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**European Center  
for Peace and Development  
Centre Européen  
pour la Paix et le Développement  
Centro Europeo  
para la Paz y el Desarrollo  
Европейский центр  
мира и развития**



University for Peace

**ECPD INTERNATIONAL POSTGRADUATE STUDIES  
AT THE SPECIALIST AND MASTER'S LEVELS**

# **TECHNOLOGY OF SOLVING DEVELOPMENT PROBLEMS<sup>©</sup>**

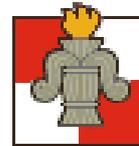
*In cooperation with*



University  
West of England, UK

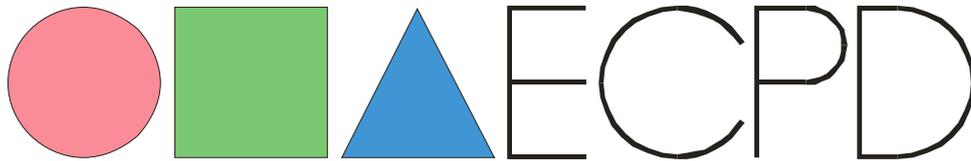


Castilla-La Mancha  
Universidad, Spain



Vaasa University  
Finland

2011 / 2012



*Dear postgraduate students,*

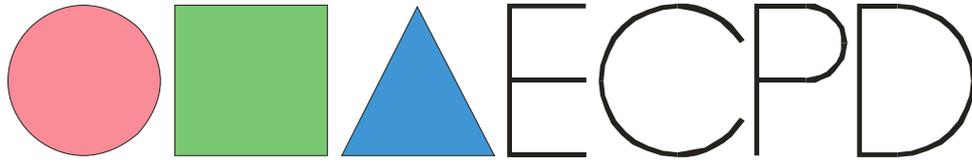
*This booklet is intended for all those who wish to (a) acquire new knowledge, (b) develop their abilities and (c) master the skills in solving development problems. These problems are very complex because, first of all, they include numerous factors, then because they are concerned with the future about which we often know so little and, finally, because they always have to be solved under conditions of conflicting interests and scarce resources. The knowledge, skills and abilities relating to (a) the identification of a real development problem, (b) its accurate and clear analysis and (c) the creation of the “best possible solution” ensure that this difficult and responsible job is done timely and in a high-quality and cost-efficient manner. In addition, it gives precise instructions how to deal with a problem and its solution if the problem itself and/or the conditions under which its solution should be applied are changed.*

*Development problems arise everywhere, so that they are faced by individuals, large, medium-sized and very tiny firms; young and old organizations; schools, health institutions, research and educational organizations and government institutions; municipalities, regions, states, regions, continents and the world as a whole. These problems are addressed by statesmen, ministers, politicians, managers, proprietors, advisors and analysts; representatives of the public interest, interest groups and organizations; associations, agencies, governmental and non-governmental organizations; investors, bankers, consulting organizations and many others. Everything a man does during his professional and private life is associated with the solving of problems of his own, his family, the organization in which he works, the local community to which he belongs, the state in which he lives and the like.*

*The knowledge and skills developed for solving development and other problems can be – and they really are – of significant use to man’s experience, talent and constant tendency to search for and find the best solution to every problem. The best way to acquire such knowledge, techniques and skills is a systematic **postgraduate education for solving development problems**. Our contribution towards solving such problems is the organization of postgraduate studies at the master’s and specialist levels for solving several kinds of development problems.*

*This booklet contains the curricula and other elements of postgraduate studies in “**Technology of Solving Development Problems**”, consisting of **one master’s and five different specialist courses**. If you and your organization need any additional information about these studies, you can contact us at the addresses given in the booklet.*

Predsednik Akademskog saveta ECPD  
(Prof. dr Takehiro Togo)



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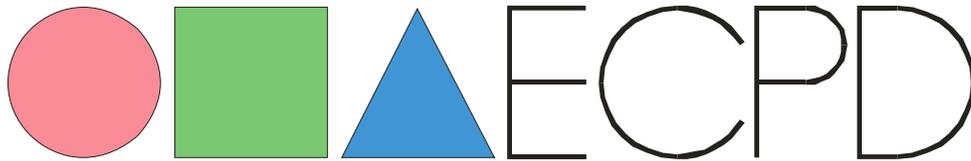
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## A.

### **The ECPD – Organizer of postgraduate studies**

The postgraduate studies in **Technology of Solving Development Problems** are organized and conducted by the **European Center for Peace and Development (ECPD)**. The basic information concerning the establishment, mission, status, financing, resources and scope of activity of this educational and research organization within the broader UN system is given in continuation.

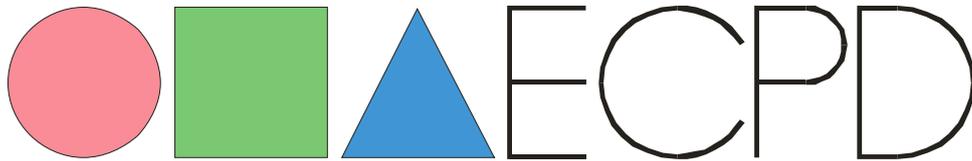
#### **Establishment and Mission**

By its Resolution of December 1980, the United Nations General Assembly established the **United Nations University for Peace**, as “an international center for research, higher education and postgraduate studies”, whose mission should be to contribute to peace and international cooperation.

On 20 January, 1983, the Council of the University for Peace brought a decision to establish its Regional International Center for the countries of Helsinki Europe or, more accurately, the European Center for Peace and Development (ECPD), as an autonomous international organization. On 22 October, 1984, pursuant to this decision, the Council of the University for Peace and the Yugoslav Government concluded an international agreement under which the ECPD was headquartered in Belgrade. This agreement was ratified by the Yugoslav Parliament on 17 July, 1985, and on this date the ECPD began its activities.

#### **Status**

The European Center for Peace and Development (ECPD) of the University for Peace established by the United Nations is an international educational, research and consulting institution. It forms part of the system of international university organizations established by the United Nations. It enjoys extraterritorial status, performs its tasks autonomously and has academic freedoms and responsibilities like other organizations within the broader United Nations system. The management bodies of the ECPD are the Council, with its seat in Paris, and the Executive Director seated in Belgrade. The ECPD carries out a wide range of activities and has its operating and program units in the countries of Helsinki Europe.



## **Financing**

The ECPD is a non-profit organization and the costs of its activities are covered by the donations of national and international organizations and foundations, as well as by the resources provided by direct beneficiaries of its activities, i.e. tuition fees, registration fees, project costs and the like.

## **Scope of Activity**

Since its establishment, the ECPD has carried out successfully: (a) educational activities (postgraduate studies and other forms of advanced education and transfer of knowledge, seminars, courses scientific and expert meetings, public lectures); (b) research (studies, projects, scientific and expert consulting); (c) publishing (books, monographs, studies, proceedings) and (d) the activities relating to international cooperation and communications between national and international organizations and many individuals.

The ECPD has also performed the tasks for a great number of international organizations, governments, professional organizations and associations and, especially, for firms, institutions and individuals.

Detailed information about the ECPD activities during the period 1985-2000, its clients and the quality and results of its work can be obtained at the ECPD Secretariat on request.

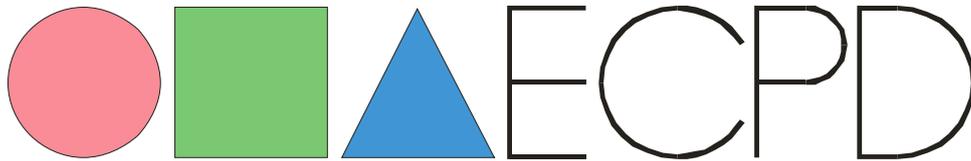
## **Resources**

The ECPD performs its mission and activities by recruiting the appropriate researchers and experts on a full-time, temporary or casual basis, either in the country where it performs an activity or in other countries. To the satisfaction of its clients, the ECPD recruits the researchers and experts who have first-class research, educational and consulting experience, knowledge and skills.

Detailed information about the skills of human resources on which the ECPD activities are based, can be obtained from the ECPD Executive Director on written request.

## **Evaluation**

The management and expert bodies of the ECPD perform a regular and systematic evaluation of its program orientation, quality of educational programs, instruction, especially for postgraduate studies, quality of research, consulting, publishing and other activities, accompanied by a steady increase in the quality of evaluation criteria.



## **B.**

### **The Essence and Purpose of Postgraduate Studies**

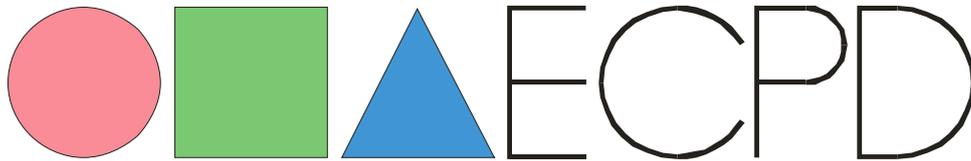
#### **The Elements and Aim of Studies**

During the period 1986-1991, the ECPD organized and successfully conducted the postgraduate studies at the master's level - "Technology of Problem Solving" - in Sarajevo, Zagreb, Athens and Heidelberg. The evaluations of the quality of these postgraduate studies made by the students (about one hundred), as well as by the ECPD management and professional bodies imposed a need for and justified the resumption of such postgraduate studies, including necessary innovations.

More than ten years have elapsed since the organization of the above mentioned postgraduate studies. This is not a long period but in the meantime the complexity, delicacy, significance and urgency of solving numerous problems in all facets of life, work and development increased noticeably. During that period, the entire world embarked on the so-called process of transition: from one socio-economic system to another; from the vanishing global technological system to the emerging one; from mutually destructive and competitive structures to competitive and cooperative ones; from larger systems to their fragmentation and vice versa; from conflicts to cooperation; from the current understanding of the world to a new one; from the prevailing material economy to the predominantly service one; from quantity to quality as the prevailing value; from a bureaucratically hierarchized structure to an organic, corporative one; from specialized to multidisciplinary problems; from simple to multidimensional interdependent and tightly connected life and the world – to mention only some of the ongoing processes of transition.

In addition to the tumultuous process of transition, we are witnessing an increase in uncertainty and the pace at which the environment of each individual, each group of people, each organization and each state is changing. In this regard, there is a growing number of opportunities, while the development potentials are broadening. At the same time, however, there is a growing risk that the problem will not be fully understood or that it will be misunderstood, that its solution will be inadequate or bad and that even a good solution to a problem can be discredited due to its inadequate application and a failure to observe and overcome the changing nature of the problem.

In such circumstances, the ECPD international expert team specializing in development issues concluded that it would be necessary to acquire the knowledge, skills and abilities for such an integral competence for **problem solving** as will enable one in every situation:



- (a) **to understand** the crux of the problem;
- (b) **to understand and analyze** the observed and future dynamics of the problem **in a high-quality way**;
- (c) **to identify and accurately evaluate/measure** all results of different solutions to the problem, including a failure to solve it;
- (d) **to find at least one good solution to the problem** from the viewpoint of those who make decisions about a problem, as well as those for whom the results of its solution are meant, and
- (e) **to plan precisely** the time, resources and activities required for the implementation of the solution to a problem.

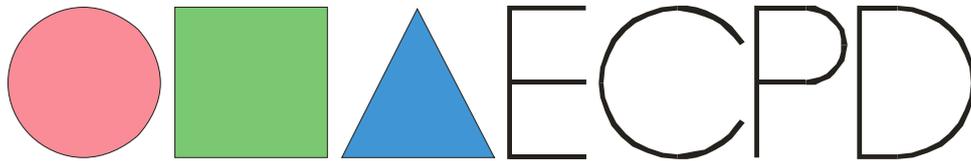
Acquiring integral competence is a difficult task, which can be facilitated to a considerable extent by appropriate education. This conclusion provides a basis for the decision of the ECPD to organize postgraduate studies aimed at (a) offering contemporary knowledge, (b) mastering the relevant skills and (c) developing the abilities for solving the following problems of today's world:

- (a) **Development of the business operation** of economic and other organizations;
- (b) **Economic and social development**, from local to national level;
- (c) **Development of scientific, technological and innovation systems**, from the level of a firm, research and educational institutions to the national level;
- (d) **Development of the modern systems of resolving conflicts and political problems** and
- (e) **Solving transition problems.**

The program of postgraduate studies drawn up for these needs takes care of the structural and other uniformity of all problems, on one side, and the specifics of the contents of each problem, on the other. Instruction and research within these postgraduate studies begin with the knowledge enabling an efficient analysis of any problem, continue with the knowledge and skills relating to the solving of special kinds of problems (i.e. business, social development, research, political, transition and other problems) and end with the knowledge, skills and techniques relating to the preparation of the decisions about problem solving, as well as about planning and monitoring the implementation of the decision brought.

### **Master's and Specialist Studies**

These postgraduate studies are organized and conducted for each of the two academic degrees to be achieved upon successful completion of postgraduate education:



1. **Master of Science**
2. **Specialist in his field.**

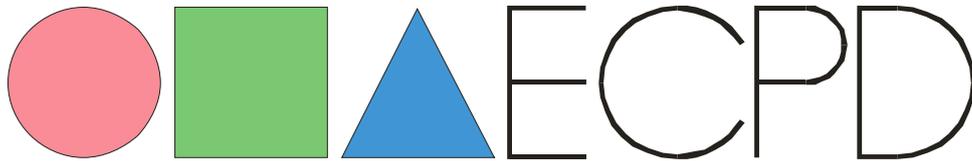
Master's studies are conducted according to one program and specialist ones according to the following five different programs: **1. Development of a Firm's Business (DFB); 2. Social and Economic Development of a Community (SEDC); 3. Solving Research, Technological and Innovation Problems (SRTIP); 4. Solving Political Problems (SPP); and 5. Solving Transition Problems (STP).**

#### **For Whom Are the Postgraduate Studies Intended?**

These postgraduate studies are intended for those whose academic interest and practical work include the solving of problems. What problems and what kind of activity are in question? The contents of these studies refer mostly to those who deal with complex problems and broader significance of the results of their solving. As far as the activities are concerned, these studies are intended for those who deal with business, social development, research and political problems, as well as for those who deal with the transition problems of firms and institutions in any sector. This means that they are intended for managers and analysts in enterprises and other economic organizations, managers in various government institutions and agencies – from local to national, members of government bodies – from local to national, managers and organizers in research and R&D organizations (i.e. research institutes, R&D units, two-year post-secondary schools and faculties), managers of complex projects, political analysts and politicians – both professional ones and those dealing with political problems temporarily or occasionally, as well as for researchers into the theory and practice of problem solving. Consequently, these postgraduate studies are intended for those who perform or will perform the above mentioned tasks and functions, but who also have a clear and sufficiently strong inclination to acquire new knowledge and proven skills in problem solving in a systematic and efficient way.

#### **On the Name of the Studies**

The name of these postgraduate studies, like the name of anything else, should tell us about the heart of this matter sufficiently, accurately and clearly. In accordance with this requirement, the provisional name of these studies was **“Science of and Skills in Problem Solving”**. Although this name was quite appropriate, it was substituted for – **Technology of Solving Development Problems** – in order to point to the significance of the postgraduate studies that have already been organized. Within the scope of these studies, the students learn the science of and skills in problem solving. This refers especially to development problems. Since it is the question of knowledge that should be applied in practice, the words "science" and "skills" have been substituted for the word



“technology”, which means the same thing: *a body of scientific and empirical knowledge intended for solving practical problems.*

### **Admission to the Studies**

This booklet provides all necessary information about these studies: from the curriculum to the admission requirements. Master’s and specialist studies – with an optimal number of 18 students – are organized in one of the following three ways:

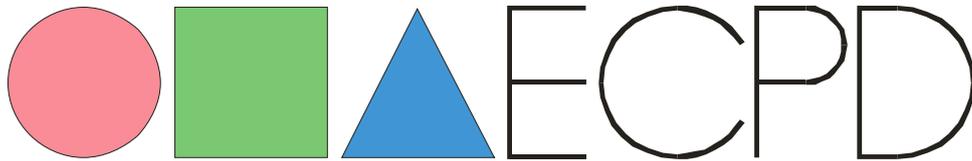
**Variant A** – 90% of students from one organization;

**Variant B** – 90% of students, by agreement, from 2-4 organizations;

**Variant C** – students from several organizations.

Each of the three variants of these studies is organized in a specific way. This includes determining the place of instruction, schedule of instruction (see Part 3.0), distribution of organizational and administrative work relating to the process of instruction, planning the weeks of instruction, determining and negotiating the tuition fee, determining the topics for seminar and specialist papers and master’s theses, determining the mutual rights and obligations of the organizer and students by the contracting parties, etc.

Organizations and individuals being interested in the terms of contract for any of the above mentioned three variants of organizing and conducting postgraduate studies can obtain all relevant information at the following ECPD.



## C. The Curriculum, Admission Requirements and Organization of the Process of Instruction

### 1.0. Curriculum

#### 1.1. Master's Studies

##### 1.1.1. First Trimester

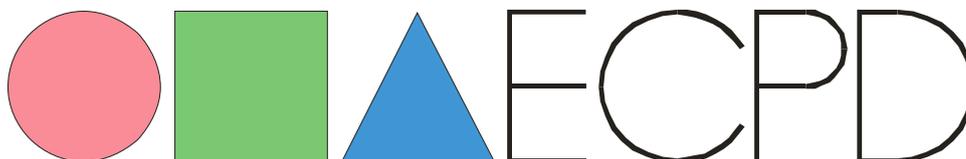
1. Global development processes	40 + 0
2. Theory of problem solving I	20 + 10
3. Personality and group psychology	20 + 10
4. History of civilizations and cultures	30 + 0
5. Competitive and cooperative structures and games	20 + 0
Total	130 + 20

##### 1.1.2. Second Trimester

6. Theory of problem solving II	20 + 10
7. Computer systems for support to problem solving	20 + 10
8. Methodology of solving business and development problems of a firm	30 + 20
9. Methodology of solving the development problems of a community	30 + 20
Total	100 + 60

##### 1.1.3. Third Trimester

10. Methodology of solving political problems	30 + 20
11. Methodology of solving scientific, technological and innovation problems	30 + 20
12. Ecology, ethics and aesthetics of problem solving	20 + 10
13. Application of the solution to a problem	20 + 10
Total	100 + 60



#### 1.1.4. Fourth Trimester

During this trimester, the following activities are carried out:

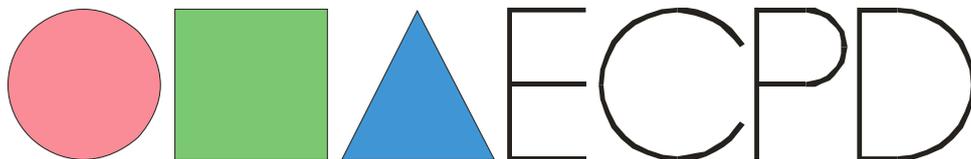
- (a) **Adviser's work** on the elaboration of master's theses. The first three weeks of teaching in this trimester are devoted to the adviser's collective consultations with students for two days each week of instruction, with seven consulting hours each day, which means that the total number of hours devoted to collective consultations is as follows:  $3 \times 2 \times 7 = 42$  teaching hours. The number of hours for the adviser's individual consultations averages to 15 hours per student or, in other words,  $18 \times 15 = 270$  hours, i.e. 81 FTE (Full Time Equivalent), so that the total number of teaching hours in the fourth trimester is  $42 + 81 = 123$ .
- (b) **Elaboration of master's theses**, which the students have to report during the first half of the third trimester. The academic council of the master's studies will – until the end of the third trimester at the latest - make a decision on the title, aims, contents, expected results and methodology of work on a master's thesis for each post-graduate student, as well as a decision on the adviser and the panel for the defense of each master's thesis.
- (c) **Defense of master's theses.**

Upon completion of the fourth trimester, the master's studies will also be completed. The defense of a master's thesis upon completion of the fourth trimester can be approved only in the case of illness or some other force majeure that prevented the candidate to write and defend his master's thesis on time.

### 1.2. Specialist Studies in DFB, SEDC, SRTIP and SPP

#### 1.2.1. First Trimester

1. Global development processes	40 + 0
2. Theory of problem solving I	20 + 10
3. Personality and group psychology	20 + 20
4. History of civilizations and cultures	30 + 0
5. Competitive and cooperative structures and games	20 + 10
Total	130 + 40



### 1.2.2. Second Trimester

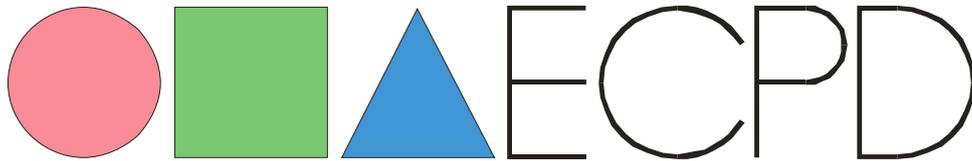
6. Theory of problem solving II	20 + 10
7. Computer systems for support to problem solving	20 + 10
8. Methodology of solving the business and development problems of a firm I or: Methodology of solving development problems of a community I or: Methodology of solving political problems I or: Methodology of solving scientific, technological and innovation problems I	40 + 30
9. Ecology, ethics and aesthetics of problem solving	20 + 10
Total	100 + 60

### 1.2.3. Third Trimester

10. Methodology of solving the business and development problems of a firm II or: Methodology of solving the development problems of a community II or: Methodology of solving political problems II or: Methodology of solving scientific, technological and innovation problems II	20 + 20
11. Application of the solution to a problem	20 + 10
12. Consultations about the elaboration of a specialist paper	42 + 15
Total	82 + 45

### The elaboration and defense of a specialist paper

*Upon completion of the third trimester, these specialist studies will also be completed. The defense of a specialist paper upon expiration of the third trimester can be approved only in the case of illness or some other force majeure that prevented the candidate to write and defend a specialist paper on time.*



### ***1.3. Specialist Studies “Solving Transition Problems”***

#### **1.3.1. First Trimester**

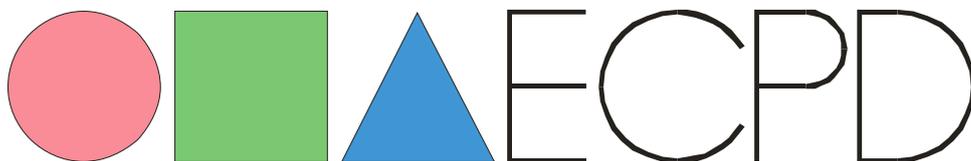
1. Global development processes	40 + 0
2. Theory of problem solving	20 + 10
3. Ecology, ethics and aesthetics of transition	20 + 10
4. Transition strategy and plan	25 + 10
Total	105 + 30

#### **1.3.2. Second Trimester**

5. Development and program transformation	15 + 15
6. Ownership transformation	20 + 20
7. Management and structural transformation	15 + 15
8. Instruments of carrying out transition	20 + 20
Total	70 + 70

#### **The elaboration and defense of a specialist paper**

*The students of these specialist studies prepare their final paper during instruction in the subjects from No. 4 to No. 8. This paper has five parts. Each part is presented and defended at the examination on the relevant subject. The contents of the paper is based on the concrete transition needs of the postgraduate student’s organization or some other organization which agrees that its transition problems are dealt with in specialist papers within the scope these postgraduate studies. Upon completion of the second trimester these specialist studies will also be completed.*



## 2.0. Teaching

### 2.1. Master's Studies

The total number of teaching hours is as follows:

First trimester	130 + 30
Second trimester	100 + 60
Third trimester	100 + 60
Fourth trimester	42 + 81
Total	372 + 231

Teaching includes as follows:

1. Ex cathedra lectures – 40% of total teaching
2. Discussions relating to the subjects of teaching – 20% of total teaching
3. Case studies – 15% of total teaching
4. Giving an account of the progress and results of research of the students, including a group discussion – 25% of total teaching.

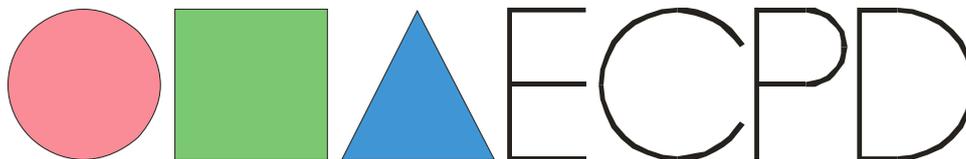
The postgraduate students at the master's level are obliged to report the results of their researches (seminar papers, etc.) in a written form, in the specified/agreed format, concisely, clearly and in full. In order to facilitate the mastering of the skills and techniques of a written and oral presentation of the results of research/paper, special instruction will be provided.

### 2.2. Specialist Studies

#### 2.2.1. Specialist Studies in DFB, SEDC, SRTIP and SPP

The total number of teaching hours is as follows:

First trimester	130 + 30
Second trimester	100 + 60
Third trimester	82 + 45
Total	312 + 135



Teaching includes as follows:

1. Ex cathedra lectures – 40% of total teaching
2. Discussions devoted to the subjects of teaching – 20% of total teaching
3. Case studies – 15% of total teaching
4. Giving an account of the progress and results of the students' researches, including a group discussion – 25% of total teaching.

The students of specialist studies are obliged to present the results of their researches (seminar papers and the like) in a written form, in the specified/agreed format, concisely, clearly and in full. Special instruction will be provided for mastering skills and techniques of a written and oral presentation of the results of research/paper.

### 2.2.2. Specialist Studies “Solving Transition Problems”

The total number of teaching hours is as follows:

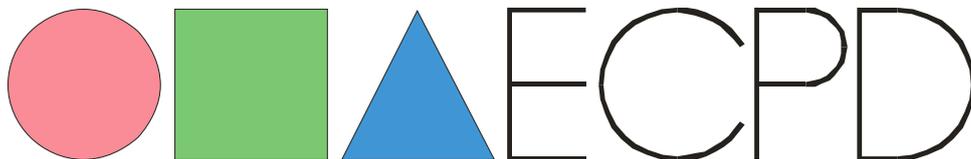
First trimester	100 + 30
Second trimester	70 + 70
Total	170 + 100

**Teaching includes** ex cathedra lectures (30%), transition case studies (30%) and the review of the transition problems of organizations in which (for which) the students work (40%). In the intervals between the teaching weeks, the postgraduate students will study the subjects they have been taught and will conduct research specified by the syllabus (an analysis and synthesis of the solutions to their own transition problems).

## 3.0. The Organization of Studies

The master's and specialist studies are organized in such a way as to ensure (a) high-quality teaching, (b) full mastering of new knowledge, (c) development of the ability to use the acquired knowledge and (d) development of the motives and capacity to learn through the application of the acquired knowledge and to acquire new one upon completion of these studies. In order to attain these teaching aims, coupled with economical use of all resources, postgraduate studies are conducted according to the following organizational principles:

1. Students shall meet all admission requirements in full.



2. Teachers shall satisfy the modern research and teaching criteria in full.
3. The attendance of classes shall be compulsory; an active participation in the teaching process shall be required and encouraged.
4. All obligations of the teaching staff and students within the scope of these studies shall be discharged in a timely, creative, high-quality and cooperative manner.
5. Prior to the beginning of each trimester, all necessary literature for studying the contents of teaching in the relevant trimester shall be provided. During the teaching days, the students shall have access to the INTERNET.
6. All administrative work and services linked to the teaching process shall be performed on time and in a reliable, high-quality and exhaustive way.

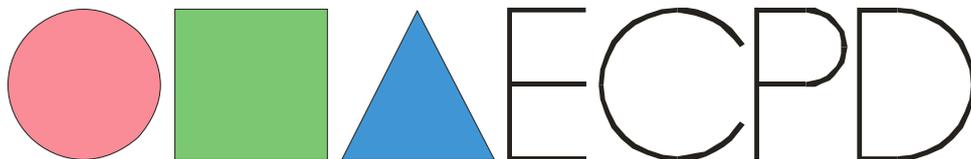
### **Weekly and Monthly Teaching Blocks and the Duration of Studies**

Complete instruction is given in four teaching weeks in each trimester. One teaching week lasts six consecutive teaching days – from Monday through Saturday. During one day, instruction lasts seven teaching hours (four teaching hours in the morning and three in the afternoon), except on Saturday, when there are 5 teaching hours in the morning. The rest of the teaching day is used for studying the relevant literature, search through the data bases, preparations for an active participation in the teaching process and the like. The total number of teaching hours in one trimester, excluding the fourth trimester within the master's studies and third one within the first four specialist studies is  $4 \times 40 = 160$  hours, increased by the hours of extra and remedial instruction.

Instruction within these postgraduate studies is provided on a case-to-case basis, i.e. it depends on the specific features of each concrete situation, according to one of the two different schedules of the teaching blocks. One teaching schedule is called **weekly teaching blocks** and the other **monthly teaching blocks**.

When instruction is provided according to the **weekly teaching blocks** schedule, there is one teaching week each month during the trimester, i.e. there is a total of 40 teaching hours per month. The intervals between the teaching weeks are used for preparations for examinations and research. The examinations are taken upon completion of instruction in the trimester.

When instruction is provided according to the **monthly teaching blocks** schedule, all instruction anticipated by the curriculum for the trimester in question is conducted in the first month of the trimester. According to this schedule, instruction lasts four teaching weeks without an interruption, whereby each week has 40 teaching hours. The remaining time in the trimester is used for preparations for the examinations, research and passing of the examinations.



The postgraduate studies conducted according to the **monthly teaching blocks** schedule last shorter than the studies based on the **weekly teaching blocks** schedule, while the total number of teaching hours is the same.

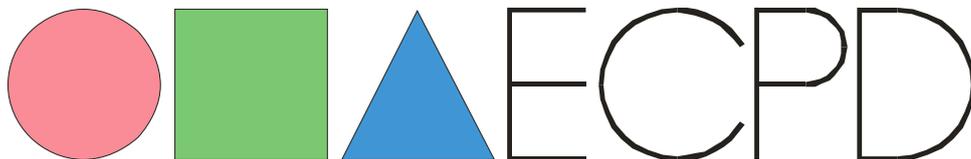
When instruction is provided according to the **weekly teaching blocks** schedule, the master's studies last a total of 18 calendar months, calculated from the day on which instruction begins and lasts until all students defend their master's theses. Specialist studies designated with DFB, SEDC, SRTIP and SPP, including the defense of specialist papers of all students, last 12 or 14 calendar months, depending on the month in which instruction begins. The specialist studies entitled "Solving Transition Problems" last 8 or 9 calendar months, depending on the month in which instruction begins. During the first half of January, the second half of July and throughout August, there are no instruction and examinations.

When instruction is provided according to the schedule **monthly teaching blocks** schedule, the master's studies last 13 calendar months, calculated from the date on which instruction begins until the completion of the defense of master's theses of all students. The specialist studies designated with DFB, SEDC, SRTIP and SPP, including the defense of specialist papers by all students, last 9.5 or 11 calendar months, depending on the month in which instruction begins. The specialist studies entitled "Solving Development Problems" last 6 months. During the first half of January, the second half of July and in August there are no instruction and examinations.

#### **4.0. Admission Requirements**

For the admission of students to these postgraduate studies, it is necessary to meet the following requirements:

1. University education.
2. Inclination towards solving and/or research into the solving of development problems.
3. Ability to use professional literature in English or one of the official UN languages.
4. Assuming an obligation to attend classes regularly during all trimesters established by the curriculum, as well as an obligation to participate regularly in the entire teaching process.
5. Assuming an obligation to complete the studies until the end of the anticipated teaching period as specified in the section **Weekly and Monthly Teaching Blocks and the Duration of Studies** in Part **3.0**, i.e. all examinations have to be passed,



and seminar papers, master's theses and specialist papers have to be written and defended.

6. The signed contract on mutual obligations between the student and the organizer of postgraduate studies.
7. Available teaching facilities.

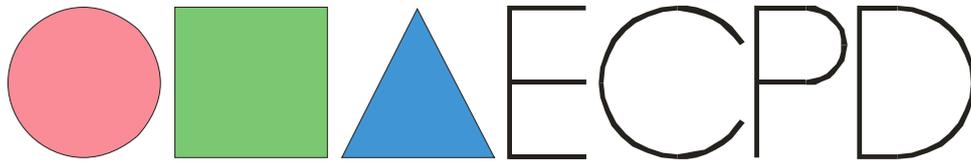
### **5.0. Preparatory, Remedial and Ad Hoc Instruction**

1. Preparatory instruction is organized for postgraduate students who need English and/or computer lessons. All instruction will be provided during the first trimester.
2. Remedial instruction is organized for postgraduate students who need lessons in mathematics and/or statistics. Remedial instruction is conducted during the first and second trimester.
3. In order to satisfy the curiosity of the students, ad hoc instruction will be provided during the second and third trimester. It is organized in the form of invitational lectures on the topics agreed in advance, which last 2-3 hours. The contents of invitational lectures are complementary with the contents of lectures in the specified subjects, or on some of the topical issues which deserve academic attention.
4. During the second trimester, compulsory lectures on the skills and techniques of an oral, written, computer-assisted and multimedia presentation are held.

### **6.0. Academic Title**

The postgraduate student has successfully completed his postgraduate studies if (a) he passes all examinations, (b) shows the ability to apply scientific methods and systematized, proven skills and techniques to the solving of real problems – which is confirmed by the quality of seminar papers and their presentation and defense, and (c) demonstrates an adequate skill in critical analysis of the problem and sufficient creativity in finding the solution to a problem, and (d) successfully prepares, presents and defends a master's thesis or specialist paper.

Upon successful completion of these postgraduate studies, the student acquires the academic title of the **Master of Science** or the **Specialist in the appropriate field**, for which a diploma is awarded. It should be noted that this diploma is valid in all UN member countries.



## **7.0. The Efficiency and Effectiveness of Studies**

These postgraduate studies are organized according to the effectiveness and efficiency criteria.

The efficiency criterion anticipates the acquisition of new yet necessary knowledge and skills for a scientifically based analysis, understanding and solving of problems. Knowledge and skills acquired at these studies guarantee the international competence of Masters of Science and Specialists in the fields that have been taught.

The efficiency criterion involves the timely implementation of all parts of the teaching and research process within these studies. In giving instruction within the scope of postgraduate studies, attention is devoted to rational organization, observance of the beginning and completion dates of all activities both by teaching staff and postgraduate students in an attempt to ensure that all students complete successfully their studies within schedule.

## **8.0. The Management of Studies**

Executive management of postgraduate studies is entrusted to the Director of Studies, who has all authorizations and responsibility to ensure the quality, effectiveness and efficiency of the overall teaching process.

The contents of instruction, research, elaboration, review and evaluation of master's theses and specialist papers, equalization and observance of the evaluation criteria, application of the proper teaching methods and the like are coordinated by the Academic Council, which is comprised of all teachers and chaired by the Director of Studies.

The organization of all technical, administrative, service and other activities, which are necessary for a thoughtful, timely and economical conduct of postgraduate studies, is entrusted to the Organization and Administrative Officer.