and the dissemination of its results

(a) The advancement of knowledge through research is an essential function of all systems of higher education, which should promote postgraduate studies. Innovation, interdisciplinarity and transdisciplinarity should be promoted and reinforced in programmes with long-term orientations on social and cultural aims and needs. An appropriate balance should be established between basic and target-oriented research.

(b) Institutions should ensure that all members of the academic community engaged in research are provided with appropriate training, resources and support. The intellectual and cultural rights on the results of research should be used to the benefit of humanity and should be protected so that they cannot be abused.

(c) Research must be enhanced in all disciplines, including the social and human sciences, education (including higher education), engineering, natural sciences, mathematics, informatics and the arts within the framework of national, regional and international research and development policies. Of special importance is the enhancement of research capacities in higher education research institutions, as mutual enhancement of quality takes place when higher education and research are conducted at a high level within the same institution. These institutions should find the material and financial support required, from both public and private sources.

Article 6. Long-term orientation based on relevance

(a) Relevance in higher education should be assessed in terms of the fit between what society expects of institutions and what they do. This requires ethical standards, political impartiality, critical capacities and, at the same time, a better articulation with the problems of society and the world of work, basing long-term orientations on societal aims and needs, including respect for cultures and environmental protection. The concern is to provide access to both broad general education and targeted, career-specific education, often interdisciplinary, focusing on skills and aptitudes, both of which equip individuals to live in a variety of changing settings, and to be able to change occupations.

(b) Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues.

(c) Higher education should enhance its contribution to the development of the whole education system, notably through improved teacher education, curriculum development and educational research.

(d) Ultimately, higher education should aim at the creation of a new society - non-violent and non-exploitative - consisting of highly cultivated, motivated and integrated individuals, inspired by love for humanity and guided by wisdom.

Article 7. Strengthening co-operation with the world of work and analysing and anticipating societal needs

(a) In economies characterized by changes and the emergence of new production paradigms based on knowledge and its application, and on the handling of information, the links between higher education, the world of work and other parts of society should be strengthened and renewed.

(b) Links with the world of work can be strengthened, through the participation of its representatives in the governance of institutions, the increased use of domestic and international apprenticeship/work-study opportunities for students and teachers, the exchange of personnel between the world of work and higher education institutions and revised curricula more closely aligned with working practices.

(c) As a lifelong source of professional training, updating and recycling, institutions of higher education should systematically take into account trends in the world of work and in the scientific, technological and economic sectors. In order to respond to the work requirements, higher education systems and the world of work should jointly develop and assess learning processes, bridging programmes and prior learning assessment and recognition programmes, which integrate theory and training on the job. Within the framework of their anticipatory function, higher education institutions could contribute to the creation of new jobs, although that is not their only function.

(d) Developing entrepreneurial skills and initiative should become major concerns of higher education, in order to facilitate employability of graduates who will increasingly be called upon to be not only job seekers but also and above all to become job creators. Higher education institutions should give the opportunity to students to fully develop their own abilities with a sense of social responsibility, educating them to become full participants in democratic society and promoters of changes that will foster equity and justice.

Article 8. Diversification for enhanced equity of opportunity

(a) Diversifying higher education models and recruitment methods and criteria is essential both to meet increasing international demand and to provide access to various delivery modes and to extend access to an ever-wider public, in a lifelong perspective, based on flexible entry and exit points to and from the system of higher education.

(b) More diversified systems of higher education are characterized by new types of tertiary institutions: public, private and non-profit institutions, amongst others. Institutions should be able to offer a wide variety of education and training opportunities: traditional degrees, short courses, part-time study, flexible schedules, modularized courses, supported learning at a distance, etc.

Article 9. Innovative educational approaches: critical thinking and creativity

(a) In a world undergoing rapid changes, there is a perceived need for a new vision and paradigm of higher education, which should be student-oriented, calling in most countries for in-depth reforms and an open access policy so as to cater for ever more diversified categories of people, and of its contents, methods, practices and means of delivery, based on new types of links and partnerships with the community and with the broadest sectors of society.

(b) Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept social responsibilities.

(c) To achieve these goals, it may be necessary to recast curricula, using new and appropriate methods, so as to go beyond cognitive mastery of disciplines. New pedagogical and didactical approaches should be accessible and promoted in order to facilitate the acquisition of skills, competences and abilities for communication, creative and critical analysis, independent thinking and team work in multicultural contexts, where creativity also involves combining traditional or local knowledge and know-how with advanced science and technology. These recast curricula should take into account the gender dimension and the specific cultural, historic and economic context of each country. The teaching of human rights standards and education on the needs of communities in all parts of the world should be reflected in the curricula of all disciplines, particularly those preparing for entrepreneurship. Academic personnel should play a significant role in determining the curriculum.

(d) New methods of education will also imply new types of teaching-learning materials. These have to be coupled with new methods of testing that will promote not only powers of memory but also powers of comprehension, skills for practical work and creativity.

Article 10. Higher education personnel and students as major actors

(a) A vigorous policy of staff development is an essential element for higher education institutions. Clear policies should be established concerning higher education teachers, who nowadays need to focus on teaching students how to learn and how to take initiatives rather

than being exclusively founts of knowledge. Adequate provision should be made for research and for updating and improving pedagogical skills, through appropriate staff development programmes, encouraging constant innovation in curriculum, teaching and learning methods, and ensuring appropriate professional and financial status, and for excellence in research and teaching, reflecting the corresponding provisions of the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997. To this end, more importance should be attached to international experience. Furthermore, in view of the role of higher education for lifelong learning, experience outside the institutions ought to be considered as a relevant qualification for higher educational staff.

(b) Clear policies should be established by all higher education institutions preparing teachers of early childhood education and for primary and secondary schools, providing stimulus for constant innovation in curriculum, best practices in teaching methods and familiarity with diverse learning styles. It is vital to have appropriately trained administrative and technical personnel.

(c) National and institutional decision-makers should place students and their needs at the centre of their concerns, and should consider them as major partners and responsible stakeholders in the renewal of higher education. This should include student involvement in issues that affect that level of education, in evaluation, the renovation of teaching methods and curricula and, in the

institutional framework in force, in policy-formulation and institutional management. As students have the right to organize and represent themselves, students' involvement in these issues should be guaranteed.

(d) Guidance and counselling services should be developed, in co-operation with student organizations, in order to assist students in the transition to higher education at whatever age and to take account of the needs of ever more diversified categories of learners. Apart from those entering higher education from schools or further education colleges, they should also take account of the needs of those leaving and returning in a lifelong process. Such support is important in ensuring a good match between student and course, reducing dropout. Students who do drop out should have suitable opportunities to return to higher education if and when appropriate.

FROM VISION TO ACTION

Article 11. Qualitative evaluation

(a) Quality in higher education is a multidimensional concept, which should embrace all its functions, and activities: teaching and academic programmes, research and scholarship, staffing, students, buildings, facilities, equipment, services to the community and the academic environment. Internal self-evaluation and external review, conducted openly by independent specialists, if possible with international expertise, are vital for enhancing quality. Independent national bodies should be established and comparative standards of quality, recognized at international level, should be defined. Due attention should be paid to specific institutional, national and regional contexts in order to take into account diversity and to avoid uniformity. Stakeholders should be an integral part of the institutional evaluation process.

(b) Quality also requires that higher education should be characterized by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances.

(c) To attain and sustain national, regional or international quality, certain components are particularly relevant, notably careful selection of staff and continuous staff development, in particular through the promotion of appropriate programmes for academic staff development, including teaching/learning methodology and mobility between countries, between higher education institutions, and between higher education institutions and the world of work, as well as student mobility within and between countries. The new information technologies are an important tool in this process, owing to their impact on the acquisition of knowledge and know-how.

Article 12. The potential and the challenge of technology

The rapid breakthroughs in new information and communication technologies will further change the way knowledge is developed, acquired and delivered. It is also important to note that the new technologies offer opportunities to innovate on course content and teaching methods and to widen access to higher learning. However, it should be borne in mind that new information technology does not reduce the need for teachers but changes their role in relation to the learning process and that the continuous dialogue that converts information into knowledge and understanding becomes fundamental. Higher education institutions should lead in drawing on the advantages and potential of new information and communication technologies, ensuring quality and maintaining high standards for education practices and outcomes in a spirit of openness, equity and international cooperation by:

(a) engaging in networks, technology transfer, capacity-building, developing teaching materials and sharing experience of their application in teaching, training and research, making knowledge accessible to all;

(b) creating new learning environments, ranging from distance education facilities to complete virtual higher education institutions and systems, capable of bridging distances and developing high-quality systems of education, thus serving social and economic advancement and democratization as well as other relevant priorities of society, while ensuring that these virtual education facilities, based on regional, continental or global

networks, function in a way that respects cultural and social identities;

(c) noting that, in making full use of information and communication technology (ICT) for educational purposes, particular attention should be paid to removing the grave inequalities which exist among and also within the countries of the world with regard to access to new information and communication technologies and to the production of the corresponding resources;

(d) adapting ICT to national, regional and local needs and securing technical, educational, management and institutional systems to sustain it;

(e) facilitating, through international co-operation, the identification of the objectives and interests of all countries, particularly the developing countries, equitable access and the strengthening of infrastructures in this field and the dissemination of such technology throughout society;

(f) closely following the evolution of the 'knowledge society' in order to ensure high quality and equitable regulations for access to prevail;

(g) taking the new possibilities created by the use of ICTs into account, while realizing that it is, above all, institutions of higher education that are using ICTs in order to modernize their work, and not ICTs transforming institutions of higher education from real to virtual institutions.

Article 13. Strengthening higher education management and financing

(a) The management and financing of higher education require the development of appropriate planning and policy-analysis capacities and strategies, based on partnerships established between higher education institutions and state and national planning and co-ordination bodies, so as to secure appropriately streamlined management and the cost-effective use of resources. Higher education institutions should adopt forwardlooking management practices that respond to the needs of their environments. Managers in higher education must be responsive, competent and able to evaluate regularly, by internal and external mechanisms, the effectiveness of procedures and administrative rules.

(b) Higher education institutions must be given autonomy to manage their internal affairs, but with this autonomy must come clear and transparent accountability to the government, parliament, students and the wider society.

(c) The ultimate goal of management should be to enhance the institutional mission by ensuring high-quality teaching, training and research, and services to the community. This objective requires governance that combines social vision, including understanding of global issues, with efficient managerial skills. Leadership in higher education is thus a major social responsibility and can be significantly strengthened through dialogue with all stakeholders, especially teachers and students, in higher education. The participation of teaching faculty in the governing bodies of higher education institutions should be taken into account, within the framework of current institutional arrangements, bearing in mind the need to keep the size of these bodies within reasonable bounds.

(d) The promotion of North-South co-operation to ensure the necessary financing for strengthening higher education in the developing countries is essential.

Article 14. Financing of higher education as a public service

The funding of higher education requires both public and private resources. The role of the state remains essential in this regard.

(a) The diversification of funding sources reflects the support that society provides to higher education and must be further strengthened to ensure the development of higher education, increase its efficiency and maintain its quality and relevance. Public support for higher education and research remains essential to ensure a balanced achievement of educational and social missions.

(b) Society as a whole must support education at all levels, including higher education, given its role in promoting sustainable economic, social and cultural development. Mobilization for this purpose depends on public awareness and involvement of the public and private sectors of the economy, parliaments, the media, governmental and non-governmental organizations, students as well as institutions, families and all the social actors involved with higher education.

Article 15. Sharing knowledge and know-how across borders and continents

(a) The principle of solidarity and true partnership amongst higher education institutions worldwide is crucial for education and training in all fields that encourage an understanding of global issues,

the role of democratic governance and skilled human resources in their resolution, and the need for living together with different cultures and values. The practice of multilingualism, faculty and student exchange programmes and institutional linkage to promote intellectual and scientific co-operation should be an integral part of all higher education systems.

(b) The principles of international co-operation based on solidarity, recognition and mutual support, true partnership that equitably serves the interests of the partners and the value of sharing knowledge and know-how across borders should govern relationships among higher education institutions in both developed and developing countries and should benefit the least developed countries in particular. Consideration should be given to the need for safeguarding higher education institutional capacities in regions suffering from conflict or natural disasters. Consequently, an international dimension should permeate the curriculum, and the teaching and learning processes.

(c) Regional and international normative instruments for the recognition of studies should be ratified and implemented, including certification of the skills, competences and abilities of graduates, making it easier for students to change courses, in order to facilitate mobility within and between national systems.

Article 16 - From 'brain drain' to 'brain gain'

The 'brain drain' has yet to be stemmed, since it continues to deprive the developing countries and those in transition, of the high-level expertise necessary to accelerate their socio-economic progress. International co-operation schemes should be based on long-term partnerships between institutions in the South and the North, and also promote South-South co-operation. Priority should be given to training programmes in the developing countries, in centres of excellence forming regional and international networks, with short periods of specialized and intensive study abroad.

Consideration should be given to creating an environment conducive to attracting and retaining skilled human capital, either through national policies or international arrangements to facilitate the return - permanent or temporary - of highly trained scholars and researchers to their countries of origin. At the same time, efforts must be directed towards a process of 'brain gain' through collaboration programmes that, by virtue of their international dimension, enhance the building and strengthening of institutions and facilitate full use of endogenous capacities. Experience gained through the UNITWIN/UNESCO Chairs Programme and the principles enshrined in the regional conventions on the recognition of degrees and diplomas in higher education are of particular importance in this respect.

Article 17. Partnership and alliances

Partnership and alliances amongst stakeholders - national and institutional policy-makers, teaching and related staff, researchers and students, and administrative and technical personnel in institutions of higher education, the world of work, community groups - is a powerful force in managing change. Also, non-governmental organizations are key actors in this process. Henceforth, partnership, based on common interest, mutual respect and credibility, should be a prime matrix for renewal in higher education.

We, the participants in the World Conference on Higher Education, adopt this Declaration and reaffirm the right of all people to education and the right of access to higher education based on individual merit and capacity;

We pledge to act together within the frame of our individual and collective responsibilities, by taking all necessary measures in order to realize the principles concerning higher education contained in the Universal Declaration of Human Rights and in the Convention against Discrimination in Education;

We solemnly reaffirm our commitment to peace. To that end, we are determined to accord high priority to education for peace and to participate in the celebration of the International Year for the Culture of Peace in the year 2000;

We adopt, therefore, this World Declaration on Higher Education for the Twenty-First Century: Vision and Action. To achieve the goals set forth in this Declaration and, in particular, for

immediate action, we agree on the following Framework for Priority Action for Change and Development of Higher Education.

Framework for Priority Action for Change and Development of Higher Education

I. PRIORITY ACTIONS AT NATIONAL LEVEL

1. States, including their governments, parliaments and other decision-makers, should:

- (a) establish, where appropriate, the legislative, political and financial framework for the reform and further development of higher education, in keeping with the terms of the Universal Declaration of Human Rights, which establishes that higher education shall be 'accessible to all on the basis of merit'. No discrimination can be accepted, no one can be excluded from higher education or its study fields, degree levels and types of institutions on grounds of race, gender, language, religion, or age or because of any economic or social distinctions or physical disabilities;
- (b) reinforce the links between higher education and research;
- (c) consider and use higher education as a catalyst for the entire education system;
- (d) develop higher education institutions to include lifelong learning approaches, giving learners an optimal range of choice and a flexibility of entry and exit points within the system, and redefine their role accordingly, which implies the development of open and continuous access to higher learning and the need for bridging programmes and prior learning assessment and recognition;
- (e) make efforts, when necessary, to establish close links between higher education and research institutions, taking into account the fact that education and research are two closely related elements in the establishment of knowledge;
- (f) develop innovative schemes of collaboration between institutions of higher education and different sectors of society to ensure that higher education and research programmes effectively contribute to local, regional and national development;
- (g) fulfil their commitments to higher education and be accountable for the pledges adopted with their concurrence, at several forums, particularly over the past decade, with regard to human, material and financial resources, human development and education in general, and to higher education in particular;
- (h) have a policy framework to ensure new partnerships and the involvement of all relevant stakeholders in all aspects of higher education: the evaluation process, including curriculum and pedagogical renewal, and guidance and counselling services; and, in the framework of existing institutional arrangements, policy-making and institutional governance;
- (i) define and implement policies to eliminate all gender stereotyping in higher education and to consolidate women's participation at all levels and in all disciplines in which they are under-represented at present and, in particular, to enhance their active involvement in decision-making;
- (j) establish clear policies concerning higher education teachers, as set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997;
- (k) recognize students as the centre of attention of higher education, and one of its stakeholders. They should be involved, by means of adequate institutional structures, in the renewal of their level of education (including curriculum and pedagogical reform), and policy decision, in the framework of existing institutional arrangements;
- (l) recognize that students have the right to organize themselves autonomously;
- (m) promote and facilitate national and international mobility of teaching staff and students as an essential part of the quality and relevance of higher education;
- (n) provide and ensure those conditions necessary for the exercise of academic freedom and institutional autonomy so as to allow institutions of higher education, as well as those individuals engaged in higher education and research, to fulfil their obligations to society.

2. States in which enrolment in higher education is low by internationally accepted comparative standards should strive to ensure a level of higher education adequate for relevant needs in the public and private sectors of society and to establish plans for diversifying and expanding access, particularly benefiting all minorities and disadvantaged groups.

3. The interface with general, technical and professional secondary education should be reviewed in depth, in the context of lifelong learning. Access to higher education in whatever form must remain open to those successfully completing secondary education or its equivalent or meeting entry qualifications at any age, while creating gateways to higher education, especially for older students without any formal secondary education certificates, by attaching more importance to their professional experience.

However, preparation for higher education should not be the sole or primary purpose of secondary education, which should also prepare for the world of work, with complementary training whenever required, in order to provide knowledge, capacities and skills for a wide range of jobs. The concept of bridging programmes should be promoted to allow those entering the job market to return to studies at a later date.

4. Concrete steps should be taken to reduce the widening gap between industrially developed and developing countries, in particular the least developed countries, with regard to higher education and research. Concrete steps are also needed to encourage increased co-operation between countries at all levels of economic development with regard to higher education and research. Consideration should be given to making budgetary provisions for that purpose, and developing mutually beneficial agreements involving industry, national as well as international, in order to sustain co-operative activities and projects through appropriate incentives and funding in education, research and the development of high-level experts in these countries.

II. PRIORITY ACTIONS AT THE LEVEL OF SYSTEMS AND INSTITUTIONS

5. Each higher education institution should define its mission according to the present and future needs of society and base it on an awareness of the fact that higher education is essential for any country or region to reach the necessary level of sustainable and environmentally sound economic and social development, cultural creativity nourished by better knowledge and understanding of the cultural heritage, higher living standards, and internal and international harmony and peace, based on human rights, democracy, tolerance and mutual respect. These missions should incorporate the concept of academic freedom set out in the Recommendation concerning the Status of Higher-Education Teaching Personnel approved by the General Conference of UNESCO in November 1997.

6. In establishing priorities in their programmes and structures, higher education institutions should:

- (a) take into account the need to abide by the rules of ethics and scientific and intellectual rigour, and the multidisciplinary and transdisciplinary approach;

- (b) be primarily concerned to establish systems of access for the benefit of all persons who have the necessary abilities and motivations;

- (c) use their autonomy and high academic standards to contribute to the sustainable development of society and to the resolution of the issues facing the society of the future. They should develop their capacity to give forewarning through the analysis of emerging social, cultural, economic and political trends, approached in a multidisciplinary and transdisciplinary manner, giving particular attention to:

- high quality, a clear sense of the social pertinence of studies and their anticipatory function, based on scientific grounds;

- knowledge of fundamental social questions, in particular related to the elimination of poverty, to sustainable development, to intercultural dialogue and to the shaping of a culture of peace;

- the need for close connection with effective research organizations or institutions that perform well in the sphere of research;

- the development of the whole education system in the perspective of the recommendations and the new goals for education as set out in the 1996 report to UNESCO of the International Commission on Education for the Twenty-first Century;

- fundamentals of human ethics, applied to each profession and to all areas of human endeavour;

- (d) ensure, especially in universities and as far as possible, that faculty members participate in teaching, research, tutoring students and steering institutional affairs;

- (e) take all necessary measures to reinforce their service to the community, especially their activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger and disease, through an interdisciplinary and transdisciplinary approach in the analysis of challenges, problems and different subjects;
 - (f) set their relations with the world of work on a new basis involving effective partnerships with all social actors concerned, starting from a reciprocal harmonization of action and the search for solutions to pressing problems of humanity, all this within a framework of responsible autonomy and academic freedoms;
 - (g) ensure high quality of international standing, consider accountability and both internal and external evaluation, with due respect for autonomy and academic freedom, as being normal and inherent in their functioning, and institutionalize transparent systems, structures or mechanisms specific thereto;
 - (h) as lifelong education requires academic staff to update and improve their teaching skills and learning methods, even more than in the present systems mainly based on short periods of higher teaching, establish appropriate academic staff development structures and/or mechanisms and programmes;
 - (i) promote and develop research, which is a necessary feature of all higher education systems, in all disciplines, including the human and social sciences and arts, given their relevance for development. Also, research on higher education itself should be strengthened through mechanisms such as the UNESCO/UNU Forum on Higher Education and the UNESCO Chairs in Higher Education. Objective, timely studies are needed to ensure continued progress towards such key national objectives as access, equity, quality, relevance and diversification;
 - (j) remove gender inequalities and biases in curricula and research, and take all appropriate measures to ensure balanced representation of both men and women among students and teachers, at all levels of management;
 - (k) provide, where appropriate, guidance and counselling, remedial courses, training in how to study and other forms of student support, including measures to improve student living conditions.
7. While the need for closer links between higher education and the world of work is important worldwide, it is particularly vital for the developing countries and especially the least developed countries, given their low level of economic development. Governments of these countries should take appropriate measures to reach this objective through appropriate measures such as strengthening institutions for higher/professional/vocational education. At the same time, international action is needed in order to help establish joint undertakings between higher education and industry in these countries. It will be necessary to give consideration to ways in which higher education graduates could be supported, through various schemes, following the positive experience of the micro-credit system and other incentives, in order to start small- and medium-size enterprises. At the institutional level, developing entrepreneurial skills and initiative should become a major concern of higher education, in order to facilitate employability of graduates who will increasingly be required not only to be job-seekers but to become job-creators.
8. The use of new technologies should be generalized to the greatest extent possible to help higher education institutions, to reinforce academic development, to widen access, to attain universal scope and to extend knowledge, as well as to facilitate education throughout life. Governments, educational institutions and the private sector should ensure that informatics and communication network infrastructures, computer facilities and human resources training are adequately provided.
9. Institutions of higher education should be open to adult learners:
- (a) by developing coherent mechanisms to recognize the outcomes of learning undertaken in different contexts, and to ensure that credit is transferable within and between institutions, sectors and states;
 - (b) by establishing joint higher education/community research and training partnerships, and by bringing the services of higher education institutions to outside groups;
 - (c) by carrying out interdisciplinary research in all aspects of adult education and learning with the participation of adult learners themselves;

(d) by creating opportunities for adult learning in flexible, open and creative ways.

III. ACTIONS TO BE TAKEN AT INTERNATIONAL LEVEL AND, IN PARTICULAR, TO BE INITIATED BY UNESCO

10. Co-operation should be conceived of as an integral part of the institutional missions of higher education institutions and systems. Intergovernmental organizations, donor agencies and nongovernmental organizations should extend their action in order to develop inter-university co-operation projects in particular through twinning institutions, based on solidarity and partnership, as a means of bridging the gap between rich and poor countries in the vital areas of knowledge production and application. Each institution of higher education should envisage the creation of an appropriate structure and/or mechanism for promoting and managing international co-operation.

11. UNESCO, and other intergovernmental organizations and non-governmental organizations active in higher education, the states through their bilateral and multilateral co-operation programmes, the academic community and all concerned partners in society should further promote international academic mobility as a means to advance knowledge and knowledge-sharing in order to bring about and promote solidarity as a main element of the global knowledge society of tomorrow, including through strong support for the joint work plan (1999-2005) of the six intergovernmental committees in charge of the application of the regional conventions on the recognition of studies, degrees and diplomas in higher education and through large-scale co-operative action involving, *inter alia*, the establishment of an educational credit transfer scheme, with particular emphasis on South-South co-operation, the needs of the least developed countries and of the small states with few higher education institutions or none at all.

12. Institutions of higher education in industrialized countries should strive to make arrangements for international co-operation with sister institutions in developing countries and in particular with those of poor countries. In their co-operation, the institutions should make efforts to ensure fair and just recognition of studies abroad. UNESCO should take initiatives to develop higher education throughout the world, setting itself clear-cut goals that could lead to tangible results. One method might be to implement projects in different regions renewing efforts towards creating and/or strengthening centres of excellence in developing countries, in particular through the UNITWIN/UNESCO Chairs Programme, relying on networks of national, regional and international higher education institutions.

13. UNESCO, together with all concerned parts of society, should also undertake action in order to alleviate the negative effects of 'brain drain' and to shift to a dynamic process of 'brain gain'. An overall analysis is required in all regions of the world of the causes and effects of brain drain. A vigorous campaign should be launched through the concerted effort of the international community and on the basis of academic solidarity and should encourage the return to their home country of expatriate academics, as well as the involvement of university volunteers - newly retired academics or young

academics at the beginning of their career - who wish to teach and undertake research at higher education institutions in developing countries. At the same time it is essential to support the developing countries in their efforts to build and strengthen their own educational capacities.

14. Within this framework, UNESCO should:

(a) promote better co-ordination among intergovernmental, supranational and nongovernmental organizations, agencies and foundations that sponsor existing programmes and projects for international co-operation in higher education. Furthermore, co-ordination efforts should take place in the context of national priorities. This could be conducive to the pooling and sharing of resources, avoid overlapping and promote better identification of projects, greater impact of action and increased assurance of their validity through collective agreement and review. Programmes aiming at the rapid transfer of knowledge, supporting institutional development and establishing centres of excellence in all areas of knowledge, in particular for peace education, conflict resolution, human rights and democracy, should be supported by institutions and by public and private donors;

- (b) jointly with the United Nations University and with National Commissions and various intergovernmental and non-governmental organizations, become a forum of reflection on higher education issues aiming at: (i) preparing update reports on the state of knowledge on higher education issues in all parts of the world; (ii) promoting innovative projects of training and research, intended to enhance the specific role of higher education in lifelong education; (iii) reinforcing international co-operation and emphasizing the role of higher education for citizenship education, sustainable development and peace; and (iv) facilitating exchange of information and establishing, when appropriate, a database on successful experiences and innovations that can be consulted by institutions confronted with problems in their reforms of higher education;
- (c) take specific action to support institutions of higher education in the least developed parts of the world and in regions suffering the effects of conflict or natural disasters;
- (d) make renewed efforts towards creating or/and strengthening centres of excellence in developing countries;
- (e) take the initiative to draw up an international instrument on academic freedom, autonomy and social responsibility in connection with the Recommendation concerning the Status of Higher-Education Teaching Personnel;
- (f) ensure follow-up to the World Declaration on Higher Education and the Framework for Priority Action, jointly with other intergovernmental and non-governmental organizations and with all higher education stakeholders, including the United Nations University, the NGO Collective Consultation on Higher Education and the UNESCO Student Forum. It should have a crucial role in promoting international co-operation in the field of higher education in implementing this follow-up. Consideration should be given to according priority to this in the development of UNESCO's next draft Programme and Budget.

CHAPTER IV
New Trends in
Curricula and Syllabi design and
Teaching Methods

The Role of Information Technology in Higher Education: Motivation and Enhancement of Student Learning

Jumhur AKSU*
Ali Riza APIL**
Kenneth M. REYNOLDS***
Olcay KURSUN****

Abstract

A study was performed to identify what the undergraduate students think the role of the information technology (IT) should be in higher education. Comparisons between the responses and the students' major, year, sex, and age have shown that for the most part, students strongly agree that computer labs, personal computers, internet, and the instructor taking advantage of IT tools in lectures are necessary components of successful education. Some of the beliefs and attitudes students hold towards information technology are found to be significantly different between different demographic groups. We use these findings to support our deductions on what IT tools must be used in a successful education based on our over 10 years of teaching experiences in various universities in various countries (at the International Black Sea University, Tbilisi, Georgia, Bogazici University, Istanbul, Turkey, and the University of Central Florida, Orlando, USA) in various departments (Department of Computer Engineering, Department of Computer Science, Department of Marketing, Department of Criminal Justice and Legal Studies).

Key Words: Evaluation; Curricula; Computer-related Degrees.

1. Introduction

With rapid developments in information technology (IT), most university students demand more use of IT in their education for two main reasons: (1) it helps the course material be presented in a more comprehensible way; (2) it gives them familiarity with the high-tech tools they might be expected to use in their future careers after graduation. Some universities have already started making changes to their curricula and making arrangements to be more inviting to students by introducing new methods of education such as field trips to big companies, and inviting representatives from such companies to give seminars as part of the curricula so that the students are exposed to practical career scenarios. Most of the classes are held in computer labs and the topic of the lecture can be immediately simulated, programmed, or demonstrated on computers. It is not too far in the future that classrooms will be equipped with smart touch panels/screens, projectors, sound systems, tele/video-conference systems, television and radio broadcast/receive systems and other high-tech equipments. Such developments in education also come with some overhead: To utilize such classroom environments require training of faculty and students in order for them to use these tools efficiently and also it is important to have the ability to manage them. Managing the high-tech classrooms needs the system administrator properly setup the IT tools in the classroom and the instructor to control these tools actively in class such as turning off the internet access during his/her talk. The role of IT has been investigated by various researchers (Davis 1989, Knezek and Christensen 2002, Leidner and Jarvenpaa, 1995, Selwyn 1997,

* Ph.D. Candidate, International Black Sea University.Georgia

** Assist. Prof. International Black Sea University.Georgia

*** Assoc. Prof. Dr., University of Central Florida.USA

**** Assoc. Prof. Dr., International Black Sea University.Georgia

Shaw and Marlow). In this paper, we focus on distance-learning, computer-management and control tools, and standardization of the IT tools for familiarization of the students to the cutting-edge IT tools. Our survey results have shown that the students also favor distance-learning, computer labs, and use of computers in lectures.

2. New IT Trends in Higher Education

2.1. Distance Learning

One of the most recent and fastest growing needs in education is to eliminate location, transportation, classroom space, and time restrictions. In developed countries such as the United States, the transportation problems are rare but the distances traveled are huge. In developing countries such as Georgia, the distances are short but the transportation is difficult. Either way, in most cases, traveling takes a big portion of the day for students. Moreover, especially for higher education when the students are more independent of their families, they need to work to earn for their living expenses and even to support their families, it is not feasible to ask them to come to the school during the day time when they are supposed work and make money. Thus, distance learning is an alternative recently employed in the U.S. Some argue that distance learning is a technology looking for a problem. Many argue that face-to-face is a requirement and cannot be eliminated. Others argue there are major problems with face to face education; other than above mentioned time and place restrictions, it also puts the responsibility of learning more on the shoulders of the student himself/herself, rather than as some do: coming to the classroom and just listening, if listening, to the instructor and expecting him to teach everything about the course to all the students in the classroom.

Distance learning resolves conflicts with other classes. The student is free to download the recorded lectures and study them at their own pace. Actually, some students would study the movies of the lectures at double speed, saving them time for most part and pausing or reducing the speed back to normal when the lecturer starts talking about something the students does not know much about. If a student misses a lecture due to sickness, traffic, etc, the lecture is available on the web. Some students just like to repeat the lecture that is made available on the web to reinforce their learning. Some may like to listen to the lecturer and do not take any notes in class not to lose focus because the lecture will be on the web anyway. Moreover, distance learning allows greater access to those who are restricted geographically. For example, in Georgia, cities like Telavi, Batumi, Zugdidi do not have many universities, and via distance learning students would be able to access the rich educational materials of many universities in Tbilisi, the capital of Georgia, by taking courses online.

However, many faculties in the U.S. have not accepted the distance-learning technology and do not use it because it is not required for the time being. However, many use it only in a “mediated” mode: some time in a face-to-face setting supported by on-line content. It is a fact that distance education has been institutionalized in the U.S. and is not going away.

Here are some other facts that support distance learning:

- ! Students expect class assignments, notes, materials to be available on-line
- ! About 60% of students prefer courses that have an on-line component
- ! Lectures take up too much time of the students and students do not have time at school for practice; and, homework is difficult to solve alone. Therefore, online practice (or problem session) hours are necessary for the students to be encouraged to work on their own with the support of the lecturer.

However, these solutions come with some overhead some listed below and may make it impractical for implementation in developing countries:

- ! Students must have personal computers
- ! Needs access to fast Internet connections
- ! Must have numerous large student computer labs that are available 24/7 with support staff, which creates additional costs of education

- ! Creates new demands for faculty to understand how to effectively utilize the teaching technique and technology, which, too, needs additional financing

Strengths of Distance Learning:

- ! Overcomes limits of place and time and is convenient
- ! Provides access for nontraditional, rural, and other students
- ! Gives all students better access to certain faculty members
- ! Improves institutional flexibility
- ! Adds enrollments without the cost of new facilities
- ! Makes new markets for institutions
- ! Provides opportunity to experiment and share resources
- ! Promotes risk taking
- ! Attracts more motivated students

Weaknesses of Distance Learning:

- ! Discourages peer-to-peer learning and socialization opportunities
- ! Requires more academic support to help students succeed
- ! Limits use by older people who aren't familiar with technology
- ! Restricts financial-aid opportunities, which are not always available for e-learners
- ! Doesn't promote an active-learning environment
- ! Curbs a professor's ability to communicate passion for his or her subject
- ! Increases work for faculty members
- ! Discourages faculty buy-in, especially when tenure is at stake
- ! Raises costs (upfront costs, maintenance costs, content costs, faculty incentives, need for expensive technology like video)
- ! Creates more intellectual-property issues
- ! Creates more security issues
- ! Transforms education to a commodity and furthers corporate structure of the university

We also would like to do a small case-study on the University of Central Florida, Orlando, which is one of the 10 largest in the U.S. with 48,000 students on main campus with 64,000 taking courses (Online@UCF):

- ! Implemented a major distance learning program about 8 years ago.
- ! Faculty training required prior to teaching on-line
 - o One semester long course for faculty
 - o Faculty member receives a new laptop for attending, or stipend by the Faculty Center for Teaching and Learning supports excellence in teaching and learning, successful research, creative endeavors and the professional fulfillment of faculty and staff in the local and global environment (<http://www.fctl.ucf.edu/>).
 - o Students must be admitted to the University; and for many courses must also be admitted to a particular program. Undergraduate students must also complete a student orientation either in person or over the Web.
- ! Offers fully online:
 - o 7 undergraduate degree completion programs
 - o 10 graduate degree programs
 - o 12 graduate certificates
 - o 300+ courses every semester from all academic areas.
- ! Fully On-line Undergraduate Degree Completion Programs
 - o Health Services Administration, B.S.
 - o Liberal Studies, B.A. or B.S.

- Nursing R.N. to B.S.N.
- Radiologic Sciences A.S. to B.S.
- Technical Education and Industry Training, B.S.
- Engineering Technology, B.S.E.T.
- Information Systems Technology, B.S.

2.2. Computer Management Consoles

We have mentioned above that managing the high-tech classrooms needs the instructor to control these tools by software or hardware based centralized management has already become an essential component of higher education. Most people who have got involved in procedures with many computers and smart electronic devices will easily define the problems regarding control of computers and similar devices. Comparing to just several years ago, today there are adequate solutions regarding remote computer management issue. These are mainly:

- ! Operating System imaging and migration (remote installation)
- ! Software distribution (remote installation)
- ! Management of computer remotely
- ! Application management, restriction
- ! Broadcasting a screen, message, file, etc.
- ! Gathering file, folder, etc.
- ! Live monitoring of screens
- ! Dynamic test, exam, and quiz
- ! Video, voice, text contact

2.3. More High-Tech on Education

Specific purpose smart devices using embedded application programs are crucial for standardization and maintenance of high-tech tools in education. Such specific purpose devices/computers are already in use in industry, agriculture, and military. We could prepare packages of programs for educational use. These efforts have started long time ago in America and Europe, for example, in the mid--1980s the Ontario ministry of education decided to standardize the computers used in schools in order to reduce maintenance costs. They eventually settled on a selection of features that they felt would be the minimum required of a classroom computer. Without such standardization, due to fast advances in information technology, skills students in some schools would acquire throughout their education can be outdated, which may hold them from getting top jobs in their fields and even if they do, due to their outdated skills, they would also spend time adapting to demanding and cutting-edge IT career environments. Even though a university may rank lower; it may give better education by employing someone from a cutting-edge industry part-time, who would deliver lectures and familiarize the students with up-to-date IT tools.

Most of the American universities have short and long term (3, 5, 10 years) plans made about investment and enhancement of their technology. Some current researches related with computers are listed here that soon can be applied in education:

- ! MultiTouch panel computers
- ! Thin client machines
- ! Embedded smart machines
- ! Programmed chips/microcontrollers for specific purpose applications
- ! Education Computers with Limited functionality
- ! Use of mobile embedded systems
- ! Use of smart virtual machines

3. Survey on the Use of IT in Education

3.1. Data Collection

For preparing the survey questions, we have set up a group, one professor from Computer Engineering Department, one professor from Marketing Department under Faculty of Business Administration, and the Head of IT Department at the International Black Sea University (<http://www.ibsu.edu.ge/>). First, we prepared many questions regarding the use of technology in education, using ideas and suggestions from our lecturers and students. After several meetings to eliminate some questions to get a compact yet comprehensive version of the questionnaire (Havelka 2003), we distributed the questionnaires in the following way: For some departments with the permission we entered into courses and explained the purpose of the study to motivate the students for participating in the survey and to get the most accurate responses from them, which ended up in very satisfactory and reliable results. However, we also let some of the students fill the survey in canteen (food court) or on campus during breaks, and even at home.

We obtained 150 participant students to our survey. We also collected some demographic (personal) information from the participants: major and year at the university, sex, and age. Among the 150 students who filled out survey, 44 were Engineers (ENGINEERS), 58 were from Faculties of Business and Management and Social Sciences (BUSINESSMEN), and 42 were from Faculty of Humanities and School of Languages (PHILOLOGISTS). 33 students were freshmen, 28 were sophomores, 61 were juniors, and 25 were seniors. 95 were male and 53 were female. For age information, we have had three main groups: 72 of them were aged between 17 and 20, 64 of them were between the ages of 21 and 24, 12 of them were between 25 and 27 years old.

3.2. Survey Results

Table 1 displays the results of mean scores for each perception of information technology statements used in the study. The statements in Table 1 have been arranged in order of the magnitude of the mean score. The highest mean score (4.61) was for the statement that computer labs are useful for education. They also felt that using the Internet (to search for information) for preparing a report/project/thesis is critically important (4.4) as stated in (Ray and Day, 1998). Students think that education systems becoming international via global communication systems and this will increase agreements/partnerships between countries for education (4.37). They also think that lectures become much more efficient if lecturers use information technology for his/her lecture (audio-visual aid) (4.32). “There should be a laptop computer for each student through his/her education period in school/university” is another statement they felt most strongly about.

On the other hand, they disagree in a lesser extend that education should be totally online without obligatory attendance. (2.64); and, student can continue and finish his/her education successfully by use of technology without teacher (2.66).

3.3. Analysis of the Survey Results

Our further analysis showed that student responses to most all questions were independent of the major (department) of the students. Table 2, 3, and 4 show the top-10 statements of ENGINEERS, BUSINESSMEN, and PHILOLOGISTS, respectively. As seen from these tables, most of the statements in top-10 were common to all three.

Table 1. Mean Scores and Standard Deviation for Each Perception of Information Technology Statements. Mean scores are based on a five-point scale ranging from 1= disagree to 5= agree.

Statements	Mean	StdDev
Computer labs are useful for education.	4.61	0.73
Using the Internet (to search for information) for preparing a report/project/thesis is critically important.	4.40	0.98
Education systems becoming international via global communication systems and this will increase agreements/partnerships between countries for education.	4.36	0.85
There should be a laptop computer for each student through his/her education period in school/university.	4.32	0.99
Lecture becomes much more efficient if lecturer uses technology for his/her lecture (audio-visual aid).	4.32	0.96
Using information technology makes students more successful.	4.21	0.84
There should be training seminars about computer science and technology regularly.	4.18	0.99
If you know computer programs and technical devices better, you will have better success at school.	4.17	1.02
Technologic instruments should be used for all kinds of courses.	4.10	1.08
I would donate technologic devices to schools, if I had the opportunity.	4.04	1.05
Everyone should have a certificate which shows his/her technology/computer knowledge.	3.99	1.15
If course notes were accessible via internet, I would be more successful.	3.99	1.10
Considering great advances in technology, education could have been more successful and efficient than it is now.	3.96	0.98
Logic & programming (beginner level) courses should be a standard in education, like math, literature, history, etc.	3.83	1.15
Knowing computer technology, mobiles, etc. in childhood period causes student to be successful in his/her education period.	3.66	1.16
Can't think of education without technology.	3.59	1.25
Computers and mobiles make students have concentration problems and make them less able to find time to read and study.	3.58	1.19
Our lives and minds are being occupied by technology, which will be invaluable after 10 years.	3.49	1.12
Technologic products decrease student's social life.	3.35	1.14
Education should be totally online without obligatory attendance.	3.35	1.39
Internet currently gives more harm than benefit to students in terms of getting them educated in their fields by wasting their time.	3.08	1.32
In past, people were more successful in their education period because they were not busy by mobile phone, online chat, internet surf, etc.	3.02	1.39
My Life = internet surf, game, online chat, computer, mobile phones, etc...	2.68	1.33
Student can continue and finish his/her education successfully by use of technology, without teacher.	2.66	1.36
Education should be fully online without obligatory attendance.	2.64	1.37
Overall Avarage	3.72	1.11

Table 2. ENGINEERS Mean Scores and Standard Deviation for Each Perception of Information Technology Statements.

Statements	Mean	StdDev
Using the Internet (to search for information) for preparing a report/project/thesis is critically important.	4.61	0.75
Computers and mobiles make students have concentration problems and make them less able to find time to read and study.	4.43	0.68
Everyone should have a certificate which shows his/her technology/computer knowledge.	4.36	0.71
Can't think of education without technology.	4.36	1.03
Lecture becomes much more efficient if lecturer uses technology for his/her lecture (audio-visual aid).	4.29	0.76
If course notes were accessible via internet, I would be more successful.	4.29	0.85
Computer labs are useful for education.	4.27	0.89
In past, people were more successful in their education period because they were not busy by mobile phone, online chat, internet surf, etc.	4.27	0.89
Using information technology makes students more successful.	4.09	0.83
There should be a laptop computer for each student through his/her education period in school/university.	4.06	0.97

Table 3. BUSINESSMEN Mean Scores and Standard Deviation for Each Perception of Information Technology Statements.

Statements	Mean	StdDev
Using the Internet (to search for information) for preparing a report/project/thesis is critically important.	4.6379	0.6407
Can't think of education without technology.	4.438	0.8381
In past, people were more successful in their education period because they were not busy by mobile phone, online chat, internet surf, etc.	4.2125	1.1957
Computers and mobiles make students to have concentration problems and make them less able to find time to read and study.	4.2069	1.0721
Everyone should have a certificate which shows his/her technology/computer knowledge.	4.1552	0.9329
There should be a laptop computer for each student through his/her education period in school/university.	4.1034	1.1346
Knowing computer technology, mobiles, etc. in childhood period causes student to be successful in his/her education period.	4.0862	0.9231
Lecture becomes much more efficient if lecturer uses technology for his/her lecture (audio-visual aid).	4.0228	1.236
If course notes were accessible via internet, I would be more successful.	3.9891	1.0847
Education systems becoming international via global communication systems and this will increase agreements/partnerships between countries for education.	3.9138	1.1127

Table 4. PHILOLOGISTS Mean Scores and Standard Deviation for Each Perception of Information Technology Statements.

Statements	Mean	StdDev
Lecture becomes much more efficient if lecturer uses technology for his/her lecture (audio-visual aid).	4.6905	0.5626
In past, people were more successful in their education period because they were not busy by mobile phone, online chat, internet surf, etc.	4.6268	0.6915
Using the Internet (to search for information) for preparing a report/project/thesis is critically important.	4.5476	0.8612
There should be a laptop computer for each student through his/her education period in school/university.	4.4524	0.7055
Can't think of education without technology.	4.4524	1.017
Computers and mobiles make students to have concentration problems and make them less able to find time to read and study.	4.4286	0.6678
I would donate technologic devices to schools, if I had the opportunity.	4.3571	0.8503
If course notes were accessible via internet, I would be more successful.	4.2901	1.0418
Computer labs are useful for education.	4.2405	0.9825
Everyone should have a certificate which shows his/her technology/computer knowledge.	4.2381	0.759

Using *t* tests (to compare the averages of two samples) indicated that the following differences were the most significant between the demographic groups:

- ! PHILOLOGISTS argued that “Lecture becomes much more efficient if lecturer uses technology for his/her lecture (audio-visual aid)” more strongly than both ENGINEERS and BUSINESSMEN.
- ! ENGINEERS stated that “There should be training seminars about computer science and technology regularly” more strongly than BUSINESSMEN.
- ! ENGINEERS more strongly argued that “If you know computer programs and technical devices better, you will have better success at school” in comparison to PHILOLOGISTS.
- ! Male students more strongly believed that “Logic & programming (beginner level) courses should be a standard in education, like math, literature, history, etc.” than the female students did. These results are supported by (King and Bond, 2002), which presents an investigation of computer anxiety by gender and grade.
- ! Freshmen stated that “Computer labs are useful for education” more strongly than senior students did.
- ! Students between 25 and 27 years old stated more strongly that “Education should be totally online without obligatory attendance” than students between 17 and 20 did. Clearly, the elder the students are, the more responsibilities they have such as taking care of family, wife, children, and therefore they need to work in part or full time jobs while studying. Therefore, they would be more interested in an online education.
- ! Students between 25 and 27 years old stated that “If you know computer programs and technical devices better, you will have better success at school” and “Technologic instruments should be used for all kinds of courses” with a higher mean score than the students between 17 and 20.

4. Conclusions

We have conducted a study to investigate students’ attitude and behavior towards the use of technology in educational methods. With our over 10 years of teaching experiences in various universities in various countries, at the International Black Sea University, Tbilisi, Georgia; at the Bogazici University, Istanbul, Turkey; and at the University of Central Florida, Orlando, USA in various departments Department of Computer Engineering, Department of Computer Science, Department of

Marketing, Department of Criminal Justice and Legal Studies, we think that in this time and age students must be given access to distance learning (if not fully online, at least in a mediated type) and schools must have up-to-date technology to give students familiarity with the tools they would be expected to use when they get jobs upon graduation. The survey results support our suggestions.

References

1. Davis, F.D. (1989) "Perceived Usefulness, Perceived Ease of Use, and User Acceptance of Information Technology", *MIS Quarterly*, v13, n3, p319-340
2. Havelka, D. (2003) "Students Beliefs and Attitudes Toward Information Technology", Proc ISECON 2003, San Diego.
3. King, J. and Bond, T. (2002) "An investigation of computer anxiety by gender and grade", *Computers in Human Behavior*, v18, p69-84
4. Knezek, G. and Christensen, R. (2002) "Impact of New Information Technologies on Teachers and Students", *Education and Information Technologies*, v7, n4, p369-376
5. Leidner, D.E. and Jarvenpaa, S.L. (1995) "The Use of Information Technology to Enhance Management School Education: A Theoretical View", *MIS Quarterly*, v19, n3, p265-291.
6. Online@UCF, <http://online.ucf.edu/>
7. Ray, K. and Day, J. (1998) "Student attitudes towards electronic information resources", *Information Research*, v4, n2, October 1998
8. Selwyn, N. (1997) "Students' Attitudes toward Computers: Validation of a Computer Attitude Scale for 16-19 Education", *Computers & Education*, v28 n1 p35-41
9. Shaw, G. and Marlow, N., (1999) "The Role of Student Learning Styles, Gender, Attitudes and Perceptions on Information and Communication Technology Assisted Learning", *Computers & Education*, v33 n4 p223-234

Contemporary Approaches to Business Education

Ali Riza APIL^{*}
Ali İhsan ÖZDEMİR^{**}

Abstract

Today every nation, especially a developing nation, faces many challenges in the global business environment. Business departments and schools update their curriculums more frequently and develop course materials and apply new education methods in order to have their potential graduates capable enough of facing the challenges of global competition. Within this general perspective, this present research reviews relevant academic literature dealing related aspects of contemporary business education in the context of challenges posed by global market trends, and proposes learning strategies that meet market requirements. It discusses alternative approaches to business education and training, and compares assumptions underlying traditional and action-oriented approaches. Also it reviews to explore the nature of cross-cultural capability and goes on to consider its implications for the student experience in undergraduate business education. It stresses the importance of a productive relationship between education and commerce, and also improving the understanding about university life and work. Research results were discussed and certain tentative conclusions were drawn.

Key words: Business education, business training, new education methods, action-oriented education
The world we have created today has problems which cannot be solved by thinking the way we thought when we created them (Albert Einstein).

Introduction

Emerging global trends, new economic challenges, the rapid increase in information technologies (IT) and the requirement of multi-lingual proficiencies are some of the challenges that developing nations have to face. The role of education, especially business education, in building a workforce and management capable enough to cope with these challenges, has placed business education in a much sharper focus than ever before. Business education has become an important part of the young, and upcoming executive's preparation for success in business. As the demand for management education increases, certain questions are being raised as to the appropriateness and relevance of this type of education for successful business executives and entrepreneurs alike (Van der Colff, 2000).

It is imperative for business educators to balance the needs of three role players, namely the student, the corporation he or she works for, and the Business School itself. "Business Schools, as pivotal role-players in developing managerial competence, cannot escape their responsibility to deliver appropriately educated business executives, who, through their intellectual skills and community sensitive values, may lead future transformation processes" (Bosch and Louw, 1998, p. 1).

Business education is often criticized for producing graduates long on technical know-how, but short on judgement and leadership ability. As a result, comprehensive studies of business school curricula have concluded by recommending that programmes place more emphasis on communication, decision making, leadership and other "soft" skills (Porter and McKibbin, 1988). Often the burden of enhancing these capabilities falls on corporate trainers or management consultants. Put simply, business graduates typically learn how to use the tools of the trade, but they are not well versed in knowing what to build or how to work with other artisans (Ford and Ogilvie, 1997).

Business education can be judged on four categories (Gill, and Lashine, 2003):

1. knowledge, which allows students to understand;
2. know-how, which enables students to put their knowledge to work;

^{*} Assist.Prof., International Black Sea University. Georgia

^{**} Assist.Prof., Erciyes University. Turkey

3. wisdom, which enables them to decide whether, where, or when to do it; and
4. character, which makes them decent human beings, fit to live nearby.

Looking at the recent publications, one can admit that most of the problems are transparent, however professionals are offering significantly different approximations and methods. As part of the business education reforms, Walker and Ainsworth (2001) suggest adopting a business-process approach to delivering the core business undergraduate curriculum, consistent with the trend toward process-managed organizations. In most undergraduate business programs students are taught business concepts through functional areas: accounting, management, marketing, finance, etc. and hence they may be inadequately prepared for cross-functional work (Porter and McKibbin, 1988). The attributes of the industrial TQM model (Chizmar, 1994) could successfully be utilized to manage the teaching and learning process. Tone (1995) considers a theoretical model for implementing total quality leadership in education. Vezzana *et al.* (1997) and mention four areas where continuous quality improvement concepts could be applied in higher education (Gill and Lashine, 2003):

1. curriculum;
2. non-academic functions;
3. administrative functions; and
4. the core learning process.

Youssef *et al.* (1998) discuss commonly cited barriers that face educators in implementing continuous quality improvement programs in higher education, three prominent ones being: the nature of academic work, the typical management structure of the colleges and universities, and the variety and role of customers served. Brewer *et al.* (2000) applies strategic planning techniques for continuous improvement in a college of business.

Is a business school graduate an able technical adviser or an intuitive, visionary, action-oriented leader? The point of this analogy is not to deride the importance of analytic rigour or quantitative analysis. Rather, it is to suggest that training in business analysis must be tempered with training in business judgement. Joining these alternate rationales for action can help business school graduates to improve their decision making and personal development (Ford and ogilvie, 1997).

In this paper, it is argued that the primary reason that quantitative approaches to justifying action dominate traditional business school curricula is that they are based on seldom-questioned assumptions which have dominated the social sciences for decades. However, these assumptions have been widely questioned and, to some extent, discredited when applied to the ambiguous circumstances faced by managers. It is argued here that we need to base management education and training on more tenable assumptions. The assumptions embraced lead to proposals for an “action-oriented” approach that should influence revisions in business school curricula and management training content.

To trace the roots of these alternative approaches, this paper focuses on the different assumptions each makes regarding the character of information. Based on this starting point, the different premises for making decisions and taking action seen as legitimate within each perspective are derived. Then, examples are provided from practice which illustrate the key distinctions between the two perspectives. The goal of this comparison is to provoke business educators, trainers and practitioners to seek a more balanced integration between quantitative and qualitative approaches to justifying action (Ford and ogilvie, 1997).

Challenges facing Georgian business education

Management education faces at least five different forces that are changing the environment within which business schools operate, namely:

1. global, technological and market changes;
2. increased competition; and
3. a new higher education system introduced by the government;
4. lack of business qualified business educators;
5. lack of desired level of employment for graduates;

To ensure that management education is able to deal with global, technological and market changes, it is imperative for business schools to use appropriate curricula, course materials and teaching models that are not only up-to-date but also internationally competitive. In such a way, business schools need not only keep track of areas of specialisation that are in demand, but also be able to adapt these to the local environment without losing the global perspective.

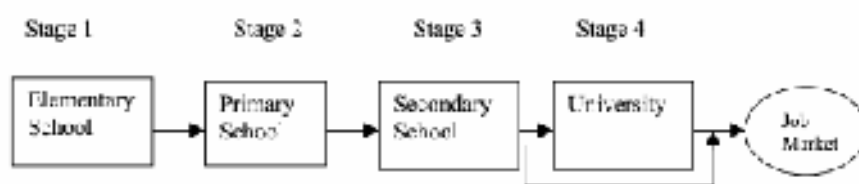
Second, the business education environment in Georgia is seen to be highly competitive, not only from local business schools, but also increased competition from foreign universities operating from outside Georgia or in partnership with Georgian institutions. In reaction to both foreign and local competition, business schools must stay ahead of their competitors by innovating their product offering. Also, private education is becoming a booming business and force to reckon with.

The government started a reform process on higher education that is aimed at fundamentally changing the higher education system in Georgia. These changes have also had a significant impact on the growth and development of management education.

Educational system model

The educational system can be represented as a multi-stage input-output system, as shown in Figure 1. Business education, at the university level, is the last stage in this educational system. The input to the university stage is the pre-university educational system, while the output is the job market. The further (e.g. top-down) decomposition of the main system elements is possible (Gill, and Lashine, 2003).

Figure 1 A multiple-stage educational system



Source: Gill, A., Lashine, S, 2003, "Business education: a strategic market-oriented focus", *International Journal of Educational Management*, 17, 5, 188-194.

In order to satisfy the job market, we first need to identify its requirements and compare them with our educational system's capabilities of meeting those requirements. Most of the basic skills are built at the pre-university stages. Concentrating on learning improvements at the university level, business education only, will not give the desired results to face global challenges. To build effective educational strategies that are capable of facing business challenges, the impacts of these strategies need to be considered in the whole educational system (Gill, and Lashine, 2003).

The required content knowledge that business practice is seeking in business graduates

Business education must continue to provide general management education, which would give students a solid grounding in traditional management functions such as marketing, finance and human resources (BREADTH). An equilibrium needs to be found between traditional content knowledge and business skills.

As the world is becoming an increasingly "global village", it is imperative for management educators to incorporate a global perspective in all aspects of their curriculum. The move away from hierarchical authority has led to a renewed interest in the concepts of culture and employee commitment and should be taught as part of people skill development. Although management education curricula in general cover all the functional skills, there is a lack of integration of these functional entities. The skill of critical analysis can only be developed through cross-functional integration. Further attention needs to be paid to the external environment within which the organisation functions. This would include areas such as governmental relations and international developments (Van der Colff, 2000).

For management educators and scholars to teach students to become effective managers, the following content knowledge shown in Table 1 should be focused on.

Table 1 The relative importance of core courses

Most important content knowledge according to students	
1	Strategy
2	Change management
3	Innovation
4	Finance
5	Marketing
6	Information systems
7	Operations
8	Globalisation
9	Coping with diversity
10	Project management

Source: Van der Colff, L. (2000), "A new paradigm for business education; The role of the business educator and business school", *Management Decision*, 42, 3/4, 499-507.

These issues can be seen to be essential to successful job performance. A holistic outcome can only be managed by teaching a variety of subject disciplines, ensuring an overall integration of the taught material. These critical skills are necessary for the new wave of managers and leaders alike to deal with change and innovation within the information society.

In the new business environment, not only is the business world highly competitive, but it is also without boundaries. The latest issue facing corporations is thus breaking the corporate mould through the development of new skills for the new economy. The impact of globalisation and the advent of the "global village" means that companies should assess what is occurring globally, but implement locally (Van der Colff, 2000).

It is important to understand that leaders must not only be able to see the work environment in a structured, rational and analytical way, but also develop the capacity to see it as a dynamic and complex system that is ever evolving. This would ask leaders to employ a creative and innovative model of thinking. Leaders must first and foremost be change agents that are able to bring about change to all aspects of the organisation. Therefore, leaders must create conditions within the organisation that will enable productive change to happen. Leaders should therefore develop a passion for change. Management educators, as teachers of future leaders, need to adopt this perspective in their teaching methodology (Van der Colff, 2000).

The required skills that business practice is seeking in graduates

It has been said that the coming business decade will be one of diversity with the evolution of management moving into the phase of the leader. Likely challenges facing leaders will include issues relating to employment equity and employee advancement, productivity and issues relating to skills shortages. The implication for management educators is clear. They have to ensure developing the skills necessary for future leaders and managers to ensure organisational success.

Since the 1990s, business has been undergoing fundamental changes internationally and locally and management education has to adapt and respond accordingly. In terms of the business environment, the time has come, especially in Georgia, for a new generation of entrepreneurial, innovative and visionary leaders (Table 2).

Table 2 The relative importance of each skill

Most important skills according to students	
1	Strategic insight
2	Leadership skills
3	Decision making skills
4	Critical analysis
5	Entrepreneurial skills
6	Innovation

7	Problem analysis
8	Planning and organisation
9	Performance management
10	Team playing

Source: Van der Colff, L. (2000), "A new paradigm for business education; The role of the business educator and business school", *Management Decision*, 42, 3/4, 499-507.

A market-oriented strategic focus

In this section, we will discuss some of the needs, requirements and expectations from an educational system. It may be noted that this is not an exhaustive list of the job market requirements. Certain skill sets are specific to the nature of the job. To develop market-oriented strategies, it is imperative to first identify the need for market-oriented learning, and the skill sets required by global markets (Van der Colff, 2000).

Need for market-oriented learning

School, college and university education is a part of an individual's life, which provides them with an opportunity to learn and acquire knowledge, skills, and attitudes. What is to be learned and how it is to be learned, is usually pre-determined based on the curriculum. In the absence of a market-oriented focus, it may become a frustrating experience for both learners as well as knowledge providers because they fail to see the relevance between what is being taught and what the job market requires. Although students can choose a specialized field of study, the knowledge gained is only used to pass the examinations, unless they can relate it to their daily work environment. Also, there is a tendency to forget it afterwards. This tendency hinders their internal learning power. Once these students enter the workforce, they not only find it hard to apply what they learned at universities, but they also have to rediscover their learning power which has already been blocked by their tendencies to forget the knowledge. One way to deal with this problem is to design learning strategies that are relevant to the work environment in which they have to work in future. This calls for a need to revisit our business education system from a market-oriented perspective (Gill, and Lashine, 2003).

Global market required skills

With the increase in globalization trends, it becomes necessary for a business graduate to survive in an international environment. Therefore, he has to constantly improve his current skills and acquire new ones. The twenty-first century skills require the acquisition and evaluation of data; the organization and maintenance of files; and the interpretation, communication and use of computerized information. An understanding of social, organizational, and technological systems; monitoring and correcting performance; and designing or improving systems are the skills that vitalize an evolving workforce. Technology has become unavoidable so that selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technological devices are necessary skills for an average employee (Gill, and Lashine, 2003).

Gill, and Lashine (2003) classify the skills that a business graduate must be equipped to survive in the global market, under the following categories listed in Table 4.

Table 4 The skills that a business graduate must be equipped to survive in the global market

1	Technical skills
2	Analytical skills
3	Communication skills
4	Multi-disciplinary and inter-disciplinary skills
5	Knowledge of global issues
6	Personal qualities

Source: Gill, A., Lashine, S, 2003, "Business education: a strategic market-oriented focus", *International Journal of Educational Management*, 17, 5, 188-194

A new employee entering a workforce is expected to possess the basic computer as well as other technology skills required at the workplace. Knowledge of basic technology not only makes them creative at the workplace but also helps them to adapt to the new work environment faster. Analytical

ability is another basic skill that an employee should possess. This includes the ability of a person to ask the right questions so as to collect accurate and complete information, the ability to recognize the importance of information and implications of the information, and the ability to apply logic or reasoning to clarify the relationships between different objects, events, individuals or methodologies. Therefore, a graduate should have the ability to collect the right information, analyse the business problems using logical reasoning and apply the problem-solving methodologies to real world business problems. The ability to communicate effectively, both in writing as well as verbally, is becoming increasingly more important with the globalization of businesses. Hence, the ability to communicate in common global languages, negotiation skills, working in team environments using new communication technologies (e-mail, chatting, video conference, etc.) has become a necessity (Gill, and Lashine, 2003).

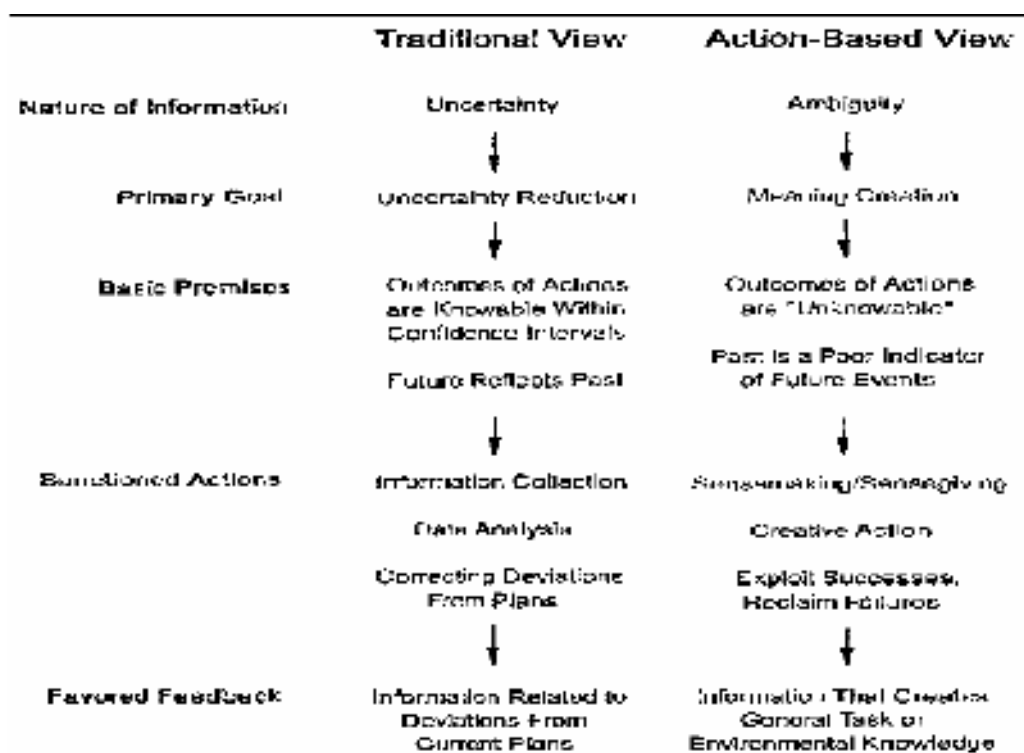
In addition to the in-depth knowledge in a specialized area, global market trends also require an employee to have a wider spectrum of knowledge in multi-disciplinary areas. For example, a graduate in accounting should have knowledge in finance, IT, economics and marketing if he has to effectively work in multi-disciplinary teams. A business graduate should be knowledgeable about international issues such as: legal, ethical, and standards or information sources. A basic knowledge of local and international financial regulations such as import/export regulations, custom dues, and immigration laws is necessary. Personal qualities such as individual responsibility, self-motivation, self-esteem, sociability, self-management and integrity also support competency requirements. Interpersonal skills facilitate working on teams, training others, serving customers, leading, negotiating and working with people from culturally diverse backgrounds (Gill, and Lashine, 2003).

Contrasting approaches to management education

Is information “hard” or “soft”?

Traditional, quantitative approaches to management education are based on the assumption that knowledge is hard, real and objective (Burrell and Morgan, 1979). In other words, information is assumed to have inherent meaning and value, no matter who is looking at it. As such, information can be used like currency - information can be spent to reduce the uncertainty associated with particular courses of action. Based on this perspective, management educators are charged with training students to confront uncertain situations by gathering and analysing information as a means of reducing uncertainty. This assumes that more information is better and the tools of this trade lie at the heart of most MBA programmes. On the other hand, the action-oriented alternative offered here is based on an assumption that knowledge is soft, subjective and, therefore, subject to multiple interpretations. Individuals are seen as actively constructing and imposing interpretations on the world. Not surprisingly, conflicts in interpretations are common, but since information is subjective, multiple interpretations are legitimate. Because information is “socially constructed” (i.e. through conversations among people) (Berger and Luckman, 1967), it is subject to negotiation and change. In situations where no means exist for assessing the relative validity of different interpretations, quantitative analyses should be viewed with considerable scepticism. Accordingly, management educators should stress creating shared interpretations through conversation and action (e.g. through effective presentations, diverse communication media, etc.) rather than reducing uncertainty through analysis. Traditional and action-oriented assumptions regarding the general character of information logically suggest different processes underlying organizational decision making and action. These key dissimilarities involve decision goal(s), decision premises, sanctioned actions and feedback (Ford, and Ogilvie, 1997). The following sections describe extreme contrasts between the two approaches aimed at highlighting the key distinctions presented in Figure 2.

Figure 2 Alternative approaches to management education and training



Source: Ford, C. M and ogilvie, d., 1997, "An action-oriented approach to business education", Career Development International, 2,2,80-84.

The nature of information

Many organizational practices are based on the assumptions that information is objective and that interpretation of that information is not problematic. For example, in traditional economic theory the concept of uncertainty explains and predicts market transactions. As discussed previously, information has value because it can reduce uncertainty. Information and uncertainty, therefore, are commodities that can be traded off against one another. In contrast, the action-based view stresses the importance of making sense of the environment (sensemaking)(Gioia, and Poole, 1984) and the processes people use to take action in the face of inherently ambiguous environments. Ambiguity cannot be clarified by collecting additional information. The underlying assumption is that information is "meaning-less" until people impose meaning on it.

The primary goal of decision making and premisses on which action is based

The primary goal of traditional methods is to reduce uncertainty, because traditional approaches view uncertainty as the major problem. Through data collection and analysis the decision makers can eliminate uncertainty. An action-oriented approach, in contrast, sees information as inherently ambiguous. People base their actions on their interpretations, and their subsequent interpretations are influenced by their actions. The primary goal here is to create and communicate shared interpretations or common understandings that can serve as the bases of subsequent action(Gioia, and Chittipeddi, 1991). The two approaches also differ on the extent to which they advocate using historical information. Traditional quantitative methods are often based on projecting the results of past actions into the future. On the other hand, an action-oriented approach assumes that the outcomes of one's actions are inherently "unknowable" because future contingencies may be quite different from those in the past. Therefore, one should hesitate to extrapolate from the results of past actions to predict the consequences of current or future alternatives. In this case, imagination is required to envision possible alternative future paths suggested by current actions(Ford, and ogilvie, 1997).

Sanctioned organizational actions and the role of feedback

Information collection is used to overcome ignorance and data analysis is used to structure this information. Once action is taken, information is collected to verify that its consequences are within an acceptable, expected range. Alternatively, an action-oriented approach assumes that creative actions can provide variations necessary to enact shifting aspects of the environment effectively. This allows the organizations to develop capabilities to exploit successful actions quickly and decisively and reclaim tangible resources from failed actions (Ford, and Ogilvie, 1997). In the traditional view, a subtle and insidious result is that feedback is sought only as a control mechanism to ensure that corrective actions can be taken should results deviate from some a priori standard. An action-oriented approach argues that actions should be valued both for their immediate consequences and for their longer-term impact on organizational learning. Information should be sought that identifies and magnifies deviations and presents long-term lessons in order to enhance future sensemaking processes (Gioia, and Poole, 1984; Ford, and Ogilvie, 1997).

History of action learning

Action learning was originally developed during the 1940s by Revans, then director of education to the National Coal Board, to enable senior executives to steer the coal-mining industry through a period of tumultuous change in post-war Britain. The colliery managers of Revans' original project worked collaboratively, meeting regularly. At the end of three years, it was found that annual output per person in the mines of these managers had increased by over 30 per cent compared with a national average too small to detect. Similarly impressive results were obtained in subsequent projects in the health service during the 1960s (Revans, 1984). Thus action learning established its value unambiguously as a powerful management tool (O'Hara, *et al.*, 1996).

Purpose of action learning in management education

The purpose and role of action learning in management education is perhaps best defined by the expectations of the various stakeholders. The manager who enrolls for a course expects both a qualification and learning which will be useful beyond the life of the course. The sponsoring organization expects increased managerial capability of a type which can be applied directly to organizational issues, a good return on its investment. The Business School has the expectation of achieving its purpose. Typically, this encompasses creating new and better ways of developing managers, contributing to business success, awarding qualifications and guarding standards of education (O'Hara, *et al.*, 1996).

Action learning approach/learning to learn orientation in a higher education framework

This involves using processes which encourage participants in learning how to learn. The action learning set gives protection and safety for learners in their exploration of the learning process. The bounded set environment is a much more forgiving environment for learning than is usually encountered within higher education. In an atmosphere of confidentiality, trust and mutual support there is mutual valuing of individuals and their experience. In addition, there is a sense of purpose and vision, shared goals and commitment and the pooling of intellectual and emotional energy. The action learning approach, when partnered with the traditional nature of higher education (the stock of knowledge, research and methodologies, creativity, conceptual presentation, assessment processes) allows for a potentially much more fulfilling and successful experience for the learner. This is especially so for adults coming from a work context into the relatively alien territory of academia. Action learning can be a particularly successful way to engage with mainstream academic study for experienced managers with high levels of responsibility but long absence from higher education (O'Hara, *et al.*, 1996).

Business education Strategies

Positioning strategies

The main idea under business education positioning strategy should be to identify some major potential areas where the graduates are going to work so that we can position our business education in

a way to impart the relevant skills for those areas. These areas can be classified under industrial, sectoral, functional or hierarchical categories(Gill, and Lashine, 2003):

- ! *Industrial.* An industrial-based categorization will indicate whether the graduates are likely to serve petroleum, consumer products, electronics and electrical or aerospace industry etc.
- ! *Sectoral.* A sectoral categorization will indicate whether the graduates are likely to work in manufacturing or service sector.
- ! *Functional.* The potential areas can be identified based on the functions performed, e.g. whether the graduates are likely to work in production, materials, quality assurance, project management and maintenance, etc.
- ! *Hierarchical.* This categorization will tell whether the graduates are likely to work as professionals, supervisors, middle management and top management.

Usually, the larger the variation within the functional, hierarchical sector and industrial skills required, the larger the variation will be in the electives offered to relatively fewer graduates. For a lesser variation in the required skills under these categories, the fewer will be the elective competencies and the more will be the core competencies required from graduates. Therefore, business education will position itself to offer more core and major skills to relatively more students.

Curriculum design strategies

Developing a curriculum map to focus on a target audience is a challenging task. It provides a systematic and well-organized framework to manage the knowledge to be imparted by avoiding gaps and overlaps in the courses. The following strategies listed by Gill and Lashine (2003) will be useful for a business education curriculum development:

- ! The curriculum for a business school should be flexible enough to provide a major and a minor program, with the major program providing a focused in-depth training in a specialized area; and the minor providing a training in multi-disciplinary areas. The flexibility and granulation of the modules is of central importance.
- ! Owing to a rapid change in technology, it is imperative to update the curriculum to keep pace with the advancements. An effective strategy would be to develop a change-driven curriculum where the curriculum design and learning paths should be periodically reviewed depending on the market needs.
- ! Elective courses should be directed towards international business issues.
- ! Emphasize on case studies to simulate the real life problem environment and develop skills and approaches to solve business problems.
- ! The internship program should not be treated as a mere training program but as an opportunity to contribute towards the business by working on the real problems facing a business.
- ! To enhance the client-focus of business education, the business community should have a representation in the curriculum design committees.
- ! Design courses in negotiation skills, conflict management and crisis resolution.

Business education delivery strategies; Facility strategies and Location strategies

Although a good education facility may not guarantee a good output from the education system, poor facilities certainly affect the quality of the output from an educational system. How well a business education facility is designed and equipped certainly sends a message to the market that would employ graduates. Benefits of centralized education at a university campus include: it provides an opportunity for graduates to work with students from diverse backgrounds, cultures and values, efficient use of instructors and training facilities, efficient use of high cost labs and simulation equipment, a better control over education quality. Disadvantages include: high cost of students' travel, not adaptable to suit the local geographical needs, capacity problems to handle student volume, etc. On the other hand, benefits of decentralized education through regional or branch campuses include: lower cost of travel, adaptable to local differences and manageable size. Disadvantages include: it makes students work with others from a similar background and hence less tolerant to other cultures, values

Table 5 Training methods in relation to training

Cognitive engagement	Nature of teaching methods	Example of teaching methods
<i>Level 1</i> Low	Factual	Lectures, books, videos, guest speakers, comparative exercises, research exercises
<i>Level 2</i> Medium	Analytical	Classroom language training, case studies, interactive CD-ROM, projects, e.g. international marketing
<i>Level 3</i> High	Experiential	Multicultural groups, self-diagnosis of cultural traits, role plays, simulations, international work experiences, visits, personal development portfolios

Source: Laughton, D. and Ottewill, R., 2000, "Developing cross-cultural capability in undergraduate business education: implications for the student experience", *Education + Training*, 42, 6, 378-386. (Adapted from Stewart Black and Mendenhall (1991))

This framework attempts to bring together the three dimensions of cross-cultural awareness, skills development and teaching/learning methodology within the context of the chronology of degree level undergraduate business education. It suggests the nature of the key components of the student experience relevant to the facilitation of cross-cultural capability, and indicates the influences on the evolving nature of "being" relevant to actors in international business. It raises crucial issues of assessment, particularly with respect to the less factual and more behavioural dimensions of cross-cultural capability. The framework also suggests that the "being" dimension of cross-cultural capability could be authenticated and evidenced towards the end of an academic programme, through the mechanism of a personal development portfolio, that would incorporate both formative and summative elements associated with this phenomenon (Laughton, and Ottewill, 2000).

Future directions for management education and training

In situations where information is relatively straightforward, shared interpretations exist and future events are likely to reflect the recent past, traditional quantitative approaches can provide indispensable guidance. However, in ambiguous circumstances where interpretations are evolving, more qualitative, action-oriented methodologies would be necessary. Current business school curricula clearly emphasize traditional, quantitative approaches at the expense of more behaviourally oriented, qualitative approaches. Business schools need to strike a better balance between traditional and action-oriented methods so that graduates can wed the rigours of quantitative analysis with the courage and wisdom derived from an action orientation. As things currently stand, employers often find that they must supplement their recently hired business school graduates' training with presentation skills, teamworking and creativity programmes (Ford, and Ogilvie, 1997).

Conclusion

The role played by business education in enhancing the knowledge-base of a country has been placed under a sharper focus by globalization and advancements in information technology. To cope with the new challenges posed by these emerging technologies, it is important to look at business education from a market-oriented perspective and take a strategic view to better align business education with the requirements of the global markets.

To ensure the validity of management education, a large practical component should be included in the course, thereby providing an opportunity for both experiential and action learning (Bosch and Louw, 1998).

An international trend with regards to skills development is the shifting world of work. The new economy requires a set of skills that is fundamentally different to that which was traditionally appropriate. Skills demanded by the new labour market include innovation, entrepreneurship and critical thinking as the cornerstone of the new global leader. There is also a general move towards a flatter and more flexible work organisation. This fundamentally changes the business principles that govern work organisations. Inherently, the competitiveness of firms depend on the capacity of the education and training sector to deliver individuals with the required skills and competencies.

Management education of the future need not only focus on content knowledge, but must significantly increase the skills of students to be able to deal with being future leaders in the information society. The implication is clear, these issues should be directly addressed as to develop the skills necessary to ensure organisational success. It is therefore critical that business schools should gauge the relative importance of subject disciplines and skills and competencies.

Management education should be positioned as a career-orientated, interdisciplinary qualifications teaching professional and appropriate skills and competencies to current and future managers alike. Management degrees should focus on the real problems of business in such a way as to develop graduates with special attributes and relevant management skills (Bosch and Louw, 1998).

Action learning is less straightforward and more demanding than providing a traditional taught programme, but it has the potential of achieving a much wider range of learning outcomes.

References

1. Bailey, E. K., 1995, "An academic model of excellence for international business education", *Journal of Management Development*, Volume 14 Number 5 pp. 50-60.
2. Gioia, D.A., Poole, P.P. (1984), "Scripts in organizational behaviour", *Academy of Management Review*, Vol. 9 No.3, pp.449-59.
3. Gniewosz, G., 2000, "Australian management education for international business activity", *Journal of Management Development*, 19, 4,318-331.
4. Laughton, D. and Ottewill, R., 2000, "Developing cross-cultural capability in undergraduate business education: implications for the student experience", *Education + Training*, 42, 6, 378-386.
5. Mintzberg, H. and Gosling, J. (2002), *Reality Programming for MBAs*, pp. 1-3, available at: www.strategy-business.com
6. NBEET, (National Board of Employment, Education and Training, Australian Language and Literacy Council) (1994), *Speaking of Business: The Needs of Business and Industry for Language Skills*, Australian Government Publishing Service, Canberra, .
7. O'Hara, S., Webber, T., Reeve, S., 1996, "Action learning in management education", *Education + Training*, 38, 8, 16-21.
8. Revans, R.W. (1984), *The Sequence of Managerial Achievement*, MCB University Press.
9. Youssef, M.A., Libby, P., Al Khafaji, Sawyer, G. Jr (1998), "TQM implementation barriers in academe: a framework for further investigation", *International Journal of Technology Management*, Vol. 16 pp.584-94.
10. Van der Colff, L. (2000), "A new paradigm for business education; The role of the business educator and business school", *Management Decision*, 42, 3/4, 499-507
11. Porter, L.W., McKibbin, L.E. (1988), *Management Education and Development*, McGraw-Hill, New York, NY.
12. Bentley, T. (1991), *The Business of Training*, McGraw Hill International Ltd, London, pp.66-7.
13. Walker, K.B., Ainsworth, P.L. (2001), "Developing a process approach in the business core curriculum", *Accounting Review*, Vol. 16 No.1, pp.41-66.
14. Chizmar, J.F. (1994), "Total quality management (TQM) of teaching and learning", *Journal of Economic Education*, Vol. 25 No.2, pp.179-90.
15. Tone, B. (1995), "A theoretical model for implementation of total quality leadership in education", *Total Quality Management*, Vol. 6 pp.469-78.
16. Vezzana, G., Bachmann, D., Eflrink, J. (1997), "Does higher education practice what it teaches? A study of total quality management processes in academia answers this question", *Quality Progress*, Vol. 30 pp.67-81.
17. Stewart Black, J, Mendenhall, M (1991), "A practical but theory-based framework for selecting cross cultural training methodologies", in Stewart Black, J, Mendenhall, M (Eds), *Readings and Cases in International Human Resource Management*, PWS Publishing Company, Boston, MA, .
18. Landis, D (1983), *Handbook on International Training*, Pergamon Press, New York, NY, Vol. 1.
19. Bailey, E. K., 1995, "An academic model of excellence for international business education", *Journal of Management Development*, Volume 14 Number 5 pp. 50-60.
20. Bentley, T. (1991), *The Business of Training*, McGraw Hill International Ltd, London, pp.66-7.
21. Berger, P., Luckman, T. (1967), *The Social Construction of Reality*, Anchor, Garden City, NY.
22. Bosch, J.K. and Louw, L. (1998), *Graduate Perceptions on the Status and Nature of South African MBA Programmes*, Centre for Applied Business Management, UPE.
23. Berger, P., Luckman, T. (1967), *The Social Construction of Reality*, Anchor, Garden City, NY.
24. Brewer, P.D., Brewer, V.L., Hawksley, M. (2000), "Strategic planning for continuous improvement in a college of business", *The Mid-Atlantic Journal of Business*, Vol. 36 No.2/3, pp.123-32.
25. Burrell, G., Morgan, G. (1979), *Sociological Paradigms and Organizational Analysis*, Heinemann Educational Books, London.

26. Ford, C. M., ogilvie, d., 1997, "An action-oriented approach to business education", *Career Development International*, 2,2,80-84.
27. Gill, A., Lashine, S, 2003, "Business education: a strategic market-oriented focus", *International Journal of Educational Management*, 17, 5, 188-194.
28. Gioia, D.A., Chittipeddi, K. (1991), "Sensemaking and sensegiving in strategic change initiation", *Strategic Management Journal*, Vol. 12 pp.433-48.
29. Gioia, D.A., Poole, P.P. (1984), "Scripts in organizational behaviour", *Academy of Management Review*, Vol. 9 No.3, pp.449-59.
30. Gniewosz, G., 2000, "Australian management education for international business activity", *Journal of Management Development*, 19, 4,318-331.
31. Laughton, D. and Ottewill, R., 2000, "Developing cross-cultural capability in undergraduate business education: implications for the student experience", *Education + Training*, 42, 6, 378-386.
32. Mintzberg, H. and Gosling, J. (2002), *Reality Programming for MBAs*, pp. 1-3, available at: www.strategy-business.com
33. NBEET, (National Board of Employment, Education and Training, Australian Language and Literacy Council) (1994), *Speaking of Business: The Needs of Business and Industry for Language Skills*, Australian Government Publishing Service, Canberra, .
34. Bosch, J.K. and Louw, L. (1998), *Graduate Perceptions on the Status and Nature of South African MBA Programmes*, Centre for Applied Business Management, UPE.
35. O'Hara, S., Webber, T., Reeve, S., 1996, "Action learning in management education", *Education + Training*, 38, 8, 16-21.
36. NBEET, (National Board of Employment, Education and Training, Australian Language and Literacy Council) (1994), *Speaking of Business: The Needs of Business and Industry for Language Skills*, Australian Government Publishing Service, Canberra, .
37. O'Hara, S., Webber, T., Reeve, S., 1996, "Action learning in management education", *Education + Training*, 38, 8, 16-21.
38. Porter, L.W., McKibbin, L.E. (1988), *Management Education and Development*, McGraw-Hill, New York, NY.
39. Revans, R.W. (1984), *The Sequence of Managerial Achievement*, MCB University Press.
40. Stewart Black, J, Mendenhall, M (1991), "A practical but theory-based framework for selecting cross cultural training methodologies", in Stewart Black, J, Mendenhall, M (Eds),*Readings and Cases in International Human Resource Management*, PWS Publishing Company, Boston, MA, .
41. Tone, B. (1995), "A theoretical model for implementation of total quality leadership in education", *Total Quality Management*, Vol. 6 pp.469-78.
42. Van der Colff, L. (2000), "A new paradigm for business education; The role of the business educator and business school", *Management Decision*, 42, 3/4, 499-507
43. Vezzana, G., Bachmann, D., Eflrink, J. (1997), "Does higher education practice what it teaches? A study of total quality management processes in academia answers this question", *Quality Progress*, Vol. 30 pp.67-81.
44. Walker, K.B., Ainsworth, P.L. (2001), "Developing a process approach in the business core curriculum", *Accounting Review*, Vol. 16 No.1, pp.41-66.
45. Brewer, P.D., Brewer, V.L., Hawksley, M. (2000), "Strategic planning for continuous improvement in a college of business", *The Mid-Atlantic Journal of Business*, Vol. 36 No.2/3, pp.123-32.
46. Youssef, M.A., Libby, P., Al Khafaji, Sawyer, G. Jr (1998), "TQM implementation barriers in academe: a framework for further investigation", *International Journal of Technology Management*, Vol. 16 pp.584-94.
47. Burrell, G., Morgan, G. (1979), *Sociological Paradigms and Organizational Analysis*, Heinemann Educational Books, London.
48. Ford, C. M., ogilvie, d., 1997, "An action-oriented approach to business education", *Career Development International*, 2,2,80-84.
49. Gill, A., Lashine, S, 2003, "Business education: a strategic market-oriented focus", *International Journal of Educational Management*, 17, 5, 188-194.
50. Gioia, D.A., Chittipeddi, K. (1991), "Sensemaking and sensegiving in strategic change initiation", *Strategic Management Journal*, Vol. 12 pp.433-48.

Abstract

This paper illustrates the education methods at a part time University. The activities at the University of Technology Zurich, Switzerland consist of the following parts: Graduate studies in engineering branches, Master studies and applied research and development.

Moodle has been implemented as an open source learning management system (LMS) at the University of Technology Zurich . It has proven to be very stable, secure, and reliable. Moodle is based on PHP and MySQL so that it can be easily installed on a standard web server. Early implementation at the university was WebCT for many years. We illustrate a comparison between Moodle and WebCT after introducing the moodle basics.

Key Words: Part Time Education; Graduate Studies; Master Studies.

UNIVERSITY OF TECHNOLOGY ZURICH

The University of Technology includes the following branches:

- ! Mechanical Engineering
- ! Architecture
- ! Civil Engineering
- ! Electrical Engineering
- ! Informatics (Computer Sciences)

MAIN POINTS

The training objective is a general course of studies based on a theoretical and applicable knowledge and to achieve this purpose mathematics and natural sciences are primarily gone through as a basic training during the first year of study. The main training objective of the second year concentrates on preparing the students for their specialized study of two years in the rudiments of the technical subjects including informatics and also in economic subjects.

ACADEMIC STAFF

As a rule, the specialist teachers lecturing at our institute have a degree and are employed full-time by firms in industry, commerce or research. This fact enables them to teach in a manner, which is largely based on professional and practical experience aside from the theoretical knowledge, which they convey to the students. The professional experience facilitates a constant flow of technology as evident in the practical dissertations dealing with subjects and projects from industry and commerce, which are of topical interest.

EDUCATIONAL METHOD

By basing themselves on the technical and scientific data available, the students proceed in their studies step by step. Cases in point and seminars provide plenty of material for practical discussions. Encouraging the students to work, act and learn independently is likely to help them in their career. Working and studying as a team, is the prime concern. In most subjects teamwork is therefore part of our educational method.

GRADUATE COURSES, EXECUTIVE MASTER AND SEMINARS

As a means of further education, we are offering you at present the following graduate courses

* Prof. Dr., University of Technology Zurich, Switzerland

accompanying your professional activity:

- ! Economics engineer
- ! Informatics
- ! Logistics / process management
- ! Innovations
- ! Information Technology and Reliability
- ! Intellectual Property

Every year we offer in addition around 50 graduate courses and seminars in cooperation with the universities Rapperswil, Wädenswil and Winterthur under the heading:

- ! Technique of working / management
- ! Specialized technical knowledge
- ! Informatics

APPLIED RESEARCH AND DEVELOPMENT (AR&D)

One of our deputy rectors is heading various research teams and groups actively and successfully engaged in aR&D-projects. They are participating in these projects in every special branch of our institute particularly also with the assistance of students in advanced semesters. The results of these jobs are published in several individual publications and also in an annual statement. The project leader of the aR&D teams of our institute works closely together with various universities for applied sciences as well as research centers and associations in Switzerland and abroad.

The field of study engineering of our university is a services enterprise and accepts direct orders dealing with applied research and development as well as advisory service and projects. Experienced experts from all our special fields of study are glad to assist our customers in a competent manner.

MAIN RESEARCH AREAS

Electromagnetic Phenomena

- Consulting
- EMC-Projects
- Prototyping
- Standards
- EMC-Education
- EMC-Measurement

Digital signal Processing (DSP)

- Consulting
- (Industrial) Projects
- Education

INTRODUCTION INTO MOODLE

Moodle (**M**odular **O**bject-**O**riented **D**ynamic **L**earning **E**nvironment) is a course management system (CMS) to help educators create online learning communities. It is Open Source Software Package and can be downloaded from www.moodle.org

Moodle has a large and diverse user community with over 130 000 registered users, speaking over 75 languages in over 160 countries. There are a long list of developers who contribute towards the development of Moodle.

At many universities the open source learning management system (LMS) Moodle has been

implemented. It has proven to be very stable, secure, and reliable.

The system is based on PHP and MySQL so that it can be easily installed on a standard web server. The response of this activity within the University of Education is, rather than to radically change the way of training teachers, to find ways in which the adoption of Moodle in specific instances can improve upon the good practice that currently exists. Moodle offers a wide range of features, some of which will be attractive to some members of staff and students in some situations. In the near future it is likely that there will be a university requirement to have every module represented, in some way, on Moodle.

The ability to use Moodle and to support a module require academic staff to be given creation rights. The procedure for that is:

- ! Member of staff recognizes need and contacts the University Moodle Leader.
- ! University Moodle Leader arranges for the members of staff to enroll on the short course.
- ! On completion of the course, creation rights will be given and the member of staff meets the University Moodle Leader for tutorial on creating Moodle modules.
- ! The member of staff creates modules. The University Moodle Leader reviews these modules and gives start.

Installation of Moodle

The requirements for the installation are: Web server software (Apache), PHP scripting language and MySQL as a working database server. The necessary software packages can be downloaded from <http://moodle.org/download/>

And after unpacking the archive a directory called “moodle” containing a number of files and folders is created.

Moodle for Teachers

The teachers create online courses with Moodle. The University Moodle Leader as site administrator has set up Moodle and given new, blank course to start with. The teacher has logged in to system using teacher account. The teacher clicks on “Settings ...” under the “administration” on the course home page and chooses the “course format”. In the following a weekly format is illustrated:

Within the weekly format, each box covers exactly one week.

Web pages, audio files, video files, word documents, or flash animations can be added to the course. They can be uploaded and stored on the server. All file operations such as move, rename, edit or delete are possible.

Building a course involves adding course activity modules to the main page in the order that the students will be using them. Some of these activities are: Assignment (where the tasks are set), Choice (ask question and specify a choice of response), Forum (for discussions), Resource (content of course), Quiz (for tests), and survey (predefined survey instruments).

Moodle for Students

MyMoodle page will open for students using username and password (see Fig. 2). The course name can be opened using click under MyCourses.

The course content area resides in the center of the course main page. It is in this area that the teacher will place the material which makes up the online elements of the course. The course homepage may vary in appearance depending on how teacher has designed the course.

Moodle offers three course formats: Topics, Weekly and Social format. Topics format is identified

by numbers. Weekly format is identified by numbers and from/to dates.

For the first two types of topic above, it is possible to focus on one topic only and to access the other topics by selecting from a drop down list. This can make navigation more convenient where there are many topics in a course. To achieve this click on the squares at the right edge of the topic area you want to display.

This will “collapse” the topics leaving just one in view. The process can be reversed by clicking one of the two squares now displayed at the right of the topic area. When clicked, the “Jump to ...” menu allows you select other topics to view.

Blocks (see Fig. 3)

Blocks are on screen areas which are placed at the side of the main course page. They fulfill a range of functions as described below.

People block

The People block provides links to a list of all participants in the course by clicking “Participants” and your own user profile by clicking “Edit profile”.

Activities block (see Fig. 4)

This block displays all of the available activity types in the course.

Administration block

This block contains a link to the Grade book where you can monitor your achievement against each graded activity.

Search block

This block can be used to search for text among the forum entries in the course. To search simply enter the text sought in the field and click the “Search forums” button.

My courses block

This block displays the courses in which you are enrolled and provides a link to a list of all courses on the site.

Calendar block

As the name suggests this block provides a calendar function for the course.

Upcoming events block

This block displays upcoming events together with links to view the calendar and to create a new event in the calendar. The number of upcoming events and the period covered is set by the teacher and may vary between courses.

Other Features

Moodle has a large variety of tools:

Content of the “Moodle Features” is:

Topic 1: General features

Topic 2: Assignments

Assignments allow students to submit online assignments. Instructors can grade electronically submitted material or 'offline' submissions such as paper-based assignments or class presentations.

Topic 3: Chats

The Chat module allows participants to have a real-time synchronous discussion via the web. This is a useful way to get a different understanding of each other and the topic being discussed.

Topic 4: Choices

Here a teacher asks a question and specifies a choice of multiple responses. This can be useful as a quick poll to stimulate thinking about a topic; to allow the class to vote on a direction for the course; or to gather research consent.

Topic 5: Forums

It is in forums that most discussion takes place. Forums can be structured in different ways, and can include peer rating of each posting. The postings can be viewed in a variety of formats, and can include attachments

Topic 6: Lessons

A lesson delivers content in an interesting and flexible way. It consists of a number of pages. Each page normally ends with a multiple choice question. Navigation through the lesson can be straight forward or complex.

Topic 7: Resources

Resources include: files uploaded to the course server; pages edited directly in Moodle; or external web pages made to appear part of this course.



Fig. 1 Weekly format



Fig. 2 Login Page

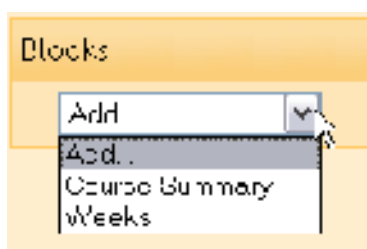


Fig. 3 Blocks

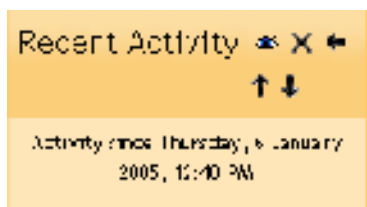


Fig. 4 Recent Activity

Comparison between Moodle and WebCT

Moodle and WebCT are two Learning Management Systems with lots in common, but there are some key differences which make each one special in its own way. In the following table, some of these differences are listed.

	<i>Subject</i>	<i>Moodle</i>	<i>WebCT</i>
1	Course Format	Three different formats: Topics, Weekly, Social	Single format
2	Email	All user	Only students
3	Chat	All user	Use in online
4	Forum	Three types: No discussions, but replies are allowed; Discussions and replies are allowed; No discussions, no replies	One type of discussion forums

5	Whiteboard	No	Use in real time drawings and images
6	Adding Students to Course	Automatically added	Student list must be uploaded
7	Scales	To create own scale(Poor, Fair, Good, Excellent....)	no
8	Adding Grade to a not graded tool	Use Offline activity	Use Offline activity
9	Announcements and Recent Activities	Automatically added to the course calendar	Not automatically
10	Assignments	Three types: Offline Activity; Online Text; Upload a single File	One type
11	Wiki	No	There exists: Participants can work together.
12	Tracking students	Exists	Exists
13	Hide/Reveal	It is possible to hide/reveal a specific and single file (Lecture or PowerPoint.....)	Hide/reveal only like content module, and not a specific file or lecture inside a tool

References

1. Dougiamas M. Moodle – A Free Open Source Course Management System for Online Learning. <http://www.moodle.org>
2. http://helpdesk.louisiana.edu/Guides/Moodle/moodle_diff.html
3. <http://www.edutools.info/compare.jsp?pj=8&i=358,386>
4. http://download.moodle.org/docs/student_guide.pdf
5. <http://download.moodle.org/doc/?file=install.html>
6. <http://docs.moodle.org/>

The Basis of Public Administration Teaching

Giorgi BAGHATURIA*

Abstract

Economically and/or politically viable functioning of any country is impossible without effective Public Administration system and relevant experts. Today this is well known everywhere, including the former Soviet Union.

Georgia is paying more attention to teaching of the subjects connected with Public Administration. There is a question – how should we teach Public Administration and coupled subjects as Public Policy, Strategic Planning, Public Relations, Governing, Management, etc.

The primitive operation should be only to take the system of teaching, which already has a long history of practical use in the successful countries of the world: USA, European countries, “Asian Tigers”. In Georgia the first steps were made just in this direction. The universities are guided mostly by American programs and tutoring materials that covered almost the whole educational system of Georgia. This approach gave the Georgian educational system and public administration system both good luck and conspicuous failures. Success because of the new approach itself made progress, but later in the more difficult conditions (the existing old links and institutions finally collapsed, but the new institutions weren’t settled, because of unskilled personnel and relevant mistakes) it was clear that the educational system doesn’t fulfill its function. As a result, it is awaiting the inhibition of effectiveness of the public administration process.

Leading universities (including both USA and European universities) seek new methods, take into account one another’s experience, analyze the mistakes, and step by step improve the teaching system. The article analyzes the experience of various schools of thought of public administration. It is shown that one of the common errors is to relate public administration totally to the humanitarian sphere, and not use mathematical and technical education at all.

Key Words: Public Policy; Strategic Planning; Public administration; Governing, Management; Public Administration.

The article argues that public administration and coupled disciplines related to synthesis direction and their teaching will be achieved at the turn of technical and humanitarian education. The fundamental basis of public administration disciplines is formed: the general queries, which are the same for all countries, including the theory of optimal control; the specific characteristics of each country’s technical education, including mathematics and cybernetic; humanitarian education, including philosophy. The masters and bachelors programs of Public Administration department of Georgian Technical University is formed using this approach.

The Basis Of Public Administration Teaching

Introduction

Georgia has been an independent state for 15 years. In spite of this fact, the country couldn’t find a way of stable development. One of the proofs of this is that the constitution completely changed three times during these 15 years. The political or military revolution, coup d’etat, or dismissal of president (monarch or dictator), first of all means the collapse of the existing system of governing. It happened in Georgia - the crisis of public administration became the main reason for overthrowing the government of the president - Zviad Gamsaxurdia and the Rose Revolution as well.

* Assoc.Prof.Dr. Georgian Technical University.Georgia

It's well known that even in the Soviet Union, Georgia was meant to be an oasis of democracy. In the country where it seemed that the basics of marketing economics were prepared, the impression was. In the case of changing the communist regime, the country would be able to gain political independence, and that pretty soon Georgia could be a prosperous country like, for example, Switzerland. But events were directed in a different way: the country was involved in a civil war, and we're reaping the negative results even nowadays: hundreds of thousands of refugees or illegal immigrants living abroad, the temporarily lost territories of Abkhazia and Southern Osetia, a collapsed economy beginning to revive only during the last some years (after Rose Revolution), the poverty of the most of population, complicated ethnic and political antagonism and etc., All those caused the revolutionary crisis of 2003.

Was it possible to avoid all these processes? Did Georgia (separated from the Soviet Union) have a chance to make a full passage on the new economic-political life, as the Baltic States (the former Soviet States) did? We think – no! We consider that one of the main reasons of the problems of both Georgia and post Soviet countries is the ineffective method of state governance.

State Rule And Education

The system of the state and economic management of the USSR was based on so-called “Scientific Communism” (in politics) and Administrative-Command system (in economics) without any feedback in the process of governing. Such a system of governance was one of the main reasons that USSR (“A Giant on Clay Legs”) collapsed. Despite the fact that Georgia has chosen the Western way of democratic development, we still have problems of national reform because of Soviet mentality still existing in parts of Georgian society.

We know that for the new (normal) state and economic ruling of the country we need a new educational system. Economically and/or politically viable functioning of any country is impossible without effective administrative system. But in order to administer the affairs of the state, its politics and economics, it is necessary presence of the relevant experts in sphere of such interconnected directions as Public Administration, Business Administration, Public Policy, Strategic Planning, Public Relations, Governing, Administration and Management, etc., And the problems of education should be considered in connection with the queries of the system of state governing and economic management.

So, the problems of state ruling and educational system are connected to each other more closely than any other directions of the state functioning. Today this is well-known everywhere, including in the former Soviet Union.

The effectiveness of the management system is most simply and clearly shown in business management, as poor control leads to bankruptcy of the company and, on the contrary, qualitative management is shown in the increase of income of the company. It is difficult to estimate effectiveness of the system of state governance (i.e. Public Administration) as its results are not rapidly shown. Therefore, it is useful to consider methods of business management and to try to adopt in state governance those methods which have proved effective in business management. The same concerns the educational system as well. It is necessary to do so in particular if we shall consider that administration and management isn't related only to humanitarian sphere, and we have to also use mathematical and technical education for development of administration and management directions.

Models Of Business Education

In the developed capitalist countries which have practically proved the efficiency of systems of the state and economic management, and, hence, appropriate educational systems, concept management, management very often adjoins to the concept of business. We shall emphasize a difference between these concepts to differentiate appropriate educational systems.

Business is the activity directed towards getting profit by creation and realization of certain products or services. Business management is the management of commercial, economic organizations. Along with this, practically as a synonym, is applied the term of business administration. The term "management" is applied to any types of the organizations, but if it is a question of the state bodies of any level, to use the term public administration (state governing) more correctly.

Accordingly - the businessman and the manager -are different concepts. The businessman is the one who "makes money," the owner of the capital., He determines the politics of development of the organization, does not occupy any constant post in the organization, but is the owner of its shares and, maybe, is a member of its board. The manager necessarily holds a constant post; there are people in his command. In Georgia and in the majority of the countries of transitional economy, the businessman, the entrepreneur and the manager rule as the same person, which, it is possible to say with confidence, prevents the development of the economy in these countries.

There are three main models of business education in the world.

1. The traditional model, which can be named German, is based on idea of preparation of the qualified leader (manager). In this case, the presence of high vocational training, giving basic knowledge, and a speciality (engineering, economic, legal or engineering-economic) is necessary. Formation of the leader (manager) occurs by increase of their qualifications during practical work, as a rule, on a short-term basis. Listeners acquire such special knowledge and skills, which are necessary for concrete work in the field of management and economic activities.

2. The American model is based on formation of the professional manager. It assumes reception of the high vocational training in the field of management on the basis of an available diploma in general higher education of a bachelor's degree in any major- engineering, natural-science, humanities, etc. Except, in the USA, there is also a speciality Bachelor of Business Administration, BBA. However, as a rule, in frames of the American model, before receiving graduate vocational training in the field of management, the student should accumulate some experience of practical work in order to understand what business and management is in real life. After that, he chooses the career path of a manager, and comes back into university to gaining serious knowledge in the field of business and management, which becomes, for him, the primary profession.

The requirements of such education corresponds to the degree Master of Business Administration (MBA), prevalent throughout the world. The MBA programs usually consist of students in the age of 25-30 years, having a degree of the bachelor's and not less than two years of practical work. MBA programs provide the cores of leading business schools. They have very intensive program of study and guarantee a high quality of experts. Recently, evening programs of MBA programs for heads-experts and top managers (Executive MBA) have become popular.

However, the American business schools, taking a great interest the academic and scientific side of education in the field of management, began to criticize, as quite often it appeared, that graduates of some business schools had high ambitions, but did not know real life, were not able to adapt to changes. To strengthen connection between science and practice, many business schools prefer to

invite professors working in supervisory posts in firms and government, and at the same time having an advanced degree, skilled in training and research, is a special category of teachers very valuable to business schools.

3. The Japanese model: The American way of forming professional managers has strongly pronounced opponents. In Japan, there are only three business schools, mainly for preparation of those who intend to work abroad. The leaders are trained in their firms on the basis of the concept "teaching by means of experience," systematically moving them to different posts. It allows to specifically perceive various aspects of business and to thoroughly study the firm. Only at the age of 30 - 35 years do employees have chance to get their first supervisory post. Experts training in foreign educational centers - business is infrequent, for example, there is Matsusita Academy, where capable young men with higher education train for five years. But this exception is for elite.

There is a British system business in the Europe that is the closest to the American model: Education though the basics part make MBA programs on the job, and the German model, until recently, was predominant in Austria, Switzerland, and east-European countries.

The majority of the Western-European countries (Italy, France, Spain and the Netherlands,) adhere to the mixed model, in which the traditional European system of high school preparation of the German type is combined with the American type. The duration of training in them usually is a little bit less than that of professional managers in USA, but greater value is placed on work above projects, practice in firms and other methods of "training by action," where "academics," essentially, is a lesser a component, than in more traditional programs. The overall objective of the advanced European and many American programs is to give the person a new career prospect.

Georgian Paradox

Which way of development of educational system should the countries of transitional economies should choose? This question is particularly acute for former USSR republics (except for the Baltic countries,) including for Georgia. Georgia also pays more attention to teaching of the subjects connected with Public Administration sphere. There is a question – how should we teach Public and Business Administration and coupled subjects such as Public Policy, Strategic Planning, Public Relations, Governing, Management, etc.

All abovementioned countries have had considerable success both in economy and in the state governance and the resolution of social problems despite of the use of various models of education. Hence, all the specified models of education are effective, if they are reasonable for use.

However, many universities in Georgia used more "radical" way. They have selected model even more American than American model – there are everywhere schools which prepared and prepare for Bachelors of Management, Bachelors of Business Administration, etc. thus as practical examples using cases of giants of American or world economy. It is clear, that such experts have no prospect to find suitable work by virtue of an economic condition of the country. Even in case of developed economy Georgia can't to use the huge quantity of really experts not speaking about not qualified. We shall notice that even in the USA graduates not prestigious business schools have problems with employment. Such position is real Georgian phenomenon which should be considered. It is characteristic, that up to recent time in Georgia there were 220 universities. After certification activity of many so-called universities has been suspended, but now universities are a great many (more than

100) for such small country as Georgia. And their majority again teaches managers and administrators. What is the reason of the above mentioned situation?

As mentioned above, one of the reasons of this situation is the post- Soviet mentality of the part of Georgian Society. Existence of "homo-soveticus" in Georgia caused e.g. these false success that Georgian Socialist Republic as if had in economics, educational or scientific fields. In Georgia there are more engineers than in the states of Western Europe put together. For example before unification in Federal Republic of Germany – in the country of engineering industry, there were only 900 machine-builders. Georgian Technical University prepared thousands of engineers every year (it lasts even nowadays). We all know the quality and level of their knowledge. After gaining independence the situation has been changed to the worst in educational field. There is only difference-instead of engineers, we have lawyers, managers, economists, and administrators. Unfortunately the majority of students are interested in getting diplomas, but not knowledge, and sometimes, they pay money not to get knowledge. And so-called "Universities" and "Academies" in every corner have contributed much to these processes. Nowadays, some the parents even help their children in get diplomas without any knowledge, as they did in the Soviet period, though every parent wants to have educated child - one more Georgian paradox.

What And How

The primary categories are WHAT & HOW - "If you know HOW to make something - you will always have a job, but the one who knows WHAT is necessary to make, you will always be your own boss." And in Georgia, everyone wishes to be the boss. But thus it is forgotten, that this saying is fair for America, Europe, and the developed countries where graduates of universities perfectly understand HOW to make, and among them are those who have the talent to define WHAT it is necessary to make, who become the managers, the heads.

Observing enterprises and organizations which achieve success in the post- Soviet space and in Georgia included, we are more convinced, that in real management the scientist, the expert, perhaps isn't so important, as a person of the head who let has been not so formed, but management owns sacraments as arts by virtue of the personal qualities, talent, experience, skills and sensible judgments of the managers. The necessity of scientific knowledge has receded into the background. But this effect, of so-called "new Georgian", "new Russian", etc. with development of the economic level of the countries, the aggravation of competition becomes fast a braking element for many companies and will leave them bankrupt, which is already is shown in practice. Only with the connection of talent and scientific knowledge is it possible to achieve the necessary results, which no one currently denies. In addition, it is necessary to know that to studies in management is important not only at the beginning of the career, but throughout the entire career.

Another sample of the harm of blindly copying any models of education is visible from researches which from time to time are spent in the USA. For example, it is well-known, that in the USA, the reasons of bankruptcy or failures of leaders (top-managers) are the caused by the following circumstances: managers are interested only in high salaries, symbols of their position, and in person; they take credit for the results of the employees, lead a secluded life and are self-isolated from the collective, etc. In order to prevent the last risk-factors, psychologists' advice to top-managers is to meet collectively on a regular basis, to arrange the days of the company, excursions together with employees, etc. It is clear, that this problem for Georgia does not exist; relations with friends, a feast, etc. are normal elements of the Georgian culture.

Considering the system of management training for official structures, it is necessary to take into account the existing system of the government. It is necessary to explore some questions: What is role of the official in a control system? Whether is it the official the politician? Whether he participates in political decisions? Participates in lawmaking? On the other hand, there is the role of officials as technical experts on whose conclusions politicians' base increasingly depends.

Conclusion

Proceeding from all above stated, it is necessary to understand that administrative and managerial specialties represent synthesis education - technical, natural sciences (mathematical) and the humanities. A prevalent substantial error is to consider administration (to a greater extent) and management (to a lesser extent) as a humanities specialty, and consequently completely to ignore mathematical and technical knowledge. It is necessary to recognize that the mathematics is the basis of all sciences, including in particular administration & management. According to the legend Plato did not accept in the school of philosophy of those who did not know mathematics.

Therefore, the education system of Georgia, in our opinion, should be constructed on the basis of mixed (more German) models. And the system of training of administration & management should be constructed mainly on the Master's level using the following knowledge:

- The general questions of administration & management including queries of the optimal control theory and cybernetics;
- Professional technical education including in particular knowledge of mathematics;
- Arts (Humanities) education, including in particular knowledge of philosophy.

The Significance of the Course “The Theory of Statehood” for University Education

Otar BAGHATURIA *

Abstract

For every country, especially for small, weak ones with transitional economy (such as Georgia) it is most important to have the young population with the State consciousness and personal responsibility for social, political and economic development of the homeland. From this point of view a particularly important role belongs to the course of “The Theory of Statehood”.

As usual the theory of statehood means the constitutive and the declarative views. The constitutive theory of statehood defines a state as a person of international law if, and only if, it is recognized as sovereign by other states. It is the opposing point of view to the declarative theory of statehood. The declarative theory of statehood defines a state as a person of international law that meets certain structural criteria. In accordance with the Article 1 of the Montevideo Convention (1933): The state as a person of international law should possess the following qualifications: (a) a permanent population; (b) a defined territory; (c) government; and (d) capacity to enter into relations with the other states. Article 3 of the Convention declares that statehood is independent of recognition by other states.

These theories consider the question *What is the State*. But there is no consideration of the question *How the State was Formed and Developing* that should be explained by the meaning of the State and role of its citizens. The answer to the question is the subject of historical theory of statehood, which assists us in revising the tradition views about historical processes. The well-known maxim that “*The main lesson of the history is the history doesn’t teach anything*” is right as soon as we don’t learn History. But, in fact, the historical process is developed with pitiless logic, a lot of events repeated, and we can meet them in case of relevant knowledge.

First of all we have to determine the historical types of the States in accordance with these special criteria. The Historical Theory of Statehood and Geographical Determinism there is compared the West and East types of the States, which, actually are the Northern and the Southern types. The course explains the similarity and the differences between the types of the States and the social, economic, political, philosophical and religious reasons for the differences. There is discussed the reasons of a deadlock of the East civilization development and a success of the Antique and European civilization, how the Europe was formed, the importance of liberty, honor, discipline on every stages of the society development. On the basis of a new interpretation of the society formations the course explains where, when and how change the formations from the primitive communal system to the contemporary information society.

Key Words: “The Theory of Statehood”; Constitutive Theory; Declarative Theory.

The observation of the historical processes of the social development gives students the opportunity to make the choice – what type of Society and State do they want, and how to build this one. An especially important result of the course is that it shows the necessity of self-discipline, liberty and responsibility. Another query is the equality of men without regard to races, language, religious and cultural background. The course shows that up to a determined stage society was absolutely the same around the world. The difference of next development was caused by geographical factors. This knowledge assists building the truly free, tolerant and self-developing civil society. The young generation, with the consciousness of these qualities can reach a relevant position in any society, and the Society of these persons can build the Prosperous European State, which meets the definitions both Declarative and Constitutive Theory of Statehood.

The Historical Theory of Statehood assists the upbringing of State consciousness among students, so it is vital to teach the course to every student of the Universities, specializations notwithstanding.

* MA.Georgian Technical University.Georgia

The Significance Of The Course “The Theory Of Statehood” For University Education

Introduction. The importance of educational reform

After USSR's collapse the main question for democratic development of the new independent countries became the radical reforming of society and its structures, including the educational system. Expectation of reforms has existed in Georgian society for a long time. There is a national consent to this query (together with independence and the western orientation of the country) in Georgia. But neither in a society nor in reformers is there full consent to directions of transformation of the educational system of Georgia, what and how do we have to change, as well as how to replace the system that existed earlier.

As usual during transitional times, the society is characterized by a number of deficits. The Georgian educational system was characterized by three groups of deficits:

- “Traditional” lacks, the inheritance of the Soviet model;
- Common lacks, the property of transition society;
- Specific Georgian lacks (for instance the well-known Georgian paradox: every parents want to have educated child, but they help their children in getting diplomas without any knowledge, they pay money not for knowledge but for possibility not to get knowledge)

The fact that Georgian students, who study abroad get significant, successful results expresses that our problems are in the model of the educational system. According to this opinion, the process of reformation of the Georgian educational system is focused on mechanical imitation, copying the western model without taking into account local specificity. We have to take into account that these students (who study abroad) would study well even here, because they are talented, hard-working and focused on study. This is a well-known regularity – which is that the best here should be the best in other places as well. The best Georgian students often are better than local students. And it is not surprising - foreigners often are better local students because a new, unfamiliar environment focuses them more on study instead of for entertainments as in the native land, besides, they have not so much time, money and friends for amusement as locals.

So the problem isn't the model of the educational system but the Georgian society in full, because the society is not focused on respect for work, knowledge, and professionalism. The main problem is in the environment instead of the educational model. Therefore, the reforming of the educational system is in close relation with the transforming of society.

The Necessity Of Social Transformation

The reform of the educational system of Georgia is necessary also, as in all Georgian society. Generally, the post Soviet space (which includes not only former Soviet republics but ideologically and systemic relatives with it in Eastern former socialist countries) should be divided in three parts in accordance with the acuteness of a problem:

1. The North-West countries (Baltic republics, Poland, Czech Republic, Slovakia, Hungary, Slovenia, Croatia) had a minimum of harmful influence of Soviet system. The nationalism of these countries plays a constructive role as a basis of Nation-State, together with liberal democracy. The civil society there was ready for reforms and has political, economic, social rights. That's why the society of these countries could change for the better quickly, they have significant success and are as a example for ways of social development.
2. The Central zone (Belarus, Ukraine, Romania, Bulgaria, the main part of Russia) had the maximum of harmful influence of the Soviet system. The nationalism of these countries plays a negative but not sharply outlined role. Collision of the right nationalists and the left movements complicates and slows down the process of transformation, forming of liberal democracy and Nation-State. The introduction into NATO and EU sharply increased the process of democratization in Romania and Bulgaria.

3. The South-East (South Caucasus, Central Asia, Caucasus republics of Russia) zone. The Soviet system couldn't overcome the resistance of traditional structures here. The harmful influence of Soviet system was neutralized by specific local relations, which based on friendly and related attitudes and fed corruption, protectionism, and especially nepotism. The informal structures acted more effectively than official structures. It remained feudal, clan board.

To a certain degree, these structures played a positive role, because they could avoid the influence of long harmful Soviet influence, but on the other hand after Soviet Union collapsed these specific relations became stronger and received the many deficits of soviet system. Today, they prevent the formation of normal state relations, transformation of society to civic liberal democracy, and healthy economic and social-political attitudes. All above mentioned concerns the educational system as well.

Therefore in the agenda there is a necessity social transformation. One of the ways to solve this sharpest problem of Georgia based on transformation of Georgian educational system. The main goal of the educational system should be the formation young population with the State consciousness and personal responsibility for social, political and economic development of the homeland. From this point of view the especially role belongs to the course of "The Theory of Statehood".

The course "the theory of statehood"

As usual the theory of statehood means the constitutive and the declarative views. The constitutive theory of statehood defines a state as a person of international law if, and only if, it is recognized as sovereign by other states. It is the opposing point of view to the declarative theory of statehood. The declarative theory of statehood defines a state as a person of international law that meets certain structural criteria. In accordance with the Article 1 of the Montevideo Convention (1933): The state as a person of international law should possess the following qualifications: (a) a permanent population; (b) a defined territory; (c) government; and (d) capacity to enter into relations with the other states. Article 3 of the Convention declares that statehood is independent of recognition by other states.

These theories consider the question *What is the State*. But there is no consideration of the question *How the State was Formed and is Developing* that should be explained by the meaning of the State and role of its citizens. The answer to the question is the subject of historical theory of statehood, which assists us to revise the traditional views about historical processes. The well-known maxim that "*The main lesson of the history is the history doesn't teach anything*" is right as soon as we don't learn the History. But, in fact, the historical process is developed with pitiless logic, a lot of events repeated and we can meet them in case of relevant knowledge.

First of all we have to determine the historical types of the States in accordance with special criteria. On the basis of Historical Theory of Statehood and Geographical Determinism, there is compared the Western and Eastern types of the States, which, actually are the Northern and the Southern types. The course explains the likeness and the differences between the types of the States and the social, economic, political, philosophical, and religious reasons for the differences. There is discussed the reasons of a deadlock of the East civilization development and a success of the Antique and European civilization, how Europe was formed, the importance of liberty, honor, discipline at every stage of social development. On the basis of a new interpretation of the society formations, the course explains where, when and how formations change from the primitive communal system to the contemporary information society.

The observation of the historical processes of social development gives students the opportunity to make the choice – what type of the Society and the State do they want and how to build this one. An especially important result of the course is that it shows the necessity of self-discipline, liberty and responsibility. Another query is the equality of the men without regard to races, language, religious and cultural background. The course shows that up to determine stage of the society was absolutely the same around the world. The difference of next development was caused by the geographical factors.

There were three ways of development during the world history; two of them have the same results:

1. Early Age Despotism in Egypt and China formed into oriental despotism. Great leaders refused to have leaders by their sides and gave their functions to the administrators (for example: burial grounds in Egypt). A strict vertical hierarchy and absolutely inviolable, almost “godlike” autocracy was established. At the top of hierarchy was a despot who was ruling everyone and everything, gave orders, which had the force of a law, however he himself was above every law. It was impossible to know what was legal and what was not. One person could have been found guilty for doing a certain activity, on a certain place at a certain time, however another would not be considered guilty for doing the same.
2. In the Mediterranean (except for Egypt) early age despotism was replaced with antique slavery, democracy, and “oral constitutions” were created, which were put in writing in some places. Senior councils and public gatherings were preserved in some places and in some they were developed and formed into improved institutions. In some cases leaders created collegiums and in some ruled individually, but in accordance with the determined rules and laws. It should be emphasized that they did not have the right to amend, violate or disregard laws. They were elected, and in some places the throne was hereditary. However senior councils, public gatherings or other institutions and laws or constitutions considerably restrict their power. Representative bodies have more importance than the king, leader or collegiums of leaders. Representative-collegium’s rule was being established. Titles were legitimized and had different meanings, but mainly the boundaries tended to be erased. Despite slavery, the basis of liberalization can be vividly seen. In 401 BC Athens managed to reach the boundary, which is only now being crossed by contemporary liberal democracy.
3. The third way of development of early age despotism, in other words proto-feudalism is feudalism. We can observe the solutions of opposition between the leaders, and the opposition between leaders in general and senior councils and public gatherings by compromises. This was done especially on the conquered territories, where leaders and their army are the conquerors and the populations that exceed them in number are conquered. Leaders of different power and influence agreed on inter-relationship rules, status quo was legitimized, and as a result, a very complex, asymmetric structure is created: Kaiser or emperor is at the head of the hierarchy; one step lower are kings – and “korols” (kings) of different rank; below them are principles – princes, dukes, grand dukes; then – dukes, counts, Vikings, voevodes (princes); followed by grand dukes, noblemen, knights, horsemen, nobility – noblemen, sirs, lords, barons, knights, chevaliers, special constable. Each of the listed above owned feuds – land parcels of different sizes, with lower rank feudal and slaves. A feudal has immunity in his feud and if he doesn’t, then he fights for it. It should be emphasized that there was no strict hierarchy in those times. The main principle was – “the vassal of my vassal is not my vassal”. The state functions in accordance with coordination-subordination, from top to bottom, from bottom to the top and horizontal delegation principle. Ranks and titles dominate in the government service. Representative, consultation and class bodies were established everywhere. They were composed from feudal and religious officials. Royal and church courts functioned simultaneously and

competed with each other. We can also see independent courts at that time as well. Feudalism can be characterized in different ways. We could say that there are as many types of feudalism as countries where it existed. However it is united by common characteristics – ranks, land ownership, immunity, serfdom, individualism, privileges, freedom, slave rights and the rights of the King (even though it only fictitious with minimal restrictions). Feudalism gives in to bourgeois-capitalism and afterwards to liberal democracy. First the serf dome is being annulled in XIII-XIX centuries, followed by class denunciation in XV-XX centuries.

The first way did not change for millenniums and was developed once and for all. However unlike the first one, the second and third ways are quite dynamic. They are constantly evolving and changing. Most importantly, this is a permanent fight for privileges and the expansion of the privileged class, final point of which is overall highest privilege – freedom. Civil society is being created. The second and third ways lead us to one goal, which goes under the name of Europe.

Conclusion

The knowledge of “The Theory of Statehood” assists the upbringing of State consciousness among students that is the main basis for building up of the true free, tolerant and self-developed civil society. The students can make a choice “What type of society do they want to have”.

The young generation with the consciousness of these qualities can reach the relevant position in any society and the Society of these persons can build the Prosperity Democracy State, so it is vital to teach the course every student of the Universities specializations notwithstanding.

Abstract

Profound changes in high education which started in 1996 in Georgia have to be continued. We have to explore potentially more effective alternatives: changing the policy, revising curriculum, training the staff, in order to face new global challenges and remain competitive in the world market. The strategy which will best serve to solution of the set of current problems in education system is to prepare doctoral students for a career in education management, policy-making, academic administration, teachers training. The doctoral programs leading to either the Doctor of Education degree (Ed. D) or the Doctor of Philosophy (Ph. D) should offer different options, allowing students to vest their interests in scholarly research, education administration, a university level teaching.

The author offers her viewpoint on doctoral program development policy focusing on legal and administrative procedures. While discussing scientific degree and course requirements the article offers curriculum patterns and methodology of three different doctoral programs: education management, curriculum development, foreign language teaching. The article also raises the problems of quality assessment, research paper evaluation criteria, doctorate credit values, and patterns of study.

Questionnaires and interview survey methods were used in the study to highlight the attitude of academic staff regarding the stated problem.

Exploring different approaches to existed educational provisions will bring changes in policy and improvement of its practices.

Key Words: Changing The Policy; Revising Curriculum; Training the Staff; Education Management; Questionnaires; Interview Survey Methods;

Reforms in higher education brought about dramatic changes in policy, system, organization of education, as well as in curriculum and methodological approaches. To stay competitive in the global world, Georgia should rely on higher education and create its intellectual capacity.

As a consequence of reforms in high education, the former system has been completely changed. We have already adopted two-stage university education system: Bachelor's degree (4 years of study) + Master's degree (2 years of study), abolished 'Aspirantura', a three-year research and study program leading to Candidate Degree, and 'Dokurantura', leading to Doctorate Degree; we have introduced credit system, adopted new evaluation criteria and enriched teaching methods. Profound changes in higher education which started in 1996 have to be continued. We have to explore potentially more effective alternatives, changing management and leadership, revising curriculum, training the staff.

All post Soviet countries acknowledge the need for continuous improvement of higher education and are involved in complex reform and development processes. These processes are characterized by the same vices: lack of funding, ineffective education policy, poor management, old curricula, lack of experts, limited flexibility in career choices, corruption and elitism. It is typical for a small country in transition to have few sources both human and material to solve the huge problems that face the nation. A period of transition for me is just a chain of endless challenges, and for those who are committed to public service it is hard to respond to them.

Education is becoming a more and more a dominant social issue in a new information based world economy. It plays an important role in replacing the workforce for the market section, besides it prepares students to be informed, active and critical citizens who question the existing social arrangement in all sectors. Not surprisingly, we acknowledge that continuing education and the university is becoming a fast- growing international business. Georgia, with its rich historical,

* Prof. Dr., International Black Sea University.Georgia

cultural and educational traditions strives for creating sustainable system of education which will ensure its compatibility in the developing world.

The so called Georgian ‘New Universities,’ which emerged during the last decade, face new challenges in the 21st century. The process of decentralization and democratization of the higher education opens new perspectives for creative approaches. The new vision of higher education development needs changing environment and new forces, which are rather controversial at present: positive and pragmatic on the one hand, and forces resisting change which are largely self-interested and internal on the other hand. ‘New Universities’ are supposed to carry out systematic organizational changes to meet present demands. Among number of problems that need to be solved we would address one – development of master and doctorate university programs in education. Significant changes have taken place in this direction. Until 2006 the central scholarly committees approved by the Government were responsible for the quality of dissertations, which granted a scientific degree after due revision and oral defense of the dissertation by the applicant. Now, the Universities are responsible for development of doctoral programs individually as they have acquired academic freedom. It gives them flexibility to develop curriculum and teaching methods, carry out researches, hire the staff and define university policy. PhD programs are one of those key issues, which undergo profound experimentation and innovation at present. The process also bears increased social accountability as it should ensure high quality education to meet social demands. On the other hand, the accountability to government is still strong, so the universities should strive for better performance in order to meet requirements set out by The Ministry of Education. To get a license, and consequently get income from the students’ grants, all new successful universities in Georgia are primarily focused on enhancement of teaching performance and curriculum development at recently accepted standards. They are least focused on research, because of limited resources, small academic staff and non- existence of doctorate – PhD programs, which is a guarantee of further and stable development of the Universities.

It is no coincidence that education as a field of study suffers from lack of academic staff as a very limited number of courses in education were developed during the soviet period. All education management instructions, curriculum, methodology was dictated from ‘Moscow’. As a result, Georgian school of education is in short supply of competent personnel and experts, who would be able to address the educational issues professionally. Few scholars are known to be engaged in contemporary education research in Georgia at present. Changes in education call for more scholars and experts, able to direct and affect the reforms by bringing experience and expertise at the decision making-level. Reforms should be accompanied by on-going research processes, due assessment and evaluation. Development of wide range of programs and courses in education is an issue of top priority.

Formerly, basic and applied researches were basically carried out by research institutions concentrated under the umbrella of the Academy of Sciences Georgia. The focus of fundamental research should be shifted from research institutes to the universities, which would offer to the society world competitive postgraduate programs, professionally trained personnel, academic staff, new patterns of education, scientific publications, conferences, comfortable environment for researches and more.

We have vested our interest in curriculum development of the following doctoral studies programs: ‘Management of Education’, ‘Teaching English as a Second Language’, ‘Curriculum Development’. A three-year doctoral studies programs aims to work simultaneously on the professional development of management and administrative staff, along with promoting advanced theoretical courses in education with strong philosophical and aesthetic foundation, thus making a stronger platform for further successful implementation of the reforms.

Initially a 2-year Master’s degree program in Education Management was designed three years ago and successfully implemented by me at Georgian University of Social Studies (GUSS). The program served as the basis in the design of PhD programs. The strategy which will best serve as a solution of the set of current problems in education system is to prepare doctoral students for a

career in education management, policy-making, academic administration, teachers training. The doctoral programs leading to either the Doctor of Education degree (Ed. D) or the Doctor of Philosophy (Ph. D) should offer different options, allowing students to vest their interests in scholarly research, education administration, a university level teaching.

GUSS in its first year offered a two year MA programs in American and European Studies. I started delivering lectures in American education which raised lively interest among students. Upon request of the students, it was decided to develop MA program in Management of Education. In the beginning, I really doubted I could find enough courage in myself to undertake the problem. The institution that intends to offer MA and PhD level education has to consider capacity of academic staff in the field. If I had not been an US sponsored education research program alumni, I would not been able to attract specialists in the field. I was able to outline a set of key questions to develop theoretical framework for our future studies. At our newly established institution the text books, reading and other educational materials were in short supply, so we had to work hard looking alternatives to effectively respond to our students needs.

The most difficult area was curriculum development. Supported by my friends and colleagues, I set contacts with universities in US, UK and Germany to see which model would be more appropriate for implementation. As it is widely known, even the most proven practices in other countries will not work unless they are adapted to host environment. Within ten months, I was able to revise syllabi in a number of study courses and deliver them to MA students. In November 2006, the first graduates of MA Program presented diploma works in Education Management. Broadening of the curriculum on MA and doctoral levels in education opens the doors to scholars and subject specialist to form qualified academic staff.

As a consequence of our courageous effort, with the help of our university administration, a masters degree program started to emerge, and as it is gaining more power and width, I have started designing doctoral studies program in education management, policy-making, academic administration, teacher training. I strongly believe we have to start thinking about it now. There is a need for exploring different approaches to existing educational provisions by carrying out surveys, researches, which will bring about changes in policy and in improvement of existing practices. .

We will present our view on Doctoral Program development at International Black Sea University. It can be viewed as an alternative scheme of those already offered and approved by other institutions.

The primary objectives of Doctoral Program in educations are: to prepare professionally trained personnel for administrative and professional staff positions in colleges, universities, and other educational agencies; to prepare graduate students for research, teaching, and service in the academic field of higher education; to contribute to the development of higher education as a field of advanced study through scholarly, practical, and applied research, as well as to analyze and interpret policy decisions and public issues affecting higher and post-secondary education.

Students may apply for degree programs leading to either the Doctor of Education degree (Ed. D.) or the Doctor of Philosophy degree (Ph. D.). The first allows students to prepare for a career in academic administration, while the second is more focused on scholarly research. Both programs prepare graduate students for position of leadership in colleges and universities and in other organizations. The programs offer two options: a) students interested in higher education administration are expected to develop professional competencies, skills and attitudes that are needed at higher levels of administrative responsibility; b) students interested in teaching and research are expected to develop competencies needed to contribute substantively to the field of higher education. In brief, course and degree differences between PhD and Ed.D programs are based on expressed differences in student interests, needs, and career objectives. No difference in the two programs should be interpreted as qualitative differences in content or substances. To assist in the attainment of their educational objectives, the doctoral programs are, when feasible, adaptive and responsive to personal needs and expectations.

The main shift in doctoral programs is from research-focused studies to theoretical subject and field work education. The former doctoral studies used to offer only a few (3-5) educational subjects, while the new programs focus on number of courses, core, obligatory and electives which are divided into three blocks. The First Block consists of seven 'General Core Courses'. This is a series of doctoral seminars in education (five sessions each) which is required of all doctoral students in their first two years. The seminars enable students to study an educational issue from a variety of perspectives and raise awareness in the area. This is the tentative list of subjects which we suggest as 'General Core Courses':

1. History and philosophy of education;
2. Legislative framework of education;
3. Education and Public Policy;
4. Continuing and Adult education;
5. Sociological aspects of Education;
6. Informational Technologies and computer applications in Education;
7. Assessment Issue.

Upon completion of each course the student presents a coursework (7-10 pp).

The Second Block which is obligatory for all researchers – Methodology Concentration involves three courses: research methods and academic writing. In order to develop problem-centered researchers, the program requires doctoral students to cultivate a professional level of competence in both qualitative and quantitative methodologies. Students are also required to attain a 'specialist' level of competence in at least one of these approaches. What constitutes the specialist level beyond the core requirements is to be determined in each case in consultation with the student's advisor. Students are required to take a minimum of one qualitative and core quantitative courses.

The Third Block includes special courses, which are to be determined by the doctorate committee and faculty. For education management program I would suggest the following courses:

1. Education Planning, Governance and Administration;
2. Management of higher Educational Institutions;
3. School leadership and management;
4. Psychology of Teaching -Learning;
5. Evaluation and assessment Issues in Education;
6. Basics of Economics and Strategic Management;
7. Curriculum studies.

Under the third block we would like to offer a few optional courses which will be selected by student and his/her advisor: Gender, Education and International Development; Conflict Management; International Aspects of Organizational Management; Education for Sustainability; Project Cycle Management; Literacy difficulties; Managements of Change.

These subjects are supposed to raise students' awareness and meet their interests. Not all the subjects of this block might fit in to the limited-180 credit (ECTS) requirements, so some modifications could also be possible.

The first year introduces the student, both broadly and deeply, to significant concepts and methods in educational research. As different students may focus their work in different ways, it is crucial to choose all elective course work in consultation with the advisor, particularly in the case of research methods course for which the student may need to follow a pattern of sequential study.

Procedural Stages:

There are at least six major stages in the student's progression to the completion of doctoral degree requirement.

1. Applicants to the PhD program must submit three letters of recommendation from professors who are familiar with their work, and a three-page (double-spaced research proposal). The proposal should address the main research questions, sources and methodology and place the

topic in the context of previous research in the field. A short bibliography (one page) on the topic should be included.

2. Written and oral Preliminary entry examination scheduled upon approval of the student's proposal.

3. Admission to candidacy, and design of proper study program for the student. Also selection of a major professor-supervisor. The supervisor must be a member of the graduate Faculty and should have an active interest in the topic or issue that the student is considering for his or her dissertation.

4. Completion of study-courses, passing exams, submission of course works in three blocks.

5. Field work conducted either at one of the educational or governmental institutions.

6. Completion of Doctoral Dissertation and oral defense of the thesis after it has been positively reviewed and approved by supervisor and Faculty Commission.

The doctoral studies programs comprise two levels of courses. The first - provides courses of an introductory nature which offer a general overview of educational research. The second - provides a more specialized range of courses which build on the gained from level one and from which one can choose areas of most relevance to your own research.

To summarize what has been said above, we will come up with a few assumptions:

1. In the discourse of reforms research will become an essential function of Georgian universities and will absorb the expansion that would be required.

2. The students endeavor and motivation to take doctorate courses in education will increase every year, which is also dictated by market demand.

3. Establishment of doctorate level programs in education will assist to formation of qualified academic staff in the field able of raising a new generation of education specialists with knowledge compatible in the world market.

4. The program will be focused on teaching –learning process and enriched curriculum in theory, as opposed to the heavy reliance on individual research. The program will develop the skills of the scholar-practitioner.

5. The most innovative breakthrough will come through curriculum with the strong emphasis on research methods subjects and academic writing.

6. The flexibility of the program gives the student the opportunity to tailor the study course to his/her research goals and career objectives. IBSU is creating an effective research environment within which students research as scholarly work will be highly supported.

7. We view doctorate program development as a high investment. No doubt it will raise generation of education specialists who will shape the future of the nation and meet each individual's aspiration.

References:

1. Harvey, Lee (1996), *Transforming Higher Education*, Open University Press, GB
2. *Participating in European Research*, (2004) 2-nd ed. Sixth Framework Programme, European Commission.
3. *Taught Master's Degrees Under 120 Credit Scheme*, (1998-99) Institute of Education, University of London.

Provision of High Level of Language and Pedagogical Skills while Teaching the Literature in the Target Language

Ira DANELIA *

Abstract

Research indicates that at least four different kinds of knowledge are essential for expert teaching: knowledge of content (knowledge of the subject / discipline to be taught), pedagogical contents knowledge (methods of teaching of a particular subject), general pedagogical knowledge (general principles of instruction and classroom management), knowledge of learners and learning (psychological knowledge) [1]. Formation of three of these (except the last one) is the object of our paper.

Key Words: Provision, High Education, Language, Pedagogical, Skills, Literature, Learners

A good language teacher should, of course, first of all know the target language well (for a foreign language teacher this means the native-like level of language skills). This is unimaginable unless the teacher reads fiction in the target language [2]. Literature can foster emotional intelligence by providing vicarious emotional experiences that shape the brain circuits for empathy and help learners gain insight into human behavior and can promote language learning by enriching learners' vocabulary and modeling new language structures [3]. According to Goleman [4], emotional intelligence is an even more reliable predictor of academic achievement than intellectual development.

As language is inseparable from culture, teaching a language promotes teaching background information about English-speaking countries (if the target language is English). While dealing with the works of fiction this can be done in an easy and pleasant way. The possible tasks may include:

- 1) Say what you learned from the story about the traditions and life-style of the country, mention whether it enriched your understanding of American / British / some other English-speaking national character.
- 2) Find some interesting information about the author and his time, the history of creation of the story, etc.
- 3) Compare the values / the traditions / the lifestyles described in the story with those in your country; try to be tolerant when doing the comparison.
- 4) Read the story and prepare background information, using on-paper and on-line encyclopedias (find geographic names in it, then provide a map; find some historic events mentioned, names of famous people, books, journals, etc. and make a search); to stimulate students to do this time-consuming work we may hold a competition.
- 5) All sorts of individual / small group projects, as well as internet projects (see items 1-4).

Though working on a literary text should not be substituted by vocabulary and grammar study (as in this case all the spell of a work of art will be lost), some language (even linguistic) tasks will only contribute to better understanding of author's style, his / her goals of writing the work, etc. We would like to recommend such tasks as:

- 1) Find in the text synonyms / derivatives of the given word.
- 2) Explain the direct and metaphoric meaning of the words in italics.
- 3) Pay attention how the author uses polysemy to create impressive images (the use of pun).
- 4) Find in the text sentences with the given grammatical form, say whether its use is normative or stylistic.

* Ph.D., Sokhumi Branch of I. Javakhishvili Tbilisi State University, Georgia

- 5) Say who / what the narrator is. Find evidence in the text (does s/he use professional or teenagers' slang, does his / her speech reflect his / her age and gender or is it neutral, is his / her speech grammatically correct and sophisticated or primitive and containing many mistakes; is his / her speech emotional or "cold", etc.).
- 6) Characterize the typical sentence structures of the writer (long / short, simple / complicated); say how it influences the genre and literary trend peculiarities (e.g., psychologism, comism, love for visual details or triggering the reader make inferences, etc.; romanticism, realism, naturalism, modernism, etc.).
- 7) Find neologisms / archaisms in the text, comment on their number and make a conclusion – what impact does it have on the literary trend (e.g., high-flown and archaic vocabulary – romanticism) or literary genre (e.g., a science fiction story, naturally, contains a lot of neologisms).
- 8) Find key words in the text. Are they repeated many times through the story or does the author prefer to use synonyms of these words? How does it characterize the writer's style?

To develop the students' language (communicative) skills, the teacher may offer the following activities to his / her students:

I) To develop speaking skills:

- a) (In small groups) Discuss whether you would like to be in the major character's shoes. Give reasons.
- b) (In pairs) Describe the major / minor characters; if there is great disagreement of attitude towards the character between you, ask the teacher or one of your friends to be the judge.
- c) (Whole-class activity) Say if the story ends as you expected or differently. Suggest an ending you would expect or like.
- d) Share your feelings towards the events / characters / ideas of the literary work under study.
- e) (Whole class activity) Discuss the topic and the main idea (moral) of the story. Read out the sentences proving it. Say whether you agree with the author or not and give reasons. Is your disagreement of cultural or personal character?
- f) (Depending on the number of characters involved, whole class or small group; can be videorecorded) Role play (episodes): presenting characters.
- g) (If the book / story has a screen / television version) View a video fragment and say whether the film reflects the author's ideas, style, etc.
- h) (Whole-class activity) say what you especially liked / disliked in the story.

II) To develop listening skills:

- a) While watching your friends doing role play, mark down some language peculiarities (Did the vocabulary correspond to the author's style? Was the grammar used adequate? Etc.)
- b) Listen to actors performing a dialogue from the story (use video or audio recordings - today there are many "listening books" available), comment on their intonation and how it changes the meaning of the written text.
- c) Audiorecord student reading a couple of paragraphs from the story, then choose the best recording; explain your choice.
- d) Listen to a literary critic (real, if any recording is available, or teacher / one of the students recorded as if s/he is a literary critic); express agreement or disagreement.

III) To develop reading skills:

- a) (Before the story is studied – scanning reading; give students 3-5 minutes to look through the text) Judging by the title and a glimpse at the text that you had, say what kind of story is it (psychological, detective, humorous, life-story, love-story, etc.), what its topic is.
- b) (Skimming reading – after students read the story) Find sentences proving that ... (the tasks can be prepared both by the teacher and by the students; the second approach develops students' creativity).

- c) (Reading for deep comprehension): Explain how you understand this or that phrase from the story.
- d) Find the most beautiful / impressive episodes, sentences, explain your choice.
- IV) To develop writing skills:
 - a) A personal letter to a friend sharing the impressions of the literary work read.
 - b) Essay on a movie based on a literary work (how much it reflects the author's ideas).
 - c) Reproduction of the story "on behalf of" one of the characters.
 - d) Rewriting a story as a drama (play).
 - e) Writing a "continuation" of a story (a competition may be held).
 - f) Literary and stylistic analysis of the text.
 - g) All sorts of internet projects (a-e).

You can see how intertwined are in our tasks language, contents and stylistic analysis. Although stylistics entails linguistic analysis, it also develops the learner's literary competence. Some may argue that stylistic analysis is too intellectually demanding and time consuming, but the benefits of the approach are so great, that they, to my mind, outweigh these difficulties.

In the process of working on a literary text with students majoring in language and / or literature, we should as often as possible ask them to do a teacher's job. Sometimes it should be a good student or a group of students presenting the story under study to their friends: explaining the vocabulary, asking comprehension questions, analyzing the stylistic peculiarities, etc. Students can be asked to make up tasks on the literary text. After the teacher gets sure that the quality of tasks is acceptable, they may ask their groupmates to fulfill the tasks. Sometimes after working together with students on a literary text the teacher may ask them to prepare a test involving vocabulary, grammar, cultural, stylistic and / or contents questions. In tasks like letter-writing students can not only read, but also check each other's writing. If some competition is held students should be jury members (probably together with the teacher), to involve them in assessment process.

Most of literary works contain some pedagogical (educational) issues: relations between parents and children, adults and children, teachers and pupils, problems of upbringing, etc. It is useful to link students' knowledge on pedagogy with discussion of literary work's contents. It is a good pretext to let student speak / write about their teaching and upbringing viewpoints. In selection of stories to be read definite priority can be given to the ones having some pedagogical "load".

Thus, even based on this brief enough analysis and our teaching experience we daresay that in training a foreign language teacher this sort of unity may be achieved only through literature teaching. We have compiled a course book in home reading [5] and have carried out an experimental research [6] of the presented approach and have found it quite successful. We can conclude that fiction contains the cultural information that is essential for a language teacher / learner as well as exemplary vocabulary and grammar. It triggers a lot of debate (events, ideas, characters, author's style, etc.), thus developing both intellectual development and speaking (and listening) skills, analytical and synthetic treatment of material. It provides sufficient repetition and systematic teaching. If adequately carried out, it develops the pedagogical skills of the students: they practice to present to their friends the results of their home study.

References:

1. "Readings in American Literature" by I.Danelia, "Tsis nami" publishers, Tbilisi, 2004.
2. Educational Psychology. P.Eggen, D.Kauchak. Pearson Education International. 2004.
3. Goleman, D. Emotional intelligence. N.Y. Bantam Books. 1995.
4. I.K.Ghosn.Nurturing Emotional Intelligence through Literature. Forum, January-March 2001, Vol. 39, # 1.
5. Language and Literature in Tertiary Education: the Case for Stylistics. S. Buckledee. Forum. April 2002. Vol. 40, # 2.
6. Methods of working with English-language fiction texts at language departments of universities. I. Danelia. Ph.D. Dissertation (in Georgian). Tbilisi, 2005.

Contemporary Methods of Acquiring Emotional-expressive Language Means while Learning Russian as a Foreign Language

(On the example of Turkish students learning Russian language)

Gulnara DIASAMIDZE *

Abstract

Every foreign language teacher is aware of one of the problems for students learning nonnative language is the acquisition of emotional – expressive language means. The ability to understand the emotional tints of the nonnative speaker and to express adequately emotional state by the means of the acquiring language serve as indicators of the language acquisition on communicative level. The problem of understanding and expressing emotions gets complicated when the speech is performed in the written form, because it lacks such means as intonation, paralinguistics and other nonverbal means essential for the oral speech. Of course, the right understanding of the foreign language depends on the knowledge of cultural national background of the nation possessing the learned language and the word is the basic element here. The word expresses the emotional statement of the speaker, forms emotional background understood by all the language possessors. Word is the essential foreign language unit, apt to be acquired while learning a foreign language. With the help of the word we try to systemize the ability of the language to express speaker's emotional statement.

Key Words: Emotional – Expressive Language; Communicative Level, Emotional Statement.

Russian language is currently studied by representatives of many nationalities the language of whose greatly differs from Russian. For example: the use of Russian language in Turkey for the past 10 years is becoming an essential condition of success in trade, tourism and other life spheres of state government and society.

What should be the order of acquiring Russian language by a foreign student? Authenticity (exposure of students to the alive actual language of the real world: simple talks/conversations in the family, at work, in transportation; TV programs-talk shows radio programs, etc) and orientation on a student's personal motivation are "new approaches towards learning".

Nowadays students are taught the language in "scripts" i.e. depending on the context. Peoples' interaction in the society is conveyed on the language level in the form of utterances. Language utterances are verbal (by words), paraverbal (intonation, rhythm, and pause) and nonverbal (gestures, mimics, facial expressions, body movements). Such kind of teaching contributes to a successful communication.

Phonetics is paid a particular attention at the beginning stage of Russian language teaching. Stress, intonation constructions and its use take a significant place. Textbooks concerning the beginning stage of teaching are limited only by four intonation constructions leaving emotionally-loaded ones for the following stages. IC-5, IC-6 and IC-7 are considered to express emotions towards the speech object and not the information. However it is not accepted in Russia to hide emotions, to the contrary they are even intensified and a foreigner should distinguish by the intonation phrases uttered with irony, compassion, threat, praise, ignorance, etc. A foreign language teacher knows that one of students' problems in learning a nonnative language is acquiring emotional-expressive language means. Understanding the tints of speaker's emotions and the ability to express your emotional state adequately by learned language means can serve as indicators of possessing this language on the sufficient communicative level. The problem of expressing emotions gets much complicated in written speech because of the lack of intonation and other means without which emotional state expression in oral form is practically impossible. But punctuation marks: dots, hyphen, exclamation mark, a question and exclamation marks together can

* Ph.D.candidate International Black Sea University.Georgia

serve as indicators of emotions, language also has pitches of voice-high, low, equal, interrogative and rising. Owing to pitches oral speech gains melodic tunes and exposes powerful emotional influence.

An instructor should describe the peculiarities of gesturing and miming in the environment of the learned language. For example, in Russian speech etiquette it is recommended to restrain yourself from too vivid miming and gestures, as they may have different meanings in different language cultures.

Intonation is the most complicated thing to be grasped by foreigners. It is difficult, for instance, to grasp a joke or irony, or express different tints of surprise, irritation, disgust, trust, suspicion, etc. often revealed only by intonation. Different types of uttering intonation are motive (inducement), question, exclamation, narration. Intonation can be divertive while pronouncing the same phrase, but it should convey the author's thought exactly. The question

"Which city is the most beautiful in Turkey?" may have different replies: "the most beautiful city of Turkey is Istanbul", "City Istanbul" or simply "Istanbul". Meaningful completion of each response is determined by the fact that they all will be decorated by the appropriate intonation. Connection between intonation and meaning is one of the important factors of communication.

Intonation of Oriental culture greatly differs from the Russian. It is more restricted. For instance, Russians use polite intonations in relations with unfamiliar people or elderly (not to all, of course) occupying a high position in society. In other cases (at the family, with friends, with colleagues) they stick to equal pitches.

Learning Russian language on the pronunciation level consists of attaining the rhythm and intonation typical for Russian speech. So, sentences are divided into several ICs. The determination of key-words of IC depends on the communicative situation.

IC-1 is used in narrative (positive) sentences to denote the intonation of action accomplishment. For example: Это Антон. Это он. Это мой друг.

IC-2 is used in interrogative sentences with a question word. For example: Что это? Где университет? Куда пойти вечером?

IC-3 is used in interrogative sentences without a question word. The centre of IC-3 is situated on the sentence word distinguished by the author's desire. For example: Вы ездили за город? Это вам интересно? Вы говорите по-русски? Это ваш дом? Уже восемь часов вечера? IC-3 sentences require a great attention. It is not by chance that both Eastern and Western foreigners don't understand a question at all. They can hardly distinguish it from simple information.

IC-4 is used in questions like: Я читал эту книгу, а вы? Мне двадцать лет, а вам? Мы уже обедали, а вы? Conjunction "and" equals to Russian "а" and confuses a foreigner. For example: Как дела-а? with a slight soft pitch pushes to a familiar answer rather than formal. Majority of emotional tints makes acquiring IC-4 rather difficult.

IC-5 is used in exclamations starting with question words: какой, как. Centre here is always fallen on the question words. For example: Какой большой у вас дом! Как хорошо здесь! Какая вы красивая! Какой замечательный город Батуми! Какая хорошая погода! Pitch rises on the first word and falls down on the last one.

In IC-6 the pitch is raised on the stressed word and is kept until the end of the phrase. These intonations are difficult for Oriental learners. They are used for re-questioning. For example: Что вы сказали? Кого позвать? Куда-куда? Что-что? Wrong intonation may lead to the perception of a question as distrust, dissatisfaction, confusion, surprise or anxiety.

IC-7 expresses irony and is quite characteristic for Russian oral speech. For example: Да какой он врач! Где там отдохнули! Question words are the centre and serve to the perception of ironical, controversial meaning.

While teaching ICs we consider intonation samples on audio and video materials, where phrase content is being gradually increased.

The right (adequate) understanding of the language depends on acquiring the culture of the people possessing this language and word is the basic element here. Emotions are revealed in a word in the form of its emotional meaning.

V. A. Sukhomlinsky points out: "Word is the most subtle touch to the heart; you can kill and revive by a word, stab, seed confusion and hopelessness. Increase suspect and turn into sadness, create a smile and heal distrust. Inspire to labor and lead to the celebration of spirits."

Thus, emotions fall into two categories-positive and negative. Words can be used with positive evaluation (Ex: хороший "Good") and with negative evaluation (Ex: Хорош, нечего сказать, хорош мальчик! "You are good, yah, no words!"). Speech practice indicates a lot of examples when we use the same word to nominate different various feelings. The same way, the same emotion can be denoted by different words both in Russian and Turkish languages. For example: let's use synonyms: fabulous-fevkalade, güzel, şahane; charming-büyüleyici; marvelous-mükemmel; magnificent-görkemli; Ex: fabulous voice, It was a fabulous evening, or: misery, misfortune, sorrow.

Each natural language reflects the world language picture. For example: the means of the realization of human relations. A human possesses "cherishing applies" while interacting. Everything depends on the intonation he/she utters them. For example: дорогой, милая, родной are used while even applying to people who we know less. The word "родной" doesn't indicate relative relations, but shows maximum level of understanding and merging of souls. Applies like: дед, дедуля, бабуля, папаша, мамаша, etc are hardly ever found in other languages. Russian "Дорогой" is used in less formal situations than Turkish- Değerli used in official applies (like "Respectful") But Russian "дедушка(grandfather)" and "бабушка(grandmother)" are used in Turkish language too to apply to a grandfather and father (baba-father, daddy), Russian "папочка".. Such way of addressing arranges you positively in relation with a speaker from the beginning.

The situation becomes rather awkward and may lead to a serious disagreement and anger if one of the speakers mixes people or names while meeting (it is typical for foreigners who are not used to Russian names and patronymics). Interjections (words like "fortunately", "happily", "gladly", "pleasurably", "unfortunately", "surprisingly", etc) color emotional tints of a speaker expressing feelings.

Only lexical material selection is not enough for expressing thoughts and emotions. It is inevitable to arrange a distinct precise connection between words, word combinations. For example: motive-based sentences can sometimes express threat or laughter at someone. Emotiveness in Russian language is distinguished by an exclamation mark (in written form) or sometimes with a question mark as well. Ex: Ах, вы забыли! Аа, unuttunuz mu!Ах, вы забыли!? Demek unuttunuz!?

Interesting results are given by analyzing compliments. It is an emotional utterance (pleasant polite words, flattering comments) which, as a rule, exposes emotions of gaiety, ovation, admiration, and pride to the addressee. When we pay a speaker compliments we try to gain his/her trust, to agree with what he/she is saying, etc. The main purpose is to improve the addressee's emotional state. Language means of expressing emotions of the act of a compliment are emotive nouns and adjectives, interjections, phrasal words, etc: прекрасно,хорошо,очень хорошо, Я люблю тебя!;Ты мне нравишься!;Вы очень привлекательны!;Вы сегодня восхитительны!;Вы прекрасно выглядите!;Вам очень идёт этот цвет!;»Какая красивая шляпа!;»Прекрасно!;»Неплохо!;»Молодец!;»Вы прекрасная хозяйка! They, as a rule, express positive emotions, but in some cases compliments are full of irony, anger close to the insult. Ambiguous compliments: Видок --- отобрать и бросить! Ну ,сегодня ты постаралась! aim to humiliate, bite or express even hatred. Here, emotions possess a negative connotation.

Emotionality is also expressed by phrasal units having different tints of positive and negative character: (мастер на все руки-what a skillful master! золотые руки-gold hands; как собака на сене-a dog on the hay pile; сидеть на двух стульях-to occupy two chairs; зимой снега не допросишься-won't give snow in winter), with the names of animals (волк, выдра, корова, медведь, собака), with irony (изобретать велосипед to invent a bicycle). Russian language uses

widely the names of animals to evaluate characteristic qualities of people. Words like a wolf, cow, bear, dog, goat, etc have deep emotional meanings. Phrasal units are tightly connected with proverbs having national specific meaning. For instance the proverb “one hand washes the other” which is widespread in the East, in difference to its Russian analogy, tells us about the importance of friendly help and doesn’t contain the elements of sarcasm or judgment. The vast majority of proverbs are filled with positive emotions providing a human being with joy and deep emotional excitement.

Russian language has a lot of words which are “close to the soul”. They are not generally translatable possessing a lot of suffixes to turn them into “cherishing words”. Most of Russian names are of this kind (Мария, Маша, Машенька, Машуня).

Each language understands the surrounding world individually and in the unique way. The lack (or nonexistence) of words is connected with the ignorance of the items or concepts either in Russian or Turkish languages. Different people can not think with the same notions. For example: the word “горько!” (Bitter!-generally used in the wedding meaning “kiss!”) causes the association of the wedding in Russians, but Turkish perceive it literally.

Emotions are also conveyed by interjections not indicating their being positive or negative. For instance “Oh, ah, eh, uh- Ой, ай, ох, ах,) may mean pleasure and/or pain depending on the context. Interjections are believed to be international. For example if you step someone on the foot he/she will utter “ах“or “ой“either being Russian or Turkish. Spelling varies from a language to language, but phonetic structure is a bit or less the same. Interjections “Караул! Айда!” were transferred to Russian from Turkish. Slang includes a lot of number of interjections expressing colorful emotions. Popular programs dedicated to the show-business world reveal vivid examples of youth slang interjections (wow, gee, yah).

Russian and Turkish languages represent different culture and manly it is impossible to identify homogenous adequacy between emotions. The most difficult is the translation with a high emotional-esthetic load (poems). The intensity of emotions is considerably decreased while translating. Sometimes translators diminish emotional components orienting on the basic goal of interpreting the main essence of an utterance. Turkish translated works (while being translated form Russian) contain softness, warmth and restriction characteristic to Oriental people. Ex: The episode from the play by A. P. Chekhov “Cherry garden”:

Varya (to Yasha): Your mother arrived from the village and has been sitting in the lobby
since yesterday, wants to see you.....

Yasha: Let her go with God!

Varya: How you dare!

Yasha: Don’t care! She could have arrived tomorrow. (Leaves)

Turkish language is rather careful in the relationship towards a mother. Thus, a phrase “Don’t care’ is translated as “What is it that she wants?” This alteration doesn’t change the meaning of the text.

Finally, to teach to understand the tints of emotions and to express them adequately, we introduce students to word building, syntactic, lexical means of expressing emotions, including phrases in tight connection with phonetics (pronunciation, intonation) through the whole teaching course. We enable them to compare emotional dictionaries of Russian and Turkish languages. All these makes working with them more interesting. And as mentioned in the beginning the article, using authenticity is the effective way of students’ motivation (inspiration) brining desirable positive results in most cases.

Language as a human attribute is learned considering its emotional spheres depending on interaction quality and cooperation among peoples possessing various cultures, as a lot of problems of contemporary society are emotional ones.

References:

1. SERIES MINOR Ренате Ратмайр. Прагматика извинения. Сравнительное исследование на материале русского языка и русской литературы. Языки славянской культуры. Москва. 2003. (с. 242-244, с. 156) (Языковая картина мира)
2. Е. А. Брызгунова. Русская грамматика. М. 1980. С. 96-123.
3. О. Айдын Сюер. Русско-турецкий фразеологический словарь. Анкара, 1999.
4. Русско-турецкий словарь. Москва, 1989.
5. Турецко-русский словарь. Москва, 1977.
6. Э. П. Шубин. Языковая коммуникация и обучение иностранным языкам. Издательство «Просвещение». Москва. 1972. (с. 85-87.)
7. Энциклопедический словарь юного филолога. (Языкознание). Москва «Педагогика», 1984. (Интонация)

New Teaching Approaches in Human Capital Economics According Methods and Experiences of Yale University

Kakhaber JAKELI *

Abstract

New teaching methods in economics, established at the end of nineties at Yale University, were devoted to the study how to increase knowledge of students in the most important part of economy- Human Capital Approach. Human Capital approach is an economic methodology evaluating the nation's intangible capital according the health, environmental, institutional, educational properties, targeting to increase those using new methodologies of investing and insurance techniques. This approach answers the question: why nations are poor or rich! Improving ability of students at advanced Universities to discuss and model the basics of poverty and wealth of nations is an important step in bringing up new comprehensive thinking economists.

Especially the teaching methodology in Human Capital Economy underlies the impact, advantages and disadvantages of Globalization. During Globalization environmental, economical and ethical impacts on human's capital Status are planetary in scale and scope - disease pandemics and economic stagnation partly underpin state collapse and regional conflict. Almost the one sixth of humanity tries to escape health, environmental and economic degradation and conflict, straining against the borders of neighbors. The teaching methodology of Yale University, having considered the social, economic, environmental, and health issues of Globalization, developed special courses together with the classical methodology targeted to support students to analyze new rules and techniques combining the national and international economic and business policies.

New teaching methodologies in human capital economics relies on following research and teaching philosophies: Utilitarianism - it is an approach that allows us to judge a policy by its consequences. The economists used this approach turned it into cost-benefit analysis to determine which action is able produce the greatest utility

Liberalism – goes from the Philosopher - Immanuel Kant. It can be divided into following parts: a) Libertarianism- Libertarians believe that the rights guarantee freedom; b) Egalitarianism - Egalitarians believe that rights are nothing without resources. Communitarianism – as the key element is meant here the community as the ground for the public. Introducing Yale approaches in the study of Human Capital Economics Universities and high schools can increase ability to bring up more comprehensive thinking economists and businesspersons.

Key words: Globalization; Utilitarianism; Liberalism; Communitarianism.

1. Why we need human capital economics and economists

It is fact that globalization has created a good base supporting economic growth in advanced industrial countries and especially in emerging countries of Asia. At the same time, polarization among income groups increased. Inequalities in incomes, health care and education having increased by globalization remain as a great risk for sustainable growth of economy in national and global levels.

Comparing the poorest and the richest countries according their assets of property, it is possible to see that the advanced industrial countries have much more intangible human capital – Health Status, Education and well organized public institutions than poor countries. The poorest countries are much more dependent on their natural capital than rich or middle income countries. If advanced industrial countries recreate more intangible capital based on advanced education, health care, creative innovations, happiness, humanism and other intangible goods, poor countries utilize only their natural capital – land, forest, row materials and others. Advanced industrial countries remain in leading

* Assoc. Prof. Dr., International Black Sea University.Georgia

positions only for their high valued intangible property, which can be entitled human capital. Poor developing countries facing great problems still have low educational capital, low health status, and high social risks shaking their political, economical, health and environmental stability. The human capital in most developing countries is still low or average, but remains unused, which supports the crisis and sometimes collapse of economy.

Developing countries, having great number of sickness days, can not be productive and competitive shrinking their Economic, Social and Health Care capacities not only in the present period but also in the future.

The common problem of our world is the great migration, which makes rich countries richer and poor countries poorer, because the policy of “brain drain” of “human capital flight” makes talented people to move to better places and opportunities. Without talented and educated people of country remains impossible.

Accordingly, well organized system of Human capital Development not only increases the intangible assets – education and Health Status of citizens but also it is the key, supporting economic, social development and environmental protection.

The great target to reduce the polarization among nations and among people makes economists to use their skills to increase human capital worldwide, especially in developing countries.

To support the rising power of human capital new type of economists are needed. Human capital economists must understand the nature of global changes, cross-cultural relations, different issues of humans, degree of influences of education and health on labor market development, the features of unemployment and sequencing environment.

To bring up economists supporting human capital development in both advanced industrial and developing countries most advanced Universities turned their educational and research programs into new types of economic disciplines – Economics of Education, Health, Family, Life, Environment, Ecology and Happiness.

The concept of Human Capital refers to the stock of productive skills and technical knowledge embodied in labor forces. Early economic theories refer Human Capital as one of the main factors of production and most precious commodity of human being. The term of “Human Capital” was first used and discussed by famous Economist Arthur Cecil Pigou, the opponent of the Great John Maynard Keynes.

In his work “A study in public Finance” Pigou had suggested to begin the investments into human capital as it is done in material capital. “There is such thing as investment in human capital as well as investment in material capital. So as soon as this is recognized, the distinction between economy in consumption and economy in investment becomes blurred. For, up to a point, consumption is investment in personal productive capacity. This is especially important in connection with children: to reduce undue expenditure on their consumption may greatly lower their efficiency in later-life. Even for adults, after we have descended a certain distance along the scale of wealth, so that we are beyond the region of luxuries and “unnecessary” comforts, a check to personal consumption is also a check to investment”. (Pigou “A Study in Public Finance” McMillan London 1928)

Human Capital underlies the unique characteristics of knowledge and the Health status of a person. Unlike determinants of physical labor capital knowledge is:

- Expandable, hence intellectual working persons get some training and gained experiences can increase their human capital.
- Transportable and transferable.

The concept of Human capital became more elastic in recent period. If old economists and especially Chicago School Economists, who had been trying to explain Human Capital in Wages and salaries, Yale economists have included immeasurable variables such as personal character, family, believe, fraternity, environment, health condition and knowledge, migration and economics of “brain drain”.

2. Human capital development and economic growth

Human capital never been more critical to competitiveness and economic growth hence world has changed. Over the last 10 years we have witnessed a revolution in political and economic fields in business environment and workplaces. New countries come into existence. These new participants in our civilization want to be as successful as their powerful neighbors.

Human capital can be distinguished on two levels: country's level and corporation's level. Human capital development in both levels needs special management and investments. For company's human capital development we can use the following tools: people, brand, software, design, working methods and customer relationships. For countries human capital development we also begin our list of main instruments from people but continue with health status, education, environment, ecology, sustainable growth, fertility and others.

More influential for the growth of country's economy, it is especially important to understand the interrelations of human development and economic growth. To the extent that greater freedom and capabilities improve economic performance, human development will have an important effect of growth. Similarly, to the extent that increased incomes will increase the range of choices and capabilities enjoyed by households and governments, economic growth will enhance human development.

Economists in advanced western Universities and research centers had discovered what kind of impact has the growth on human development. Income growth clearly strikes one as the main contributor to directly increasing the capabilities of individuals and consequently the human development of nation since it encapsulates the economy's leadership on resources. For example, while the citizens of the west-Georgia have life expectancies and literacy rates comparable to those of many developed countries, the fact that they cannot enjoy many of the benefits of citizens of such countries demonstrates the importance of GDP as an instrument to achieving human developments. However, GDP also has a strong effect on literacy and health outcomes, both through private expenditures and government programs.

Using statistical parameters – life expectancy, literacy and GDP as components describing the level of Human Development UNDP has made first major attempt to estimate nation's human development. Publishing the Human Development Report this organization represented the true picture of nation's development. "Excessive preoccupation with GNP growth and national income accounts has... supplanted a focus on ends by an obsession with merely the means" (UNDP 1990).

Are these indicators, I mean GDP, life expectancy and others, enough to make the picture of nation's life today?

The impact of economic growth on nation's human development level, of course, also depends on other indicators of society. The important role has the distribution of income. In income distribution we must distinguish two levels: macro and micro level.

At the micro level we see that individual and household consumption can be an important element in increasing human development, and may respond more closely to the real needs of the population than do government programs. Individual consumption may not always increase the human capital and tend to human development.

Sometimes researchers discover a lot of interesting interrelations among national traditions and human developments.

From example in societies where women contribute more to family income and have more influence on household decision-making, expenditures on human development-oriented goods are likely to be relatively higher. The another survive being made in Georgia suggests that the larger the proportion of food under women's control, the larger households calorie consumption.

In the Philippines it has been discovered that consumption of calories and proteins increases with the share of income accruing directly to women (Garcia, 1990).

At a macro level, the distribution of the increased income from economic growth will also have a strong impact on human development. Since poorer households spend a higher proportion of their income on goods and services which directly promote better health and education, economic growth whose benefits are directed more towards the poor will have a greater impact on human development, via increased food expenditure as well as on education.

Scientists Birdsall, Ross, and Sabot (1995) discovered that if the distribution of income in Brazil were equal to that in Malaysia, school enrollments among poor children would be 40% higher.

To encourage Human Development and increase the Human Capital, government must identify priority sectors such as primary education and health that have the highest potential for Human Development. Government expenditures for Human development should be distributed predominantly to low income groups and areas since it is here that the highest marginal impact will be had. Government must have the institutional capacity to efficiently allocate these expenditures.

Research is very interesting on the human development influence on the economic growth.

Human development in turn has important effects on economic growth. If a central element of economic growth is allowing agents to discover and develop their comparative advantage, an increase the capabilities and functioning available to individuals should allow more of them to pursue occupations in which they are most productive.

We know that human development is necessarily correlated with human capital and human capital affects the economic growth of a nation: human development is bound to have an impact on economic growth.

Each component of human development is likely to have a distinct impact on economic growth. Education has a strong effect on labor productivity. In agriculture farmer's schooling is associated with an annual increase in output of 2-5%. Foster and Rosenzweig (1995) demonstrate that increased education is associated with faster technology adoption in the green revolution in India.

Statistical analysis of the clothing and engineering industries in Sri Lanka, to cite one example, showed that skill and education levels of workers and entrepreneurs were positively related to the rate of technical change of the firm.

The quantity and quality of investments together with the choice of technology and overall policy environment constitute other important determinants of economic performance. The quality of private entrepreneurs, of public policy-makers and of investment decisions generally, is bound to be influenced by the education of both officials and managers; moreover, the volume of both domestic and foreign investment and the rates of total factor productivity will undoubtedly be higher when a system's human capital level is higher.

Health has also demonstrates positive effects on economic growth beyond its inherent desirability as an end in itself. Professor of Yale University Hong Wang and associated professor Jennifer Rugger (2006) also Strauss and Thomas (1998) revive a large literature documenting how improvements in health and nutrition improve productivity and incomes.

Shultz (2000) has found correlations between height and income in his analysis of Brazil and Ghana survey.

Education and health may also have strong indirect impacts on economic growth through their effect on the distribution on income, and education even more so through its impact on health.

The researches made by Ranis, Stewart and Ramirez (2000) have found that good economic growth not accompanied by increases in human development may prove to be ultimately unsustainable. Human development may exhibit threshold effects in the sense that nations must attain a certain Human Development level before future economic growth becomes sustainable. If human development improvements are indeed a precondition for sustainable economic growth government policy and public funding may be necessary to move a nation above the human development threshold level.

Nations stuck in vicious cycles or low human development improvements that will lead to later economic growth. These fixed cost investments may include schools, hospitals and the necessary governance improvements to effectively implement investment projects.

The crucial lesson that emerges is that the old fashioned view of growth first and worry about human development later is not supported by the evidence. Improving levels of education and health should have priority, or at least move together with efforts to directly enhance growth.

3. New teaching methods are needed to increase the knowledge of economists and support development.

New teaching methods in economics, established at the end of nineties at advanced Universities, were devoted to the study how to increase knowledge of students in the most important part of economics- Human Capital.

To teach the Human Capital approach, Professors usually use economic methodologies evaluating the degree of nation's intangible assets according the efficiencies of Education, Health Care, Environmental protection, and Institutional democracy.

In estimating the development of Human capital in different countries we can answer the question, why nations are poor or rich! During Globalization, environmental, economical, and ethical impacts on human's status are planetary in scale and scope - disease pandemics and economic stagnation underpin state collapse and regional conflict in part. Almost the one sixth of humanity tries to escape health, environmental and economic degradation and conflict, straining against the borders of neighbors.

Emphasizing that the social, economic, environmental, and health issues are becoming inherently global rather than purely national or domestic, the Human capital Economics must be targeted to research economics of Health Care, Education, Culture, Sport, Art, Family and others. Also must be studied the impacts of Educational and Health Care System reforms on a life processes, establish new rules and techniques combining the national and international human capital development policies, especially in developing countries, emphasizing impacts of Globalization.

The Yale experience of Human capital study involves the research of arguments in economics for government intervention in markets of Education and Health Care and reform models of resource allocation systems to suggest more appropriate:

- Type of financing;
 - Type of organization (insurance, freedom of choice, national health service);
 - Type of Health Policy;
 - Type of the Policy of Education;
 - Type of Labor Market;
 - Type of competition on different Health Care Markets (Managed Care-Managed Competition, Regulated Competition, Free competition, No Competition);

The teaching program of Human Capital Economy must be divided into two parts: a) The human capital at corporation and b) Human Capital in the country. According this, a part must involve the following topics: Human Capital Management in Corporation; Human capital Evaluation in Corporation, investments into Human Capital; Interrelations among Human capital growth and Income Growth.

At the country's level (b) improving ability of students to discuss, according the methodology of the evaluation of Human Capital the basics of poverty and wealth of nations can be the important step to bring up new economists and also to fight against poverty. Especially the teaching methodology in Human Capital Economy underlies the impacts, advantages and disadvantages of Globalization.

Students of economic faculties must work hard to guess the basics of poverty and wealth and discuss the following main issues and model possible solutions:

- a) How to create wealth using the allocation of tangible and intangible capital?

- b) How to measure the size and role of government to better allocate entrepreneurship and government programs;
- c) How to turn destructive politics into building ones and others.

To find solution of these issues, students, especially MA participants, must have comprehensive skills and knowledge.

They must attend courses in the following disciplines: a) Health Care Economics; b) Economics of Education; C) Economics of reforming; D) Economics of Culture and Sport.

The faculty of economics and economic related disciplines according the new teaching methodology in human capital economics involves also self-estimation and self-evaluation of teaching practice and teaching methodology using following methods:

Utilitarianism - it is an approach that allows us to judge a policy by its consequences. The economists used this approach turned it into cost-benefit analysis to determine which action is able to produce the greatest utility.

Graduated economists and Business Administrators, according their comprehensive knowledge, must gain measurable success, which is predictable in the middle phase of courses. According successes of post graduated persons, Universities also increase their image and revenues.

Liberalism – goes from the Philosopher - Immanuel Kant. It can be divided into following parts: a) Libertarianism- Libertarians believe that the rights guarantee freedom; b) Egalitarianism - Egalitarians believe that rights are nothing without resources.

Generally advanced American universities are full by the libertarian ideas but harmonization of Libertarian and Egalitarian principles are the best way to the success in results oriented education. Communitarianism – as the key element is meant here the community as the ground for the public. This principle must be used in the teaching, because the advanced University is the best place for scientific communes.

Introducing the approaches in the study of Human Capital Economy into the programs of MA by International Universities can increase the ability to bring to more comprehensive thinking economists and businessmen.

Conclusion and policy recommendations

If human development improvements are indeed a precondition for sustainable economic growth, government policy and public funding may be necessary to move a nation above the human development threshold level. For Human Development, we need a new type of Economists, entitled as Human Capital Economists. The crucial lesson that emerges is that the old fashioned economic education must be replaced by new approaches. A rapidly changing world insists Universities to bring up more comprehensive thinking economists and business administrators. Students must bear the increasing programs. Universities must offer comprehensive economic knowledge in the economics of Education, Health Care, Culture, Sport, Art, Reforms, Family, Advantages and Disadvantages of Globalization and others.

Economic faculties and professors of economic related fields also in developed countries must use experiences of western Universities to raise the human capital of their students.

Making their programs more comprehensive and rich Georgian universities can be more productive and successful using approaches in Human Capital Economics.

References

1. Arnold Milstein, Mark Smith – “America’s new refugees – seeking affordable surgery offshore” – The New England Journal of Medicine 355;16 October 19, 2006; web page: www.nejm.org ;
2. Birdsall, Ross, and Sabot (1995) Inequality and growth reconsidered: lessons from East Asia. The World Bank Economic Review.

3. *Börsen-Zeitung* from 2000;
4. Colleen M. Flood “International Health Care Reform A legal, Economic and Political Analysis” Rutledge Studies in the Modern Economy – ISBN 0-415-31616-2 New York 2003;
5. Djakeli K. - “Globalization and Disappearing Beauty of Old Healthy Life Styles of the Caucasus – Georgia, Azerbaijan and Armenia” – Publishing house of Georgian Open Humanitarian Institute of Health Economics and Insurance (www.healthinsurance.ge) Tbilisi, Georgia – 2005;
6. Djakeli K. Research – “Influences of Globalization in Georgia” made by Georgian Open Humanitarian Institute of Health Economics and Insurance www.healthinsurance.ge;
7. Duflo, Ester (2001) The Medium Run Effects of Educational Expansion: Evidence from a large School Construction Program in Indonesia, Massachusetts Institute of Technology, Department of economics.
8. Garcia, 1990 Resource allocation and household welfare. The Hague
9. Hariss and Seid in their article “Globalization and health in the New millennium” (Globalization and Health – International Studies in Sociology and Social Anthropology. Brill Leiden Boston 2004) ;
10. Hong Wang “Tobacco control in China: the dilemma between economic development and health improvement” published in Mexican Scientific Magazine - Salud Publica de Mexiko Volumen 48/2006 ISSN 0036-3634 Web Page: <http://www.insp.mx/salud> ;
11. Hong Wang, John Mullahy – “Willingness to pay for reducing fatal risk by improving air quality: A contingent valuation study in Chongqing, China” ELSEVIER An international Journal for Scientific Research into the Environment and its relationship with humankind 2006. www.elsevier.com/locate/scitotenv ;
12. Hong Wang, Licheng Zhang, William Hsiao – “Ill health and its potential influence on household consumptions in rural China” ELSEVIER An international Journal for Scientific Research into the Environment and its relationship with humankind 2006. www.elsevier.com/locate/scitotenv ;
13. Inge Kaul Balanced Globalization: The Role of Financial markets (Paper presented at the session “Financial Markets and Growth” OECD Forum 2006, Paris, may 23, 2006. Project written By Inge Kaul) ;
14. International Health – John M. Last. The Book - Public Health & Preventive Medicine – edited by John M. Last, Robert B. Wallace 1992;
15. J. Matthias Graf Von Der Schulenburg (editor) – The Influence of Economic Evaluation Studies on Health Care Decision-Making;
16. J. Roberts, William Hsiao, Peter Berman, Michael R. Reich The Book: “Getting Health reform Right a Guide to Improving Performance and Equity” Oxford University Press 2004 ISBN-13-978-0-19-516232-5 ; ISBN 0-19-516232-3
17. Lee, Kelly, Tony McMichael, Colin Butler, Mike Ahren and David Bradley “Global Change and Health – The Good, the bad and the Evidence.” Global Change and Human Health;
18. McMichael and Beaglehole (2000) have established in their work “The changing global Context of Public Health” (The Lancet 2000 June 6, 2002) ;
19. McMurraay and Smith “Diseases of Globalization - Socioeconomic Transitions and Health” London, UK Earth scan publications. 2001;
20. Pablo Grotten and Georgie Shieber Book - HEALTH FINANCING REVISITED Word Bank’s practitioner’s guide. 2006 ;
21. Peter Howitt “Health, Human capital, and Economic Growth: A Schumpeterian Perspective” (The book of G-Lopez – Casanovas, B.Rivera, and L Currias – Health and Economic Growth) ;
22. Pigou “A Study in Public Finance” McMillan London 1928

23. Ranis, Stewart and Ramirez –“Economic Growth and Human development, World development” 2000
24. Shultz – Productive Benefits of Improving Health: Evidence from Low income Countries, Yale University Mimeo
25. Stiglitz - “Making Globalization Work”(W.W. Norton & Company NY, London 2006 ISBN – 13:978-0-393 06 122-2;
26. Strauss and Thomas (1998) – “Nutrition and Economic Development” Journal of Human resources.
27. The Economist, October 7th 2006;
28. UNDP Report of Human development 1990 - 2006.
29. Walt, Gill “Globalization and Health” Paper presented at the Med act Meeting, May 13 2000. Retrieved December 9, 2002;
30. World Health Organization – Preventing Chronic Diseases a vital Investment. ISBN 92 4 156300 1. World Health Organization 2005;
31. World health Organization - Spinaci, Currat, Shetty, Crowel, Kehler – “Touch choice: investing in health for development” ISBN 9241594063 Printed in New Delhi, India 2006
32. World Health Organization CMH Support Unit – Investing in Health – A summary of the findings of the Commission on Macroeconomics and health;

Dates and Statistics :

1. <http://www.imf.org/external/country/index.htm> - to compare the country dates IMF page;
2. <http://health.nih.gov/> - National Institute of Health;

Abstract

This paper deals with a translation problem how it may fit in and be applied in foreign language teaching; whether it facilitates the process of teaching and learning in the long run.

1. Translation as a multidisciplinary branch of science is based on different interdependent fields of related spheres, such as text-linguistics, translation linguistics, psycho-linguistics, socio-linguistics, socio-semantics, theory of communication and theory of information.

2. Professional translators, students of linguistics and scholars in philology face a problem of translating polysemic words from one language to another. It is a challenging job even for those who are expected to know not only the source language but also to possess a thorough knowledge of all cross-cultural connotations with a historical-societal context. Literary texts tend to exploit the polysemic potential of language to create a unified whole in which multiplicity, heterogeneity and simultaneous understanding of different meanings of concept-words enrich the final unity of both texts in either language.

3. The attainment of the effect of polysemic (informative) potential implies tracing all the semantic constituents of the word-concept and their illustrations in the source-text as well as in translation. Otherwise the word-concept loses its wholeness and omnipotence of complicated text-building capacity. Thus any translated text is evaluated according to what extent the word-concepts and their semantic constituents are interwoven in the text to make them like goads – firmly embedded nails, inspired by Divine Spirit. The choice and application of a conceptual word is determined by two pragmatic factors: the cognitive reality of the text (objective factor) and the reader's personality, his thesaurus, aesthetic – emotional associations (subjective factor).

4. A conceptual word is the whole which can best uncover and reveal the essence of the parts constituting the whole. The concept-word representing the whole is chosen on the ground of semantic, logical and pragmatic consideration. Concept Learning and teaching translation introduces us into a realm of cognitive ideas and exciting discoveries. Learning foreign concepts makes relaxing atmosphere in class from global perspectives because dominant paradigm in learning language and teaching translation is based on cognitive intercultural awareness. So cognitive concepts expressed in verbal signs feature a particular clear-cut universalistic propensity: deep, complex semantic relations between words in literary texts. Cognitive activities involve not only the student but teacher as well in self-asserting and self-cognizing process that proves so challenging.

5. The category of semantic infinitude of polysemic words plays the palpable role to render order in functionally adequate texts of the recipient language (in translation). Since the miraculous power of creating a literary text lies on its polysemic word energy which is divine grace or free gift for the professional translator.

Key Words: Translation; Professional Translators; Polysemic words; Conceptual Word.

In present day scientific studies scholars assume that translators are born not made; though it is true that skills can be improved with training and practice. In order to understand the significance of translation for t/l of FL, it is important to know a number of basic principles. Yet before discussing these principles I would borrow a very expressive quotation from E. Nida's book on translation (Nida 1986): "how easy it would be to translate if only I could really know the meaning". This is both the frustration and insight of the translator into the essential problems of producing a functional equivalent in translating the text for target language. Unfortunately sometimes translators do know the meaning but still they are unable to render the meaningful text.

* Prof. Dr., International Black Sea University.Georgia

Professional translators, students of linguistics and scholars in philology face a problem of translating polysemic words from one language to another. It is a weighty job even for those who are expected to know not only the source language but also to possess a thorough knowledge of all cross-cultural connotations with a historical-societal context. Literary texts tend to exploit the polysemic potential of language to create a unified whole in which multiplicity, heterogeneity and simultaneous understanding of different meanings of concept-words enrich the final unity of both texts in either language. My claim here is that a more comprehensive view of learning a language assists the translator in grasping what the word is in the source text so that it should be rendered and consequently interpreted.

One of the basic principles and requirements for any translator is deep knowledge of the subject matter, both general and specific. No matter how skilled a translator may be, if he is not aware of the implications of the subject matter, he is certainly going to make serious mistakes. So verbal facility intelligence, creativity of expression and knowledge of sociolinguistic associations are necessary to make an other speak for himself, otherwise the results are inevitably going to be skewed. A translator who feels that one must embellish a text will certainly distort the true implication of the original. Due to the existing communicative functions (cognitive, informative, emotive, aesthetic, performative), which are especially relevant to the understanding of basic principles of translation, we have to consider language in its broadest, most varied sense.

Defining the term “concept” it should be important to outline conceptual system of the whole text in order to understand the purport the author. Fuller development of these ideas is found in Jokhadze’s Doctorate dissertation (2005).

My claim is that the word-concept is a turning point in the study of meaning and meaningful translating of any text. Long stated that meaning is not equivalent to a concept the latter implies in addition cultural connotations as well. To illustrate the above thesis we can present a comparative study of two English translations of one and the same Georgian hagiographic story “The Martyrdom of the Holy Queen Shushanik” by Jacob Tsurtaveli, dating to the V c. Presumably Authentic Literature is always very fertile ground for evoking various associations and discussions for our culturally diverged audience.

We give the key passage from the Georgian text and accordingly we present a comparative analysis of two different translators: one by J. Cholobargia – Georgian and the other by Elisabeth Fuller – a native English translator.

Before giving the passage we’ll try to give the plot in a nutshell, it tells about the early age of Christian religion in Georgia. Shushanik, the wife of the head in one of the princedoms, learns about her husband’s sin – his conversion to fire—worshiping. Being a pious and faithful Christian she is horrified with the news and wouldn’t hear the name not only of her husband, but her children as well. The husband in fury applies various unspeakable tortures to force the disobedient wife back to the palace. Shushanik patiently takes all long-continued tortures and sends steadfast prayers to the Lord. She chooses to suffer and die rather than give up her faith here is an excerpt from the original:

“da Semdgomad orisa dRisa movida mgeli igi taZrad da hrqua msaxurTa TvisTa: “dRes me jojik da colman misman erTad puri vWamoT, xolo sxuasa nu vis uflied CvenTana Semoslvad”. da ra Jams Semwuxrda, mouwodes colsa jojikissa da inebes erRad purisa Wamai, raiTamca moiyyanes wmidai SuSanikca. da viTarca moiwia Jami purisai Sevides jojik da coli misi winaSe wmidisa SuSanikisa, raiTamca masca aWames puri, rameTu yovelni igi dReni uzmasa gardaevlnes. da viTarca metad aiZules da ZaliT wariyyanes taZrad. xolo gemoi ara raisai ixila. xolo colman jojikisman miarTua Rvinoi WiqiTa da aiZulebda mas, raiTamca igi xolo Sesua. hrqua mas wmidaman SuSanik risxviT: “odes yofil ars aqamomde, Tumca mamaTa da dedaTa erTad eWama puri!” da ganyara xeli da Wiqai igi pirsas Sealewa da Rvinoi igi daiTxia.(69)

(Georgian translator) And after two days that wolf came to the palace said unto his servants: “Today I and Jojik and his wife shall eat bread together, so let nobody come hither at supper time”. Now when even was come they called Jojik’s wife and desired to have supper together and commanded the saintly Shushanik to be brought too. And when supper time was come Jojik and his wife entered before Shushanik so that she should eat with them for she had continued fasting all those days.

And they constrained her to go with them and took her by force to the palace, but she did not taste anything. And Jojik’s wife brought a glass of wine to her and constrained her to drink it. The saintly Shushanik said unto her with indignation: “Since the world began was it ever heard that women and men ate bread together”. And stretching forth her hand she threw the glass in her face and the wine was spilt. (68)

(English translator) And when two days had passed that wolf came to the palace and said to his servants: “Today I and Jojik with his wife shall dine together, and none may disturb us”. At dusk they summoned the wife of Jojik that she might deign to eat with them and ordered that the blessed Shushanik be brought before them. And when the time came for them that Jojik and his wife went to the blessed Shushanik to invite her to dine with them, for she had spent all those days fasting. And they compelled her to go with them and took her by force to the palace. But she would not partake of any food. Then Jojik’s wife offered her a goblet of wine and tried to make her drink, whereupon the blessed Shushanik exclaimed in anger: “When has it ever been the custom for men and women to dine together”. And stretching with her hand she flung the goblet in her face and the wine was spilt. (199)

In this passage (in Georgian variant) lexical unit “bread eating” is repeated several times (5). This is already stylistically marked which seems the key word-concept for the whole passage and it carries cultural connotation for the Georgians culture. Although first time it is translated correctly by the Georgian translator but not repeated the same way in many other cases to the end of the passage. Yet with the native English translation it is not translated as bread eating elsewhere. It means that English translator is not aware of Georgian traditions and cultural associations. For Georgians “bread eating” is associated with Jesus “Last Supper” concept and it is esoteric knowledge which means partaking sacred, Eucharistic grace and is shared with only like-minded people. This meaning is the major information to understand the reason of Shushanik’s wrath. She is faithful Christian (an established religions system in Georgia) is terrified at the fact of learning her husband’s denial of their creed in favor of fire-worshipping.

The attainment of the effect of polysemic (informative) potential implies tracing all the semantic constituents of the word-concept and their illustrations in the source-text as well as the translation. Otherwise the word-concept loses its wholeness and omnipotence of complicated text-building capacity. Thus any translated text is evaluated according to what extent the word-concepts and their semantic constituents are interwoven in the text to make them like goads – firmly embedded nails, inspired by Divine Spirit. The choice and application of a conceptual word is determined by two pragmatic factors: the cognitive reality of the text (objective factor) and the translator’s (reader’s) personality, his thesaurus, aesthetic – emotional associations (subjective factor).

On the whole the text is a big system of justified expectations expressed through stylistically marked elements, which is named by us as dimensional predictability. The author’s intention is embodied in a number of biblical concepts or prolonged allusions. The final allusion makes up the stylistic framework with the first concept in the opening sentence highlighting the basic informative potential of the word-concept as the clue to the text. This is compact information to goad the reader into changing behavior – from negative into positive.

For illustration we offer some other samples of translated texts where a word sometimes partially conveys the original concept not retaining the effect of the multiple meanings in the original. To make this point clear some examples are taken from “The Man in Panther’s Skin” by Shota Rustaveli XII c. Georgian writer, which is translated or interpreted by various translators in different ways and in different epochs. Naturally, our criticism should not be taken as ungrateful remarks to the translators. Marjory Wordrope’s translation is a virtually word-for-word literal paraphrase, while that of Venera Urushadze’s is more poetic although not attuning to the author’s word-concept, especially the epigrammatic line is selected for illustration that figuratively conveys the compact thematic information; moreover it shows the author’s outlook about general biblical wisdom of didactic principles that make the essential pattern of man’s upraise and the purpose of his earthly existence. Unfortunately, part of the information is missing in both translations.

This is the original stanza in Georgian:

“radgan Tavia sicrue yovlisa ubedobisa,
me ar gavwiro moyvare, Zma umtkicesi Zmobisa?!
ara viqm, codna ras margebs filosofosTa brZnobisa!
miT viswavlebiT, mogveces SerTva zesT mwyobrTa wyobisa.”
(avTandilis anderZidan, strofi 781)

Here is Marjory Wordrope’s literal translation:

1. “Since lying is the source of all misfortunes, why should I abandon my friend, a brother by a stronger tie than born brotherhood? I will not do it! What avails me the knowledge of the philosophizing of philosophers! Therefore are we taught that we may be united with the choir of the heavenly hosts” (M. Wardrope).

An attempt of poetic version of the same stanza is performed by Venera Urushadze:

2. “Since the sin of deception is the source of our sorrows and troubles,
What shall avail me the lessons instilled by the wise in all ages,
Philosophy’s golden treasure, making us one with the angels,
If I abandon the friend who is dearer to me than a brother?”
(The Testament of Avthandil, 771) (V. Urushadze)

We venture to offer our own rendering of the same stanza, which sounds like:

“Since lying and deception is the source of all our misfortunes
Why should I throw up my friend dearer to me than a brother?
I will not do it! What advantage has a man from the knowledge of the sages in all ages?
We are only taught to be favored to join the heavenly order of orders”.

Presumably more functionally adequate equivalent of the epigrammatic concept has not been traced out: SerTva zesT mwyobrTa wyobisa - *join the heavenly order of orders*. Moreover there is a simultaneous realization of the following meanings: 1. mystical joining the Lord posthumously (hierogamy), 2. the road to super cognition, 3. personification of super nature which prophesies man’s Godly nature, 4. to share super principles, 5. to join in living liturgy partaking Jesus’ Eucharist, 6. to join the cosmic order through organized behavior and righteous way of earthly life. What’s more the latter becomes the core semantic element and moves to the top easily in our multi-dimensional cognitive pyramid. In this case all the meanings above enumerated are entangled in a node. Does this epigram in the final line have more than two or three of above-mentioned meanings? It does. It is so because of our knowledge of the world. Thus we experience likewise feelings and emotions with the author and plus our creative aspirations in addition. So we are involved in sharing a re-creating process with the author.

Nevertheless it is extremely challenging to spot such a basic concept that may acquire the all-embracing informative potential in the translated text that may convey a hidden multiplicity. It should reveal compact information of Rustavelian thoughts in one unit, which combines and modulates the concept into poetry. It should be rhythmically precise in sound-symbolism, stylistically adequate (rhetoric devices of pun repetition , alliteration, allusion etc.) and methodically appropriate, taking socio-semiotic and cross-cultural features into account. The exact equivalent is hard to seek even in the same language on the level of paraphrase become part of the information is definitely lost. So a perfect translation relies on the goal, that expresses needs for what and to whom the translation is oriented and the basic word concept retains intentional polysemy.

Sometimes it is difficult to determine which communicative function is predominant but when it is realized that this is the wisdom that comes from the religious language of the Scripture or hagiographic texts it becomes clear that the informative-instructive function is prevailing. In case of hagiographic texts a word definitely acquires exclusive informative power, since the author is preoccupied to feature not his own talent and virtues but to convey God's word. This is the case where the individual manner of writing is concealed and the age-old figure of speech is highlighted in the source text. Then the word entropy (as a measure of infinitude) generates universal self-regulating principle that forms basis to render order and decipher religious texts not only in the original but also in translation.

Consequently a conceptual word is the whole which can best uncover and reveal the essence of the parts constituting the whole. The concept-word representing the whole is chosen on the ground of semantic, logical and pragmatic consideration. Concept Learning and teaching translation introduces us into a realm of cognitive ideas and exciting discoveries. Learning foreign concepts makes relaxing atmosphere in class from global perspectives because dominant paradigm in learning language and teaching translation is based on cognitive intercultural awareness. So cognitive concepts expressed in verbal signs feature a particular clear-cut universalistic propensity: deep, complex semantic relations between words in literary texts. Cognitive activities involve not only the student but teacher as well in self-asserting and self-cognizing process that proves so rewording.

References

1. JOKHADZE. L The Informative Potential of Words as Linguistic Basis to Generative and Organize Literary Texts , Tbilisi 2005 (the Abstract of the Dissertation submitted to gain the Doctor's Degree in Philology)
2. JAN de WAARD and EUGENE A.NIDA, From One Language To Another , NY 1986
3. TSURTAVELI J. The Martyrdom of Shushanik, Tbilisi 1983 Translated by Elizabeth Fuller (The Martyrdom of the Blessed Queen Shushanik
4. TSURTAVELI J. The Martyrdom of Shushanik, Translated by Jumber Cholobargia (The Martyrdom of the Holy Queen Shushanik
5. RUSTAVELI Sh. The Man in the Panther's Skin

Translators:

- a) MARJORY SCOTT WADROP (A close rendering from the Georgian)
- b) VENERA URUSHADZE (The Knight Panther's Skin)
- c) RUTH H. STEVENSON (The Lord of the Panther- Skin)
- d) KATHERINE VIVIAN (The Man in the Panther's Skin)

Abstract

Language is the natural means of human communication; the most effective way we have to express ourselves to each other. We use language in a host of different ways: to explain complex ideas and concepts; to manage human resources; to negotiate; to persuade; to make our needs known; to express our feelings; to narrate stories; to record our culture for future generations; and to create beauty in poetry and prose. For most of us language is fundamental to all aspects of our lives.

Key Words: Computer-Assisted Language Learning; Modern Technologies.

Language technologies are information technologies that are specialized for dealing with the most complex information medium in our world: human language. Therefore these technologies are also often subsumed under the term Human Language Technology. Human language occurs in spoken and written form. Whereas speech is the oldest and most natural mode of language communication, complex information and most of human knowledge is maintained and transmitted in written texts. Speech and text technologies process or produce language in these two modes of realization. But language also has aspects that are shared between speech and text such as dictionaries, most of grammar and the meaning of sentences. Thus large parts of language technology cannot be subsumed under speech and text technologies. Among those are technologies that link language to knowledge. We do not know how language, knowledge and thought are represented in the human brain. Nevertheless, language technology had to create formal representation systems that link language to concepts and tasks in the real world. This provides the interface to the fast growing area of knowledge technologies.

In our communication we mix language with other modes of interaction and other information media. We combine speech with gesture and facial expressions. Digital texts are combined with pictures and sounds. Movies may contain language in spoken and written form. Thus speech and text technologies overlap and interact with many other technologies that facilitate processing of multimodal communication and multimedia documents.

Computational linguistics (CL) is a discipline between linguistics and computer science which is concerned with the computational aspects of the human language faculty. It belongs to the cognitive sciences and overlaps with the field of artificial intelligence (AI), a branch of computer science aiming at computational models of human cognition. Computational linguistics has applied and theoretical components

Applied CL focuses on the practical outcome of modeling human language use. The methods, techniques, tools and applications in this area are often subsumed under the term language engineering or (human) language technology. Although existing CL systems are far from achieving human ability, they have numerous possible applications.

The goal is to create software products that have some knowledge of human language. Such products are going to change our lives. They are urgently needed for improving human-machine interaction since the main obstacle in the interaction between human and computer is a communication problem. Today's computers do not understand our language but computer languages are difficult to learn and do not correspond to the structure of human thought. Even if the language the machine understands and its

* Assoc. Prof. Dr., International Black Sea University, Georgia

domain of discourse are very restricted, the use of human language can increase the acceptance of software and the productivity of its users.

Much older than communication problems between human beings and machines are those between people with different mother tongues. One of the original aims of applied computational linguistics has always been fully automatic translation between human languages. From bitter experience scientists have realized that they are still far away from achieving the ambitious goal of translating unrestricted texts. Nevertheless computational linguists have created software systems that simplify the work of human translators and clearly improve their productivity. Less than perfect automatic translations can also be of great help to information seekers who have to search through large amounts of texts in foreign languages

Language Engineering is the application of knowledge of language to the development of computer systems which can recognize, understand, interpret, and generate human language in all its forms. In practice, Language Engineering comprises a set of techniques and language resources. The former are implemented in computer software and the latter are a repository of knowledge which can be accessed by computer software.

The term Information Society has been around for a long time now and, indeed, has become something of a cliché. At a broader level Barry Jones, the author of the House of Representatives Standing Committee's 1991 report 'Australia as a Information Society' sets out a definition of the Information Society which sees it as simply "a period when use of time, family life, employment, education and social interaction are increasingly influenced by access to Information Technology" (Australia as an Information Society: Grasping New Paradigms, 1991). Drawing a direct line between the presences of information technology with some sort of new society is hard to justify. Will the presence of say, a computer in every home, make us an Information Society? Or should that be two computers? At what point will we know we've arrived? What changes in our fundamental institutions, ways of living and working characterizes an Information Society, as opposed to a non- Information Society? A further weakness of this concept is highlighted by the many commentators who point out the dangers of technological determinism in thinking about the Information Society and reject the view that technology impacts on society and is the prime agent of change, defining the social world (Webster, 1995:10)

Computers have been used for language teaching ever since the 1960's. According to Warschauer & Healey (1998), this 40-year period can be divided into three main stages: behaviorist CALL, communicative CALL, and integrative CALL. Each stage corresponds to a certain level of technology and certain pedagogical theories.

Behaviorist CALL

In the 1960's and 1970's the first form of computer-assisted Language Learning featured repetitive language drills, the so-called drill-and-practice method. It was based on the behaviorist learning model and as such the computer was viewed as little more than a mechanical tutor that never grew tired. Behaviorist CALL was first designed and implemented in the era of the mainframe and the best-known tutorial system, PLATO, ran on its own special hardware. It was mainly used for extensive drills, explicit grammar instruction, and translation tests (Ahmad, et al., 1985).

Communicative CALL

Communicative CALL emerged in the 1970's and 1980's as a reaction to the behaviorist approach to language learning. Proponents of communicative CALL rejected behaviorist approaches at both the theoretical and pedagogical level. They stressed that CALL should focus more on using forms rather than on the forms themselves. Grammar should be taught implicitly and students should be encouraged

to generate original utterances instead of manipulating prefabricated forms (Jones & Fortescue, 1987; Philips, 1987). This form of computer-based instruction corresponded to cognitive theories which recognized that learning was a creative process of discovery, expression, and development. The mainframe was replaced by personal computers that allowed greater possibilities for individual work. Popular CALL software in this era included text reconstruction programs and simulations.

Integrative CALL

The last stage of computer-assisted Language Learning is integrative CALL. Communicative CALL was criticized for using the computer in an ad hoc and disconnected fashion and using the computer made “a greater contribution to marginal rather than central elements” of language learning (Kenning & Kenning, 1990: 90). Teachers have moved away from a cognitive view of communicative language teaching to a socio-cognitive view that emphasizes real language use in a meaningful, authentic context. Integrative CALL seeks both to integrate the various skills of language learning (listening, speaking, writing, and reading) and to integrate technology more fully into language teaching (Warschauer & Healey, 1998). To this end the multimedia-networked computer provides a range of informational, communicative, and publishing tools that are potentially available to every student.

Why Use CALL?

Research and practice suggest that, appropriately implemented, network-based technology can contribute significantly to:

Experiential Learning

The World Wide Web makes it possible for students to tackle a huge amount of human experience. In such a way, they can learn by doing things themselves. They become the creators not just the receivers of knowledge. As the way information is presented is not linear, users develop thinking skills and choose what to explore.

Motivation

Computers are most popular among students either because they are associated with fun and games or because they are considered to be fashionable. Student motivation is therefore increased, especially whenever a variety of activities are offered, which make them feel more independent.

Enhanced Student Achievement

Network-based instruction can help pupils strengthen their linguistic skills by positively affecting their learning attitude and by helping them build self-instruction strategies and promote their self-confidence.

Authentic Materials for Study

All students can use various resources of authentic reading materials either at school or from their home. Those materials can be accessed 24 hours a day at a relatively low cost.

Greater Interaction

Random access to Web pages breaks the linear flow of instruction. By sending E-mail and joining newsgroups, EFL students can communicate with people they have never met. They can also interact with their own classmates. Furthermore, some Internet activities give students positive and negative feedback by automatically correcting their on-line exercises.

Individualization

Shy or inhibited students can be greatly benefited by individualized, student-centered collaborative learning. High fliers can also realize their full potential without preventing their peers from working at their own pace.

Independence from a Single Source of Information

Although students can still use their books, they are given the chance to escape from canned knowledge and discover thousands of information sources. As a result, their education fulfills the need for interdisciplinary learning in a multicultural world.

Global Understanding

A foreign language is studied in a cultural context. In a world where the use of the Internet becomes more and more widespread, an English Language teacher's duty is to facilitate students' access to the web and make them feel citizens of a global classroom, practicing communication on a global level.

What Can We Do With CALL?

There is a wide range of on-line applications which are already available for use in the foreign language class. These include dictionaries and encyclopaedias, links for teachers, chat-rooms, pronunciation tutors, grammar and vocabulary quizzes, games and puzzles, literary extracts, Internet-based programs, websites, or activities with students like Email projects -Lesson plan archives for teachers -Vocabulary worksheets using an online thesaurus -Skimming/scanning activities using a local movie theater webpage -Research/writing exercises for investigating Internet hoaxes. (For example: The Applications Fair is an event for teachers to share how they use different types of software - in innovative, clever, or just plain efficient ways - in English instruction or assessment during in-class or out-of-class activities. In the past, teachers/presenters have shown how they have used prepackaged language learning software such as Focus on Grammar, Word Attack, Testmaster, Grolier Encyclopedia, or Phrase Craze for improving skills in vocabulary, reading, writing, and speaking & understanding. Teachers have also demonstrated effective and adaptive uses of applications not specifically designed for ESL or other language use such as Microsoft Word, PowerPoint, and Yahoo! Groups. Examples: -Using Microsoft Word's comment feature for writing feedback -Using Excel to teach budgeting finances as a life skill -Using PowerPoint for students' classroom presentations -Using Yahoo! Groups for developing class communication -Using HyperStudio to illustrate students' descriptive writing -Using Grolier Encyclopedia with vocabulary worksheets. The EV Mini-workshops are intended to be limited seating events for hands-on workshops where participants will gain experience in adaptation of standard software for CALL purposes. Participants will have the opportunity to create a product or gain depth in use of software. Examples: -Using iMovie -Working with audio and/or video -Working with Discussion Boards -Using BBEdit(Mac) to create and upload HTML files -Setting up a mailing list with Yahoo! Groups -Learning how to MOO -Using Hot Potatoes to create online quizzes -Using Excel for grade calculations. The Developers' Showcase is one of several ways in which the CALL-IS disseminates information about computers and computer-assisted instruction to the ESL/EFL professional community. The Showcase provides an opportunity for the designers of ESL/EFL software to display their work, and for potential users, software developers, and marketers to examine and react to it. This Showcase includes materials in the following two categories: 1. disk-based software, including floppy-disk, hard disk, and CD-ROMs. 2. web-based software, including both programs that can be accessed directly from the web and those that can be downloaded). Fortunately, technology offers some easy ways to help students build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen their home-school connections.

1. Image Galleries

To assist students who are learning English, preview each of your lessons and support the text you are reading with suitable images from the Internet. Images will provide contextual clues and help ELL students determine meaning. Google's image searches (<http://images.google.com>), for example, allow you to search via key words for photographs and illustrations, which can be easily downloaded and printed. For students needing additional vocabulary support, picture dictionaries are available at <http://enchantedlearning.com>.

2. Multilingual Books

Research shows that if students have literacy in their primary language, they are able to transfer those skills to reading in English (Snow, Burns, Griffin, 1998). But locating multilingual books can be a challenge--and buying them can be very expensive. Instead, invite students to publish their own multilingual books using Microsoft Word, as in the Torontobased Thornwood Public Schools' Dual Language Showcase (<http://thornwood.peelschools.org/Dual/>). Students in this district--which is home to 40 languages--create their own books and post them online. These ELL students also receive kits with corresponding multilingual books and audio tapes to share with their families. Another option for building fluency: one of the many integrated audio and software programs available, such as Wiggleworks (www.scholastic.com/wiggleworks).

3. Multimedia Projects

In the upper-elementary and middle-school grades, students study content areas in greater depth and are exposed to more complex vocabulary and complicated concepts. With just a textbook, ELL students may experience enormous difficulty. Multimedia projects offer students hands-on, engaging ways to explore the scientific content and concepts presented. For example, the Jason Project (www.jasonproject.org) guides students through an experience-based science curriculum with video, live satellite broadcasts, and a variety of online activities, including digital labs and electronic journals. World Wide Web (WWW) is a virtual library of information that can be accessed by any user around the clock. If someone wants to read or listen to the news, for example, there are a number of sources offering the latest news either printed or recorded. The most important newspapers and magazines in the world are available on-line and the same is the case with radio and TV channels.

Another example is communicating with electronic pen friends, something that most students would enjoy. Teachers should explain how it all works and help students find their keypals. Two EFL classes from different countries can arrange to send E-mail regularly to one another. This can be done quite easily thanks to the web sites providing lists of students looking for communication. It is also possible for two or more students to join a chat-room and talk on-line through E-mail. .

Another network-based EFL activity could be project writing. By working on a project a pupil can construct knowledge rather than only receive it. Students can work on their own, in groups of two or in larger teams, in order to write an assignment, the size of which may vary according to the objectives set by the instructor. A variety of sources can be used besides the Internet such as school libraries, encyclopedias, reference books etc. The Internet itself can provide a lot of food for thought. The final outcome of their research can be typed using a word processor. A word processor can be used in writing compositions, in preparing a class newsletter or in producing a school home page. In such a Web page students can publish their project work so that it can reach a wider audience. That makes them feel more responsible for the final product and consequently makes them work more laboriously.

The Internet and the rise of computer-mediated communication in particular have reshaped the uses of computers for language learning. The recent shift to global information-based economies means that students will need to learn how to deal with large amounts of information and have to be able to communicate across languages and cultures. At the same time, the role of the teacher has changed as well. Teachers are not the only source of information any more, but act as facilitators so that students

can actively interpret and organize the information they are given, fitting it into prior knowledge. Students have become active participants in learning and are encouraged to be explorers and creators of language rather than passive recipients of it (Brown, 1991). Integrative CALL stresses these issues and additionally lets learners of a language communicate inexpensively with other learners or native speakers. As such, it combines information processing, communication, use of authentic language, and learner autonomy, all of which are of major importance in current language learning theories.

Teachers' Barriers to the Use of Computer-assisted Language Learning

The barriers inhibiting the practice of Computer-assisted Language Learning can be classified in the following common categories (a) financial barriers, (b) availability of computer hardware and software, (c) technical and theoretical knowledge, and (d) acceptance of the technology.

Financial Barriers

Financial barriers are mentioned most frequently in the literature by language education practitioners. They include the cost of hardware, software, maintenance (particular of the most advanced equipment), and extend to some staff development. Froke (1994b) said, "concerning the money, the challenge was unique because of the nature of the technology." Existing universities policies and procedures for budgeting and accounting were well advanced for classroom instruction. The costs of media were accounted for in the university as a part of the cost of instruction. Though the initial investment in hardware is high, inhibiting institutions' introduction of advance technologies; but Hooper (1995) recommends that the cost of computers will be so low that they will be available in most schools and homes in the future.

Lewis et al. (1994) indicate three conditions under which Computer-assisted Learning and other technologies can be cost-effective: Computer-assisted Learning costs the same as conventional instruction but ends up with producing higher achievement in the same amount of instructional time, it results in students achieving the same level but in less time. These authors indicate that in examples where costs of using technologies in education are calculated, they are usually understand because the value of factors, such as faculty time and cost of equipment utilization, is ignored (McClelland, 1996).

Herschbach (1994) argues firmly that new technologies are add-on expenses and will not, in many cases, lower the cost of providing educational services. He stated that that the new technologies probably will not replace the teachers, but will supplement their efforts, as has been the pattern with other technologies. The technologies will not decrease educational costs or increase teacher productivity as currently used. Low usage causes the cost barrier. Computers, interactive instruction TV, and other devices are used very few hours of the day, week, or month. Either the number of learners or the amount of time learners apply the technology must be increased substantially to approach the concept of cost-effectiveness. There are other more quick and less expensive ways of reducing costs, no matter how inexpensive the technology being used (Kincaid, McEachron, & McKinney, 1994.)

Availability of Computer Hardware and Software

The most significant aspects of computer are hardware and software. Availability of high quality software is the most pressing challenge in applying the new technologies in education (Herschbach, 1994; Miller, 1997; Office of Technology Assessment, 1995; Noreburg & Lundblad, 1997). Underlying this problem is a lack of knowledge of what elements in software will promote different kinds of learning. There are few educators skilled in designing it because software development is costly and time-consuming (McClelland, 1996).

McClelland (1996) indicated having sufficient hardware in locations where learners have access to it problematic and is, of course, partly a financial problem. Computer hardware and software

compatibility goes on to be a significant problem. Choosing hardware is difficult because of the many choices of systems to be used in delivering education, the delivery of equipment, and the rapid changes in technology.

Technical and Theoretical Knowledge

A lack of technical and theoretical knowledge is another barrier to the use of Computer-assisted Language Learning technology. Not only is there a shortage of knowledge about developing software to promote learning, as shown above, but many instructors do not understand how to use the new technologies. Furthermore, little is known about integrating these new means of learning into an overall plan. In the communication between McClelland and C. Dede (1995), Dede indicated the more powerful technologies, such as artificial intelligence in computers, might promote learning of higher-order cognitive skills that are difficult to access with today's evaluation procedures and, therefore, the resulting pedagogical gains may be under-valued. Improper use of technologies can affect both the teacher and learner negatively (Office of Technical Assessment, 1995).

Acceptance of Technologies

We live in a time change. Gelatt (1995) stated that change itself has changed. Change has become so rapid, so turbulent, and so unpredictable that is now called "white water" change (p.10). Murphy & Terry (1998a) indicated the current of change move so quickly that they destroy what was considered the norm in the past, and by doing so, create new opportunities. But, there is a natural tendency for organizations to resist change. Wrong conceptions about the use of technology limit innovation and threaten teachers' job and security. Instructors are tend not to use technologies that require substantially more preparation time, and it is tough to provide instructors and learners access to technologies that are easy to use (Herschbach, 1994).

Finally, engaging in Computer-assisted Language Learning is a continuing challenge that requires time and commitment. As we approach the 21st century, we realize that technology as such is not the answer to all our problems. What really matters is how we use technology. Computers can/will never substitute teachers but they offer new opportunities for better language practice. They may actually make the process of language learning significantly richer and play a key role in the reform of a country's educational system. The next generation of students will feel a lot more confident with information technology than we do. As a result, they will also be able to use the Internet to communicate more effectively, practice language skills more thoroughly and solve language learning problems more easily.

References:

1. Froke, M. (1994). A vision and promise: Distance education at Penn State, Part1-Toward an experience-based definition. *The Journal of Continuing Higher Education*, 42 (2), 16-22.
2. Gelatt, H. B. (1995). Future sense: Creating the future. *The Futurist*, 3 (2), 35-43.
3. Herschbach, D. (1994). Addressing vocational training and retaining through educational technology: Policy alternatives. (Information Series No. 276). Columbus, OH: The National Center for Research in Vocational Education.
4. Kincaid, H., McEachron, N. B., & McKinney, D. (1994). Technology in public elementary and secondary education: a policy analysis perspective. Menlo Park, CA: Stanford Research Institute.
5. Miller, J. V. (1997). Questions about communications technologies for educators: An introduction. In N. M. Singer (Ed.), *Communications technologies: their effect on adult, career, and vocational education* (Information Series No. 244,1-4). Columbus, OH: The National Center for Research in Vocational Education.
6. Murphy, T. H., & Terry, R., Jr. (1998a). Adoption of CALL technologies in education: A national delphi. *Proceedings of the Forty-Fourth Annual Southern Agricultural Education Research Meeting*, 112-123.
7. Pickering, John, Teaching on the Internet is learning, *Active Learning*, <http://www.cti.ac.uk/publ/actlea/issue2/pickering/>

Math on World Wide Web

Marat KALIBEKOV *

Niyazi ARI **

Abstract

Introducing mathematical content in World Wide Web is a problem for many people. In this paper we will explain and show you a W3C recommendation – MathML. MathML is a one way to express a mathematical content in a structured plain text form, which means, that it can be easily recognized, indexed, edited, parsed, rendered and transformed. Based on XML vocabulary and supported by (natively and via plugins and addons) Internet Explorer and Mozilla Firefox, MathML has a prospective future.

Key Words: Web, Math, MathML, XML

Introduction

Mathematical equations and expressions often have a very difficult structure, not only in way of writing, but also in way of displaying them. Mostly rendering problems stay as a sticking point for mass integration of mathematical content in WWW. Users of WWW are presented with Web browsers. Lack of compability among browsers also one problem of math on Web. There were many attempts to standardize math representation or give it format that will be accepted widely. But one of the most successful was MathML from WWW Consortium. Rendering mathematical expressions has a specific nature, because it means to use specific fonts with many specific options (underlines, spacings, overlines, sub and super scripts, roots, scaling of symbols, and so on). Currently available font solutions (packages) either are not free, neither are constrained with some specific license, which is complicates and slows of mass integration of MathML in browsers. But many scientific organizations joined to develop a set of fonts with free license to represent scientific data, which means mathematical content too. This project was named as STiX fonts (homepage is <http://www.stixfonts.org>). At the moment of writing this document, they planned to release a first stable version in the April, 2007. Many companies are interested in this project, because it can be a good basis for ideas that couldn't be implemented due to realization difficulties related with fonts.

About MathML

As we said earlier, MathML is the most successful format for representing mathematical content on WWW from W3C. At least W3C is an authoritative organization that specializes in standardizing WWW and bring some standards and recommendations that will be accepted by programmers (or organizations that stay behind them), who write their applications for browsers and who develop browsers. At the moment of writing this document, the last version was 2.0, but works toward version 3.0 was in progress.

MathML is a XML vocabulary that is aimed to encode (and explain – in next articles) mathematical expressions in plain text. Encoded in such way (in XML), content can be easily indexed, transferred, converted, recognized, generated or at least reprinted from the paper. It is not a binary format, it is a feature than disadvantage. As a basis for all markup languages, it is supposed, that client that processes it (in our and in most cases it is a Web browser on computer, your cell phone or PDA) will understand it (support the MathML recommendation) and render it in right way. But how expressions must be exactly rendered is out of scope of this article, we will concentrate only on encoding mathematical expressions.

Preparing environment for working with MathML

Mozilla Firefox (and Mozilla Suite)

Mozilla Firefox beginning with the version 1.5 has a native support to MathML. But as the said above, due to license limitations fonts must be installed separately. All information can be found on Mozilla MathML fonts

* MSc, Kazakhstan Suleyman Demirel University

** Prof.Dr., University of Technology, Switzerland

project – <http://www.mozilla.org/projects/mathml/fonts>. Simply you must download and install new fonts for this version.

Internet Explorer

IE doesn't have native support for MathML, but there is a lot of plug-ins, that add MathML rendering to IE. But we will discuss only two of them, because they are easier to install and to use.

1. DesignScience MathPlayer - <http://www.dessci.com>

Tools are so easy to use these days; just download and install it. No extra efforts are needed. After installing this plugin, Microsoft IE will correctly process MathML data.

2. Integre techexplorer Hypermedia Browser - <http://www.integretechpub.com>

This product also easy to install and use, but more steps are needed to download it – you must provide purpose of need and register. Because of that all these products are not ‘free’.

So if we are taking into an account ease of installation, chose one of mentioned plug-ins. Hopefully things will be easier after IE will support natively MathML.

Conclusion on browsers

There are also other browsers that can work with MathML. We stopped on these two browsers, because they are most used browsers and ones in which some work on integrating MathML is done. You can try a W3C browser – Amaya (<http://w3.org>), but it is not so good as Mozilla's products or IE, and far from daily normal usage.

Starting with MathML

This part of MathML is directed to displaying math visually, not interested in the meaning of expressions.

Presentational MathML consists about 30 elements which accept over 50 attributes. These elements can be divided into two parts, token elements and layout schemata, which are explained later. But before continuing, let consider few examples to have an idea of MathML.

Inserting MathML in XHTML

Having this knowledge, you now can easily start to writing your scientific documents, that can be viewed on WWW. Put only your MathML in math tag and in XHTML file of such format:

```
<?xml version="1.0" encoding="UTF-8"?>
<!DOCTYPE html PUBLIC
"-//W3C//DTD XHTML 1.1 plus MathML 2.0//EN"
"http://www.w3.org/Math/DTD/mathml2/xhtml-math11-f.dtd">
<?xml-stylesheet type="text/xsl" href="http://www.w3.org/Math/XSL/pmathml.xsl"?>
<html xmlns="http://www.w3.org/1999/xhtml">
<head><title> ... </title></head>
<body>
<math xmlns="http://www.w3.org/1998/Math/MathML">
<msqrt><mi>x</mi></msqrt>
</math>
</body>
</html>
```

Save it with the extension xml and open in your browser. This test example should show you a variable x under square root.

Example 1:¹

```
<msup>
<mi>x</mi><mn>2</mn>
</msup>
```

These examples show us how to display power of some number. Here tag mi represents mathematical identifier and tag mn represents number. Tag msup takes it's first element as a base, and a second element as a power. So here variable x to the power of 2 must be displayed.

¹ Now in examples we will give only a parts of markup, to see how it will be viewed on browsers, do steps mentioned in “Inserting MathML in Web-pages”

$$x^2$$

Example 2:

```
<mfrac>
<mrow><mi>a</mi><mo>+</mo><mi>b</mi></mrow>
<mn>2</mn>
</mfrac>
<mo>&InvisibleTimes;</mo>
<mi>c</mi>
```

Here three new constructions are used, mfrac is used to present fractions, where two parameters as children are needed. First one is numerator, and second one is denominator. mrow is a special tag that is used to group logically complex expressions into one. ⁢ MathML character entity is used here to indicate that a special spacing rules between fraction and c are needed and fraction and variable c should not be broken onto separate lines.

$$\frac{a+b}{2}c$$

Example 3.

```
<mi>x</mi>
<mo>=</mo>
<mfrac>
<mrow>
<mrow><mo>-</mo><mi>b</mi></mrow>
<mo>&PlusMinus;</mo>
<msqrt>
<mrow>
<msup><mi>b</mi><mn>2</mn></msup>
<mo>-</mo>
<mrow>
<mn>4</mn><mo>&InvisibleTimes;</mo><mi>a</mi><mo>&InvisibleTimes;</mo><mi>c</mi>
</mrow>
</mrow>
</msqrt>
</mrow>
<mrow>
<mn>2</mn>
<mo>&InvisibleTimes;</mo>
<mi>a</mi>
</mrow>
</mfrac>
```

Try to guess, what is encoded here? I think most of the code is the self explanatory. Here comes a problem with XML, which I mentioned above. This is simple expression, but takes a relatively big amount of coding.

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

MathML explained

Now let go inside presentational MathML:

As mentioned above, presentational MathML consist of two parts: Token elements and Layout schemata.

1. Token elements:
2. Layout schemata:

Token elements:

1. Identifiers

Text inside `mi`, must be rendered as an identifier. Identifiers can include variables, function names, and symbolic constants.

2. Numbers

Text inside `mn` represents “numerical literal” or other data that should be rendered as an numerical literal.

3. Operators

An `mo` element represents an operator or anything that should be rendered as an operator.

Example 4:

```
<mrow>
<mo> ( </mo>
<mrow>
<mi> a </mi>
<mo> + </mo>
<mi> b </mi>
  </mrow>
<mo> ) </mo>
</mrow>
```

$(a + b)$

Example 5:

```
<mrow>
<mo> [ </mo>
<mrow>
<mi> x </mi>
<mo> , </mo>
<mi> y </mi>
</mrow>
<mo> ) </mo>
</mrow>
```

$[x, y)$

Example 6:

```
<mrow>
<mi> f </mi>
<mo> &ApplyFunction; </mo>
<mrow>
<mo> ( </mo>
<mrow>
<mi> x </mi>
<mo> , </mo>
<mi> y </mi>
</mrow>
<mo> ) </mo>
</mrow>
</mrow>
```

$f(x, y)$

4. Invisible operators

Certain operators that are invisible in traditional mathematical notation should be represented using specific entity references within `mo` elements, rather than by simply nothing. Examples are `&InvisibleTimes`; `,` `&ApplyFunction`; `,` `&InvisibleComma`; `.` For full list you can always refer to specification of MathML.

Layout schemata:

1. Horizontally Group Sub-Expressions

An mrow element used to group together any number of sub-expressions, usually consisting of one or more mo elements acting as “operators” on one or more other expressions that are their “operands”. There was enough examples above, I think.

2. Fractions

The mfrac element is used for fractions. It can also be used to mark up fraction-like objects such as binomial coefficients. mfrac element takes as parameter two elements, where first is numerator and second is denominator. There was two examples above about fractions.

3. Radicals

There are two elements for radicals – msqrt and mroot. Elements inside sqrt rendered as it is under square root. mroot takes as parameters exact two elements, where first one is expression under root, and the second is the base of this radical.

Example 7:

```
<mfrac>
<mi>x</mi>
</mfrac>
<mo>=</mo>
<mfrac>
<mrow><mi>x</mi><mo>+</mo><mi>4</mi></mrow>
<mn>3</mn>
</mfrac>
<mo>=</mo>
<mfrac>
<mrow><mi>x</mi><mo>+</mo><mi>12</mi></mrow>
<mi>n</mi>
</mfrac>
```

$$\sqrt{x} = \sqrt[3]{x+4} = \sqrt[n]{x+12}$$

4. Expressions inside pair of fences

The mfenced element provides a convenient form in which to express common constructs involving fences, possibly including separators (such as comma) between the arguments.

Attributes of mfenced are open, close and separators. They are used for showing opening part, closing part and type of separator respectively. Defaults are opening brace - '(' , closing brace - ')' and comma - ','.

Example 8:

```
<mfenced>
<mi>x</mi>
</mfenced>
```

(x)

Example 9:

```
<mfenced>
<mi>x</mi>
<mi>y</mi>
</mfenced>
```

(x, y)

5. Sub and superscripts

msup and msub presents a super and a sub scripts respectively. These elements take as an argument two operands, base and a super or sub script respectively.

Example 10:

```
<msub><mi>z</mi><mn>0</mn></msub>
<mo>=</mo>
```

```
<msup><mi>x</mi><mn>3</mn></msup>
```

$$z_0 = x^3$$

Sub and subscript simultaneously

If you need sub and super script simultaneously, you can use element `msubsup`. This element takes as operands three elements, where first is base, second subscript and third, last one is superscript.

Example 11:

```
<msubsup>
<mi>x</mi>
<mn>2</mn>
<mn>3</mn>
</msubsup>
```

$$x_2^3$$

7. Underscripts

With the help of element `munder`, you can put some operator under needed expression. It is done in such a way, in `munder` tag you put your expression, then type of operator that is must be under needed expression.

Example 12:

```
<munder>
<mrow>
<mn>1</mn><mo>+</mo><mn>2</mn><mo>+</mo>
<mn>3</mn><mo>+</mo><mo>&hellip;</mo><mo>+</mo><mi>n</mi>
</mrow>
<mrow><mo>&rarr;</mo>
</mrow>
</munder>
```

$$\underbrace{1 + 2 + 3 + \dots + n}_{\rightarrow}$$

8. Overscripts

With the help of element `mover`, you can put some operator over needed expression. It is done in such way, in `mover` element you put your expression, then the type of operator that is must be an over needed expression.

Example 13:

```
<mover>
<mrow>
<mover>
<mrow>
<mn>1</mn><mo>+</mo><mn>2</mn><mo>+</mo>
<mn>3</mn><mo>+</mo><mo>&ctdot;</mo><mo>+</mo><mi>n</mi>
</mrow>
<mo>&OverBrace;</mo>
</mover>
</mrow>
<mrow><mi>x</mi></mrow>
</mover>
```

$$\overbrace{1 + 2 + 3 + \dots + n}^x$$

9. Tables and matrices

Tables and matrices represented in MathML with the help of `mtable` element, where this element can contain only `mtr` and `mlabeledtr` elements, which are refer to rows (usual and labeled respectively). And rows can contain only elements `mttd`, which refers to table entries. This is very similar to HTML tables.

Example 14:

```
<mtable>
```

```

<mtr>
<mt><mn>1</mn></mt><mt><mn>2</mn></mt><mt><mi>y</mi></mt>
</mtr>
<mtr>
<mt><mn>2</mn></mt><mt><mn>1</mn></mt><mt><mn>2</mn></mt>
</mtr>
<mtr>
<mt><mi>x</mi></mt><mt><mn>2</mn></mt><mt><mn>1</mn></mt>
</mtr>
</mtable>

```

1	2	y
2	1	2
x	2	1

Limitations of MathML

As a MathML is a XML vocabulary, it brings the same problems as XML. The main problem is the markup code complexity and its size. It is possible to write and edit a document with few equations by hand in your favorite text editor, but it will be a problem if your document contains a lot mathematical expressions. It can be very hard to be not confused in this code. But if you are using a good WYSIWYG editor, which supports MathML, it is a joy to write mathematical texts. But knowledge of MathML syntax is needed to have a understanding what is going on and maybe to solve some problems which can occur authoring scientific documents. Hopefully after the availability of free versions of widely usable MathML products, viewing and writing mathematical and scientific documents will be standardized.

Abstract

According to Bologna process, the highest education in Georgia must correspond with world standards. Therefore, it is inevitable to take into consideration the experience of leading countries and the newest methods of teaching.

In the work it is considered management's teaching methods like:

1. Method of research which develops students independent and scientific thinking;
2. Collective teaching method. Accordingly, using it, the responsibility for getting knowledge in students is developed and business relations among them are established.
3. The method of the project aims to interest students with actual problems. To plan the ways solving the problems and practical usage of received knowledge
4. Case-study which gives possibilities to comprehend the problem as a leader and express his analytical skills in real situations and etc.

We can conduct tests and business games, offer students the web-sites containing information about management. It's possible to give them homework like searching web-sites and help students to develop their knowledge in management.

The ways are given in the work to solve problems in the teaching sphere of management by author's outlook and recommendations.

Key Words: Students Independent and Scientific Thinking; Collective Teaching Method; Case-study.

According to the Bologna process, higher education in Georgia must correspond with world's standards. Therefore it is inevitable to take into consideration experience of leading countries and the newest methods of teaching.

The active and progressive methods of teaching are the ones that enable students to acquire necessary information in rather a short period, and easily.

A large number of methods are used while teaching management in developed countries, among them are the following: lecture, research, discussion, group teaching, project, case-study, and business games.

Let us discuss them:

Lecture. Lecture (Latin "lection") is transmitting a learning subject or any topic in front of a public. It remains as a necessary and effective teaching method. However, lecture has some disadvantages too:

- ♦ It can be boring;
- ♦ The reunion is weak;
- ♦ The passivity of listeners;
- ♦ The information is soon forgotten.

The situation when the lecturer is communicating information that is not interesting for the audience, or the students can deal with it easily themselves, is not satisfactory. In this case, the activity of students is declining.

There are many means of making the lecture more attractive and interesting for students like drawings, schemes, diagrams, models, etc. Using a projector is also considered reasonable, as it increases the quality of acquiring the transmitted information. The material to be given to the students

¹ Assist.. Prof., Gori State University.Georgia

during a lecture is also desired to be rich with relevant examples. It is desired that the examples are given from Georgian reality. Without examples, lectures will turn into a tedious transfer of theory.

Research. Research helps students to ask questions concerning an event or a human behavior and to try to answer them by analyzing the data and researching. Research method develops students' independent scientific thinking and requires thinking from students more than other methods.

Research begins by an educator with formulating a problem. Students are acquainted with a phenomena or fact unfamiliar for them. Then they are allowed to ask questions and are a given specific time to answer them. During the learning process students are looking for information sources, storing relevant and necessary data in order to comprehend a problem and find the effective ways to solve it.

Students might be required to seek the appropriate information in the libraries or in the Internet. In our opinion, using the Internet for providing information is even obligatory nowadays. It is reasonable to offer students the addresses of web pages where they can find additional and interesting information about the researching phenomenon or vice-versa; as homework, you can ask your students to find the necessary information and web pages on the Internet themselves, as this will help to deepen students' knowledge and develop independent scientific research skills.

In the conclusion, after analyzing the acquired information students are making their own decisions and creating their hypothesis on how to solve the problem.

Discussion. Students can also express their knowledge and learn new ideas successfully in the process of constructive discussion. Discussion (Lat. "discussion") is an interchange of ideas about a debatable issue. This method is used to discuss complex theoretical and practical problems, to exchange the experience and knowledge between students, to verify the positions of educators and students and come to an agreement, as well as to work out approach to researching the specific phenomenon.

Discussion improves students' knowledge and increases the amount of new information. This method enables a student to express his/her opinion, defend it and demonstrate its correctness. While using this method an educator is acting as a person leading the discussion.

In order to conduct the discussion successfully it is vitally important to plan it first.

Group teaching method. The essence of the method is that the students work in small groups. If the homework is done well or the group gained a certain amount of points, students can be given something as an encouraging prize. The above-mentioned groups are made from students representing different levels of intellect (low, middle, high). The group is also desired to contain 4 to 5 students.

Students try to learn the materials given by the teacher while working in groups. The group of students who, after finishing the assignment, get the highest scores in the rating should be encouraged. As the encouragement, students can be given a certificate or a prize (a book, an album, etc). The system of encouraging the students will increase the effectiveness of the teaching process as well as give them a stimulus.

Project method. The project method is used widely while teaching management nowadays. The method was found in the 20ies of the 20th century. The method aims at making students interested in the existing problems. This method enables students to find ways of solving the problem and with the help of a concrete project, to show the methods of using the theoretical knowledge practically. In other words, it is the means of confirming the theoretical knowledge practically. The method assists students in developing analytical and critical thinking as well as cognitive skills. The project itself is considered to be a combination of kinds of business which are connected for a period of time in order to achieve a specified goal. Every project has its living cycle, in other words the longevity of life. Projects start and end. The topic of the project can be chosen either by the teacher or by the students and it depends on the problem. Projects can be purely theoretical or purely practical but it is desirable that the projects combine both of them. The results of the project can be shown as reports, papers, computer versions etc. While using this method it is necessary to define the longevity of the project (it can be short term, middle term or long term), the number of participants etc.

When carrying out the project and research methods lecturer is being an organizer of the cognitive work more than a person conveying the knowledge. Sometimes the project can be changed into a business-plan. It is mentionable that currently many business-schools receive orders about the concrete business-projects, work on them, conduct presentations about them and realize them. Due to the mentioned occupation the scientist of the business schools not only deepen their knowledge but also receive specific wages.

Case-study. This is one of the most popular and widespread methods of teaching management. It was first used in 1924 by the Harvard Business School. Case-study as a method is especially used in the MBA (Master of Business Administration) programs.

Nowadays 80% of teaching is conducted by using the case-study method. Hundreds of cases are issued in Harvard every year. At Harvard Business School, in two years time students study and analyze more than 500 cases, and every week they have to study approximately 14 cases, containing financial, statistical and other kinds of data, in detail. In some of the western countries personnel are hired only after being tested by cases. This method can become a financial source for some of our universities. For instance, at Harvard, one copy of a case costs 10 dollars. This university produces about 700 cases a year. It is worth mentioning that the leader of collecting and distributing the cases from 1973 with the initiative of 22 universities is The Case Clearing House of Great Britain and Ireland. From 1991 it is called The European Case Clearing House (ECCH). This organization is only specializing in cases and their realization. Cases are being sold by other leading universities as well.

The above information clearly points to the great importance of using a case-study method during the teaching process. This is the reason why we give a special attention to this method.

Case-study is a text giving an example of a dilemma that is faced by a hero in a real business situation—a real person with a real job faces a real problem.

Students are given a text describing a concrete problem. They are given a limited amount of time to study the case and find the best solutions. Then students form groups, talk about the problem, discuss the advantages and disadvantages and try to find the ways of work out a problem. Usually students are given the cases that briefly describe the business situation.

Mainly, on discussing case event exists only one main decision. Subsequently, it can be several alternative decision. It is difficult to find students, whose opinion on suggested situations can be the same. Each of them has his/her version of own knowledge, practical experience and intuition.

Analyzing concrete situation method makes it possible to student develop his/her abilities, define the main problems and can make reaction in time, to get effective conclusion on the given problems in a real situation, to make his/her version of views, to develop making decision of his own ideas, to make sure others abilities and etc. Discussing each case students give new energy and ideas.

There are three ways of making cases: 1) working on cases on given indications from real companies; 2) to use secondary sources, finding foreign cases and translating them; 3) to make cases on invented situations. This kind of case must be made by professional specialist, on contrary, it is not recommended.

Discussing concrete situations of foreign companies the students of Georgian high schools especially may be interested to define cases using examples of Georgian successful companies, which makes a more attractive and effective case-study method. In reality, thinking about problems of Georgian companies, students must make the right decision.

It's necessary to plan case-study method not only studying process, but can be used at exams. A case can be given before exam. They must analyze it and make resolve the given questions with answers.

It can be given to student at the exam, but in this case, it must be short and easy.

Business game method. Business games are governing decisions taking imitation methods in different situations by students groups in a playing way.

Business game is an effective form of examining past task, and gives possibility to the student to use knowledge in reality. The business game method outlines feelings and emotions of importance in different situations. It makes it possible for students to look at the problems from a new point of view, increases students interest and activity, develops students communication abilities. A business game is more effective in such cases, when students feel free and light, when they play in “reality”. There are different ways of organizing a business game: sometimes only one business game is held and students observe it. Though, there is a second variant, when the students are divided in the little groups, playing the same “game” independently and at the same time.

So, during business games students can take an active role (as a head of department, a firm’s director and so on) and passive. In a passive role the student is only an observer, makes control and counted function and makes information base of analyzing the business game’s results.

The teacher’s task of holding a business game is to choose the theme of business game and define its aim; to make a plan of business game and the personal list; to describe each players “role”; prepare necessary requisition; dividing roles between students and analyze them a scene, correction of business game duration; to sum up the results.

A business game is interesting and effective when the students change their roles in different tours. The teacher must pay attention, go that the student woln’t take part in the game several times with the same role. Increasing effectiveness of business game, it’s necessary to make video tape and show it to the students for analyzing the results deeply.

Analyzing concrete situations and business game method has common a lot, but there are the following main differences:

Case Method	Business Game Method
Discussion of problems	Problem is discussed as a real situation
Happened event defines the problem	Problem defines development of events
Problem is about other people	Problem is about participants
Outlines importance of the facts	Outlines personal opinion’s importance
Physiologically, students see problematic situation “outside”	Physiologically, students see problematic situation “inside”
Means mental participant	Means emotional participant
Action is only discussed	Action is coming in doing

So, methods discussed by us can be useful for the students and lecturers in studying “management” process. The main aim of the discussed methods is to learn summary of this most interesting discipline, rework abilities of searching problems and governing decisions independently, develop independent scientific mentality. Teaching the new methods cause students growing interest of a concrete high school. Its natural competition will grow in the given high school, which is so important in the current reforms of the high schools sphere.

Teaching active methods of management can pay attention to the problems, which can reject in the process of management teaching. There are following problems:

1. Non use of active methods in teaching process. Some of the teachers, generally, don’t use such kinds of methods as the project method, case-study method, business game method and etc.
2. Less concrete case-study situations from examples of Georgian companies;
3. Poor material-technical base. It means absence of such kinds of technical equipment in some high schools, as: a projector, video camera, numeral apparatus, that will be desirable for teaching of some methods.

To solve such kinds of problems and to plan discussed methods successfully the following must be done:

1. It's necessary to develop work on case-process of Georgian business-examples, to involve scientists, qualified specialists, advanced students. From examples of successes and interesting Georgian business-cases this business can be useful for high schools and individual persons;
2. It's necessary to get financial resources for technical equipment. First, it will develop material-technical base of the given high school, and will be useful for teachers and students learning qualitatively;
3. It's desirable to hold informational-introduction training about modern methods by experienced specialists for high schools and students. They will have the possibility to get complete information in teaching this or that kind of discipline methodically.
4. Simultaneously teaching modern methods, it's necessary to appraise studying process, which helps the teachers to get necessary changes in the teaching discipline that makes the given subject more effective. Also, it's important to appraise teaching process by students themselves, testing before beginning teaching course and after finishing it, which makes it possible to appreciate how increased students experience, abilities, and how fulfilled teachers expect and students expect and hope on given discipline after teaching with modern methods.

Except discussed methods, for learning better, teaching material are hold testing, questioning, different kinds of home tasks (oral; written) and so on. Especially, it's important to write an essay. In this case, an accent is on students independent work, which takes 1, 5 much more time, than laboratory classes.

To use the methods of studying management in teaching process, we'll hope students have possibility to get new vision of current events is the world. Bringing progressive methods in teaching at high schools disciplines successfully is a condition that in the nearest future, higher education will get world's standard norms in Georgia.

References

1. NN, Paichadze, T. Khomeriki, B. Khvinteliani, G. Shikhashvili, Basements of Management, Tbilisi. 2005.
2. N. Paichadze, T. Khomeriki, B.Khvinteliani, G. Shikhashvili, Principles of Management, Tbilisi, 2005
3. Newspaper `Tbilisi University`, December 11, #5 (2050), 2006. "Tbilisis Universiteti" (newspaper of Tbilisi State University), #5 (2050), 2006;
4. "Georgian Language Explanatory Dictionary", I and II volumes, Tbilisi, 1990;
5. Oxford Advanced Learners Dictionary, Oxford University Press, 2006
6. www.repherat.ru/reph/2476.shtml
7. www.ecchatbabson.org
8. www.economics.ltsn.ac.uk/teaching/casestudy.htm
9. www.hbs.edu
10. www.shpargalki.ru/Content/Humanities/pe_a2.htm

Comparative Student Life Style Analysis of a Private University

Ibrahim KELESH *

Abstract

A consumer lifestyles study was conducted at a private university in Bishkek, Kyrgyzstan. Some activities, interest and opinions (AIO) and Values, Attitudes, and Lifestyle (VALS) statements were obtained from marketing literature, and Stanford Research Institute Consulting Business Intelligence Research Programs (SRIC-BI) were used to identify lifestyle indicators of target groups.

Key words: Lifestyle, VALS, Kyrgyzstan, higher education

1. Introduction

The buying behaviour of the consumer is a quite complex process. This complex process forces the consumer to develop a style. This style explains the attitudes of the consumer's behaviours on buying decisions. The values, which are one of the most important sources leading the behaviours of the individual in all life periods and dimensions, shape his daily life. Furthermore, these values establish the decision-making process of the consumer. Because of these properties, values and life styles are stated as important variables which affect consumer behaviour (Ünal & Erciş, 2006).

Psychographics is the science of using psychology and demographics to better understand consumers (Kotler, 2003). It groups customers based on their attitudes, values and lifestyle. The latter may be defined as the consumer behaviour which the target group displays, and the values and attitudes, which lead to this particular behaviour (Keegan & Schlegelmilch, 2001).

Lifestyle is people's decisions about how to live their daily lives, including family, job, social, and consumer activities (Boone & Kurtz, 1998). As life styles offer a more comprehensive view of behaviour and the motivations that underlie many of the purchases made by consumers, they are regarded as advantageous for market segmentation.

This is particularly so when comparing them to demographic bases for segmentation, which is still the most commonly applied method (Todd et al).

Generally speaking, VALS is one of the most popular tools used in life style studies. VALS method was developed by SRIC-BI. SRIC-BI conducted a survey of over 1600 randomly selected American consumers in 1983. More than 800 questions of survey about attitudes, spending, earnings, media habits, product consumption, and activities were asked. Based on the results of the survey, a typology of American consumers, called VALS, was created. The VALS method provides a typology of three basic categories of consumers' values and lifestyles, with nine defined types (Mitchell 1983).

Consequently, SRIC-BI published a second version called VALS II. It divides Americans into eight segments on the basis of their self-identity orientations and their wealth (Kwon et al, 1999).

2. Study Objective

* Ph.D. Candidate, International Atatürk Alatau University, Kyrgyzstan

In this cross national/cultural study, lifestyles of local students and international students were identified and compared. Nearly one hundred thousand, %10 of city population, university students are there in the city. Also totally in Kyrgyzstan, there are 200.000 university students and 20.000 of them are international students (Osmanaliev, 2006). This number forces us to focus on this market. Identifying and comparing these consumer groups would help marketing people to create appropriate marketing strategies. This study aims to make a contribution as a first step for them.

3. Methodology

Bishkek is the capital city of Kyrgyzstan, with a population of one million. Despite this population number, there are more than thirty higher education institutes, and also, living costs are cheap in the city. This makes city a “free education market.” The current situation attracts international students to study in Bishkek. Additionally, as a result of the ex-USSR system, there is a diversity of nationalities in the city that makes the student demographics of universities like a rainbow. This multinational environment forms a field study area for comparing life styles of different nations and cultures. In this study, citizens of Republic of Kyrgyzstan are referred to as “local students.” All other students are referred as “international students”.

The data for this study was collected at a private university in Bishkek, Kyrgyzstan, International Atatürk Alatoo University (IAAU) during December of 2006. It has a total population of 886, with 12%, international students from neighbour countries like China, Tajikistan, Kazakhstan, and other countries like Russian Federation, Turkey, Nigeria, etc (IAAU web page, Sagbansua and Keles 2006). Table 8.1 represents the student profile of International Ataturk Alatoo University

The survey consisted of two sections. The first section was based on Erdener Kaynak’s survey. He conducted this survey for cross national/cultural life style analyses successfully with American, Canadian (2004), Kyrgyz and Azeri consumers (2001). So that, this survey is a suitable tool for analysing cross national/cultural lifestyles of consumers like IAAU students. Of course, some modifications were done. For example, the original survey had some questions directed to housewives. But nearly all students of IAAU are single. Instead of those questions, some AIO and VALS statements were obtained from marketing literature, and SRIC-BI were used to identify life-style indicators of IAAU students (Kwon et al 1999, Kaynak and Kara 2001, Harcar et al 2004, SRIC-BI 2006). The question regarding credit cards was omitted, because credit cards were not in service at that time, although now there are more than thirty thousand credit card users in Kyrgystan.

The second section of the survey consists of questions for identifying demographic and socio-economic characteristics.

Totally, there are 56 AIO and VALS statements for identifying life styles, and 5 questions for identifying demographic and socio-economic characteristics in the survey.

A five-point Likert scale was used, “1” being “strongly disagree” and “5” being “strongly agree.”

Previously, the survey was used in Kyrgyzstan successfully, so that a pre-test was not made.

The data used for this research was collected through class visits. Randomly, some of the classes were visited; surveys distributed to students, and in approximately in twenty minutes they gave surveys back. 250 surveys were distributed, yet due to incompleteness, only 228 usable

questionnaires were obtained. Table 8.2 shows demographic and socio-economic characteristics of the students responding to the survey.

4. RESULTS

To understand the differences and similarities between local and international students' purchasing and consumption related behaviours, means on respondents' reactions to survey questions were compared. Table 8.3 shows that there are statistical differences between local and international students' lifestyles. The major differences between the two groups of students are shown below.

Local students think that they will be in a better economic condition in the future. In this area, the greatest variance between local and international students occurs. But anyway both students groups are "Economically Conscious". They have similar levels. Perhaps this is the result of being student.

Local students have a greater willingness to spend a year in a foreign country. Surprisingly, they also define themselves as homebodies. Perhaps they want to go abroad, but temporarily. They want to come home again. Paradoxically, international students have a lower level of willingness to go abroad. They are already abroad. They also don't define themselves as homebodies. Perhaps they miss their homes.

Local students have more optimistic opinions than their foreign counterparts. But credit cards are somewhat unfamiliar local students. It is a new payment tool for the country. Also, international students don't like to pay cash everything they buy. Perhaps they have some habits like credit cards or credit sales in their home countries.

In comparing all lifestyle types, local students got higher points except for being "fashion oriented". International students placed more importance on the latest hairstyles and dressing smartly.

Local students gave importance to family than the international students. Additionally, they give more importance to house cleaning. Both of the groups have similar grades for seeing their life as a definite routine. And both students groups gave equal importance to the advice of their friends regarding which brand to buy.

Monthly spending levels of local students are approximately 2500 KG Som (65.8 US \$) and international students spend more than 3438 KG Som (90.5 US \$). International students are spending 28% more than their counterparts.

5. Conclusions And Implications

Consumer lifestyle analysis provides a greater understanding of consumers' buying and consumption behaviors. Also, in a university, the students (consumers) must be satisfied. Nearly one hundred thousand, 10% of cities population, are university students. In Kyrgyzstan, there are 200.000 university students, and 20.000 of them are international students (Osmanaliev, 2006). This number forces to focus on this market. Identifying and comparing these consumer groups would help marketing people to create appropriate marketing strategies. In addition, multinational environments are hard places to manage. These studies can be used to identify common points among local and international students and also differentiate points. This study may be a helpful tool for creating harmony at the university.

6. Future Research Avenues

The data presented here are static and limited in nature. There are many universities with international students in Bishkek. So wider research may be useful in better identifying those international students' lifestyles. By these kinds of studies, the answer to the question of "is there any difference between life styles of local students with different ethnic identities or among Kyrgyz people?" can be found.

Additionally, by these studies, the effects of different education systems on students can be understood if comparative studies with the students of Kyrgyz Turkish Manas University (to see the effects of private and state educational systems on students' lifestyles) or with the students of American University of Central Asia, Kyrgyz Russian Slavic University, East University (to see the effects of Turkish, American, Russian and Arabic educational systems on students' lifestyles) or with the students of International University of Kyrgyzstan or Chui University (to see the effects of local and foreign private educational systems on students' lifestyles) will be done.

7. References

1. Boone, L. E. and Kurtz, D.L. (1998) "Contemporary Marketing", 9th Edition, The Dryden Press
2. Erdener Kaynak, Kara Ali, (2001), "Tüketici Yaşam Tarzları, Etno-Merkeziyetçilik, Bilgi Yapıları, Tutum ve Davranış Eğilimleri Arasındaki İlişki Üzerine Bir İnceleme: İki Bağımsız Devletler Topluluğu Ülkesinde Yapılan Karşılaştırmalı Bir Çalışma", I. Avrasya Küçük ve Orta Ölçekli İşletmeler Kongresi, TİKA, Bışkek, Kırgızistan
3. Harcar, T., Kaynak, E., and Kucukemiroglu, O. (2004), "Life Style Orientation of US and Canadian Consumers: Are Regio-Centric Standardized Marketing Strategies Feasible?", Management International Review, May 2004
4. International Ataturk Alatau University, <http://www.iaau.edu.kg> , 01.12.2006
5. Osmonaliev, K. (Summer, 2006) "Privatizing Education", Investment Now, International Business Council
6. Keegan, W.J. and Schlegelmilch, B.B. (2001) "Global Marketing Management", 7th Edition, Prentice Hall
7. Kotler, P. (2003) "Marketing Management", 11th Edition, Prentice Hall
8. Kwon, J., Wirtz, J., Tan, S.J., and Kau, A.K., (1999) "The Seven Faces of Singaporeans: A Typology of Singapore Consumers and Their Aspirations and Life Satisfaction", Asia Pacific Journal of Management, Vol. 16, 229, John Wiley & Sons (Asia) Ltd
9. Mitchell, A. (1983), "The Nine American Life Styles", New York, MacMillan Publication
10. Sagbansua, L. and Keles, I. (2006), "Turkish Higher Education Experience in Central Asia: Managerial and Educational Features of IAAU", paper presented at International Conference on Higher Education Management: International Trends & Local Sustainability, Westminster International University in Tashkent
11. Stanford Research Institute Consulting Business Intelligence, SRIC-BI, <http://www.sric-bi.com/VALS/>, 01.12.2006

12. Todd, S., Lawson, R. and Faris, F. “A Lifestyle Analysis of New Zealand Consumers”, Asia Pacific Journal of Marketing and Logistics, 10: 3 1998; pp. 30-47
13. Ünal, S. and Erciş, A. (2006), “Tüketicilerin Kişisel Değerlerinin Satın Alma Tarzları Üzerindeki Etkisi”, Ticaret ve Turizm Eğitim Fakültesi Dergisi, Sayı: 1

8. Appendixes

TABLE 8.1 STUDENT PROFILE OF IAAU

	Frequency	Percent
Local Students		
Male	460	59
Female	313	41
Total	773	87.24
International students		
Male	81	72
Female	32	28
Total	113	12.76
Grand Total	886	100.00

TABLE 8.2 DEMOGRAPHIC AND SOCIO-ECONOMIC CHARACTERISTICS

	Local Students	Local Students	International Students	International Students	Total	Total
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Gender						
Male	97	58.78	55	87.30	152	66.67
Female	68	41.22	8	12.70	76	33.33
Monthly Spending						
<1000 Som	36	21.81	5	7.94	41	17.98
1000-2000 Som	56	33.94	13	20.63	69	30.26
2001-3000 Som	36	21.81	12	19.05	48	21.05
3001-4000 Som	24	14.55	17	26.98	41	17.98
>4001 Som	13	7.89	16	25.40	29	12.72
Age						
<19	35	21.21	18	28.57	53	23.25
19	48	29.09	16	25.40	64	28.07
20	55	33.33	11	17.46	66	28.95
21	18	10.91	8	12.70	26	11.40
22+>	9	5.45	10	15.87	19	8.33
Total	165	72.37	63	27.63	228	100.00
Sample Size Calculations (CRS, 2006)						
Population	886	Confidence Level		95%		
Sample Size	228	Confidence Interval		4.89		

TABLE 8.3 STUDENT TYPES AT IAAU

LIFE STYLES	LOCAL	FOREIGN
Outgoing	4.75	4.22
Family Oriented	4.03	3.80
Economically Conscious	3.46	3.43
Independent	3.60	3.36
Socially Conscious	3.40	3.28
Health Conscious and Leading Active Daily Life	3.37	3.20
Home Oriented	3.34	3.01
Fashion Oriented	3.11	3.16

TABLE 8.4

STUDENT TYPES DESCRIPTIONS

Fashion Oriented	I usually have one or more outfits that are of the very latest style	Independent	I think I have more self-confidence than most people
	I must admit that I like to show off		I am more independent than most people
	An important part of my life and activities is dressing smartly		I think I have a lot of personal ability
	I often try the latest hairdo styles when they change		I like to be considered a leader
	I like parties where there is lots of music and talk		My friends or neighbors often come to me for advice
	I will probably have more money to spend next year than I have now		I sometimes influence what my friends buy
	Five years from now the family income will probably be a lot higher	Health Conscious and Leading Active Daily Life	I would rather go to a sporting event than a dance
Outgoing	I would like to take a trip around the world		People come to me more often than I go to them for information about brands
	I'd like to spend a year in a foreign country		I spend a lot of time talking with my friends about products and brands.
Socially Conscious	I like being in charge of a group		Things just don't taste right if they come out of a can
	I do volunteer work for a hospital or service organization on a fairly regular basis		During the warm weather I drink low calorie soft drinks several times a week
	I like to work on community projects		I buy more low calorie foods than the average housewife
	I have personally worked in a political campaign or for a candidate or an issue		I have used diet foods at least one meal a day
	I often seek out the advice of my friends regarding which brand to buy		I often try new stores before my friends and neighbors do
	I enjoy most forms of homework		I participate in sports activities regularly
	I like to make things with my hands.		I like to watch or listen to sport activities
	I often make my own or my children's clothes		I like to pay cash for everything I buy

Family Oriented	You can save a lot of money by making your own clothes	Home Oriented	I would rather spend a quiet evening at home than go out to a party
	I would like to know how to sew like an expert		I am a homebody
	It is good to have credit cards		I like household chores
	Family members should stand by one another though life's ups and downs		I do not find cleaning my house an unpleasant task
	Family love makes a person feel appreciated and treasured		My idea of housekeeping is not "once over lightly"
	One should honour one's parents and grandparents	Economically Conscious	I do not depend on canned food
	I listen to the advices of my elders		I could get along without canned foods
	I don't like to see children's toys lying around		I shop for specials
	I usually keep my house very neat and clean		I find myself checking the prices in the grocery store even for small items
	I am uncomfortable when my house is not completely clean		I usually watch the advertisements for announcements of sales
	Our days seem to follow a definite routine such as eating meals at a regular time		

Modern Trends in Language Teaching: Discourse Approach to Text Interpretation

Nino KIRVALIDZE *

Abstract

In this paper we develop discourse approach to text interpretation. Being concerned with the study of language in use (written texts of all kinds and spoken data, from conversation to highly institutionalized forms of talk), discourse analysis has built a significant foundation for applied linguistics, including ELT. Discourse approach to text interpretation implies three-dimensional semiotic analysis of the text involving its semantic, syntactic and pragmatic aspects. We pay particular attention to recognizing textual patterns. These patterns are manifested in regularly occurring functional relationships between textual segments that become deeply ingrained as part of our cultural knowledge. We consider the interpretation of relations between textual segments as a cognitive act on the part of the reader. On the one hand, textual segments are related to each other through such universal logical sequencing as *phenomenon - reason, cause - consequence, instrument - achievement, problem - solution* and suchlike; on the other hand, their relations can be viewed as matching relations, when segments of the text are compared or contrasted with one another. Together with cohesion and coherence of the text, logical sequencing and matching represent the basic categories of the so called “discourse” approach to text interpretation that is widely employed in ELT at present.

Key words: discourse, language in use, text interpretation, cognitive process, three-dimensional semiotic analysis, textual segments, patterns, cohesion, coherence, universal logical sequencing, matching relations.

Any language teacher who tries to keep abreast with modern trends in teaching foreign languages focuses his/her attention on discourse analysis as on the main form of teaching. Discourse analysis is concerned with the study of the relationship between language and the contexts in which it is used. Discourse analysts study language in use: written texts of all kinds and spoken data, from conversation to highly institutionalized forms of talk.

Arising out of a variety of disciplines, such as linguistics, semiotics, sociology, psychology and anthropology, discourse analysis has built a significant foundation for applied linguistics, including ELT. For the various disciplines that feed into discourse analysis have shared a common interest in language in use, i.e. how real people use real language both in written and oral forms, as opposed to studying artificially created sentences and texts. Discourse analysis is therefore of immediate interest to language teachers when designing teaching materials or engaging learners in different activities aimed at making them proficient users of the target language. Nowadays, discourse analysis has grown into a wide-ranging and heterogeneous discipline which finds its unity in the description of language in use, realized in different kinds of texts together with their socio-cultural contexts.

We aim to concentrate our attention on some linguistically based methods of teaching text interpretation on newspaper material. We view the act of interpretation as a set of discourse procedures involving the reader's attempts to adequately decode the information put into the text by its author. Discourse approach to text analysis is dynamic by nature as it emphasizes the mental activities of the reader who is actively engaged in building the target world of the text, which is based on his/her background knowledge of the world in general, and how states and events are characteristically manifested in it. The reader has to activate such knowledge, make inferences and constantly assess his/her interpretation of the text in the light of its socio-cultural context in order to figure out how the author's communicative intention is realized in the text.

* Prof. Dr. , Ilia Chavchavadze Tbilisi State University. Georgia

In this paper we develop discourse approach to text interpretation implying three-dimensional semiotic analysis of the text involving its semantic, syntactic and pragmatic aspects. Particular attention is paid to recognizing textual patterns. These patterns are manifested in regularly occurring functional relationships between textual segments that become deeply ingrained as part of our cultural knowledge. We consider the interpretation of relations between textual segments as a cognitive act on the part of the reader. On the one hand, textual segments are related to each other through such universal logical sequencing as *phenomenon - reason, cause - consequence, instrument - achievement, problem - solution* and suchlike; on the other hand, their relations can be viewed as matching relations, when segments of the text are compared or contrasted with one another. Together with cohesion and coherence of the text, logical sequencing and matching represent the basic categories of the so called “discourse” approach to text interpretation that is widely employed in ELT at present.

Written texts differ greatly from spoken discourse which is usually spontaneous and unplanned. As a rule, the writer always has time to think about what to say and how to say it. Sentences in a written text are usually well-formed in a way that utterances of natural, spontaneous talk are not. But the overall questions remain the same: What norms or rules do people adhere to when creating written texts? Are texts structured according to recurring principles? Is there a hierarchy of units in the text organization and are there conventional ways of opening, developing and closing texts? We think that the only answer to these questions should be as follows: if we do find such regularities and if they can be shown as elements that have different realizations in different languages or that might present problems for learners, then the insights of written discourse/text might be applicable to language teaching.

There are some grammatical regularities observables in well-formed written texts that explain how the structuring of sentences has implications for units such as paragraphs and for the progression of whole texts. English grammar offers a limited set of options for *creating surface links between the clauses and sentences of a text, otherwise known as text cohesion*. Basically, most texts display links from sentence to sentence in terms of such grammatical features as pronominalization, ellipsis (the omission of otherwise expected elements because they are retrievable from the previous text or context) and conjunctions of various kinds (see Halliday and Hasan 1976). The resources available for text cohesion can be listed finitely and compared across languages for translatability and distribution in real texts. Texts displaying such cohesive features are easy to find, such as this advertisement about telephones:

“If you’d like to give someone a phone for Christmas, there are *plenty* to choose from. *Whichever* you go for, if it is to be used on the BT [British Telecom] network, make sure *it’s* approved _ look for the label with a green circle to confirm *this*. Phones labeled with a red triangle are prohibited.”

(*Which?*, December 1999: 599)

The italicized items are all interpretable in relation to items in previous sentences. *Plenty* is assumed to mean ‘plenty of phones’; *you* in the first and second sentences are interpreted as the same ‘you’; *whichever* is interpreted as ‘whichever telephone’; *it* is understood as ‘the telephone’, and *this* as ‘the fact that it is approved’. These are features of grammatical cohesion, but there are lexical clues too: *go for* is a synonym of ‘choose’, and there is lexical repetition of *phone* and of *label*.

When talking of cohesion in the telephone text, we spoke of interpreting items and understanding them. This is of significant importance because the cohesive items are clues or signals as to how the text should be read, they are not absolutes. The pronoun ‘it’ only gives us the information that a non-human entity is being referred to; it does not necessarily tell us which one. It could potentially have referred to *Christmas* in the phone text, but this would have produced an incoherent reading of the text. So cohesion is only a guide to coherence and coherence is something created by the reader in the act of reading the text. Coherence *is the feeling that a text hangs together, that it makes sense, and that it is not just a jumble of sentences*. As M. McCarthy (2001) indicates, the sentences “*Clara loves potatoes. She was born in Ireland*” are coherent only if the reader already shares the stereotype ethnic association between being Irish and loving potatoes. In other words,

adequate interpretation of the text coherence in this case is guaranteed by the reader's background knowledge of ethno-cultural characteristics of the Irish people. So cohesion is only part of coherence in reading and writing, and indeed in spoken discourse too, for the same processes operate there.

But reading a text is far more complex than creating links across sentence boundaries and pairing and chaining together items that are interrelated by referring to the same entity. When reading a text we have to interpret the ties between textual segments and make sense of them. Making sense of a text is an act of interpretation that depends as much on what we as readers bring to a text as what the author puts into it. In our article (Kirvalidze 2006) devoted to the study of a literary text we already mentioned, that we view any text via intersubjectivity (within the framework of the modern anthropocentricity-communicational paradigm of linguistic thought) as an interaction of the author with the reader. We also noted that reading a text implies adequate perception of what the author has conveyed in his message. Because of this, we treated reading as a dynamic process which requires the reader's "active position". And if the reader succeeds in interpreting the author's message, conveyed in the text correctly, we considered it as the reader's virtual "meeting" with the writer.

In the present paper we again assume, that text interpretation should be considered as a set of procedures and the discourse approach to the analysis of texts, that emphasizes the mental activities involved in interpretation, can be broadly called procedural. Procedural approaches emphasize the role of the reader in actively building the world of the text, based on his/her experience (i.e. background knowledge) of the world and how states and events are characteristically manifested in it. The reader has to activate such knowledge, make inferences and constantly assess his/her interpretation in the light of the socio-cultural context of the text, as well as the aims and goals of the message put into the text by the author. The work of Beaugrande (1980) is central to this approach. If we take a newspaper text which is cohesive in the sense described above, we can see that a lot more mental work has to go on for the reader to make it coherent:

"The parents of a seven-year-old Australian boy woke to find a giant python crushing and trying to swallow him.

The incident occurred in Cairns, Queensland and the boy's mother, Mrs Kathy Dryden said: 'It was like a horror movie. It was a hot night and Bartholomew was lying under a mosquito net. He suddenly started screaming.

We rushed to the bedroom to find a huge snake trying to strangle him. It was coiled around his arms and neck and was going down his body.'

Mrs Dryden and her husband, Peter, tried to stab the creature with knives but the python bit the boy several times before escaping."

(*The Birmingham Post*, 12 March, 2006, p. 10)

This text requires the reader to activate his/her pragmatic knowledge of pythons as dangerous creatures which may threaten human life, which strangle their prey and to whose presence one must react with certain urgency. More than this we make the cognitive link between 'a hot night' and the time of the event (this is implicit rather than explicit in the text). The boy's screaming must be taken to be a *consequence* of the python attacking him. The 'creature' must be taken to be python rather than the boy (which 'creature' could well refer to in another text), since parents do not normally stab their children in order to save their lives. All this is what the reader must bring to any text. What we are doing in making these cognitive links in the text is going further than just noting the semantic links between cohesive items (e.g. *creature* = general superordinate, *snake* = genus/superordinate, *python* = species/hyponym); we are creating coherence. The various procedures that mediate between cohesion and coherence are obviously crucial in any discourse-based approach to text interpretation.

Another level of interpretation, which we are involved in while reading, is that of recognizing textual patterns. Certain patterns in the text reoccur from time to time and become deeply ingrained as part of our cultural knowledge. These patterns are manifested in regularly occurring functional relationships between textual segments that might be phrases, clauses, sentences or thematically

interrelated groups of sentences called micro texts. *We refer to them as textual segments in order to avoid confusion with grammatical elements and syntactic relations within clauses and sentences.* A segment may sometimes be a clause, sometimes a sentence, sometimes a whole paragraph; but what is important is that segments can be isolated using a set of labels covering a finite set of functional relations that can occur between any two bits of text. An example of segments coinciding with sentences is these sentences from a report on a photographic exhibition:

“The exhibition of photographic works was open on October, 26. The stress is on documentary and rightly so. Arty photographs are a bore.”

(*The Guardian*, 27 October, 2005, p.24)

‘The stress is on documentary’ – Why? The interpretation that makes most sense is that the relationship between the third sentence and the preceding ones is that the third provides a reason for them. The two segments are therefore based on a *phenomenon – reason* relationship with one another. There are some other types of logical relationships between textual segments. For example, a *phenomenon – example* relationship is manifested between the segments consisting of more than one sentence in the extract given below, where the first sentence introduces a definite phenomenon into the initial segment of the text while the following sentences (2 -5), representing the second segment, have to be read as part of the act of exemplification for the whole text to make sense:

“Naturally, the more people pay for their houses, the more they want to rename their neighborhoods. Suppose you’ve just coughed up a great sum of money for an unspectacular house on the fringe of Highgate – an area with loads loads of cachet. The estate agent tells you its Highgate. You’ve paid a Highgate price. There is no way you’re going to admit that it’s in Crouch End.”

(*The Observer Magazine*, 11 March, 2001, p.5)

Another type of logical relationships between textual segments is that of a *problem – solution* sequence which is adequately marked lexically as it is seen in this extract from the press material:

“Week by week the amount of car traffic on our roads grows, 13 per cent in the last year alone.

Each year as I walk to work, I see the ludicrous spectacle of hundreds of commuters sitting alone in four or five-seater cars and barely moving as fast as I can walk.

Our traffic crisis now presents us with the classic conservation dilemma – too many people making too much demand on inadequate resources.

There are four possible solutions: one, provide more resources, in the case build more roads and car parks; two, restrict the availability of motorized transport by artificially raising the price of vehicles and fuel; three, license only those with a good reason for needing motorized transport and prohibit unnecessary use; four, reduce the average size of motor vehicles, especially those used for commuting purposes.”

(*The Times*, 22 September, 2005, p. 11)

The interpretation of relations between textual segments is a cognitive act on the part of the reader, who might be supposed to be asking questions of the text as it unfolds. In this sense, reading the text is interactional like a dialogue with the author, and the processing of two segments could be seen as analogous to the creation of an exchange in spoken discourse. Whether this dialogue with the author is a reality or an analytical construct (i.e. virtual) is not a question that can be easily answered here, but a model which suggests this kind of interaction between the reader and the text or the author might be able to capture difficulties readers experience in text interpretation and offer ways of attacking them.

The approach to the text analysis that emphasizes the interpretive acts involved in relating textual segments one to the other through relationships such as *phenomenon – reason*, *cause – consequence*, *instrument – achievement*, *problem – solution* and suchlike can be considered as a *clause-relational* approach, which is based on logical sequence relationships in general. When segments of a text are compared or contrasted with one another, then we may talk of *matching relations*,

which are extremely common and are mostly supported with syntactic parallelism as in this example from *The Sunday Times Magazine*:

“In Britain, the power of the unions added an extra dread, which made British politics a special case; on the Continent, Margaret Thatcher was regarded as something of a laboratory experiment, rather like a canary put down a mine-shaft to see if it will sing.”

(*The Sunday Times Magazine*, 30 December, 1981, p. 14)

In this example a cause _ consequence relation exists between the first two segments, with subordination (‘which made ...’) as supporting evidence. The first two segments taken together then become a single, larger segment which stands in a matching relation of contrast with the rest of the extract, which is signaled by the syntactic parallelism _ ‘In Britain’/ ‘on the Continent’.

Logical sequencing and matching are the two basic categories of the clause-relational approach between textual segments. This view of text is dynamic. It is not just concerned with labeling what are sometimes called the illocutionary acts which individual clauses, sentences and paragraphs perform in a text, but is concerned with the relationships the textual segments enter into with one another.

It would of course be wrong to suggest that the whole process of reading is some sort of perverse guessing-game for readers. Texts often contain signals how we should interpret the relations between segments. These signals are not absolute clues to make conclusions; they are more supporting evidence to the cognitive activity of deducing relations. For example, we may find in a text a sentence such as: “Feeling ill, he went home”, where the subordination of one element to another by the grammatical choice of joining a main clause to a subordinate one is a characteristic device of cause _ consequence relations.

If we consider a simple text like the following, which is concocted for the sake of illustration, we can see a pattern emerging which is frequently found in texts in a wide variety of subject areas and contexts:

“Most people like to take a camera with them when they travel abroad. But all airports nowadays have X-ray security screening and X rays can damage film. One solution to this problem is to purchase a specially designed lead-lined pouch. These are cheap and can protect film from all but the strongest X rays.”

(*The Observer*, 15 October, 2003, p. 8)

The first sentence presents us with a *situation* and the second sentence with some sort of complication or *problem*. The third sentence describes a response to the problem and the final sentence gives a positive *evaluation* of the response. Such a sequence of relations forms a *situation _ problem _ solution _ evaluation pattern* which is extremely common in texts.

These larger patterns which may constitute the whole text are the objects of interpretation by the reader. They are often signaled by the same sorts of grammatical and lexical devices. In the above example, for instance, a contrasting idea, which creates a problem, is introduced with the help of the conjunction ‘but’ indicating an adversative relation, backward lexical reference to ‘*the damage caused by X rays*’ is carried out with the help of the noun phrase ‘*this problem*’, and a forward reference to the ‘*solution*’ _ with the noun phrase ‘a lead-lined pouch’ which is substituted anaphorically by a demonstrative pronoun ‘these’ in the final, evaluative sentence. Both writers and readers need to be aware of these signaling devices and use them when necessary to process textual relations that are not immediately obvious. Such knowledge will assist the reader in the act of interpretation.

So finding patterns in texts is a matter of interpretation by the reader, making use of clues and signals provided by the author, though it is not a question of finding one single right interpretation, very often it is possible to analyze a given text in more than one way. But certain patterns do tend to occur frequently in particular settings: the *problem _ solution pattern* is frequent in advertising texts (one way to sell a product is to convince people they have a problem they may not be aware of) and in texts reporting technological advances which are often seen as solving problems or removing obstacles (as it is shown in the text about lead-lined pouches designed for carrying cam-

eras). *General _ specific patterns* can be found in encyclopedias and other reference texts. *Claim _ counterclaim texts* are frequent in political journalism, as well as in the letters-to-the-editor pages of newspapers and magazines. In the example given below the reader can find *claim _ counterclaim pattern* of the text which has the following lexico-semantic organization: *making claim - counterclaim - evidence of counterclaim - alternative ways of tackling the issues*:

“All western countries face a crisis in coping with the demands made on welfare provision by their growing elderly populations. The problem of resource scarcity is a real one. But perhaps not all countries have adopted so rigorously [as Britain] the view that care should be based on the family model.

Scandinavia, for example, provides residential facilities for elderly people not wishing to remain at home or live with their families, and those facilities are often available for use by local pensioners on a daily basis. Elderly people in the United States have developed communities of their own, supporting each other and running them by themselves, as their answer to increasing dependency. Some have argued against these ‘age-dense’ solutions, likening them to ghettos, but research suggests a high degree of consumer satisfaction.

These examples from other countries clearly demonstrate that there are alternative ways of tackling the issues of caring and dependency, and that the family model of care with the high demands made on women and lack of choice and frequent loneliness for the dependents is not the only solution.”

(New Society, 28 August, 1999, p. 12)

We can see that a number of vocabulary items characteristically cluster round the elements of larger patterns in texts. These words stand in place of segments of text, in linguistic literature they are called *discourse-organizing words*, since it is their function to organize and structure the text.

The problem of such lexical markers is very important in applied linguistics. In ELT it is discussed under the notion of a *procedural vocabulary* (Widdowson 1993). The procedural vocabulary is basically words that enable us to do things such as text interpretation with the content-bearing words or *schematic vocabulary*. The question whether it is possible to delimit a *procedural vocabulary* of such words that would be useful for readers over a wide range of academic disciplines involving varied textual subject matters and genres is currently under debate (Robinson 2005). Specialists suggest that these recurrent features of textual patterning should be exploited in vocabulary teaching / learning too as a top-down phenomenon: once conscious of a larger text-pattern, the learners can be brought to an awareness of the rich vein of vocabulary that regularly realizes it. As a bottom-up phenomenon, learners can bring together in their vocabulary records items that regularly occur in similar textual environments, e.g. the typical vocabulary of problem _ solution patterns of the text. Such lists can be added to over time to build up a rich, textually-based lexicon, which might be an alternative both to the random vocabulary list and the decontextualised, semantically-motivated list of words.

So text interpretation is a dynamic cognitive act on the part of the reader, who is supposed to be asking questions of the text as it unfolds, to be building its target world based on his/her background knowledge of the world in general and be aware how states and events are characteristically manifested in it. While doing this, the reader has to activate his/her knowledge, make inferences and constantly assess his/her interpretation of the text in the light of its socio-cultural context in order to figure out how the author’s communicative intention is realized in the text.

References:

1. Beaugrande, R., Text, Discourse and Process: Towards a Multidisciplinary Science of Texts. Norwood, New Jersey: Ablex Publishing Corporation, 1980.
2. Halliday, M.A.K. and Hasan, R., Cohesion in English. London: Longman, 1976.
3. Kirvalidze N., The Author’s Modality and Stratificational Structure of a Literary Text in Modern English. // International Refereed Multi-Disciplinary Scientific Journal of International Black Sea University, vol. I, January _ June, 2006, p. 195-200.
4. McCarrthy, M. J., Discourse Analysis for Language Teachers. Cambridge: Cambridge University Press, 2001.
5. Robinson, P., Components and procedures in vocabulary learning: feature grids, prototypes and a procedural vocabulary. // Interface. Journal of Applied Linguistics, 2(2), 2005, p. 79-91.
6. Widdowson, H.G., Rules and procedures in discourse analysis. Edinburgh: Edinburgh University Press, 1993.

Curricula, Syllabi Design and Teaching Method for the Module of “Quantitative Economic Methods and Models”

Ruizan MEKVABIDZE^{*}
Pikria MEKVABIDZE^{**}

Abstract

In conditions of quick development of technologies for preparing the specialists in the field of economy an important role belongs to the discipline of **"Quantitative economic methods and economic models"**, which include several discipline itself and follows to provide several moments naturally corresponding to its **Curricula, Syllabi design and Teaching Methods**, as teaching of mathematics, methods of optimization, econometrics and econometrics software and their merging with using the information technology in Curricula and Syllabi.

It is very interesting to discuss using **Curricula, Syllabi design and Teaching Methods for "quantitative economic methods and economic models"** for high educational institutions of Europe and USA, considering high educational reforms in Georgia. We consider that reasons which must provision teaching process of this module are:

- ! Mission
- ! State's requirement
- ! Business development of the state
- ! Financial provision

Key Words: Quantitative Methods; Curricula; Syllabi Design.

The world economy, education and research process and shaping of society is in transition from industrial age to a new structure with a new set of rules provided by ICT (information and communication technology). Indeed, relevant information and communication ability are the key resources of the emerging digital age. Indeed, ICT and our ability are the keys to our future economic and social growth.

It is not self-evident that the knowledge society will become an inclusive and empowering society, but we know that education **is vital** for the economic and social progress and for guaranteeing equal opportunities in our society. **If we will consider research and innovation as an engine for change, we need to undertake much more specific research and promote education on a modern scale.** We need to use learning technologies, contents and services which should allow a wider access to shaping knowledge society

The rapid and positive change of appreciation of ICT mainly due to the development of the appreciation of advanced information technology and concept of the information society, has interestingly coincided with the development process of education reforms in Georgia. The implementation of new directions in educational process with using of ICT call for new structures of teaching methodology of social-economic research, for shaping of knowledge and information society.

And more, The process of Globalization of the world economy and new discussions Forum about Open Access to Scholarly Publications: A model for Enhanced Knowledge Management ” (Co-hosted with the Open Society Institute (OSI) provided from 20 September, 2004 to 4 October, 2004 [www. Gpgnet.net/topic08.php](http://www.Gpgnet.net/topic08.php)) are very important for developing co-operation and integration

^{*} Ph.D, Gori State University.Georgia

^{**} MA.Gori State university.Georgia

processes of internationalization of results of research important for shaping knowledge society. We are sure the main goal of these reforms is directed to forming such society!

The reforms of Georgia education system have begun!

Nowadays, the accreditation process of the most of State and private Universities are over! But the accreditation gave us the arithmetic between some of parameters as: number of students, number of teachers, amount of books and occupied area . Also possibilities of students' service using of internet, web pages ...

Nowadays teaching process is more significant!

What the problems are in Georgia in these directions?

Nowadays the most contemporary problem in Georgia is that we need more of professional educators in fields, which are the results of transition to market economy and of the development of

ICT. These are: economics, applied economics, econometrics, econometrics software, management, and informatics. The current social and economic problems make the most important part of population, especially junior aged, nihilistic and neutral to education as a whole. The glance of young generation **is directed to abroad!**

Many students choose to concentrate in economics because it provides an excellent background for professional work in business, banking, law, marketing and so on. Unfortunately, student survey responses indicate that undergraduates are significantly less satisfied with their academic experience.

Master's and PhD's courses are chosen by more prepared individuals and are oriented on strong components including practically oriented courses. Graduates are admitted to the program through a highly selective process and curricula provide an efficient introduction to the theoretical and practical skills.

But all these are light for universities with wide experience working in conditions of market economy! We have just begun this process.

Moreover, as we enter upon a global age, it becomes obvious that we simultaneously must make our deals considering that we are in the process from transition economy to market economy, and we are in a digital age which dictates its own rules to teaching process and society. The world education demand a new constructions for providing high qualify education for society with modern Information Technology, with modern market economy.

Why can we not use the experience of the top universities of the Europe or the USA? The answer is only one: we don't have such specialists in economics, in IT and the educators with these qualifications, the educators having these parameters. In addition, some of our educators (mostly in economics) can not analyze some of possibilities that they have and, in case when university has any technical and program software support. The interesting example for this is Gori State University where from 1998 Econometrics Study Center (ESC) was created with computer class, econometrics software and library on econometrics and Internet Center but Gori State University's educators can not use these possibilities for studying. Only we use it as we know what we had created in GSU. We are sorry, but it is true! Georgia High Education Reforms destroyed the old education system in Georgia, but we are far from creating of a new education system!

The information age, with its technological developments (internet, satellite systems, video conferencing, software) has strongly affected education in general.. These possibilities introduce the

concept of a new educational system, provide the strong understanding and managing complex issues in time and we, and step by step must go toward Global Learning Community.

Let us to discuss one of the importance module of economic education. It is “Quantity Economic Methods and Models”. In generally, to be as a specialist in economics it means: to know in using macroeconomics, microeconomics and quantitative economic methods and models and after this to know concrete economic direction.

What disciplines are involved in this module. What is the glance of top world universities for curricula and design of this module and how we are ready for teaching of this module?

We have provide analysis of this module of Harvard University (USA), Paris 1 (France), some of Georgia Universities.

The research on this direction includes the organization and design of learning process, teaching methodology and methodological innovation, development of information and knowledge systems, development of new technologies, and evaluation and quality and socio-cultural studies.

The ICT can be argued from a number of very different perspectives as: to implement new approaches towards learning and research; to take account of differences in prior knowledge, prior education, learning intentions, professional application fields, to meet the demands of the public in a flexible way.

ICT offers a wider range of available material (texts, videos/animation, simulation/activities, examples, assessment tests) the content of the material covers the fields that have been demanded by the basic requirements of research methodology: information and its resources; research methodology; research tools and its use.

What is the mission of this module?

The course exposes students to a range of tools and techniques for addressing issues such as the design and evolution of economic models with using of new technologies and the work out of research projects that effectively connect with describing, development and estimation economic models. The course provides students with the tools they will need to participate effectively in decisions early in their careers.

Also, it enables students to develop and realize their potential. Helping them achieve that is a lifelong commitment and source of continual satisfaction. It's a privilege to interact with exceptionally bright students in a powerful and energizing process of mutual discovery and collective learning.

Teaching Methods

Class sessions combine lectures, seminars, discussions, small group exercises, individual and group analyses of different social cases (international and local examples. The major part of lectures will be lecturer's presentation. At the end of each lecture students will be encouraged to ask questions and express their opinion on certainly topic.

During the seminar students will present the results of their own theoretical or practical research, participate in the discussion or small group work etc.

Besides of the current lectures and seminars, for fulfillment of this mission help us the special seminars designed to introduce students to research in a particular area of economics and to prepare students to undertake their own research project. The seminars' prerequisites are microeconomic and macroeconomic theory, statistics, and introduction to econometrics... Other undergraduates with the appropriate prerequisites may enroll in seminars on a space-available basis.

Also, in addition, helping us to fulfill this mission is the use of case study with wide range of the project topics.

The econometric project is a case study in formulating an original econometric model, collecting data relevant to the model, using econometric techniques to estimate the model and interpreting the results obtained. It is strongly suggested that student's actually carry out case study.

More difficulties will be had in teaching of econometrics, because there will be construct econometric model according to the project and it is impossible without needing knowledge of Mathematics and Statistics. But using of the case method is a good way for such tasks. Today, although we also make use of lectures, simulations and other forms of teaching as appropriate, it will be best to build a fulfillment some of projects on the case method.

Any students' group (2-5) choose a project's topic and provide all need research activities for its fulfillment, as: aim, collection of statistical data, choosing model's parameters, choosing function, using econometrics software for solving. Considering and discussing of the project lasts during whole performing of the project.

Case teaching is a process of renewal and growth for both, for the teachers and for the students

Note: At this time a low level of students' preparation doesn't give such an effect but we hope the process of education reforms will regulate the need contingent of students more prepared for education!!

Curriculum of the module

This module must be considered for second and third year students. During the second year students must prepare the discipline "Statistics" ("Introduction to Quantitative Methods") for ability to interpret quantity data and to understand essence of economics. The statistical methods help economists to analyze data and empirical relationships, to test theories and make predictions. Besides it, statistics introduces students to statistical tools as: testing, parameters estimation and regression analysis.

According to chosen concrete profession the studying program must be changed. For example, if student choose specialty "Finance and Banking" it is need to introduce changes in study program of "Statistics" because the student must be prepared for the discipline "The Econometrics of Financial Markets".

As econometrics plays a central role for senior students and masters, so they who plan to write thesis must fulfill need requirements as understanding of econometric technique and ability to apply them using standard software packages and "Introduction to Probability" (the first semester) and "Introduction to Econometrics (second semester).

During the second year, students choose from an unparalleled range of elective courses to build on the basic concepts developed in the Required Curriculum. This portion of the program enables students to integrate the functional skills learned in the first year into an understanding of the firm as a total enterprise.

Students may take any combination of courses—up to five courses per semester—and also have the opportunity to cross-register for courses in other select graduate programs.

During the first year at Harvard Business School, all students pursue the same course of study: the Required Curriculum. By studying under a common curriculum, students build a solid, broad foundation of general management concepts and skills across all the key disciplines.

Let us to analyse the view of the top universities: Harvard University (HU) (USA) and Paris 1 (France). The goal is to choose the logic scheme for economic faculty. Of course, we are far from that the program of HU or Paris1 is not enough. We want compare the excellent variants these modules and then suggest our idea.

Harvard University provides teaching of this module named” Econometrics and Quantitive Methods”. This module includes the disciplines:

- ! Introduction Probability and Statistics for Economists;
Prerequisite disciplines: Calculus; Linear Algebra, Statistics;
- ! Introduction on Econometrics
Prerequisite disciplines: Statistics, Introduction to Quantitive Methods
- ! Time series analysis;
- ! Computational Economics (Computational technics, software using);
- ! Econometrics Workshop;
- ! Research in Econometrics;
- ! Introduction to Game Theories;

and elective disciplines according to specialization and research topics to masters degree students, also.

Paris 1 provides teaching of this module named” Econometrics and Quantitive Methods”. This module includes the disciplines:

- ! Probability;
- ! Optimization;
- ! Statistics
- ! Probability methods in Finance
- ! Statistics
- ! Econometrics
- ! Optimization & Dynamics
- ! Game and Information

Also, research topics to masters’ degree students

Tbilisi State University involved in studying program the disciplines (do not the module named” Econometrics and Quantitive Methods”):

- ! The Theory of Probability and Mathematical Statistics;
- ! Introduction to Econometrics

and video spectre of the elective subjects.

Gori State University provides teaching by module named” Economic and Mathematical Methods and Models”. This module includes the disciplines:

- ! Economic and Mathematical Methods and Models :
with disciplines:
 - ! Linear Programming;
 - ! Regression Analysis
 - ! Game Theory (Introduction)

Econometrics was taken away in 2001.

ECONOMETRICS and econometrics software
Econometrics at GSU

We want to note that in 1998 we decided to create the “Econometrics Study Center” (ESC) at GSU. Really, at GSU we begun reform for supporting of economic studying and In 2000, at

GSU we had created ESC with computer class, econometrics software and library with econometric literature. This was promoted by financial support of the “Open Society - Georgia foundation” which supported three projects consecutively, as: „Modern Methods of Econometrics teaching “HESP/06/98,, “Creation of econometrics Study center’ HESP/06/99, “ Course of Lectures on Econometrics” Supporter: HESP/06/00. In addition we had the Mobility Grant in 1998 (Host Institution: New Economic School, Moscow; Department: Econometrics; Economical and Mathematical Methods and models; Supporter: HESP&CRC)

At last, at GSU Econometrics Study Center was created, and was introduced the discipline “Introduction to Econometrics” for one group of economic faculty.

After four years, as we think, we have a need for a center for economic education definitively. But we were not right: the economic faculty did not understand what they had and in 2001 the “Econometrics” was cancelled for the reason that “.... this discipline is very difficult for students...”

Statistical computing recourses

Statistical computing recourses’ goal is to simultaneously help researchers solve their problems in statistical computing and help students to build economic and econometric models by concrete projects and help researchers enhance their skills for performing excellent research.

We want to turn your attention on Statistical Computing Recourses using in economics. These are many, as: STATA, SAS, SPSS, Mplus and Latent Variable Analysis, SUDAAN and so on.

Among of them Econometrics software – STATA is a powerful and yet easy to use statistical package that runs on Windows, Macintosh and UNIX platforms. The students will have handouts on experience using STATA for statistics, graphics, and data management. The handouts are the scripts for the class and are printed and given to the students in the class... The handouts are not meant to be a STATA textbook or a reference manual. However, it is possible for individuals to use the handouts to help in learning STATA even if they don't enroll in the classes.

We are sure our accredited universities have so much personal computers how much is necessary and for studying of STATA it is possible to use PC any generations.

Teaching method for STATA is a form of seminars. This is more acceptable form.

Complete List of Seminars for STATA

- Introduction to STATA a ;
- Regression with STATA ;
- Logistic Regression with ;
- Beyond Binary Logistic Regression with STATA ;
- Visualizing Main Effects and Interactions for Binary Logit Models in STATA ;
- Survey Data Analysis with STATA ;
- Survival Analysis Using STATA ;
- Graphics using STATA;
- Introduction to Programming in STATA ;
- What's New in STATA 8
- What's New in STATA 9

These 10 seminars are enough for undergraduates.

For graduate students will be useful different statistical analysis techniques using different statistical packages. This merely introduces the essence of the technique and the topics also:

STATA 9
 Data Management
 Graphics
 Regression
 Logistic (and Categorical) Regression
 Survey Data Analysis

In Result, in the module “Quantitive Economic Methods and Models” must be considered the complex of disciplines as: Statistics with its modification, Econometrics (Introductory, Intermediate, Advance courses on various levels of Education), Econometrics of Financial Markets, Game theory for Economists, Optimization Methods, and Risk Theory, Operation Research and Econometrics softwares.

References

1. Brenton E., Albert A. The international Studies in Economics and Econometrics. .Kluwer, 1990
2. Delgermaa Choijamts Qualitative Research Methods. 2003/2004
Qualitative Research Methods
3. Econometrics Software: STATA 5.0; STATA 9.0 for Windows
4. From CRC/CEU Syllabi Collection: Course title: Methods of Economic Researches:
<http://www.crc.ceu.hu/ocrc/syllabi/syll14141/Orekhov.doc>
5. From CRC/CEU Syllabi Collection: Modeling Financial Markets In Ukraine
<http://www.crc.ceu.hu/ocrc/syllabi/syll12394/domrachev.html>
6. From CRC/CEU Syllabi Collection: Transition to a Market Economy: Economics
<http://www.crc.ceu.hu/ocrc/syllabi/syll12410/kolomak.html>
7. Gohar Shahnazaryan. Case study. Qualitative Research Methods, 2004/2005
8. <http://www3.imperial.ac.uk/courses/undergraduatesyllabuses200607>
9. John Y.Campbell;Andrew W. Lo; A.Craig MacKinlay. The Econometrics of Financial Markets. Prinston University Press.1997
10. Matyas Szabo,Student-Centered Course Design , Polis 2005 Plenary Conference, 17-18 June 2005 – Science P0, Paris <http://www.ceu.hu/crc/crcnae/publications.jsp> *ESP - CRC Course Development Competition*
11. Michael D. Intriligator; Ronald G. Bodkin; Cheng Hsiao. Econometrics Models, Technics and Applications. Prentice Hall.2001
12. P. Mekvabidze. Using Econometrics software for students. 2001Order #1305, LTD “Universal,2001 (supported by “Open Society-Georgia Foundation”)
13. R. Mekvabidze . The course of lectures on Econometrics (introduction). 2001, (supported by “Open Society-Georgia Foundation”)
14. Ramu Ramanathan.Statistical Methods in Econometrics. Academic Press.1995
15. Robert S. Pindick; Daniel. L. Rubinfeld. Econometric Models and Economic Forecasts. Irvin McGrow Hill, ISBN 0-07-050208-0. 1998
16. William E. Grifits; R. Carter Hill; George Judge. Learning and Practicing Econometrics.John Willey @ Sons, INC, 1997
17. www.gsu.edu.ge
18. www.harvard.edu
19. www.ibsu.edu.ge
20. www.imperial.ac.uk/pgprospectus.
21. www.tsu.edu
22. Крамер Г. Математические методы статистики. М. Мир. 1995.

Abstract

Since 2000 the regulations of the Ministry of Education and Science (MOES) in Latvia have stated that 26 credits of the higher education program should be planned for the students' practice at their future working place. The aim of the presentation is to share the experience of introducing the reforms to implement these regulations, thus improving the quality of teaching practice in higher education.

The presentation will deal with the active research carried out for five years at the Teacher Education Department, Faculty of Education and Psychology, University of Latvia. The model of university and school partnership in foreign language teacher education will be described and its pitfalls and payoffs will be analysed.

Data collected will be presented through the observation of student-teachers and mentoring process, interviews with school headmasters and professional mentors, self-evaluations of student-teachers after their teaching practice and the questionnaire to the student-teachers about their teaching practice.

Key words: Theory – practice, university – school, partnership, student-teacher, school-based mentor, university-based methodologist – mentor, mentoring.

Introduction

The Foreign Language Teacher Education Department students at the Faculty of Education and Psychology, University of Latvia, study for four years in order to become professional English or German teachers. The students are offered the study programme based on the integrated model that gives a possibility to interlink the studies of the language, pedagogy, psychology, modern information technologies and practice. The students simultaneously learn the language and the methods of how to teach it. On graduating from the university, they obtain the qualification of an English or German language teacher, as well as the degree of bachelor in pedagogy.

In 2000 the regulations No.484 were issued by the Ministry of Education and Science. The regulations stated that 26 credits out of 160 should be planned for the students' practice at their future working places. For the Teacher Education Department it demanded closer collaboration with the schools right from the first years of students' studies. On the one hand, it gave more possibilities for students to acquire the language teacher's professional duties, but, on the other hand, it meant a greater responsibility for the students' placement at schools.

The staff of the professional program of English/German Language Teacher Education started to develop the new *University-School Partnership Model* in Foreign Language Teacher Education. The model should meet several requirements. It should integrate theory and practice, and what is more, it should be accepted by and satisfy all three involved parties: the students, the university and the school. Based on the thorough study of theories and present situation in teacher education, since 2001 the partnership model has been designed, piloted and implemented in 14 schools in Latvia. The student-teachers, school and university mentors and school administration have participated in the piloting of the model for 5 years.

Theoretical background

* Dr. Paed., University of Latvia

The Green Paper on Teacher Education highlights two conditions that are important for pre-service teacher education, namely, it should be regarded as one part of life-long professional development that continues after the process of selection, graduation and induction of new teachers into the teaching profession, and the other condition is that faculties of education require partnerships with schools in order to carry out their work. These partnerships should be reciprocal, beneficial for both sides, with clear division of responsibilities and common understanding of teacher education goals. Key players in this partnership are student-teachers, university-based mentors and school-based mentors whose role is not a traditional one of transmitting prescribed teaching methods, but promoting a reflective approach which involves experience, reflection on action and the student-teachers' formulation of personal theories that lead to their informed action in future.

Learning to teach is a complex and sometimes painful task. It involves developing a practical knowledge base about pupils, the situation, subject knowledge presented in understandable way to others and strategies facilitating learning, developing interpersonal skills by incorporating an affective aspect, and it also demands changes in cognition to interpret and control classroom life.

According to Vygotsky (1979), learning happens on two planes (see Figure 1.): the *intermental* plane (when information is heard and perhaps partially understood) and the *intramental* plane (when information is fitted into an individual's current system for categorizing related information). The *intermental* plane operates in the public arena of, for example, lecture where public understandings dominate. The *intramental* plane is where understandings are internalised and new information is accommodated.

We expect that our students progress from the knowledge held by others to constructing their own understandings and then putting those understandings into action.

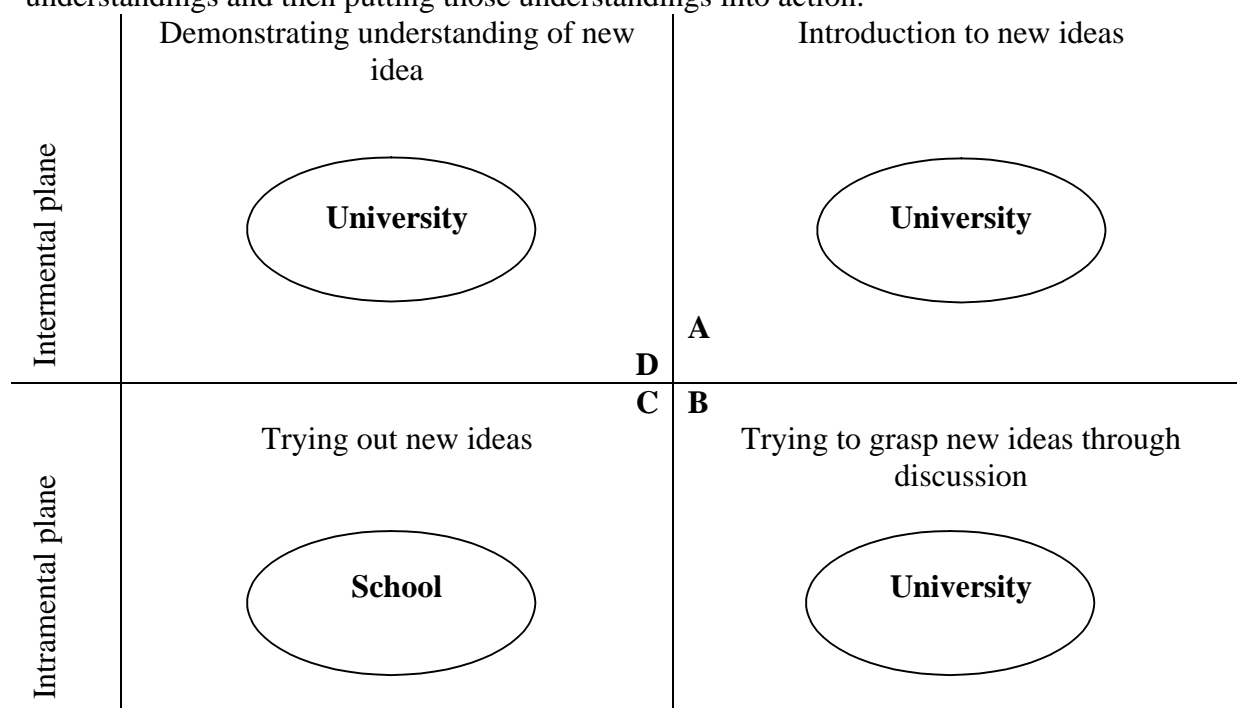


Figure 1. A Vygotskian framework for training without partnership (1979).

University-school partnership or lack of it influences student-teachers' learning. Following a Vygotskian framework (Figure 1.) for training without partnership between the school and university, we come to a model when student-teachers receive the theory of education in the university and work towards an understanding of the educational principles involved in teaching thus developing confidence in their knowledge about teaching. Then they go on teaching practice at

school where they have to apply that knowledge in practice in a classroom and they find it quite difficult. At this moment theory is rejected, they learn from the teachers, imitate them, do as they do and they survive in school. When they return back to the university they are asked to analyse their experience in terms of educational theory, but they cannot do it and feel quite uncomfortable.

If university has strong links with the school (Figure 2.), the student-teachers follow the same route with the difference that after being introduced to educational theories at the university, they immediately see the examples of interesting practice at school. When they come to teaching they meet a professional mentor who helps them make sense of classroom events and guides the student-teachers' learning.

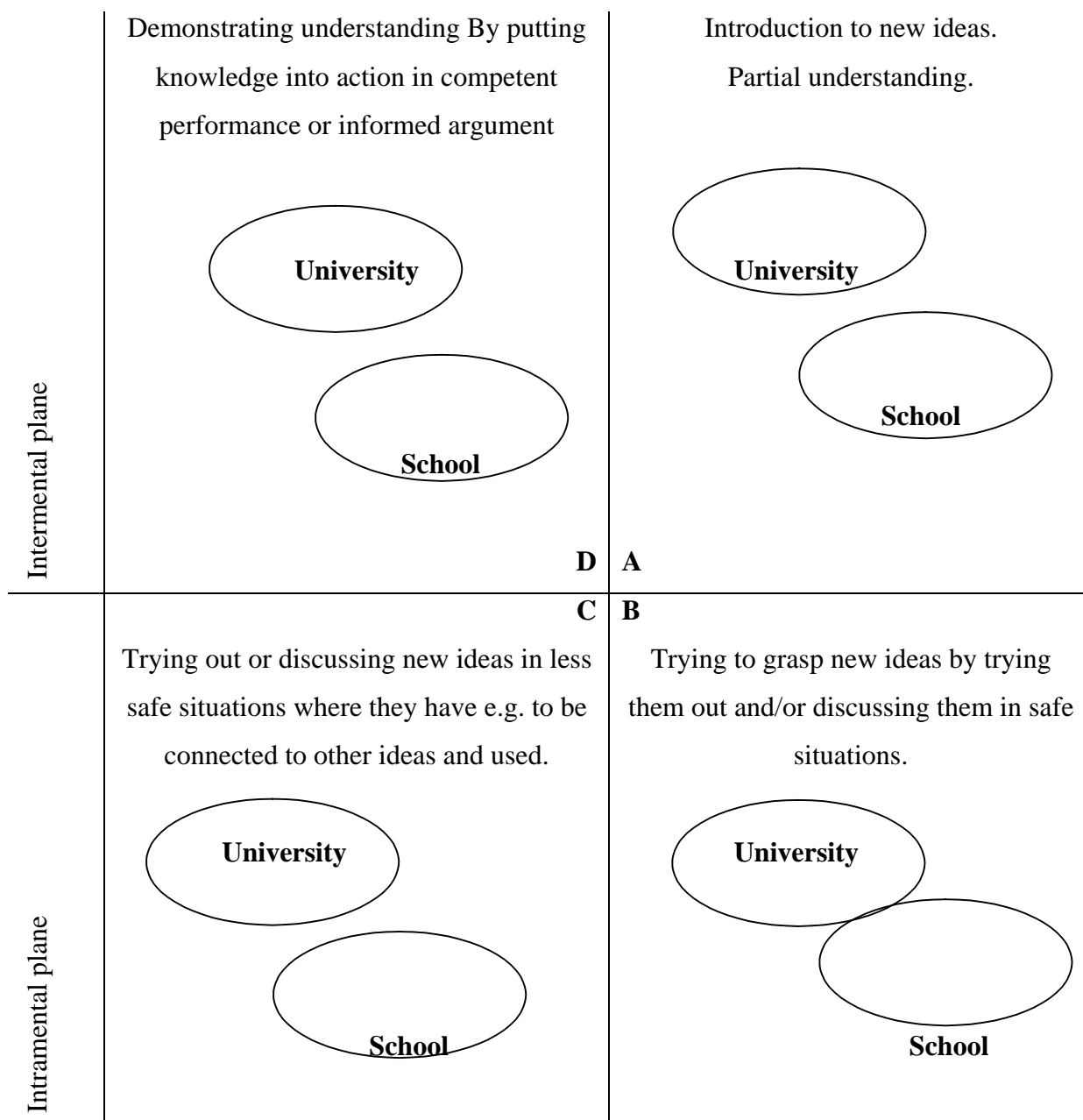


Figure 2. A Vygotskian framework for a training partnership (1979).

In a partnership model learning occurs in both schools and universities, and the support of mentors and university methodologists meets the needs of students as learners.

Freeman (1996) outlines seven distinguishing characteristics of relationship in a partnership that can help or hinder the development of students' independence (see Table 1.).

Table 1. Characteristics of relationship (Freeman 1996).

	Orientations that help	Orientations that hinder
1.	Reciprocal trust (confidence, warmth, acceptance)	Distrust (fear, punitive ness, defensiveness)
2.	Cooperative learning (inquiry, exploration, quest)	Teaching (training, giving advice, indoctrinating)
3.	Mutual growth (becoming, actualizing, fulfilling)	Evaluating (fixing, correcting, providing a remedy)
4.	Reciprocal openness (spontaneity, candour, honesty)	Strategy (planning for, manoeuvring, manipulation)
5.	Shared problem solving (defining problems, producing alternative solutions, testing)	Modelling (demonstrating, giving information, guiding)
6.	Autonomy (freedom, interdependence, equality)	Coaching (moulding, steering, controlling)
7.	Experimentation (play, innovation, provisional try)	Patterning (standard, static, fixed)

The fact is that the university alone cannot guarantee the development of students' independence.

Partnership model

The project “*Presett Partnership: Towards a Coherent and Effective Partnership Between Universities and Schools in Pre-service Teacher Education*” was launched by the British Council in the summer of 2002 with the aim of improving the quality of pre-service teacher education across Latvia.

The project started with two one-week intensive mentor training course workshops, each lasting 60 hours, in which a selected group of mentors and university methodologists (70 in total) were given the opportunity to explore and develop mentoring skills. The Foreign Language Teacher Education Department of the Faculty of Education and Psychology, University of Latvia, also participated in the project.

The mentoring courses were followed by a year of experiential learning. The results of this practice were presented in the mentors' or methodologists' portfolios and in workshops at a European Conference. During the conference it became clear that the partnership between universities and schools had been strengthened in many respects: the project participants had built mutual confidence and common understandings. It had contributed to the development of university-school partnership model in foreign language teacher education in the University of Latvia (Figure 3.).

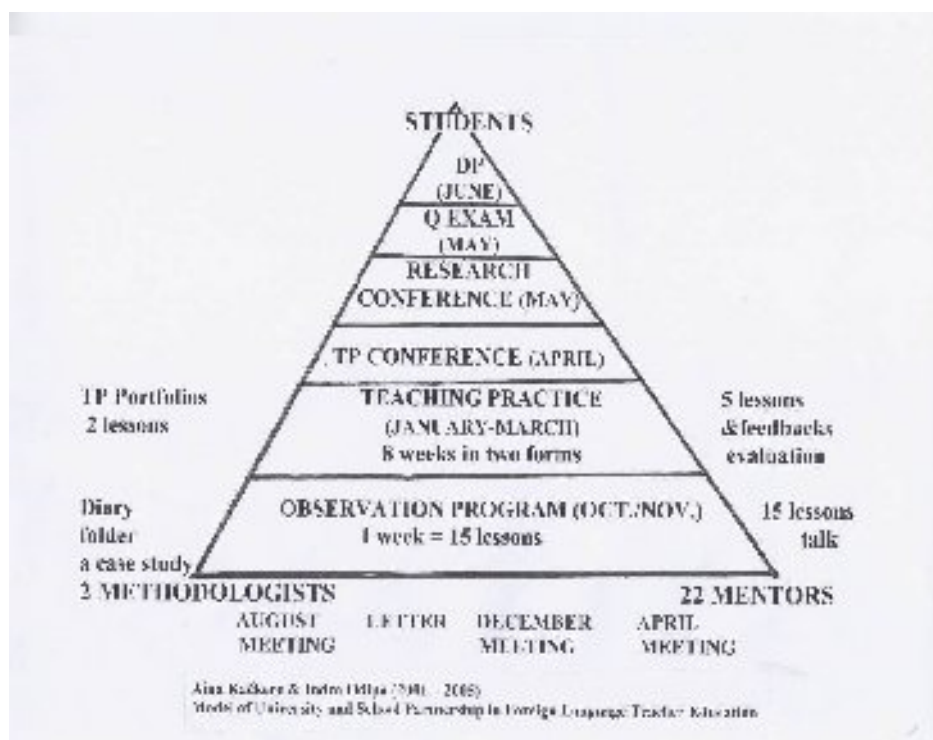


Figure 3. University-school partnership model in foreign language teacher education.

Figure 3. shows the triangle representing the collaboration among the student-teacher, school-based mentor and university-based methodologist – mentor. All three partners share the inside of the triangle. It is common for all three partners; they all can influence it in one way or another. There are two Ministry of Education and Science certified university-based methodologists – mentors in the English Language Teacher Education Section who introduce the students into the teaching practice and 22 certified school-based mentors in 14 schools of Riga. Every year starts with **the meeting in August** – university-based methodologists meet the school mentors to set up the year's action plan and to finalise:

- ! the best time for the observation program and teaching practice at school;
- ! the number of student-teachers mentors can work with;
- ! the requirements for the student-teachers.

After it has been clarified, the university methodologists can start planning their work with students. The students' involvement in language teacher's profession starts in year 2 with the methodology course. In year 3 there is an observation program in the specialty when the students are supposed to get the insight into the language teaching, start building relationships with mentors and looking at the classroom events from the point of view of a teacher not a learner.

Official contracts between the schools and university stating the rights and duties of the both parts serve as pass for the student to enter the school.

Students spend one full week **in November** at schools. During this week they have to observe 15 lessons choosing different observation focus for each lesson and make notes in their diaries, and do a case study.

Mentors should organise the lessons to observe and reserve time for a talk with a student-teacher after the lesson. When the student-teachers return to the university after the observation practice, they discuss their observations in different schools and start developing their own theories of teaching.

In December the university methodologists meet the mentors again – to discuss the observation program, plan the forthcoming teaching practice and work on teaching practice evaluation criteria.

In January students of year 3 and year 4 leave for the schools starting their English teaching practice in two forms for 8 weeks (Year 3 students have teaching practice in primary school and Year 4 – in secondary school). Besides, the student-teachers also have to experience class tutors' duties during the both practices.

Mentors observe student-teachers' lessons and give feedback, scaffold them in their professional development process, evaluate at least five lessons and finally assess their practice.

Methodologists visit student-teachers while they are on practice and observe 2 lessons and talk them through. Methodologists do not assess the student-teachers, they are there to help them improve their teaching performance and meet the mentors. Methodologists evaluate student-teachers' teaching practice portfolios.

In April all the partners meet to discuss the issues of the teaching practice face to face and mentors and methodologists have their own meeting to plan the further work.

During their school practice students do research, small scale case studies that are presented at the student organised annual **International Research Conference in May**. The idea of the conference is to involve the future teachers in self development, encourage their participation in conferences, present not defend research and to improve their presentation skills so necessary for teacher's job. Usually all the university staff attends these conferences and some mentors as well.

There are two more things – the qualification exam and the defence of the Diploma Papers that mentors are involved in. Mentors constitute more than half of the examination board.

Research methodology

The participatory action research has been carried out to implement and verify the effectiveness of the partnership model. It lasted for 5 years.

The data were collected through:

- ! *observation* of students and mentoring process;
- ! *interviews* with 5 school headmasters and 22 mentors;
- ! *self-evaluations* of 3rd and 4th year students after their teaching practice;
- ! *questionnaires* for the students on their teaching practice.

Results and discussion

Summing up and analysing the data, the following most crucial problems were stated:

1. **No partnership in class tutor's practice.**
2. **The old-fashioned requirements of class tutor's practice.**
3. **There are no solid bases for collaboration in class tutor's practice.**

The problems have been mentioned in the order of seriousness and unfortunately they all lead to one and very big weak point. It is the class tutor's practice and it is no wonder because the collaboration between the university and school exists only in the subject teaching and there is almost no collaboration in class tutoring. People don't know each other, they don't come together and don't reach common understanding as it is in the English/German language teaching model.

As Malderez (2002) states, they don't *swing* together (see Figure 4.) and poor student-teacher falls down, but not on the ground as he or she has some previous experience of school life.

The analysis of data resulted in some suggestions for the improvement of this situation. The first one was to combine the class tutor's duties with the subject teaching. After all every English and German lesson have the aims that cater for the personality enrichment, intellectual development and general education. Besides, many of the schools don't practise separate hours for class tutoring and that leads to artificial practice in this field.

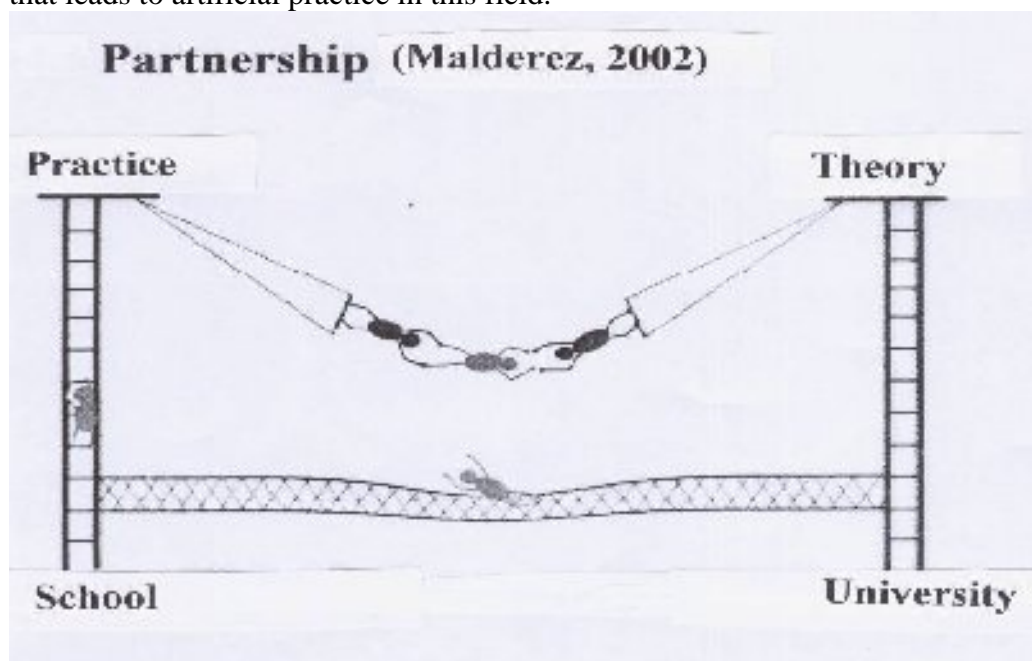


Figure 4. Partnership (Malderez, 2002).

Secondly, if such practice is necessary then there should also be introduced mentoring system. And finally, one university person should be responsible for both practices – the subject and class tutor's.

The next problem area of class tutoring is its documentation. As one headmaster quotes: *"The century has changed, but the requirements are the same as in 80's of the previous century. I graduated from the faculty then and I had the same class tutors requirements"*. Of course, some things can live, but not the ones that were unsuccessful ages ago. As a suggestion for this, can be offered collaboration with school's deputy headmaster, social teacher, or psychologist.

Conclusions

Partnership should be based on philosophy, good will and friendly relationships, but not only. There should also be clarity in documentation, time found for discussions – people of the same level should come together and talk things out, the partnership should be based on the recognition of the ones who do this job in terms of payment, teaching load and status recognition. The people involved in mentoring process should be educated and certified as a school mentors and university mentors. Their education should take place simultaneously in one course, shoulder to shoulder. Their

participation in courses should be of personal importance or necessity, not imposed by the school or university administration. The administration should be informed and involved in the process of students' teaching practices.

References

1. Edwards, A., Collision, F. (1996). *Mentoring and Developing Practice in Primary Schools*. Open University Press, Buckingham Philadelphia.
2. Freeman, D. and Richards, J.C. (1996). *Teacher Learning in Language Teaching*. CUP.
3. Malderz, A., Bodoczky, C. (2002). *Mentor Courses*. Cambridge University Press.
4. Richards, J.C., Nunan, D. (1993). *Second Language Teacher Education*. CUP.
5. Vygotsky, L. (1979). *Mind in Society: the Development of Higher Psychological Processes*. M. Cole, V. John Steiner, S. Scribner, and E Souberman (Eds.) Cambridge, Mass.: Harvard University Press.
6. *Green Paper on Teacher Education in Europe*. <http://tntee.umu.sc/publications/greenpaper.html>

Abstract

This paper examines hypotheses concerning the theory of transition from Communism to the market. It generalizes historical practice by separating forms (types) and stages of transition. The components of transitional process are classified as parts of Transition Economics: Microeconomics of Transition, Macroeconomic of Transition, International Economic Integration, Safety Net of Transition, and Role of Government. These parts are closely intertwined and taken together they completely describe the transitional process in all transition economies.

Key Words: Objectives; Discussions; Theoretical and Practical Aspects.

1. Introduction

In Georgia, as in any other country with a transition economy, economic reforms are aimed to enhance the success of market economy. Reforms in the educational system have a special meaning, because they deal with the development of civil society. The education system includes the institutions that help set and enforce the rules that allow market transactions to proceed in a climate of confidence with decrease the opportunities for corruption and crime. It is beyond dispute that education is a key to economic development, because of its direct effect on productivity and because those who are more educated are more receptive to new ideas. Questions still, however, remain about the organization of educational process and particularly, about our curriculum and contents of our courses according to the new market demand. Among others, one course has a special meaning. This is Economics of Transition, which may answer many issues hotly debated nowadays. For example, should economic reforms in transition countries be fast or slow? How important are reform policies relative to initial conditions? Is privatization really vital, and does it matter how it is done? How can countries build institutions to support efficient market systems? To answer all such questions, the Economics of Transition should be developed.

The second argument for its development is as follows. As the old socialist system collapsed, a new system had to be put in place. But policy makers, both within the transition countries and the international economic institutions (such as IMF and WB) did not have the luxury of waiting for more information and knowledge. Some transition economies developed their own approaches to transition; others were heavily dependent on the advice of external advisers. It is important to appreciate the fact that transition has been fundamentally “learning by doing”. Since, prior to the present transitional era, there was little theory and even less experience. None of modern theories, including neoclassical theory and new Keynesian theory, provides an adequate underpinning for understanding maintenance and particularities of transitional economies.

On another hand, there is a strong base for the development of Transition Economics.

Transition countries differed substantially in their initial conditions, which include the level of

income and wealth, the nature and extent of economic distortions, and the level of institutional

development. However, economists who investigated the transitional experience of countries of Central and Eastern Europe (EE) and the former Soviet Union (FSU) found strong common patterns for countries at similar stages of stabilization, despite differences in initial conditions.¹

* Assoc.Prof.Dr. International Black Sea University.Georgia

As in any economic theory, the Economics of Transition may provide background for expertise social and economic programs before their implementation to avoid mistakes.

The paper is organized as follows. In section 2, the essence and distinctive components of transforming process are analyzed; section 3 reviews two stages of transition period. Section 4 analyzes the contents of macroeconomics of transition as a part of general economic theory. Section 5 concludes the paper.

2. Transition: Types, Contents, Particularities.

As mentioned above, The Georgian economy is an economy of the transitional type. Under transition economists mean a specific period in economic history of a country when one economic system (models or methods of production) is replaced by another. For instance, the fall of the Roman Empire or the decline (or retrogression) of Medieval economy revealed an example of transitional period that has been written as dramatic pages in economic history of mankind. Similar story may be told about the turbulent arrival of capitalism in the 18th century.

According to the World Bank classification, there are some types of transitional economies²:

- ! Industrial post Soviet model,
- ! Latin America model (Latin America, Near East, North Africa, Philippines) ,
- ! African countries model (located to the south of Sahara),
- ! Asian agrarian model.

Russian economists add to this list one more model - industrialized countries model where the transition from industrial to postindustrial societies³ occurs.

So, transition period means a specific period between old and new economic systems, or the period that is on the junction of old and new methods of production or on the butt of old and new societies. Transition period occupies a special stage in economic history of a country although the long-term goal of transition is the same as that of economic reforms elsewhere: to build a thriving economy capable of delivering long-term growth in living standards. As Austrian economist Joseph Schumpeter wrote, it is a period of “creative destruction”.⁴

Each type of transition has its distinctive pattern that depends on initial and final points of movement. In FSU countries like Georgia, the character of transition, its goals and contents are absolutely different comparing to others types. The crucial point is that it is not just the adoption and/or modification of new policies or programs, but a passage from one mode of production to a different one. In fact, there is a movement from socialism to capitalism. Hence, transitional reforms must penetrate to the fundamental rules of the game, to the institutions that shape behavior and guide organizations. It makes it a profound social transition as well as an economic one. For example, in Latin America countries liberalization usually means eliminating price controls and relaxing trade protection in a few heavily regulated or protected sections. Liberalization in post Soviet transition countries faces an unprecedented and more daunting task, that of freeing not only the terms of market transactions but transactions themselves: abolishing state orders and

¹ For example, see: Martha de Melo, Cevdet Denizer, Alan Gelb (1996), From Plan to Market: Patterns of Transition, Policy Research Working Paper #1564

² World Bank, From Plan to Market: World Development Report 1996.

³ See, for example, Красникова Е.В. (2006) Экономика переходного периода, p.25.

⁴ http://en.wikipedia.org/wiki/Creative_destruction

procurement, state production and trading monopolies, and the centralized allocation of foreign exchange. Liberalization also means freeing entry into production, services, and trade, including the freedom to open a new business, to expand or break up an existing business, and to change product mix, supplies, customers, or geographical base.

Another hotly debated issue is the relationship between economic liberalization and political freedom. From the cross-country evidence, it is quite clear that in EE and the FSU, there has been a close relationship; in other words, economic reform has been led by political change, and generally, where the political change has been sharpest, the economic reform has also been sharpest. There are several reasons for this. One theory that was developed by Mr. Balcerowicz is that a sudden political change created a window for reform, during a period of extraordinary politics⁵. This allowed reforms to proceed much more rapidly than they normally would in a political environment where political groups oppose any type of radical reform. The opinion polls in these countries also suggest that on the level of individuals there is a close relationship between attitudes toward political reform and economic reform. This might be specific to these transition countries and does not necessarily prevail in other countries around the world.

I agree that “the reduction of output that occurred in EE and FSU states should be considered as the exceptional case in the world economic history. Never and nowhere... there occurred such a dramatic decline in output, living standards and life expectancy without extraordinary circumstances, such as wars, epidemics, natural disasters.”⁶

3. Stages of Transition.

After more than fifteen years of performance, the transformation process acquires its history. Now we may separate the transformational recession (the deviation of actual output from potential) from the process of economic growth (recovery from the transformational recession).

Transformational recession. The post Soviet countries, after restoration of their independence in the beginning of 1990s, fell into a deep economic recession with national output and employment contracting dramatically – by about 50% -70% and more, and as compared to the highest pre-recession level of 1989, investment dropped even more, income inequalities rose greatly, so that real incomes declined dramatically for the majority of the population, death rates increased by about 50%, whereas life expectancy declined markedly. This is comparable with the Great Depression (1929-33), when GDP in Western countries on average fell by some 30%. Economists call this period as “Great Transitional Depression”.⁷ Only in China and Vietnam there was no transformational recession at all – on the contrary, from the very outset of reforms economic growth accelerated.

⁵ Бальцерович Л.(1999), Социализм, капитализм, трансформация.

⁶ Popov Vladimir, Shock Therapy Versus Gradualism Reconsidered: Lessons from Transition Economies after 15 years of Reforms.

⁷ In Russia output fell by 45% in 1989-98, death rates increased from 1% in the 1980s to 1.5% in 1994 and stayed at this high level thereafter, which was equivalent to over 700,000 additional deaths annually. Over the period of several years such population losses could be likened to the impact of the WWII. By way of comparison, during the Second World War, national income in the USSR fell only by 20% in 1940-42, recovered to its 1940 level in 1944, fell again by 20% in 1944-46, during conversion of defense industry, but exceeded its 1940 level nearly by 20% already in 1948. In some of the former Soviet states that were affected by military conflicts (Armenia, Azerbaijan, Georgia, Moldova and Tajikistan) GDP in 2000 was only 30 to 50% of its pre-transition levels.

The question of theoretical discussions is whether reduction of output during transition should be viewed as a result of supply side or demand factors. One view, usually referred to as Keynesian, is that transformational recession was caused by the reduction of demand that occurred during the liberalization of prices, the introduction of convertibility and the subsequent stabilization. This approach considers recession as a demand-pull phenomenon and the result of overshooting. It is said to be caused by the demand shock, which was generated by the transition to the market and by the restrictions imposed by fiscal and monetary authorities. It has been argued, for instance, that the impact of demand-side factors on output decline in Poland has been much more pronounced than the impact of supply-side factors.⁸

Another explanation is that the collapse of output during transition can be best explained as adverse supply shock caused mostly by a change in relative prices after their deregulation, due to distortions in industrial structure and trade patterns accumulated during the period of central planning, and by the collapse of state institutions during transition period.⁹ This alternative explanation of the collapse is based on three groups of factors which caused reduction in output. First, by the adverse supply shock that resulted from deregulation of prices and change in relative price ratios that created the need for reallocation of resources due to distortions in the industrial structure and external trade patterns that existed before transition. Second, by another adverse supply shock associated with the collapse of state institutions (understood as the ability of the state to enforce its rules and regulations), which occurred in the late 1980s - early 1990s and which resulted in chaotic transformation through crisis management instead of organized and manageable transition. And third, by poor economic policies, which basically consisted of macroeconomic mismanagement and import substitution, no matter whether the pursued reforms were gradual or radical.

Post-recession recovery. In most post communist countries, recovery began only by the end of the 1990s, when in most but not all countries GDP reached pre-recession levels. The process of recovery should be treated as a normal growth process: it could be modeled by using conventional growth theory. It should be stressed that factors that determine performance in the recovery period are different from the factors affecting performance during transformational recession. First, cumulative levels of liberalization achieved by 1995 appear to play a positive role at the initial stage of recovery (1994-98 in most post Soviet countries). At the subsequent stages the level of cumulative liberalization does not seem to be important but the progress in liberalization appears to affect performance positively. Moreover, there is a hypothesis that positive correlation between increases in liberalization and performance in 1995-2003 existed.¹⁰

4. Economics of Transition

The transition from a planned economy to a market economy involves a complex process of institutional, structural and behavioral change. This is a complex and comprehensive phenomenon. The analysis of transition process contains the following major directions:

- **Microeconomics of Transition** focuses on creating markets and market price mechanism through privatization

⁸ Бальцерович Л.(1999), Социализм, капитализм, трансформация.

⁹ Popov Vladimir, Shock Therapy Versus Gradualism : The End of the Debate (Explaining the Magnitude of Transformational Recession)

¹⁰ Popov Vladimir, Shock Therapy Versus Gradualism Reconsidered: Lessons from Transition Economies after 15 years of Reforms

- **Macroeconomic of Transition** centers on creating financial systems, specifically financial infrastructure and developing a new fiscal role for the state through the budgetary process; reviews the debates about monetary and fiscal policy in transitional countries.
- **International Economic Integration** focuses on new trading arrangements and policies
- **Safety Net of Transition** (or the infrastructure and policies) is necessary for the provision of medical services, unemployment benefits, pensions, and the like.
- **Role of Governments** analyzes new government mission during the transitional process and the role of institutions at different stages of transition.

These five components of the transition process are closely intertwined, and taken together they completely describe the transitional process in all transition economies. Indeed, these components constitute the structure of a special part of Economic Theory – Economics of Transition that studies the transition from socialist planned economy to market oriented one.

Microeconomics of Transition.

The concept of transition implies deep restriction of the whole economic system. With restricting, when transition comes to an end, new institutions and policies are in place, they are functioning, and most important, they are influencing resources allocation. In contrast to socialism that has state or, more generally, public ownership as a cornerstone of economic system, in market economy the fundamental mechanism for decision making about resource allocation is based upon private ownership. Therefore, it is not surprising that privatization holds center stage in contemporary transition economies. Economically, privatization means a redistribution of equity rights from the state to individuals. Its fundamental objective is to change the way decisions are made by dramatic changing of the mechanism of allocation of resources... The allocation of resources will be directed by the forces of supply and demand and profit maximization. Previously repressed sectors, notably energy and services, expands and offsets declines in industry-especially in defense-related industry, given substantial cuts in defense procurement-and agriculture, which was heavily subsidized in many countries. Expansion of previously repressed nontraded sectors, including real estate, occurs despite large devaluations in exchange rates, which normally favor traded goods. Developments in the labor market reflect the changes in the composition of sectoral output, and especially the growth of small private trade and transport activities.

The “when” to privatize was quickly settled: the sooner the better, although the “how” really set the pace. The decision on what to privatize was also perfunctory: as much as possible. No distinction was drawn between regulated industries and competitive ones; although a few countries enacted but could not properly enforce antimonopoly laws.

The privatization process passed through several steps. It started out with the creation of agencies that oversaw the process of privatization, then the development of appropriate legislation and creation of the property fund (state agency of property) and state agency that would be responsible for identifying state properties was undertaken; distribution of shares was the next step, and etc.

Each country used some distinctive combination of three privatization methods: direct sale, mass privatization programs (often through vouchers and auctions) and management-employee buy-out.

The 1990s experience shows how difficult both privatization and regulation are. There is no universally appropriate reform model. Every restructuring and privatization program needs to consider explicitly the underlying economic attributes and technology of each sector and its institutional, social, and political characteristics.

While privatization is fundamental to transition, it is just the beginning. After ownership arrangements are changed, it is necessary to undergo restructuring. In most transition countries, restructuring has not fully occurred and state funds still find their way into enterprises, especially sectors such as heavy industry and defense. Moreover, hard budget constraints have not replaced soft budget constraints, the price system is not still flexible and meaningful, and there is lack of financial and capital markets.

Macroeconomics of Transition.

In most transitional economies, two fundamental issues require immediate attention:

! There were systems without traditional market-type set of market institutions and policies. Moreover, the concept of influencing economic outcomes through indirect policy mechanisms was alien to decision makers.

! With the collapse of the old order, the macroeconomic imbalances such as huge budget deficit, high level of unemployment, and inflation, including hyperinflation, are apparent.

Under these circumstances creating of macroeconomic institutions and policies is an inevitable element of transition. There are two components of the macroeconomic structure and financial system in any country – banking system and state budgetary system. The development of both components presents a fundamental challenge for the success or failure of transition process.

Revenues available to the state decreased much more rapidly than the willingness of the population to give up long-held state benefits such as pensions, medical care, and subsidized transportation. The usual response was a shift to new recourses of revenues, usually a Western-style taxation system relying upon value-added tax (VAT), individual and corporate income taxes, excise tax and the like. At the same time, the shift to the varying forms of “pay as you go” safety net provisions has been slow, and various types of directed credits injected into falling industrial enterprises have been sustained. Another typical result has been budget deficits, difficult to finance in noninflationary ways because of the absence of meaningful markets. Thus, the emergence of modern banking system has been the second critical component of the newly emerging macro economy.

The essence of banking in the transition setting has been the replacement of the socialist monobank system with a modern two-tier banking system consisting of a central bank and monetary authority and a net of commercial banks. The creation of a sound modern banking system has proven to be a daunting task in many transition economies. Indeed, the initial emergence of a large number of undercapitalized banks, and the shallow and nontransparent nature of financial markets, has limited the effectiveness of emerging macroeconomic policies and allowed the financing of the deficit through inappropriate and often inflationary mechanisms.

One of the most debated issues is still **Monetary and Fiscal Policy in Transitional Countries**. Let's discuss the main directions in these debates.

➤ *Stabilization as a priority*

Porter, Gelb, Balcerowicz and others have argued that neither the effective functioning of markets nor renewed investment is possible with severe macroeconomic price instability; thus, stabilization becomes a priority for the resumption of growth. At the same time, it should be recognized that stabilization is rendered more difficult by severe output contractions during the early stages of liberalization; such contractions reduce potential tax revenues and raise claims on fiscal resources to cushion the effects. Stabilization is also rendered difficult by the absence of external financing and by the large depreciations in the exchange rate that accompany the early stages of liberalization.

➤ ***Big bang versus gradualist approach***

A continuing debate has been whether or not countries should follow a "big bang" or gradualist approach to reform. The advocates of the first approach believed that the faster a transitional country became a market economy, in particular, the faster it privatized, and the quicker this economy would be able to avail itself of the growth opportunities that the market provided. Others proposed a more gradual process of reform. The sale of government assets needed to be done more slowly, and the economy has to be liberalized more gradually. This school argued that there are large costs associated with very rapid adjustments and that there were large risks associated with it, for instance, privatization before certain institutional changes (the creation of legal infrastructure) have been put into place.

First of all, it is unrealistic to expect that a given regime had a very wide range of options. The countries' experience determines the conditions under which one or another kind of reform can work well. Transitional reforms do not proceed at the same pace. If government wants to bring inflation down from very high levels, it has to move quickly. If government cannot afford to subsidize a huge, overbuilt state sector, it has to act rapidly; otherwise the country will go off into hyperinflation. But economists also now recognize that the size and nature of sectors repressed under the previous economic system make a huge difference. China, for example, could achieve a great deal of growth and productivity increase once it liberalized its large repressed sectors, such as agriculture. This gave them space for gradual reforms in other areas. In general, economists should avoid being dogmatic and saying that one type of policy is always the best for all countries. We have to look at each country and judge the policies on their merits.¹¹

➤ ***Fiscal constraint on reform.*** Many analysts have emphasized the need for tight and active fiscal policies, to support stabilization and enterprise restructuring; they have also underlined the importance of quickly reforming the tax system. At the same time, fiscal deficits are expected to increase. The "transitional recession" and lags associated with the development of a new tax system are expected to result in a fall in revenues in the short run. And social expenditures are expected to increase as they are transferred from enterprises to budget.

➤ ***Choice of nominal anchors in stabilization programs.*** Substantial debate surrounds the choice of nominal anchors in stabilization programs.¹² The main choice has been between a money anchor and an exchange rate anchor, both often used in combination with restrictions on public sector wages; and the debate has been primarily over whether greater reliance should have been placed on the exchange rate anchor. The uncertainty of changes in money demand, the adequacy of foreign reserves and the role of the chosen anchor in signaling and establishing credibility are seen as choice factors. At the same time, it should be recognized that both money and exchange rate anchors have proven to be effective in a variety of stabilization programs in transition countries. This is consistent with the evidence here suggesting that the most critical factor for the success of

¹¹ Although some scholars strongly argued that privatization speed has a negative effect on growth. Godoy Sergio, Stiglitz Joseph E. (2006), Growth, Initial Conditions, Law and Speed of Privatization in Transition Countries: 11 Years Later, NBER Working Paper 11992

¹² Домбровски Марек (1998), Фискальные проблемы в период трансформации

stabilization in transition countries is likely to be the extent of economic liberalization, irrespective of nominal anchor choice. As discussed widely in the literature, what is critical for the success of stabilization programs is their credibility, and in the context of transition, credibility does not come without extensive liberalization.

It is impossible to analyze banking and budgetary system without including the foreign sector as a contributor to the budgetary revenues and domestic and foreign debts as a major component of budgetary expenditures.

International Economic Integration

As indicated earlier, in Soviet times, both the organizational arrangements and foreign policies were fundamentally different from those typical of market economies. The results of these differences were often controversial and difficult to measure precisely, and they vary from country to country. But it is clear that to be successful each country has to integrate into the global economy.

Foreign trade systems have a variety of components, but three components are of special importance:

! Change in the organizational arrangements and related infrastructure. During the command era, the trade was conducted by and through state organizations, whereas in the market economy, trade will be conducted primarily through emerging private enterprises and organizations.

! As organizational arrangements change, so must the policy system. As with elements of transition, the development of appropriate policy framework is especially challenging as a state role is reduced in a setting of imperfect mechanisms for implementing new policies.

! The development of new financial arrangements was a major point of importance for integrating the transitional economies into world markets. During the communist era, barter arrangements in foreign trade dominated in trading arrangements due to absence of convertible currency. In many cases, the slow evolution of macroeconomy created special problems during the initial decade of transition - it was the close connection between an appropriate exchange rate regime, the domestic macroeconomy, and associated policies.

Safety net.

Throughout the Soviet era, there was a continuing attempt to change the social contract between the state and households, or an attempt to reduce the importance of purchased social services, which were instead provided as a part of social wage directly by the enterprise. This “benefits package” included child care, grade school and higher education, medical care, retirement benefits, and the like. It is clear that on one hand, the social contract must be changed and the package of benefits will shrink. On the other hand, the nature of the demands on the system will change as well. For instance, while retirement, medical and related requirements remain, a new set of demands – specifically unemployment and related benefits – will emerge. There are four basic aspects of the safety net:

- Needs must be identified. For example, requirements of the aging population must be established, along with required medical services. During the transition, much attention has focused on income, or, more specifically, on the changes in the level and composition of household income, income inequality, and the meaning and measurement of poverty.

- It is important to develop the infrastructure necessary to deliver services.
- New sources of funding must be established.
- The system must change from one of benefits that are available to all to one in which benefits are delivered to those in need. A means-testing system is one in which recipients of welfare benefits must demonstrate a need for these services, and this need is usually demonstrated by a lack of income.

Role of Governments

Transition economies emerged from socialism with the state playing a dominant role in the economy. Although broader issues of an appropriate role for the state in transition economies have sustained over time, it quickly became clear that the role of the state in the newly emerging market economies would be reduced and would be different.

The transition countries' experience shows that market-supporting institutions do not emerge quickly in response to demand. After allowing for differing initial conditions, it turns out that the fall in output in transition economies was associated mostly with poor business environment, resulting from institutional collapse. In most FSU countries, the collapse of the institutions is observable in the dramatic increase of the share of the shadow economy (30-60%); in the decline of government revenues as a proportion of GDP; in the inability of the state to deliver basic public goods and appropriate regulatory framework; in the accumulation of tax, trade, wage and bank arrears; in the demonetization, "dollarization" and "barterization" of the economy, in the decline of bank financing as a proportion of GDP; in poor enforcement of property rights, bankruptcies, contracts and law and order in general; in increased crime rates; etc. Liberalization alone, when it is not complemented with strong institutions, cannot ensure good performance. So, in transition periods, governments have the special mission, that is, institutional evolution.

Institutional evolution is required for the creation of the "rules of the game," understood in the broad sense of political economy, rather than merely the behaviors of agents within a given set of rules already in place. Most observers agreed that it would be desirable to establish quickly the rule of law to underpin a market economy before state enterprises were privatized. The adverse supply shock or Transitional Depression in this case came from the inability of the state to perform its traditional functions – to collect taxes and to constrain the shadow economy, to ensure property and contract rights and law and order in general.¹³ Finally, performance was of course affected by economic policy. Given the weak institutional capacity of the state, i.e. its poor ability to enforce its own regulations, economic policies could hardly be "good". Weak state institutions usually imply import substitution and populist macroeconomic policies (subsidies to noncompetitive industries, budget deficits resulting in high indebtedness and/or inflation, overvalued exchange rates), which have devastating impact on output. On the other hand, strong institutional capacity does not lead automatically to responsible economic policies.

¹³ It is not the first case when success or fail of reforms depended on governments. Gorbachev reforms of 1985-91 failed not because they were gradual, but due to the weakening of the state institutional capacity leading to the inability of the government to control the flow of events. Similarly, Yeltsin reforms in Russia, as well as economic reforms in most other FSU states, were so costly not because of the shock therapy, but due to the collapse of the institutions needed to enforce law and order and carry out manageable transition.

These five components of the transition process – Microeconomics, Macroeconomics, International Economic Integration, Safety Net of Transition, and Role of Governments - are essential elements of transition whether viewed from perspective of rapid change (Shock Therapy policy) or from the perspective of slower evolutionary change (Gradualism approach). There are several other elements (for instance, the development of an appropriate legal infrastructure) that we have not specifically identified or isolated, but consider them as complementary and they could be added.

5. Concluding remarks.

Many important questions concerning transition periods do not yet have definitive answers. The fact is that so much remains to be done in developing economic theory. First of all, it is necessary to separate different types of transition.

There are strong incentives and base for the development of Transitional Economics as a special part of Economic Theory. Although, the starting point, speed, and scope of free market reforms have varied greatly among transition economies because of existing diverse array of national initial conditions and political developments, the common features stay the same across the FSU countries.

The components of transitional process may be classified in the following dimensions that, in turn, constitute the structure of Transition Economics. These components are: Microeconomics of Transition, Macroeconomic of Transition, International Economic Integration, Safety Net of Transition, and Role of Government. These parts are closely intertwined, and taken together, they completely describe the transitional process in all transition economies.

References

1. Arora Dolly, Reorganisation of Institutional Space State, Market and Public Domain, <http://isidev.nic.in/pdf/DollyA.PDF>
2. Bergmann Esben Schjodt, Svendsen Gert Tinggaard, Transition to Market Economy in Eastern Europe: Interest Groups and Institutions in Russia, http://www.samfunnsforskning.no/files/file17994_05_nopec_28_2.pdf
3. Cevdet Denizer (1998) Stabilization, Adjustment and Growth Prospects in Transition Economies
4. Dailami, Mansoor, Nadeem ul Haque. (1998). "What Macroeconomic Policies Are Sound", Presented at South Asia Beyond 2000, Colombo, Sri Lanka, March 1998.
5. Development. NES,2004 (<http://www.nes.ru/english/research/pdf/2005/PopovPolterovich.doc>).
6. EBRD Discussion Paper No. 11 <http://www.worldbank.org/html/dec/Publications/Workpapers/WPS1800series/wps1855/wps1855.pdf>
7. Fischer, Stanley and Sahay, Ratna The Transition Economies after Ten Years, NBER, Working Paper 7664 <http://www.nber.org/papers/w7664>

8. Gelb Alan, Assessing the Transition from Plan to Market: What Have We Learned -about Policies and Economic Theory? (Research Article).
<http://www3.interscience.wiley.com/cgi-bin/abstract/13282/ABSTRACT>
9. Gelb Alan, From Plan to Market: A Twenty-Eight Country Adventure. http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1996/05/01/000009265_3980901104556/Rendered/PDF/multi_page.pdf
Godoy Sergio, Stiglitz Joseph E. (2006), Growth, Initial Conditions, Law and Speed of Privatization in Transition Countries: 11 Years Later, NBER Working Paper 11992
10. Godoy, Sergio and Joseph Stiglitz (2004), Growth, Initial Conditions, Law and Speed of Privatization in Transition Countries: 11 Years Later.
Mimeo(http://www2.gsb.columbia.edu/faculty/jstiglitz/download/website/Growth_Initial_Conditions_Law_and_Speed.htm).
11. Hoff, Karla and Joseph E. Stiglitz, "After the Big Bang? Obstacles to the Emergence of the Rule of Law in Post-Communist Societies," NBER Working Paper No 9282
12. Martha de Melo, Cevdet Denizer, Alan Gelb (1996), From Plan to Market: Patterns of Transition, POLICY RESEARCH WORKING PAPER 1564" http://www-wds.worldbank.org/servlet/WDSContentServer/WDSP/IB/1996/01/01/000009265_3961019173154/Rendered/PDF/multi0page.pdf
Nauro F. Campos, Fabrizio Coricelli, Growth in Transition: What We Know, What We don't, and What We Should, http://www.cerge-ei.cz/pdf/gdn/430_Campos-paper.pdf
Polterovich, V., V. Popov (2004). Appropriate Economic Policies at Different Stages of
13. Performance of New Democracies Is Not Encouraging. (http://ctool.gdnet.org/conf_docs/PopovDemocracy2004Aug.doc and http://ctool.gdnet.org/conf_docs/PopovDemocracy-charts%202004.xls)
14. Polterovich, V., V. Popov (2005). Democracy and Growth Reconsidered: Why Economic
15. Popov Vladimir, Shock Therapy Versus Gradualism Reconsidered: Lessons from Transition Economies after 15 years of Reforms
http://www.gdnet.org/pdf2/gdn_library/annual_conferences/fifth_annual_conference/popov_paper.pdf
16. Privatization and Deregulation: A Push Too Far?
http://www1.worldbank.org/prem/lessons1990s/chaps/06-Ch06_kl.pdf
17. Raiser, Martin; Christian Haerpfer; Thomas Nowotny and Claire Wallace, "Social Capital in
18. Tauno Tiusanen, Jatta Kinnunen (<http://www.compiler.fi/idankaupan/tutkimukset/LTKK27e.html>) (2005), The Commonwealth of Independent States – CIS Countries in Transition
19. The updated version: <http://www.wider.unu.edu/conference/conference-2005-3/conference-2005-3.htm>.
20. Transition: a First Look at the Evidence," EBRD Working Paper No. 61
21. World Bank, From Plan to Market: World Development Report 1996. Oxford: Oxford University Press, 1996.
22. Бальцерович Л. (1999), Социализм, капитализм, трансформация, М., Наука
23. Долженкова Л.Д. (2004), Кризисы и реформы. Дестабилизация финансовых рынков конца 90-х годов XX в. и изменение архитектуры международной валютно-кредитной системы, М., Логос
24. Домбровски Марек (1998), Фискальные проблемы в период трансформации, http://www.case.com.pl/upload/publikacja_plik/SA122R.pdf

25. Корнаи Я. (1990), Дефицит, М., Наука
26. Корнаи Я. (2000), Социалистическая система. Политическая экономия коммунизма, Вопросы экономики, сс. 10-17
27. Красникова Е.И. (2006), Экономика переходного периода, М., Омега-Л
28. Ослунд Андерс (2003), Строительство капитализма: Рыночная трансформация стран бывшего советского блока, М., Логос

Some Issues of Teaching Georgian as a Foreign Language **Ketevan SIKHARULIDZE ***

Abstract

Formation of new approaches in the methodology of foreign language teaching is encouraged by the experience accumulated throughout years in the exposed field. Prevailing interactive methods approve of the necessity of their implementation during language teaching/learning process. They also activate learner's psychological and mental recourses and enable him/her to acquire the language on the communicative level. The presentation is based on the practical results of teaching Georgian as a foreign language at International Black Sea University.

Foreign language teaching covers certain stages and each level peculiarity is determined by its academic objective.

The presentation emphasizes the phonetic, lexical and grammatical difficulties of teaching Georgian as foreign language in multicultural environment and offers the means of overcoming those difficulties.

Key Words: Methodology; Foreign Language Teaching; Multicultural Environment.

Some issues of teaching Georgian as a foreign language

Georgia is a small country. Respectively, Georgian is not an international language and the area of its spread is bounded within its own territory. Supposedly, the issues and methodology of Georgian as a foreign language were not researched and elaborated on the appropriate scientific level. Georgian language was included in the curriculum of nonnative students living in Georgia, but it was mainly used to process a rather formal character. Textbooks were compiled based on out-of-date methods (samples of ancient Georgian literature, prose pieces considerably difficult for students to perceive, Georgian grammar system, etc), so such teaching wouldn't lead to efficient results. The expansion of people's mobility in the contemporary world made contacts on the language level more active. The recent economic situation existed in Georgia increased the interest of foreign businessmen towards the country, Georgian language and confronted them with the urgent need of acquiring the language. Particular inevitability to study Georgian language belongs to the foreigners working in Georgia for both every-day and professional communication requirements in the spheres of international cooperation, enterprise, economy and trade. But the great majority of groups learning Georgian language are students. Currently 1600 foreign students are being educated in Georgia, and the number will definitely increase in the future. Consequently, teaching Georgian as a foreign language is actively involved in the Georgian education system and turns into a category of issues concerning new trends in higher education.

The methodology of teaching languages is constantly being developed and altered, demanding different approaches towards the academic content organization and determining the particular role of a teacher. Formation and implementation of new ways in the methodology of foreign language teaching are prompted by the experience gathered in the field throughout many years. Foreign language teaching current practice accepts a communicative approach focused on learning the language as the means of real-life interaction essential for learners. The main goal of communicative teaching is the formation of communicative components in learners enabling them to satisfy basic life requirements. Teaching Georgian should also follow the general mainframe determined by contemporary foreign language teaching methodology, considering certain corrections, specificity of the learned language and peculiarities of the society possessing the given language.

Radical changes have been pushed forward in teaching Georgian as a foreign language according to the modern demands and trends and these alterations are reflected in textbooks and methodological implications issued in recent years, becoming a great theoretical and practical

* Prof. Dr., International Black Sea University.Georgia

guidebooks for teachers to obtain useful tips from. Most of them were planned and designed within joined projects of Georgian ministry of Education and Sciences and Euro Council. "Georgian Language Communicative Grammar" by N. Sharashenidze was published in 2007; Georgian Language textbook "Tavtavi (Wheat-ear)" (1-3 levels) for non-georgian schools was prepared in 2005-2007. The book issued in Tbilisi 2006 called "Reference Level Description for the Georgian Language" will contribute a lot in the future to the process of compiling and publishing textbooks and tests. The book is also likely to become the background for the programs of different level groups or concrete purposeful courses. "Reference Level Description for the Georgian Language" is included in the sphere of linguistic-didactic description of contemporary European languages. Its description according to the parameters acknowledged by Euro Union guarantees its integration in the international education and certification system and provides its consideration in the range of common European language unity. All these enable us to conclude that the question of teaching Georgian as a second/foreign language and solving the problems connected to it have become rather urgent.

In the contemporary language teaching approach the shift is transferred to the communicative function of the language. The main attention here is paid to the language as to the means of interaction and not as the description of the system common to the old methodology. In communicative grammar each category is discussed according to its urgency and significance to express different forms of communication. The basic concern of communicative grammar is the way to build up communication and language means needed to express certain thoughts. Consequently, teaching/learning process is designed regarding the practical value of the language; implementing concrete language input in concrete oral speech situation. It doesn't mean that linguistic competence is ignored. Undoubtedly, communicative exercises (tasks are based on grammar regulations, but while using this method, grammar rules are involved in the teaching process gradually and naturally avoiding imposing on grammar rules and terminology. Grammar system of Georgian language radically diverse from Indo-European language is the number of Iberian-Caucasian language family possessing a lot of distinct consonants and palate sounds which is a great obstacle at the beginning level of teaching. These consonants cause particular difficulties to foreigners having problems in differentiating same range consonants at the beginning of studying. Distinct pronunciation is not the only problem. In some cases these consonants stand for different lexical meanings (yeli-xeli, Rru-yru, qari-kari, etc), so their knowledge and the right pronunciation matter much in the teaching/learning process. The communicative method alters the role of a teacher as well, who is not only the information provider, but also a supervisor managing students and helping them.

I would like to emphasize a couple of moments from the experience I got while teaching at International Black Sea University for 11 years.

Generally teaching a foreign language (and Georgian is among them) covers stages and this process and its each of its components are determined by the set desirable result (achievement). Georgian language is compulsory for every faculty Freshmen at our university, The word "compulsory" acquires a tint of obligation, but Georgian is the language of the state in which a foreign student lives for a minimum 4 years, and he/she needs it for the orientation in Georgian surrounding. You wouldn't disagree that it is a serious motivation to study and it stimulates a student. For those who have furthergoing aims, we offer a higher level of Georgian language as an elective course.

An interactive environment is essential for the implementation of communication method as it contributes to making psychological and mental resources of the learner more active and efficient. For this purpose we often use so called simulation technology-imitation of real situations in the classroom. It is rather important, that such situations are not only artificially designed in classes, but students are exposed to this reality outdoors as soon as they leave classrooms. Natural interactive space shared with peers helps students to overcome Georgian language difficulties and it is, of course, much more effective than all technical means.

One more, in my opinion, a significant factor needs to be underlined. As practical classes are prior in language teaching, teachers keep closer contacts with students (I mean dialogues, conversations on different topics) than the lecturers of those disciplines were theoretical issues outweigh. Language teachers acquire more possibilities of improvisation and this opportunity should be exploited purposefully. Of course the basic curriculum should be stuck to, but the role of improvisation is also crucial and huge (I mean introducing adequate emotions and lexical units; conversations on various topics; expression of more sensitiveness).

Language is one of the fundamentals of cultural phenomenon reflecting ethno-psychological, sophisticated picture and perception means of its possessors. Involving etymological issues, comparison of traditional elements in the multicultural environment has positive effects from the prospective of not only learning Georgian language, but also of revealing identity among youngsters. So, it is desirable for language teachers to have at least slight ideas about cultural values of the nation represented by students, as human relations, a human factor is a significant stimulating means.

References

1. Reference Level Description for the Georgian Language, Tbilisi, 2006.
2. N. Sharashenidze, Communicative Grammar of Georgian Language, 2007.
3. Z. bagashvili, M. Odzeli, Development of communicative competence (compiled within the framework of a joint project of the OSCE High Commissioner on National Minorities and Ministry of Education and Science of Georgia), Tbilisi, 2006.

Modern Training Technologies in University Education

Jana TOLORDAVA *

Abstract

During the reform of the universities' tutorial system, oriented at the globalization of education, election of the effective teaching models and their introduction into curriculum became most important today. These processes are enhancing requirements to proper structuring of professional education; putting forward the necessity of the development of the cognition activity and the professional skills in students via the introduction of the new, modern tutorial practices.

Dynamic professional education requires introduction of integrated teaching methods that ensure advanced development of professional, pedagogical and cultural skills of students. Such methods are simulation technologies, computer-aided training systems, cognitive training techniques, web technologies and controlled self-training technologies.

Simulation training technologies imitate management, industrial and economy processes using analogues of real models. This method most successfully unites the experimental, analytical and expert methods.

Computer-aided training systems, which are based on student feedback, are widely used in university education or in industrial and professional training in companies and organizations all over the world. Cognitive training systems aim at identification of cause-and-effect relation with the master data.

Web technology training is based on permanent student-teacher communication via the telecommunication technologies such as email, mailing lists, bulleting boards, chats, forums, videoconferences, etc.

Controlled self-training technologies refer to extracurricular learning, when the student, under the supervision of the professor, selects topic and the relevant publications, prepares an essay and its presentation.

This paper addresses the experience of The Laboratory of Active Training Methods and Simulation Modeling of Ivane Javakhishvili Tbilisi State University in development and introduction of the modern teaching technologies.

Key Words: Integrated Teaching Methods; Simulation Training; Computer-aided Training; Systems Extracurricular Learning.

On the basis of the current reforms in high schools, and the globalization process in education, choosing effective forms of teaching and their introduction in educational process is much more topical today than ever before. These processes required professional organization of students by the establishment of modern technologies, and the development of students' cognitive activity. Exactly here the creative methods fuse some computerized technology. Herewith, in this epoch of rapid changes in socio-techniques, socio-culture and economics, such as training of staff, adult education and refreshment of their knowledge becomes very significant. The university plays a crucial role in this process as far as the professional direction of education, deepening professional knowledge by learning

* Prof.Dr., Ivane Javakhishvili Tbilisi State University.Georgia

all kinds of innovations; all have advantages in continuing and adult education. In achieving all these, the university has the real advantage.

Various modern technologies and methods are used in the educational process of worldwide universities today.

Game technologies of learning (Simulations) imitate governing, industrial, and economic processes that spread over the analog models of real objects. This develops the skills of students in practical work and decision-making process.

Computerized simulative models took a worthy place in world's university, adult education and continuous distance learning.

The aims of the game are strongly linked with the practical requirements of specialists. This given form of learning excludes the resistance between the abstract learning discipline and the reality of professional occupation. It also assists the interdisciplinarity of knowledge.

Cognitive models are used when the creation of the formal traditional quantitative models is impossible. The existence of illegibility and heterogeneous evaluation of decisions makes it possible to describe it only on a qualitative level. Apart from knowledge, the problem solution requires the necessity of having intuition, experience, thought association, guessing and finding the right answer. The science providing the transmission of the information about such problems to the computer is called ``knowledge engineering`` or cognitology.

The special cognitive models train the administrative staff in micro/macro economics and regional management units. The learning objective of these models is to pass the administrative staff simultaneously on more difficult assignments.

In this way, the usage of cognitive modeling instructions in the training process develops effective constructional managerial skills of students and personnel. All these together help to train professional administrative staff, which is an essential factor in terms of strengthening and developing business relations.

Due to telecommunication technologies, with the usage of this method a student and a teacher can communicate with each other permanently during their classes (e-mail, chat, forum, and video-conferences).

Students can attain teacher's tutorial during their independent work. They also participate in distance-learning (video classes, seminars, colloquiums, and etc.) in on-line regime or by using video records with the help of special computer program. During distance-learning special subdivisions are formed (virtual lecture-rooms).

Lecture-rooms are designed for frontal video on-line classes by using video conference connection, which implicates the implementation of the general assignment by the students' group.

Chat – is the web site for on-line conversations and is used to conduct seminars, debates and business games. Forum – or teleconference is held during seminars, practical and lab classes. Students receive methodological materials to carry out the laboratory assignment or guidance how to conduct the research. Tutorial classes – are held to conduct group tutorials before exams or during the semester in certain cases. Classes are held through network. Study and methodological materials are available on server, the session is conducted on-line.

Usage of Video materials in Studying Process

The component parts of new teaching technologies are: video movies, video records of teaching process, video trainings. So called on-line frontal video-classes already exist in distance-

learning via internet. But, as for video teaching movies, video trainings, video cassettes, which are comparatively new forms of teaching methods, might become unalterable sources. Video movies are used as: additional source of information, for studying foreign countries' experiences, for analytical examples to appropriate topic questions by showing abstracts from video movies, for learning these teaching methods and decision making due to video business game records. In all cases, video materials assist students' encouragement and extension of their cognitive motivation.

In the process of video training, group of students take part in decision making and discussions in assignments and situational-cases prepared by specialists. The process is being filmed on the videotape, which must be seen after finishing the instruction. It is important because it requires analyses by the training instructor who will make appropriate conclusions. The main purpose of this method is to give the students skills in business dealings and provide them with insight in decision making.

Video trainings, teaching video films, and business role-plays are the central points in contemporary technologies, which clearly showcase, actions of the personnel during training and decision making process. Finally this contributes to the development and formation of new staff.

It must be noted that new technologies for instruction compared to other methods of teaching, require much energy, concentration and creative improvisation, from those in university the workforce who apply this method in their teaching.

Accordingly, support from university administration is inevitable, in implementing and the methods mentioned above.

Tbilisi State University of Ivane Javakhishvili helped formation and modeling of intensive teaching methods and business role plays in the university Labs, which are used with great success. These are: managerial, industrial-economic, and *consultative* business role plays.

Managerial business Role plays

The purpose of the business game "Mediterranean" is to develop group and society interest correlation skills. In this given game (R.Powers "Common" version) Mediterranean Sea countries (8 countries) economic (industrial, agrarian, tourist fields) have conflicting interests in environmental protection concerns. The main purpose of the game is to work out profitable strategy; to exercise skills in discussion rounds; to integrate protection of the country's environment and economic interests and study some of the aspects in the globalization process.

The business game "Career" is being implemented according to expert computer system method, where students have expert functions. In certain matrix of management personnel, professional, business and certain psychological trait factors, which are ranged and then correlated by the participants of Computer "ideal instructor" Later game participants calculate correlation of range coefficient, the meaning of which gives closer view of the person's "ideal" variant.

The business game "Check yourself" is performed in a style of computer expert system. The game uses behavioral model. It compiles different situations, and best ways of problem solving, from where game participants choose more appropriate variant for themselves. Accordingly they get analytical answer that is given by "Computer" expert. Above mentioned system develops analytical and forecasting skills in a student.

Computer expert system “Manager Rating” is based on the conception worked out by R. Benett, according to which evaluation is carried out taking into consideration the following three factors: personality of the specialist, his managerial skills, determining role of manager in achieving goals of the firm.

According to the results, students are given advice on what the most important skills are necessary for successful management.

During the business game “Delegation” students distribute roles and carry out delegation procedures in practice. As a result of group discussion the most rational variant of distribution of responsibilities is created.

The business game “Conflict” aims to help students gain knowledge and skills that are crucial for professional work. Purpose of the game is to determine type of conflict, and find solutions. Students are divided into groups and compete with each other. The correctness of the decisions made is cleared up in the process of discussion.

The computer business game “Branch Structure of Industry” consists of given examples of the three countries, including Georgia and the students should be able to analyze the economic situation of the given countries, create projects and discuss them. The second aim of this game is to establish economic relations according to the geopolitical situation, and the economic and political interests of those three countries.

Industrial and Economic Models

The business game “Incomplete Concurrent” teaches students market mechanism necessary for functioning of an industry: effect of demand on production price, number of workers, profits, elasticity, incomplete competition, etc.

In the business game “Industry” general regulations are used, that stimulate businessmen to make concrete economic decisions. Representatives of joint-stock companies, small industries and L.T.D.s are participating in this game.

The goal of a computer model “Strategy” is to select strategy of “Production-Market” type. According to the data and economic and mathematical methods used in this model, students are able to make right decisions. “Computer Arbiter” gives analytical answers to every decision.

The business game – “Consulting in Industry” (diagnosis of financial standing). The aim of this game is to teach students the specificities of consulting. Those students who play a role of consultants analyze financial conditions on the real industry example and thus make diagnosis on its bases.

Computer-based business game “Diagnosis of Industry System” (Diagnosi del sistema impresa) is drawn out by Italian specialists. This business game is conducted by Italian Universities in the courses as “Consulting”, “Personal- Management”, and “Industrial Management”.

The Computer-based model is a Learning System, and its database includes industrial indicators, the units of “Analysis and Synthesis”, “Priority Areas”, and “assessments” of drawn out projects. Using above-mentioned unit students consistently do appropriate tasks in a computer-interactive mode. All decisions made are accompanied by illustrated matrix and analytical units that indicate to students’ errors or correct choices and gives advice how to conduct exact work activities.

In the business game – “Stable Development” the model of regional development is imitated; according to which best variants from the perspective of economical effectiveness and suitability for protecting environment are selected. The aim of the game is to develop students’ habits of solving problems practically in specific socio-economical peculiarities, taking into consideration the

development of ecological aspects and regional industries. Model imitators and calculated units are used in this game. The business game comes to its end after the decisions of worked out projects.

The business game – “Rotor”. This game provides students with opportunities to make diagnosis of real industry example, to plan how to overcome crisis, and to draw up industries business plan. In ht model the problem of scarce resources, providers’ instability and absence of finances are described. For the complex, multi-variant problems, students have an opportunity to make appropriate decisions on the bases of diagnosis and analysis of industry’s conditions.

The above-mentioned models are just small portion of those imitators, which were worked out at Tbilisi State University’s Models Imitating Laboratory and those which were brought from other foreign top universities. The aim of such business games is to improve the professional level of a wide-circle of students and specialist.

References:

1. B. Korneichuk, Business Games, St. Petersburg Publishing, 2004
2. D. Kavtaradze, Learning and Games: Introduction to active methods of learning.
3. J. Tolordava, Simulation Models and Modern Technologies of Learning.
4. V. TAMILOV, Business Games, Situations, 2004

Abstract

Theses:

1. Classical Independent Model which incorporates three levels of education and gives relevant degrees such as bachelors' degree, master's degree and Ph.D. in Journalism.
2. Mixed Model where as journalism education is being included in social or art studies with three levels of education and gives relevant degrees such as bachelors' degree, master's degree and Ph.D.
3. Special Master's Degree program offered to individuals with bachelors or master's degree in any other field.
4. Special Journalistic Educational Institutions which do not give the academic degrees and diploma's and concentrate on development of professional skills. These types of institutions exist in the fields of arts, music and etc.
5. Higher Education of Journalism in Georgia – history, traditions, and contemporary reality.

Key Words: Classical Independent Model; Mixed Model; Special Master's Degree; Special Journalistic Educational Institutions; Higher Education of Journalism in Georgia.

The End of the 20th century and beginning of the 21st century is characterized by deep and radical changes in the history of the mankind. These changes have an important impact on science of journalism, its methodological experience and even lifetime practice.

The growth of areas of activities of journalism and strengthening the role of journalism in contemporary world sets new goals for media. Contemporary journalism also sets new objectives for media studies and media science. The grounds for successful execution of these goals and objectives are humanity, democratic values and integrity in the actions of the journalist.

Among the social institutions, journalism is of the most dynamic sociopolitical areas of activity, mirroring reality based on facts, arguments and logic.

We will try to briefly describe the goals and objectives of all three educational levels of journalism:

At Level 1, the bachelor's degree proves that general base for social studies was received, as well as expertise in the media overall, or its specific sub-branches of activities. At the same time, the holder of the degree was educated on media law and professional ethical standards, and has professional journalistic skills. Overall, the first level of journalistic education prepares reporters.

At Level 2 the master's degree programs are designed and geared to deepen the theoretical knowledge, to enable the participants to do scientific research, and finally, to create high level professional journalists such as an editor, journalist, and in number of cases, the manager of a specific field or the area of journalism.

At Level 2, the grounds and foundation are prepared for Level 3 – doctor's degree program that will prepare the researchers and “teachers” (professors) in journalism.

* Prof.Dr., Ivane Javakhishvili Tbilisi State University.Georgia

The resume of the aforementioned extremely brief descriptions is the following:

Level 1 – prepares reporters

Level 2 – prepares not only reporters, but high level professionals in other fields as well as pedagogical resources

Level 3 – prepares the researchers and teachers in the field of journalism

Based on the aforementioned main ideas, we will try to describe and present higher journalistic education.

It is impossible to set or design the goals and objectives of any educational level without consideration of contemporary media market demands. In any other case, the media education and its products will be out of the activity field and far away from reality. Employment in the field of media and specifics of the media markets set definite demands that often influence the curriculums within the educational process. This allows us to create the following chain: market – goal – tools (curriculum, academic programs etc.) in which the market could be global, specific or regional. The goals derive from the markets. The curriculum and academic programs are designed for implementation of these goals.

It would be unjustified to describe the goals of the media education without the basic functions of journalism. Regarding this issue there are several approaches among specialists of the theory of the subject.

One group of researchers has the approach according to which the main function of media is communication. In this case, media is considered to be one of the tools of the mass communication.

The second group of researchers gives media the function of manipulator, meaning that in the first place, journalism creates the public opinion and then manages it.

A third group of researchers believes that journalism is the “fourth branch of government”. In other words, the public influences and controls all three branches of government.

Another group of researchers identify journalism as a completely independent entity; by itself involved in social and political processes.

All of the above mentioned approaches could be included in the specific academic program or curriculum, and could be considered while setting the goals and objectives of the journalistic education.

There is one more important aspect that also influences the goals and objectives of journalistic education. It is the balance between theoretical knowledge and practical experience at each education level. It is extremely important that the educational program is set with right proportions, and the so called “golden mean” is found.

There are two threads regarding the aforementioned:

1. The curriculum should not be set with theoretical courses that will result in distancing from the reality and market demands; and
2. The curriculum should not turn the educational process into practical training seminar therefore eliminating the main function – basic education.

The exact balance is set by academic program and goals.

Deriving from all of the above discussed aspects of higher education such as understanding of functions of journalism, identifying goals and objectives at all three levels, adequacy to market demands, right balance between theory and practice allows several models of journalistic education to exist.

1. The first model is the one that incorporates all three levels of journalistic education – bachelors degree, masters degree, and post graduate studies/doctors degree and has curriculum geared towards journalistic disciplines.
2. The second model is the one in which journalism is included as a component of a wider field of study. These fields could be humanitarian or social studies. Mainly, this model is used at Level 1 of education, and includes Bachelor's Degree Diploma, such as BA in Arts or BA in Social Studies with major in journalism. It should be said that in this system a student could have a BA Degree in humanities, with a specific major in some field, with a minor in journalism. This model is widely used and is incorporated in the curriculums of those universities that are moving towards the Bologna process. As a professor of Tbilisi State University, I would like to underline that our educational process is the same at the Level 1 – bachelor's degree program. Mixed models such as this one (with major and minor) does not necessarily mean that the second and third levels of education could not be specific and in journalism only, which means that in this case the master's and doctor's degrees will be in journalism only.
3. The third model is widely spread journalistic programs offering only the second level of education (Level 2) – master's degree programs. This happens due to the fact that journalism is a field where people come from different backgrounds and achieve great success. Doctors, economists, physicians and others could become journalists, but it almost never happens vice versa.

These kinds of master's degree programs are designed for those individuals who are willing to change their professions for one reason or another and have the basic – first level higher education. The curriculums of these programs mostly involve the subject that develop practical skills ,since it is assumed that an individual already has the general foundation received with his/her bachelor's degree program. These kinds of programs usually issue a degree: Master of Arts in Journalism.

4. The fourth model is the rarest one, although it is extremely important. This is so-called author schools that do not have the ego or intention to issue any kind of diploma confirming the qualifications of a graduate. In some cases “Journalism Schools of . . . “ or “Media Academia of. . . “. The key point in this model is that the educational institution is connected with one specific name – person that has an important expertise and recognition in journalism, or instance successful and famous organization such as “BBC”.

There could be a comparison made with such schools in the fields such as Fine Arts (1), Ballet (2), Music (3), and etc. Becoming a doctor, economist, or lawyer requires expertise and professionalism, as opposed to arts, where a great deal is dependent upon on talent, sharing and learning from the experience of other already successful individuals in the same field.

Journalism has ambitions to somehow to belong to arts; in any case it has the same grounds to be part of it. Therefore, it is quite logical that such au schools exist in our field: For example School of Pozner in Moscow, or different kinds of BBC Media School.

It is interesting to overview how journalistic education is represented and developed in Georgia.

The Department of Journalism at Tbilisi State University (TSU) should be identified as the first school of journalism in Georgia. It existed as an independent faculty for over 30 years. Its development was quite difficult, and interesting at the same time. Today, the faculty is a part of the Faculty of Social – Political Studies and has the status of a department. Within the past 15 years there were a large number of private higher education schools and universities established who were and are offering the journalistic education in one form or another at different levels. It would be impossible to list all of the schools involved in journalistic education in Georgia, but the following are the most successful ones:

- ! Tbilisi State University
- ! Media School of Caucasus University
- ! Ilia Chavchavadze Institute of Languages and Literature, Faculty of Journalism
- ! School of Journalism at Caucasus University if Social Studies
- ! Tbilisi G. Robakidze University, Faculty of Journalism
- ! Batumi State University, Journalism Division
- ! Technical University of Georgia, Faculty of Journalism
- ! Caucasus School of Journalism and Media Management

At all of the above listed universities, the first two levels of journalistic education exist in different ways. In some of them, the doctor's level program is delivered as well. Currently, the parliament of Georgia is working on legislation regarding the professional schools of higher education. I would expect the possibility of having another form or model of journalistic education become present in Georgia within this legislation.

I believe that only one model would not be able to exist in Georgian educational system in the nearest future, and there will be other models that I have discussed above brought to our country, such creative writing programs, and others.

Our country is on the path towards democracy and democratic principles, and values being established and incorporated in different fields of social and political life of the society. Our educational system is developing, geared towards Bologna process. Journalistic education in Georgia is also developing, and is also searching for the process of further development, based and oriented on successful results.

1.

- ! Lee Strasberg Actors Studio, New York, USA
- ! Greenwich Academy – Arts and Drama, New York, USA
- ! New York Acting School headed by Mike Nichols, George Morrison and Sills, New York, USA
- ! Madison Academy – Drama, New York, USA
- ! European Film Academy, France & Italy
- ! Bristol Old Vic School Arts, UK
- ! National Academy of Drama Silvio D'Amico, Italy

2.

- ! Academy of Ballet, San Francisco, USA
- ! A. Vaganova Academy of Russian Ballet, Russia
- ! National Dance Academy, Italy

- ! Ballet National de Marcel, France
- ! Ballet de l'Opera National, du Rhin, Strasburg, France
- ! Allonco Dance Academy, Cuba

3.

- ! Ferenc List Academy of Music, Budapest, Hungary
- ! Bartok Academy of Music, Check Republic
- ! Sibelius Academy, Helsinki, Finland
- ! Academy of Music, Bologna, Italy
- ! Julliard Academy of Music, USA

Resolution

Resolution

The symposium, after listening to 58 participants from 9 countries on new trends in higher education, supports the following ideas that were expressed by the presenters:

1. Many countries have a long and rich history of higher education. In the time of reform, society should be wise and courageous enough to build innovations on existing achievements.
2. No reform is carried out without problems and pain. We, as educators, should learn to overcome the difficulties and keep in mind that our task is to satisfy the social demand as well as to think about the future of our countries along commitment to guarantee quality.
3. Student-centered education, equality, and mutuality of relations between educators and students are essential trends of contemporary higher education. That is why our goal is to have students better acquainted with the essence of reform (in particular, of the Bologna process). Students should be actively involved in the changes taking place in the education system. Student participation in the assessment of the quality of syllabi and teaching is one way to make students responsible for their own future.
4. Two more new trends of higher education are student and teacher mobility and joint educational projects in which two or more countries participate. Countries joining the Bologna process can benefit from this trend, on condition that their educators bring their curricula, syllabi, and teaching in correspondence with global requirements. The Bologna process does not mean unification, but it does mean sharing major values and high standards.
5. Creation of international universities all over the world is one more comparatively new trend in higher education. In these universities, students, on the one hand, benefit from more contemporary methods of teaching, have newer educational materials, acquire new specialties, etc., than in more traditional local universities, and on the other hand, learn to communicate with international teachers and student community, and get prepared for international careers without leaving their country. One example of such a success story is International Black Sea University, the host of this symposium. IBSU has cooperation with other universities and hopes to make more contribution in future activities.
6. Georgia has achieved much success on the way to sharing international standards of higher education: unified national exams have dramatically improved the knowledge of freshman students, the policy “money follows the student” efficiently responds to the market demands, graduates’ diplomas satisfy the format of the Bologna process, the first step of accreditation of universities was carried out, etc. One of the proofs is the increasing number of international students and their wider geography. There is still much to be done, first of all, to work out the requirements for program accreditation and to carry it out.
7. Policy-makers popularize the idea that contemporary society is knowledge-based and everything has to be done by governmental educational bodies, university administration, teachers and students to contribute to building this kind of society. We need to define in detail what functions university graduates majoring in various fields should be able to perform, what sort of knowledge and skills they need for that performance, how we can assess the quality of teaching and students’ knowledge and skills. There is much theoretical and practical work to do in each country. Official documents of the Bologna process should be one of our guidelines in this process, providing better mutual understanding.
8. It is time to discuss higher education as the heart of development by all stakeholders (government, industry and academicians).
9. Indispensable and interrelated features of contemporary higher education are lifelong (continuous), distance, and computer-based (both off line and online), education. Universities should offer not only complete courses for undergraduate and postgraduate students leading to obtaining corresponding degrees, but also short courses for upgrading or re-qualification that can be realized face-to-face or at distance. Pedagogical efficiency of computer-aided materials and teaching process should be provided.
10. We believe that our symposium contributed significantly to the discussion and promotion of new ideas and trends in higher education.

Pictures













