

role of a system-forming factor and universal mechanism of the process of this formation.

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The work was submitted to international scientific conference «Modern education. Problems and solutions», Thailand - Cambodia, February 18-28, 2009, came to the editorial office on 11.01.2009.

EXPERIENCE OF PARTICIPATION IN 7th GLOBAL CONFERENCE ON HUMAN DEVELOPMENT

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From November, 17 till November, 21st, 2008 in Japan there has taken place 7 Global Conference on Human Development on which have been presented not only themes for discussion, but also new approaches of training of youth revealed. The international institute of cultural affairs has proclaimed the following **approach**: Social change doesn't take place in a vacuum. The context of all change that impacts people is the set of cultural dynamics that determine how the collective defines itself, makes decisions, and acts out those decisions – as well as how individuals relate to others and to the whole, and the image those individuals hold of themselves and of the group. In order to achieve lasting, just outcomes, these cultural affairs must be centrally integrated into the development process. The basic approach through which we incorporate cultural affairs in human development consists of the following elements: **Participation**. In order for people to support and solidify change over time, they must be part of the change process from the beginning. And not just on the sidelines or as observers. Participation only produces results when the people who will be affected by change are engaged in defining the very substance of the matter, and then in shaping and implementing the change process itself. We enable this level of participation through unique, customizable, tried, and tested methods of participatory group dialogue, planning, decision-making, and implementation. **Comprehensiveness**. Every group of people is comprised of segments and divisions – from political parties to income levels to genders. Any change process that does not include the participation of all segments won't be implemented and sustained over time by everyone, thereby setting the process up for failure from the start. The simple process of inclusion itself is often a dramatic first step in the development process, bringing into dialogue for the first

time marginalized and mainstream voices of a group on equal footing. The next step is to ensure sustained engagement of all parties over time. **Interconnectivity**. No problem is created or solved in isolation. The needs and challenges that produce the demand for change in the first place are inherently related to one another. Just as every person is defined in part by their social context, every social challenge is resolvable only within the context of other issues. When problems are analyzed from the perspective of their interconnectedness, a realistic path toward change becomes possible. Solutions that address multiple issues emerge, addressing underlying rather than surface problems, and expanding the number of people with a direct interest in a particular solution. The more people are invested, and the deeper the solution runs, the greater the probability that change will endure. **Duration**. Integrated human development can be a slow process, with fits and starts, spanning lifetimes and generations. Social structures and processes for managing change over time must be integrated into the cultural fabric, and must endure beyond the momentum of a particular issue or moment. This requires specialized, ongoing training for leadership from all segments and sectors. Social networks themselves must also be deepened, by building trust, improved communications, participatory leadership and governance structures, and healthy interdependency. **Neutrality**. The Institute of Cultural Affairs play a variety of roles, including facilitator, trainer, advisor, organizer, and mentor. In all of these roles, we operate as neutral outsiders, grounded in our core values but not in a particular outcome.

The work is submitted to Scientific Conference “The Problems of International Integration of Educational Standards”, England (London) – France (Paris), April 20-28, 2009. Came to the Editor's Office on 11.01.2009.

EDUCATION MANAGEMENT TODAY

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Any frame of reference of a HEI (retraining center) can be represented in the form of an aggregate of processes. For every process the parameters of resources' quality, input/output data (results) are identified, the “input and output suppliers and consumers” are defined. The main processes (the value increase chain) – are the educational service life cycle ones, which create knowledge, abilities and skills directly and increase the value of the service. These processes are aimed at the users' and consumers' satisfaction. The supporting processes and procedures (monitoring) provide the value creation possibility and also functioning the processes and activities within the quality management system. Thereat, the sequence of these