

APROBAT

În ședința Biroului permanent al
Camerei Deputaților

din data de 5.12.2011
1323



**PARLAMENTUL ROMÂNIEI
CAMERA DEPUTAȚILOR**

**COMISIA PENTRU ÎNVĂȚĂMÂNT,
ȘTIINȚĂ, TINERET ȘI SPORT**
București, 22 noiembrie 2011
Nr.29/2H

Parlamentul României
Camera Deputaților
P.P. Nr. 1323 din 30.11.2011

Către

**BIROUL PERMANENT
al
CAMEREI DEPUTAȚILOR**

Informare

**cu privire la lucrările celui de-al V-lea Forum Mondial pentru Știință
- 17 - 19 noiembrie 2011, Budapesta (Ungaria) -**

În perioada 17 - 19 noiembrie 2011, a avut loc la Budapesta (Ungaria), în organizarea Academiei de Științe din Ungaria, UNESCO, Consiliul Internațional pentru Știință (ICSU), Asociația Americană pentru Dezvoltarea Științei (AAAS), Academia de Științe pentru Dezvoltarea Mondială (TWAS), Consiliul Consultativ al Academiiilor Europene de Știință (EASAC) și Academia de Științe din Brazilia, Forumul Mondial pentru Știință. Tema Forumului a fost „Schimbarea imaginii științei: Provocări și Oportunități”.

Din partea Comisiei pentru învățământ, știință, tineret și sport a Camerei Deputaților a participat domnul deputat Cristian Sorin Dumitrescu, președintele Comisiei.

Evenimentul a beneficiat de prezența unor înalte personalități ale vieții politice și științifice din întreaga lume. Lista completă a participanților și programul sunt anexate.

În cadrul Forumul Mondial pentru Știință, domnul deputat Cristian Sorin Dumitrescu a prezentat o expunere cu tema „Despre competențe”. Intervenția domnului deputat Cristian Sorin Dumitrescu a fost primită cu interes, prilejuind un util schimb de opinii în cadrul dezbaterilor purtate. Textul intervenției domnului deputat Cristian Sorin Dumitrescu este anexat.

În cadrul Forumului Mondial pentru Știință s-a adoptat o Declarație intitulată *“Declaration of the Budapest World Science Forum 2011 on a New Era of Global Science”*. Textul Declarației este anexat.

Conform Declarației, valoarea cunoștințelor științifice și abordările în cercetare sunt o moștenire comună a omenirii. Mai mult decât oricând până acum, lumea va fi modelată de știință. Nouă eră a cercetării mondiale prezintă provocări și oportunități cu implicații politice și sociale la o scară nevăzută anterior. Complexitatea crescândă a marilor provocări, inclusiv de creștere a populației, schimbările climatice, aprovizionarea cu alimente, penuria de energie, catastrofele naturale și tehnologice, epidemiile, cer ca instituțiile științifice mondiale să-și asume roluri noi. Răspândirea neprevăzută a tehnologiilor informației și comunicațiilor, accesul ieftin și instantaneu la resurse informaționale și băncile de date, precum și căderea barierelor de comunicare între țări și comunități au accelerat acumularea și diseminarea cunoștințelor. Fosta triadă dominantă în producerea de cunoștințe la nivel mondial America de Nord - Europa - Japonia a fost contestată, și o nouă lume multipolară a științei a apărut însoțită de creșterea de noi puteri științifice, care sunt acum nu numai actori proeminenți în economia mondială, dar au devenit actori-cheie în activități de cercetare și dezvoltare.

În acest nou context științific la nivel mondial, diplomația științei este un nou instrument recunoscut pentru promovarea parteneriatului între națiuni, prin stimularea cooperării științifice.

Sistemele de învățământ au beneficiat de un sprijin puternic din partea unor guverne naționale, în măsura în care țările în curs de dezvoltare produc în prezent mai mulți absolvenți de universitate și doctori decât țările dezvoltate, reamenajând astfel întreaga "hartă de cunoștințe" globală.

În lumina acestei Declarații, s-au făcut mai multe recomandări: abordarea unui comportament responsabil și etic în activitatea de cercetare, dezvoltare și inovare; îmbunătățirea dialogului cu societatea pe probleme științifice; promovarea colaborării internaționale în domeniul științei; elaborarea de politici de colaborare pentru a depăși barierele cunoașterii existente la nivel mondial; consolidarea capacităților științifice.

Considerăm că este neapărat necesar ca și România să acorde educației și științei rolul pe care ar trebui să îl ocupe în societate, prin susținerea activității de cercetare, dezvoltare și inovare, alocarea de resurse financiare acestor domenii, maximizarea contribuției științei și educației la creșterea economică și a ocupării forței de muncă, creșterea numărului de absolvenți de învățământ superior la toate nivelurile; sporirea calității și relevanței dezvoltării capitalului uman în învățământ, crearea mecanismelor eficiente de guvernare și finanțare în sprijinul excelenței și consolidarea triumghiului cunoașterii între educație, cercetare și întreprinderi. Educația și, în special, învățământul superior, și legăturile acestuia cu cercetarea și inovarea, joacă un rol fundamental în progresul indivizilor și al societății, precum și în formarea de capital uman cu înaltă calificare și de cetățeni participativi de care

Europa are nevoie în vederea creării de locuri de muncă, creșterii economice și prosperității.

În ceea ce privește cheltuielile publice sau private destinate învățământului, exprimate ca pondere din PIB, România face parte din zona „de mijloc” a statelor membre ale Uniunii Europene, cu un nivel mediu al cheltuielilor destinate învățământului superior ca proporție din PIB și cu un amalgam al surselor de investiții care provin atât din sectorul public, cât și din cel privat. Prin angajamentul luat în Programul național de guvernare 2009-2012 care prevede alocarea a 6% din PIB pentru finanțarea educației, România consideră investițiile în educație și formare drept elemente cheie pentru o economie competitivă și pentru asigurarea coeziunii sociale. De aceea, este imperios necesară alocarea a 6% din PIB pentru educației și 1% din PIB pentru cercetare științifică, începând cu anul 2012.

Apreciem că în viitor este deosebit de utilă și necesară participarea reprezentanților Parlamentului României la astfel de activități cu profil științific.

Cu deosebită considerație,

PRESEDINTE

Prof. univ. dr. Cristian Sorin DUMITRESCU



Despre competență

Prof. univ. dr. Cristian Sorin Dumitrescu
Deputat, Președintele Comisiei pentru
învățământ, știință, tineret și sport a
Camerei Deputaților din Parlamentul României

1. Introducere

Onorat prezidiu,
Distins auditoriu,

Este un privilegiu pentru mine să particip și să am posibilitatea să mă adresez Dumneavoastră, iluștri participanți la lucrările „Forumului Mondial pentru Știință”.

Nu voi precupeți cuvintele de apreciere la adresa Academiei de Științe din Ungaria, prin ale cărei strădanii s-a reușit reuniunea unui număr atât de mare de personalități ale vieții științifice, culturale și politice din întreaga lume, personalități chemate să analizeze schimbările peisajului științific survenite la încheierea primului deceniu al noului secol și mileniu.

Doresc să felicit și partenerii Academiei de Științe din Ungaria: UNESCO, Consiliul Internațional pentru Știință (ICSU), Asociația Americană pentru Dezvoltarea Științei (AAAS), Academia de Științe pentru Dezvoltarea Mondială (TWAS), Consiliul Consultativ al Academiei Europene de Știință (EASAC) și Academia de Științe din Brazilia

Intervenția mea se concentrează asupra unuia dintre cele mai sensibile subiecte ale societății informaționale în care tocmai am intrat: resursa umană.

Europa a redescoperit că investiția cea mai importantă, în această perioadă, este investiția în „capitalul” uman. Strategia Lisabona, ce a guvernat Uniunea Europeană în ultimii zece ani, a dovedit că este o investiție dificil de înfăptuit, rata de succes înregistrat fiind puțin mulțumitoare. Iată de ce consider că pe lângă cele trei mari probleme admise că sunt acute astăzi: energia, hrana și apa, se conturează o a patra mare problemă, cea a competenței resursei umane.

Aș îndrăzni să spun că „omul nou”, omul societății informaționale, este „omul competent”.

2. Competențele versus criză

Traversăm, de aproape doi ani, o nouă și profundă criză financiară și economică. Statele lumii, în principal cele reunite în „G-20”, caută intens soluții pentru ieșirea din criză. Comisia Europeană, raliată acestui efort, a subliniat că „pentru a pune Europa pe calea restabilirii este absolut necesar să consolidăm capitalul său uman și capacitatea de integrare profesională a acestuia prin ameliorarea competențelor sale” (Comunicarea Comisiei COM (2008)800).

Ameliorarea competențelor este de o importanță capitală pentru redresarea economică, pentru creșterea productivității, precum și a numărului locurilor de muncă și a capacității de adaptare la schimbări, pentru echitate, egalitate între bărbați și femei și coeziune socială.

Din punct de vedere al echității, sporirea competențelor este esențială, deoarece lucrătorii slab calificați sunt mai vulnerabili pe piața muncii și pot fi afectați cu precădere de criză. Ameliorarea competențelor nu este un lux rezervat lucrătorilor cu înaltă calificare din sectorul tehnologiilor de vârf: ea este o necesitate pentru toți. Adulții slab calificați sunt de șapte ori mai puțin susceptibili de a lua parte la un program de învățare de-a lungul vieții decât cei cu un nivel de instruire ridicat.

Prea puține măsuri sunt luate pentru a spori și adapta competențele unei forțe de muncă care îmbătrânește. Politicile de educație, de formare și de ocupare a forței de muncă trebuie să se concentreze pe sporirea și adaptarea competențelor și pe ameliorarea oportunităților de instruire la toate nivelurile și la toate vârstele, pentru a promova o forță de muncă înalt calificată și receptivă la nevoile economiei.

3. Competențele și piața forței de muncă

Frecvența situație de incompatibilitate a competențelor cu piața muncii constituie o preocupare crescândă. Lucrătorii și întreprinderile nu dispun de nivelul adecvat de competențe în domeniul cerut, din cauza insuficienței informațiilor și a rigidităților structurale, ceea ce dăunează, în special, competitivității întreprinderilor mai mici.

Conținutul competențelor dobândite în universități și în sistemele de formare comunitare nu contribuie pe deplin la dezvoltarea unei veritabile economii bazate pe inovare. Opțiunile educative și profesionale ale tinerilor bărbați și femei continuă să fie influențate de concepțiile tradiționale privind carierele. Reducerea dezechilibrului între bărbați și femei în diferitele sectoare și profesii ar putea rezolva în parte viitoarele probleme privind deficitul de competențe, de exemplu în funcții tehnice sau de conducere.

Eliminarea obstacolelor, inclusiv de natură administrativă, din calea liberei circulații a lucrătorilor și ameliorarea transparenței informațiilor privind tendințele pieței muncii și competențele cerute, ar contribui la încurajarea mobilității profesionale, sectoriale și geografice și ar permite o mai mare compatibilitate între competențele lucrătorilor și posturile vacante. Perioadele de mobilitate pe durata studiilor și a formării (de exemplu, prin intermediul programelor Erasmus și Leonardo) obișnuiesc cetățenii cu mobilitatea în cursul vieții lor profesionale ulterioare. Căutarea mai eficientă și mai eficace a unui loc de muncă necesită o coordonare sporită între diferitele domenii de acțiune și instituțiile pieței muncii, îndeosebi serviciile publice pentru ocuparea locurilor de muncă și sistemele de securitate socială.

Pactul european privind imigrația și azilul evidențiază faptul că ocuparea locurilor de muncă de către lucrători din țări terțe și mobilitatea geografică a acestora pot contribui la reducerea incompatibilității competențelor și poate asigura

valorizarea optimă a competențelor acestor lucrători. Integrarea reușită a migranților și a descendenților lor este esențială pentru economiile și societățile UE.

4. Noi competențe pentru noi locuri de muncă

În deceniul următor se va observa o cerere crescândă de forță de muncă înalt calificată și dotată cu capacitate de adaptare, precum și de locuri de muncă dependente de competențe. Tendința generală crescândă a cererii de competențe poate fi demonstrată prin examinarea nivelurilor de instruire cerute, deși aceste variabile nu permit decât o definiție foarte aproximativă a nivelurilor de competență.

În UE 25, între 2006 și 2020, proporția de locuri de muncă necesitând un nivel de instruire ridicat ar trebui să crească de la 25,1% la 31,3% din total; locurile de muncă necesitând calificări intermediare vor cunoaște, de asemenea, o ușoară creștere, de la 48,3 % la 50,1%. Aceasta ar corespunde la 38,8 respectiv 52,4 milioane de posturi vacante de nivel înalt și mediu. În același timp, proporția de locuri de muncă necesitând un nivel scăzut de instruire s-ar diminua de la 26,2% la 18,5%, în ciuda celor 10 milioane de posturi de acest tip vacante.

În sectorul serviciilor, există o tendință clară către extinderea gamei de competențe necesare la toate nivelurile profesionale, datorită sarcinilor „neobișnuite”. De exemplu, profesioniștii TIC trebuie să dobândească competențe în marketing sau în gestiune; personalul din domeniul serviciilor trebuie să dobândească aptitudini de orientare a clientelei și competențe în informatică. În multe sectoare cu intensitate ridicată de cunoștințe, atât cererea de competențe manageriale cât și cea de cunoștințe științifice sunt necesare. În domeniul social și în învățământ este necesară o ameliorare suplimentară a competențelor pentru a spori calitatea serviciilor.

Aceasta reflectă cererea crescândă din partea angajatorilor de competențe-cheie transversale, cum sunt soluționarea problemelor și capacitățile analitice, aptitudinea de autogestionare și de comunicare, competențele lingvistice și, în mod mai general, „aptitudini neobișnuite”.

Proiecțiile privind crearea netă de locuri de muncă indică o polarizare a locurilor de muncă în cadrul profesiunilor, cu un important dezechilibru în favoarea locurilor de muncă cu înaltă calificare. Până în 2020, în UE 25 ar putea fi create 17,7 milioane de locuri de muncă suplimentare în profesii intelectuale cu înaltă calificare cum sunt funcțiile de conducere din domeniul administrativ, din marketing, logistică și vânzări, administratori de sisteme informatice, profesii didactice și tehnicieni.

Obiectivele stabilite de Uniunea Europeană prin Strategia Lisabona și Procesul Bologna au ca scop reformarea sistemelor de învățământ superior, în vederea transformării acestora în sisteme mai flexibile, mai coerente și mai deschise la nevoile societății, capabile să răspundă provocărilor globalizării și necesității de formare și reformare a forței de muncă europene.

Un proces de o asemenea complexitate presupune crearea unui meta-cadru european al calificărilor, instrument capabil să faciliteze și să promoveze transparența, transferul și recunoașterea calificărilor și competențelor la nivel european.

În acest context, în România se instituie Cadrul Național al Calificărilor din învățământul Superior (CNCIS), ca instrument unic care stabilește structura

calificărilor și asigură recunoașterea națională, precum și compatibilitatea și comparabilitatea internațională a calificărilor dobândite în cadrul sistemului de învățământ superior. Prin intermediul acestuia pot fi recunoscute, măsurate și relaționate toate rezultatele învățării dobândite în cadrul sistemului de învățământ superior (ciclurile de studii Licență, Masterat și Doctorat) și este asigurată coerența calificărilor și a titlurilor certificate. CNCIS respectă tradițiile și experiența învățământului superior românesc și este compatibil cu Cadrul General al Calificărilor din Spațiul European al învățământului Superior. Calificările recunoscute sunt incluse în Registrul Național al Calificărilor din învățământul Superior (RNCIS).

Concluzii

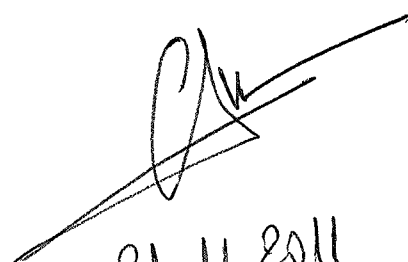
Integrarea rapidă a absolvenților pe piața muncii și învățarea pe tot parcursul vieții reprezintă elemente cheie pentru ocupare performantă, în locuri de muncă noi, pentru dezvoltarea segmentului pieței muncii specifice economiei cunoașterii, pentru susținerea dezvoltării unei economii mai ecologice și mai competitive, într-o societate incluzivă.

Mobilitatea și adaptabilitatea crescută a tinerilor, bazată pe cunoștințe și competențe actuale și permanent actualizate reduc pierderile de capital uman prin șomaj pe termen lung și/sau ocupare în locuri de muncă ce nu corespund cu profilul profesional dobândit prin educație.

Educația devine o necesitate evidentă pentru o viață productivă, contribuind la progresul economic și social al țării și indivizilor.

Piața definește nevoia de pregătire iar calitatea educației se certifică pe piață prin utilizarea/valorizarea cunoștințelor, abilităților și competențelor.

Sunt necesare noi competențe cheie pentru o lume digitală nouă, nu doar pentru a dobândi abilități profesionale, tehnice dar și pentru o mai profundă înțelegere a oportunităților, provocărilor și chiar a atitudinii față de unele probleme etice generate de noile tehnologii.



21.11.2011

**Declaration of the Budapest World Science Forum 2011 on a
New Era of Global Science**
**Text adopted by the 5th Budapest World Science Forum
on 19 November 2011**
(definitive version)

Preamble

With the encouragement and support of our partner organisations, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Council for Science (ICSU) and all invited organisations and fellow scientists, we, the participants of the Budapest World Science Forum held from 17 to 19 November in Budapest, recognizing the relevance of the outcomes of 1999 World Conference on Science (WCS) and taking into account the reports of the biannual World Science Forum (WSF), as well as the debates and the outcomes of this World Science Forum on the "Changing Landscape of Science: Challenges and Opportunities", adopt the present declaration.

1. The treasure of scientific knowledge and its underlying research approaches are a common heritage of humankind. More than ever before, the world will be shaped by science.
2. The first decade of the third millennium has witnessed steady and fundamental changes in the global landscape of science. The scale and scope of these transformations are so robust that a new milestone in the history of science has been reached, and a new era of global science has commenced. This new era presents challenges and opportunities bringing political, social and policy implications on a previously unseen scale.
3. The growing complexity of grand challenges including population growth, climate change, food supply, energy shortages, natural and technological catastrophes, epidemics, and sustainability require that the world's scientific establishments assume new roles.
4. New scientific fields have appeared and continue to carve out their niches in the general field of science.
5. The unforeseen spread of information and communication technologies, the inexpensive and instant access to information resources and databanks, and the fall of

communication barriers between countries and communities have accelerated the accumulation and dissemination of knowledge.

6. The former triadic dominance of North America, Europe and Japan in global knowledge production has been seriously challenged, and a new multipolar world of science has emerged accompanied by the rise of new scientific powerhouses, which are now not only prominent actors in world economy but have become key players in cutting edge research and development activities.
7. In this new context of global science, science diplomacy is now an acknowledged tool to promote partnership among nations by fostering scientific co-operation.
8. Educational systems have received strong support from their respective governments to the extent that emerging countries currently produce more university graduates and PhDs than the developed world thus rearranging the entire global "knowledge map". In spite of these new developments the US, EU and Japan are still leaders in scientific performance and continue to invest heavily in research and innovation. The competition is more intense and more open than ever before in the world arena of science.
9. The expansion of scientific networks has also changed the circle of actors participating in research activities. A field once dominated by states and their research networks of national academies, learned societies, and universities is now complemented by a complex network of global companies, international organisations, and individual researchers who are attracted to the best available research infrastructure.
10. The accelerating "knowledge economies" have generated new migration patterns for scientists and increasing mobility. Both the winners and losers of brain drain are facing the need for more intensive co-operation between universities, public research organisations, and industry in both graduate and post-graduate education and the elite training of scientists.
11. The advancements in science have also shed light on new and previously unforeseen concerns. Climate change, the large-scale and irreversible impact of human civilization on the world's fauna and flora, an overconsumption of natural resources, and their respective consequences require stronger

involvement from both scientists and society. Developments in many research fields (e.g. genetics, biotechnology, neuroscience, nuclear physics, etc.) have considerable moral and ethical implications that require an urgent and global dialogue between scientists and the broader public.

In light of this declaration, we make the following recommendations:

1. Responsible and ethical conduct of research and innovation

In this era of global science, the scientific establishment needs to implement continuous self-reflection to appropriately evaluate its responsibilities, duties and rules of conduct in research and innovation. A universal code of conduct addressing the rights, freedoms and responsibilities of scientific researchers, and the universal rules of scientific research should be shared by the world's scientific community. Furthermore, these rules and policies should be respected by the states and adopted by their national legislations.

Scientists should strengthen their individual and institutional responsibilities to avoid possible harm to society due to ignorance or misjudgement of the consequences of new discoveries and applications of scientific knowledge.

It is the responsibility of those who promote science and scientists to maintain the primacy of moral and social concerns over short-term economic interest in the selection and implementation of industrialised research projects.

2. Improved dialogue with society on scientific issues

In times of rapid and fundamental changes in the social environment, the sciences should be supported in their co-operative efforts to describe and evaluate with the best available methods the consequences of policy actions and explorations of both natural and social sciences.

Participation of societies should be promoted in order to make science more democratic and to build further trust in science. To this end societies must be prepared to knowledgably discuss the moral and ethical consequences of science and technology by strengthening policies to enhance awareness and public understanding of science and improving and broadening the scope of education.

3. International collaboration in science should be promoted

Better international co-ordination is needed for science research projects focusing on global challenges. International co-operation is essential for decreasing the knowledge divide and regional disparities.

The free co-operation and movement of scientists should be promoted by the elimination of harmful bureaucracy and false regulation and by providing the funds to further international co-operation.

To avoid repetition, redundancy, and excessive expense in scientific research, the international scientific community should be involved in the development of an improved method to monitor past and present research activities and their results.

4. Collaborative policies to overcome knowledge-divides in the World

The rapid development and increasing cost of science combined with the expansion of patent policies and regulations have further widened the knowledge and economic divide between the developed and developing world. In a world where the best science and the best researchers are attracted only by excellent research infrastructures, developing countries should be supported in their efforts to build their research capacities. However, co-funded actions for building capacities can only be successful if support is provided in a socially responsible way and if it creates a win-win situation for both the promoter and the recipient. Brain-drain and brain-gain policies should be co-ordinated for the joint benefit of all affected countries.

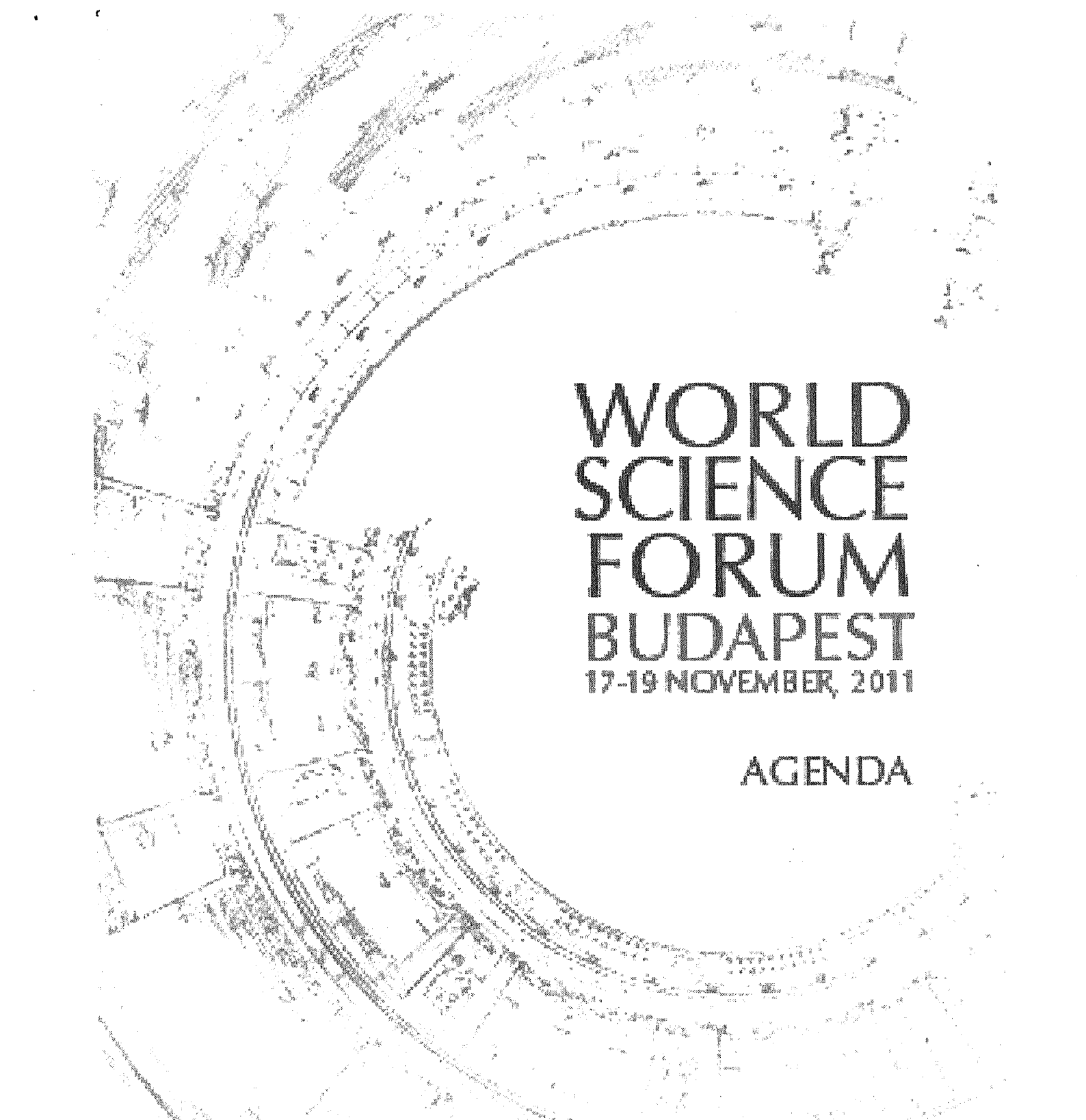
5. Capacity building for science needs to be strengthened

Scientific discoveries are foundations for innovation and social and economic development. Investment in science provides a capacity for future development at a national level and an opportunity to face global challenges internationally.

It is primarily the responsibility of governments to increase support for science, and develop effective policies for technology and innovation.

Comprehensive actions should be taken to strengthen the role of women in science and innovation and to expand the participation of women in science and science policy making.

The socio-economic impacts of science and scientific capacity are well-documented. National parliaments and governments are urged to declare their commitment to seek scientific advice during the decision making process. An institutionalisation of such an advisory process is necessary; informed decisions result in great savings. There is an urgent need to elaborate new, effective science policies at national, regional and global levels to better co-ordinate and monitor scientific research worldwide, to harmonise university education systems, and to facilitate global and regional scientific co-operation based on equity and participation.



WORLD SCIENCE FORUM BUDAPEST

17-19 NOVEMBER, 2011

AGENDA

The changing landscape of science:
Challenges and opportunities



WORLD
SCIENCE
FORUM
BUDAPEST

AGENDA

DAY 0 WEDNESDAY 16 Nov

19:00
OPENING
CEREMONY
Ceremonial Hall
(Room A)

20:00
RECEPTION

DAY 1 THURSDAY 17 Nov

9:00 - 9:50
OPENING ADDRESSES
Ceremonial Hall (Room A)

9:50 - 10:10
UNESCO PRIZE CEREMONY
Ceremonial Hall (Room A)

10:10 - 11:30
PLENARY SESSION I.
Ceremonial Hall (Room A)

11:30 - 12:00
COFFEE BREAK

12:00 - 13:45
PLENARY SESSION II.
Ceremonial Hall (Room A)

13:45 - 14:45
LUNCH BREAK

14:45 - 16:30
PLENARY SESSION III.
Ceremonial Hall (Room A)

16:30 - 17:00
COFFEE BREAK

17:00 - 19:00
THEMATIC SESSIONS I.
UNESCO: Ceremonial Hall (Room A)
Leopoldina: Large Lecture Hall (Room H)

19:30
RECEPTION
Museum of Applied Arts

DAY 2 FRIDAY 18 Nov

9:00 - 11:00
PLENARY SESSION IV.
Ceremonial Hall (Room A)

11:00 - 11:30
COFFEE BREAK

11:30 - 13:30
THEMATIC SESSIONS II.
AAAS Ceremonial Hall (Room A)
HAS Large Lecture Hall (Room H)
YOUTH-WAYS Reading Room (Room D)

13:30 - 14:30
LUNCH BREAK

14:30 - 16:30
FORUM OF GLOBAL FORA
Ceremonial Hall (Room A)

16:30 - 17:00
COFFEE BREAK

17:00 - 19:00
THEMATIC SESSIONS III.
Brazil Ceremonial Hall (Room A)
ICSU Large Lecture Hall (Room H)

19:30
RECEPTION
Museum of Fine Arts

DAY 3 SATURDAY 19 Nov

9:30 - 11:15
PARLIAMENTARY
SESSION

11:15 - 11:30
PRESENTATION AND
ENDORSEMENT OF
THE DECLARATION

11:30 - 12:00
COFFEE BREAK

12:00 - 13:00
CLOSING PLENARY
LECTURES

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WELCOME

It is my pleasure to welcome you to the fifth World Science Forum in Budapest.

World Science Forum is a unique platform for dialogue with a clear objective to provide a forum for stakeholders of knowledge including my fellow scientists, policy decision makers, leaders of industrial and technological development, academics, science communicators, and also the general public: people who enjoy the benefits of scientific advancements, and whose quality of life must be secured and improved by the means of scientific research and science-based policy-making.

It is much to our honour that this series of events has been initiated and organised by the Hungarian Academy of Sciences with the spirited support of the most influential organisations of international scientific co-operation including the United Nations Educational Scientific and Cultural Organization (UNESCO), the International Council for Science (ICSU), the American Association for the Advancement of Science (AAAS), the Academy of Sciences for the Developing World (TWAS), and the European Academies Science Advisory Council (EASAC).

As the title of the Forum "The Changing Landscape of Science: Challenges and Opportunities" suggests our aim is to present the nature and scope of changes experienced nowadays in an era of global science. In the course of 6 plenary and 10 thematic sessions and over 70 lectures we will present how global challenges create new scientific fields, how new scientific powers arise, and how wide is the scale of the new responsibilities scientists and policy makers need to undertake when addressing the grand challenges of humankind. Our speakers will outline their views on the future of the Earth's human population, new solutions to remedy global diseases, novel ways of sustainable food

production and food security, new material technologies, and the recent advancements in brain research and the cognitive sciences. True to our traditions we will present these themes from the perspectives of both developed and developing countries with the clear intention of giving a balanced view of major global disputes.

It is my pleasure to welcome representatives of the younger generation among the presenters and participants of the Forum with an eye on their growing responsibility in finding solutions to existing and arising challenges facing humankind. My personal experience based on the success of a recent initiative of the Hungarian Academy of Sciences named "Momentum" suggests that by providing scope for their talents we can rely on their ability to take science forward.

The 2011 event marks the beginning of a new era in the history of World Science Forum. In order to widen the achievements of this enterprise and to make it a true world event, the Hungarian Academy of Sciences, with the consent of our partner organisations, has proposed to change the format of WSF so that it is organised in a partner country on every second occasion. With the welcome offer of the Brazilian Academy of Sciences it has been decided that the 2013 World Science Forum will be organised in Rio de Janeiro.

For now, I am inviting you to participate in the ambitious programme of 2011 Forum in the hope that it will be rewarding both academically and socially for all.

József Pálinkás
President of World Science Forum
President of the Hungarian Academy of Sciences



16 NOVEMBER

DAY 0

WEDNESDAY
16 NOVEMBER 2011

Venue: Hungarian
Academy of Sciences

19:00 – 20:00

OPENING CEREMONY AND CONCERT

Ceremonial Hall (Room A), HAS

Irina Bokova, Director-General, UNESCO

József Pállinkás, President, HAS; President, WSF

Concert by: Kristóf Baráti (violin) and Szilvia Mikó (piano)

Inauguration of the Photography Exhibition "Environmental
Preservation towards Sustainable Development in Oman"

20:00 - 22:00

OPENING RECEPTION

Academy Club Restaurant and Krúdy Hall, HAS

DAY 1

THURSDAY
17 NOVEMBER 2011

Venue: Hungarian
Academy of Sciences

09:00 – 09:50

OPENING ADDRESSES

Ceremonial Hall (Room A), HAS

József Pállinkás, President, HAS; President, WSF

Viktor Orbán, Prime Minister of Hungary

Ban Ki-moon, Secretary-General, United Nations
(video message)

Irina Bokova, Director-General, UNESCO

Yuan Tseh Lee, President, ICSU

Alan I. Leshner, Chief Executive Officer, AAAS

Dominique Ristori, Director-General, Joint Research Centre,
European Commission

Greetings from the International Space Station

09:50 – 10:10

UNESCO PRIZE CEREMONY

Ceremonial Hall (Room A), HAS

Presented by: Irina Bokova, Director-General, UNESCO and
Madiha Ahmed Al Shaibani, Minister of Education, Oman;

Chairperson, The Oman National Commission for Education,
Culture and Science

Singer: Márta Sebestyén, UNESCO Artist for Peace Laureate

10:10 – 11:30

PLENARY SESSION I: "The Changing Landscape Of Science: Challenges And Opportunities"

Ceremonial Hall (Room A), HAS

Chaired by: József Pállinkás

Gretchen Kalonji, Assistant Director-General for Natural
Sciences, UNESCO

William Colglazier, Science and Technology Adviser to US Secretary of State Hillary Clinton
Sir Chris Llewellyn Smith FRS, Chair, the Royal Society Advisory Group
Sergio Machado Rezende, Former Minister of Science and Technology, Brazil
Johan Rockström, Executive Director, Stockholm Environment Institute, Stockholm Resilience Centre, Member, ICSU Scientific Overview Committee

11:30 – 12:00

COFFEE BREAK

Academy Club Restaurant and Krúdy Hall, HAS

12:00 – 13:45

PLENARY SESSION II: "The changing landscape of science: emerging powerhouses in science and technology"

Ceremonial Hall (Room A), HAS

Chair: Jacob Palis, President, Brazilian Academy of Sciences
HRH Princess Sumaya bint El Hassan, President of El Hassan Science City and the Royal Scientific Society, Jordan
Vilasrao Deshmukh, Minister of Science and Technology, India
Daniel Herszkowitz, Minister of Science and Technology, Israel
Mukhtar Ahmed, Deputy Director General, Islamic Educational, Scientific and Cultural Organization (ISESCO)
Gebisa Ejeta, 2009 World Food Prize Laureate, Science Envoy of President Barack Obama
Romain Murenzi, Executive Director, TWAS
Kari Raivio, Vice-President for Scientific Planning and Review, ICSU

13:45 – 14:45

LUNCH BREAK

Academy Club Restaurant and Krúdy Hall, HAS

14:45 – 16:30

PLENARY SESSION III:

"The changing landscape of science: "emerging fields of science"

Ceremonial Hall (Room A), HAS

Chair: Werner Arber, Nobel Laureate
Sir Brian Hoskins, Director, Grantham Institute at Imperial College London
H. Jeff Kimble, Professor, California Institute of Technology
Vijay Chandru, Chairman, CEO Strand Life Sciences
Richard A. Mathies, College of Chemistry, University of California, Berkeley
Stanislas Dehaene, Professor, Collège de France
Peter A. Singer, CEO, Grand Challenges Canada

16:30 – 17:00

COFFEE BREAK

Academy Club Restaurant and Krúdy Hall, HAS

17:00 – 19:00

PARALLEL THEMATIC SESSIONS I

UNESCO: "The Changing Landscape of Science: Higher Education's Perspectives, Dynamics and Implications"

Ceremonial Hall (Room A), HAS

Chaired by: Lidia Brito
Ellen Hazelkorn, Director, Research and Enterprise; Dean, Graduate Research School, Dublin Institute of Technology; Head, Higher Education Policy Research Unit
Teboho Moja Clinical Professor of Higher Education, School of Education, Department of Administration, Leadership and Technology, New York University, USA
Adnan Badran former Prime Minister of Jordan; President, Petra University, Senator and Chair, Senate Committee on Science, Education and Culture)

Atta-ur-Rahman, Coordinator General, COMSTECH, Pakistan,
former Minister of Science and Technology Pakistan; President,
Pakistan Academy of Sciences
Francois Taddei, Research Scientist and Founder, Center for
Research and Interdisciplinarity, France

Leopoldina: "Emerging and re-emerging infections"
Large Lecture Hall (Room H), HAS

Chaired by: Volker ter Meulen
Stefan H.E. Kaufmann, Max-Planck-Institute for Infection Biology,
Department of Immunology
Hans D. Klenk, Institute for Virology, University of Marburg
Hans-Georg Kräusslich, Department of Infectious Diseases,
Virology, University Hospital Heidelberg
Peter F. Zipfel, Department of Infection Biology, University of Jena

19:30 – RECEPTION

Museum of Applied Arts

The reception is given by István Tarlós, Mayor of Budapest

Dinner

Introduction to the Lechner Heritage by Imre Takács, Director,
Museum of Applied Arts

Performance by Csillagszemű Hungarian Folk Dance Ensemble

DAY 2
FRIDAY
11 NOVEMBER 2011

*Venue: Hungarian
Academy of Sciences*

09:00 – 11:00

PLENARY SESSION IV.: "The changing landscape
of science: policy implications and drivers"

Ceremonial Hall (Room A), HAS

Moderated by: Sir Brian Heap, President of European Academies
Science Advisory Council, former Foreign Secretary, Royal Society
Ruth Arnon, Wolf Prize Laureate, President, Israel Academy of Sciences
Ricardo Hausmann, Director, Center for International
Development, Harvard University
Volker ter Meulen, Former President, Leopoldina
AnnaLee Saxenian, Dean, Berkeley School of Information
Wolfgang Bartscher, Deputy Director-General in charge of Policy
and Management, Framework Programme, DG for Research
and Innovation, European Commission
Jun Xia, Director, Center for Water Resources Research, Chinese
Academy of Sciences; President, International Water Resources
Association

11:00 – 11:30

COFFEE BREAK

Academy Club Restaurant and Krúdy Hall, HA

11:30 – 13:30

PARALLEL THEMATIC SESSIONS II.

Hungarian Academy of Sciences: "Networks"
Large Lecture Hall (Room H), HAS

Chaired by: E. Sylvester Vizi Former President, Hungarian
Academy of Sciences
László Acsády, Institute of Experimental Medicine, Hungarian
Academy of Sciences
Albert László Barabási, Director, Center for Complex Network
Research, Northeastern University
Tamás Vicsek, Eötvös Loránd University Budapest

Eörs Szathmáry, Eötvös Loránd University Budapest
 Kimmo Kaski, Aalto University School of Science
 Guido Caldarelli, IMT and ISC- CNR, Lucca Italy

AAAS: "Developing a coherent and compatible science enterprise"

Ceremonial Hall (Room A), HAS

Chaired by: Vaughan Turekian, Chief International Officer, AAAS
 Alan I. Leshner, CEO, AAAS (introductory speaker)
 Bud Rock, CEO, Association of Science and Technology Centers;
 Julie Maxton, Executive Director, Royal Society
 Tateo Arimoto, Director General, RISTEX; Deputy Director
 General, CRDS Japan Science and Technology Agency
 Patrick Cunningham, Chief Science Adviser to the Irish Government
 Cathleen A. Campbell, President and CEO, CRDF Global
 Tom Wang (reporter to session)

YOUTH-WAYS: "Scientific collaboration in the changing landscape of science: new generation of science and researchers"

Reading Room (Room D), HAS

Co-Chairs: Henry Roman and Mandë Holford
 Kevin Govender, Director, Global Office of Astronomy for
 Development, South Africa
 Linda Kamau, Ushahidi, Kenya
 Humphrey Oborah, President, African Council of Gifted and
 Talented, Kenya
 Francois Taddei, Research Scientist, INSERM, Paris, France
 Victor Henning, CEO and founder Mendeley Limited, London, UK
 Kaitlin Thaney, Manager: External Partnerships, Digital Science,
 London, UK
 Peter Csermely, President, Hungarian National Talent Support
 Council

13:30 – 14:30

LUNCH BREAK

Academy Club Restaurant and Krúdy Hall, HAS

14:30 – 16:30

PLENARY SESSION V.: "FORUM OF GLOBAL FORA:
 Sharing Knowledge for Global Challenges"

Ceremonial Hall (Room A), HAS

Chaired by: Dong-Pil Min, Honorary Chairman, Seoul S&T Forum
 Alan I. Leshner, CEO, AAAS
 Joshua Mandell, World Bank, STI Global Forum
 Stefan Michalowski, OECD Global Science Forum
 Richard O'Kennedy, President, London International Youth
 Science Forum (LIYSF)
 Tomihiro Taniguchi, Executive Director, Japan STS Forum
 Peter Tindemans and Raphaela Kitson-Pantano, ESOF (European
 Science Open Forum)
 Won-Hoon Park, President, Association of Academies of Sciences
 in Asia (AASA)

16:30 – 17:00

COFFEE BREAK

Academy Club Restaurant and Krúdy Hall, HAS

17:00 – 19:00

PARALLEL THEMATIC SESSIONS III.

ICSU: Long term perspectives on international science
 "Foresight Scenarios: What will international science be
 like in 2031?"

Large Lecture Hall (Room H), HAS

Chaired by: Yuan Tseh Lee, President of ICSU
 Facilitated by: Carthage Smith, Deputy Executive Director, ICSU
 Presenters:
 John Marks, Chair ICSU Taskforce on Foresight
 Françoise Caillods, Senior Managing Editor, World Social Science
 Report ISSC

Nebojsa Nakicenovic, Director, Global Energy Assessment
Commentaries:

Alice Abreu, Emeritus Professor, Federal University of Rio de Janeiro, Brazil

Attila Havas, Senior Research Fellow, Hungarian Academy of Sciences

Michael Keenan, Country Studies and Outlook Division,
Directorate for Science, Technology and Industry, OECD

Yuan T Lee, ICSU President, China: Taipei
Roundtable discussion

Brazil: "Sustainable Food Production"

Ceremonial Hall (Room A), HAS

Chaired by: Jacob Palis, Elibio Rech

Roger N. Beachy, Wolf Prize Laureate; Former Director, National
Institute of Food and Agriculture; President Emeritus, Donald
Danforth Plant Science Center

Paul Christou, University of Leida, Spain

Thorsten Stock, Global Project Manager, BASF Plant Science
Company, Germany

Dionne Shepherd, Research Officer, University of Cape Town,
South Africa

Elibio Rech, EMBRAPA Genetic Resources and Biotechnology,
Brazil

John Ingram, Environmental Change Institute, Oxford University, UK

Fumiko Kasuga, Vice President, Science Council of Japan

19:30 -

RECEPTION

Museum of Fine Arts

The reception is given by Pál Schmitt, President of Hungary

Concert of Muzsikás Folk Ensemble and Thiago Bertoldi
Dinner

DAY 3
SATURDAY

Venue: The House of Parliament

09:30 - 11:15

PLENARY SESSION VI: "Parliamentary session"

Chair: Balázs Gulyás, Executive Director, World Science Forum
Tibor Navracsics, Deputy Prime Minister, Minister of Public
Administration and Justice

Paul Rübig, Chairman, STOA - Science and Technology Options
Assessment - European Parliament

Patrick Amuriat Oboi, Member of Parliament, Uganda

Ulla Burchardt, Chair, Committee on Education, Research and
Technology Assessment, Bundestag, Germany

Rémi Barré, Conservatoire National des Arts et Métiers
Recherche (CNAM), France

Andrew Miller, Chairman, Science and Technology Committee,
House of Commons UK

11:15 - 11:30

PRESENTATION AND ENDORSEMENT OF THE DECLARATION

Declaration presented by:

József Pálkás, President, Hungarian Academy of Sciences;
President WSF

Gretchen Kalonji, Assistant Director-General for Natural
Sciences, UNESCO

Yuan Tseh Lee, President, ICSU

11:30 - 12:00

COFFEE BREAK

SESSIONS

12:00 – 13:00

Closing plenary lectures

Pál Schmitt, President of Hungary

Katalin Bogay, President of the General Conference, UNESCO

HRH Princess Sumaya bint El Hassan, President of El Hassan

Science City and the Royal Scientific Society, Jordan

Ahmed Zewail, Nobel Laureate, California Institute of Technology

Aloizio Mercadante, Minister of Science and Technology, Brazil

József Pálkás, President, Hungarian Academy of Sciences

SPECIAL SESSIONS

16 NOVEMBER

16:00 – 17:00

**Executive Board Meeting of African Parliamentary
Forum on Science and Technology**

Council Hall of the Presidium (Room B), HAS

This session is for selected audience only.

17 NOVEMBER

14:45 – 18:30

World Federation of Science Journalist Board Meeting

Council Hall of the Presidium (Room B), HAS

This session is for selected audience only.

17:00 – 19:00

G77 Meeting

"South-South Cooperation in Science and Technology"

Library Conference Hall (Room J), HAS

This session is for selected audience only.

18 NOVEMBER

14:30 – 16:30

UNESCO Parallel Parliamentary Session

Reading Room (Room D), HAS

This session is for selected audience only.

EXHIBITIONS

PHOTOGRAPHY EXHIBITION

On the occasion of awarding the Sultan Qaboos Prize for Environmental Preservation in 2011, the Ministry of Education of the Sultanate of Oman is proud to present you a photography exhibition on the topic of "Environmental Preservation towards Sustainable Development in Oman".

This exhibition highlights some of the unique environmental and cultural features that characterise the Sultanate of Oman and takes the viewer on a visual trip to Oman. It shows the country's diverse environment and geology including golden sand, rugged mountains, rocky and sandy beaches. It also unveils the rich culture and history focusing on the intangible heritage in which it represents the expressions, rituals and traditions that have been inherited from their ancestors and will be passed down to their descendants.

MOMENTUM LOBBY

There is fierce competition for talented scientists worldwide as their achievements in science and development have a crucial role in shaping the future of individual countries and therefore contribute to a global future.

The Momentum Program was launched by the Hungarian Academy of Sciences in 2009 with a double aim in mind. It is designed to stop young talented researchers from seeking career opportunities abroad by providing them support to achieve genuine scientific results in Hungary. The researchers selected are given sufficient funds to create their own schools of thought, establish their research teams in order to conduct internationally competitive research, and to assist the renewal of institutional structures. Visitors are welcome to learn about the work and scientific results of the awardees through the posters exhibited in the lobby.

BRAZILIAN COFFEE CORNER

The Brazilian Academy of Sciences, as the host of the next World Science Forum to be held in Rio de Janeiro in 2013, is delighted to invite all participants of the Budapest Forum for an authentic cup of coffee made from world-famous Brazilian coffee-beans. While enjoying your espresso, take some time to get acquainted with Brazilian science and the Brazilian Academy of Sciences as well!

VENUES OF THE FORUM

HUNGARIAN ACADEMY OF SCIENCES

The foundation of the Hungarian Academy of Sciences in 1825, is marked by the most generous gestures in Hungarian history. Count István Széchenyi offered one year's income of his estate for the purpose of establishing a Learned Society and his example of generosity was followed by other delegates to the National Assembly. The Hungarian Academy of Sciences is uniquely the only Academy in the world built up from public donations. The building of the Academy was one of the first Budapest edifices in Neo-Renaissance style yet it turned out to be the most mature and valuable example of its sort in Budapest. This harmonious building, richly ornamented both inside and outside has always been a distinctive feature of the cityscape.

THE MUSEUM OF APPLIED ARTS

The Hungarian Museum of Applied Arts, founded in 1872, was among the first museums of its kind in Europe. The actual building housing arts and crafts items was constructed later and is characterised by the oriental ornamentation of early Art Nouveau. It was established to function as a school of applied arts in order to raise the standard of design and develop public taste as well as to collect art works. The permanent exhibition presents pieces of art in a manner that reflects the changes of taste over time of the curators.

THE MUSEUM OF FINE ARTS

The Budapest Museum of Fine Arts is regarded as one of the most significant museums in Central Europe. It houses an extensive display of art including a rich collection of Egyptian items and classical antiquities, a wide range of European paintings, sculptures, drawings and prints as well as a collection of Modern Art. The Museum of Fine Arts was first opened to the public on the occasion of the visit of Franz Joseph I., Emperor of Austria and King of Hungary, December 1st, 1906.

PARLIAMENT

The Parliament building is an outstanding landmark, stretching along the Pest embankment of the River Danube. It is the seat of the unicameral National Assembly, the legislative body of the Hungarian Republic. The building was designed in a neo-Gothic style and constructed between 1884 and 1906. (Guided tours in foreign languages are available daily.)

Admission to the House of Parliament (19 November): 8:00 – 9:00
Participants must pass through security control at the entrance.
Please note that passport or identity card is required to enter.

GENERAL INFORMATION

INTERNET ACCESS

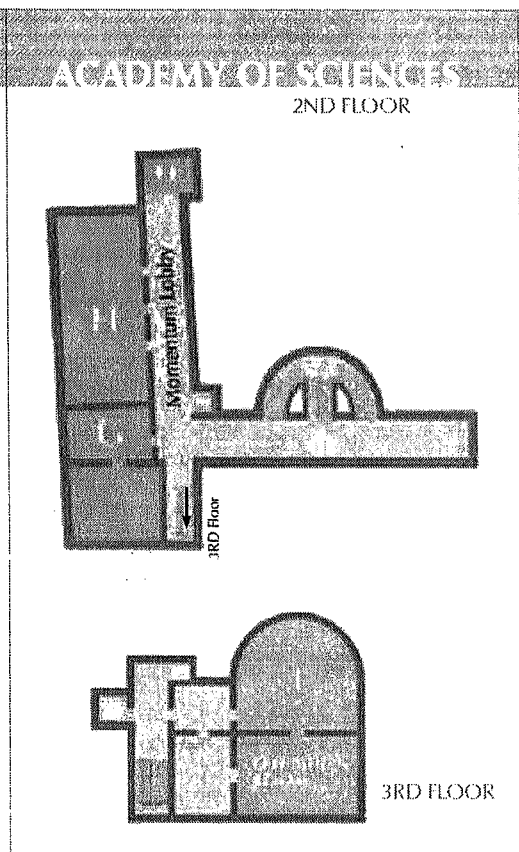
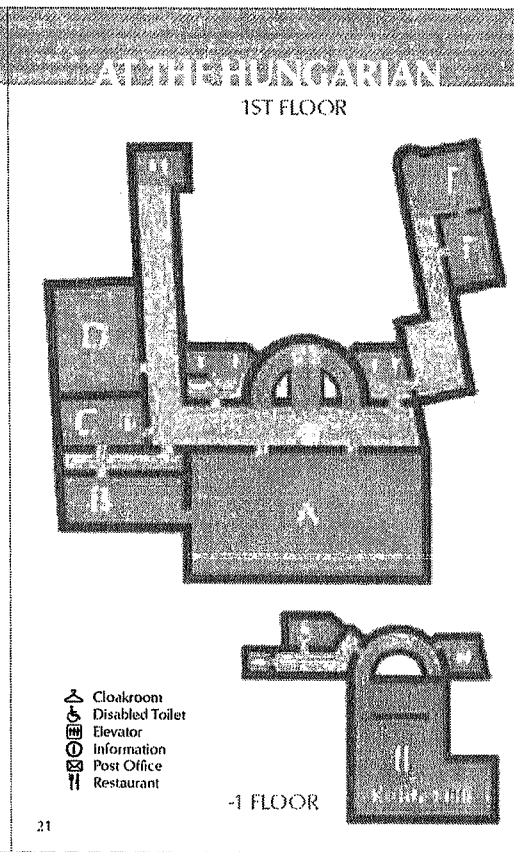
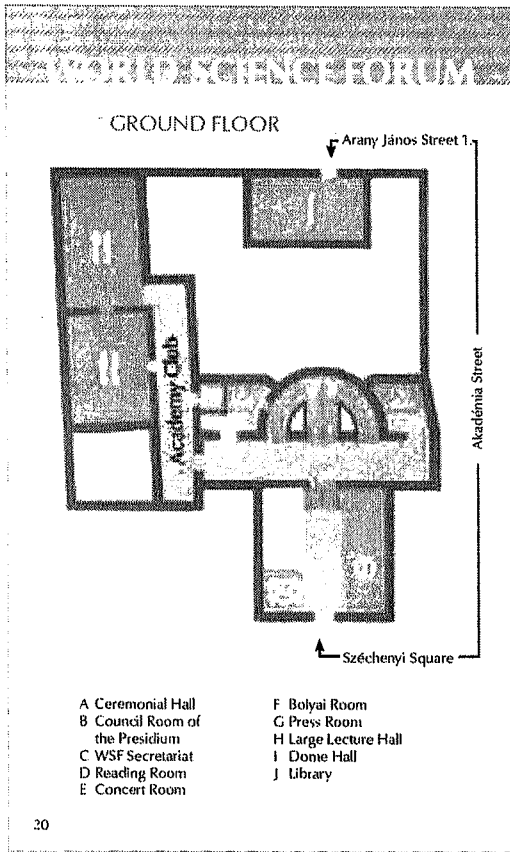
Participants of the Forum are provided with free internet access in the building of the Hungarian Academy of Sciences. Please, use the following password to connect to the wireless network: wsf2011

FORUM WEBSITE

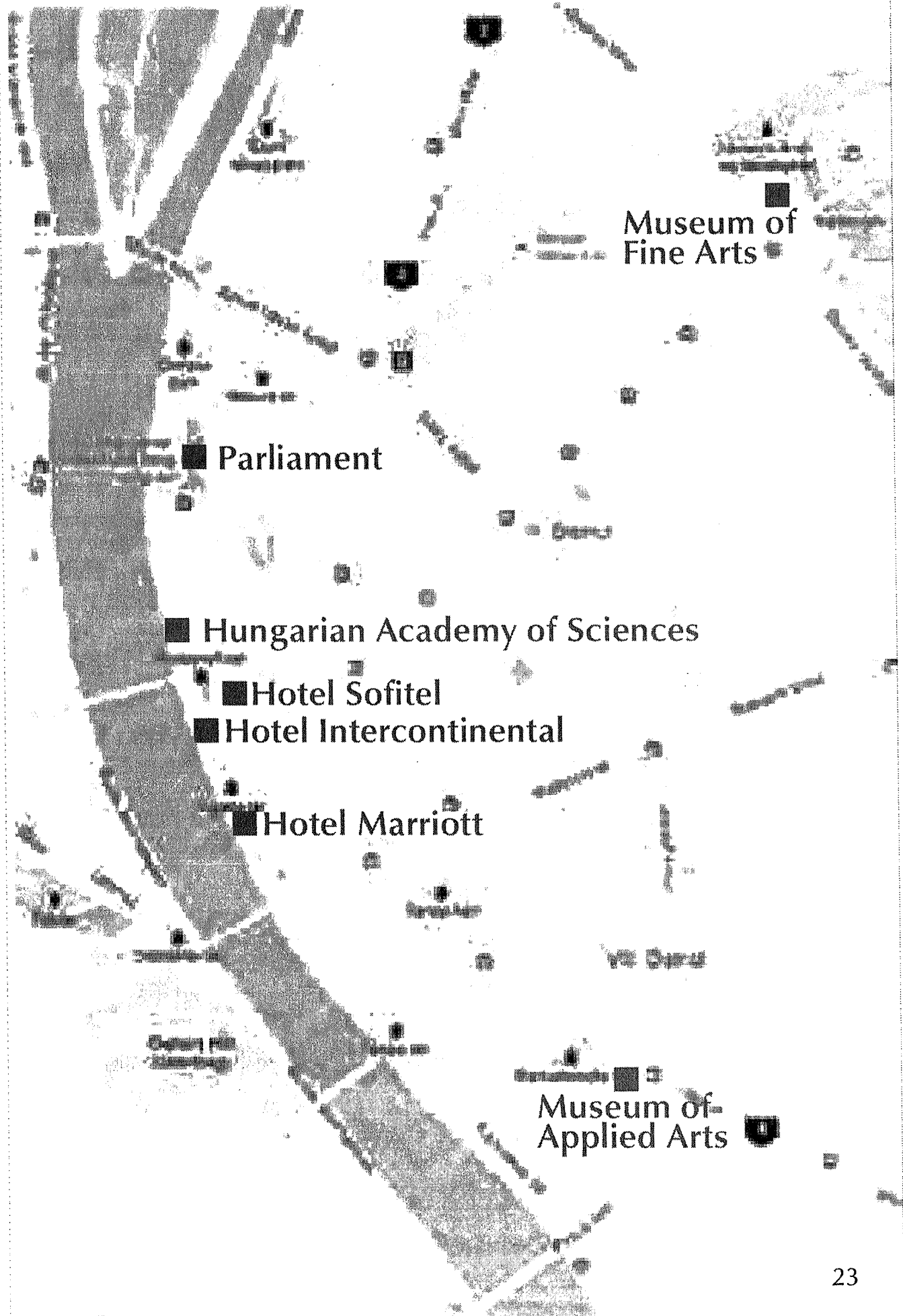
The website of the Forum (<http://www.sciforum.hu>), which has served as an important tool in the preparatory phase of the World Science Forum, will be updated after the Forum with further presentations, conclusions, and proposals for the future.

LIVE BROADCAST

All sessions of the Forum, both plenary and thematic sessions, will be streamed to the www.sciforum.hu website for the wider public. World Science Forum operates a remarkable video archive, available on the Forum website, where you can watch all sessions of previous Fora.



IN BUDAPEST



This is a high-contrast, black-and-white image, possibly a scan of a document or a photograph. It depicts a circular structure, likely a tunnel or a large pipe, viewed from an angle. The interior wall of the structure is covered in a grid-like pattern, which could be a mesh or a series of structural ribs. The image is heavily degraded with significant noise, including vertical streaks and horizontal lines, suggesting it might be a low-quality reproduction or a scan of a damaged original. The overall appearance is grainy and lacks fine detail.



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MFB



MEDIA PARTNER

MITVA
 National Minority Veterans Affairs
 Association
 1000 17th St., N.W.
 Washington, D.C. 20036
 (202) 338-1100

LIST OF PARTICIPANTS

The following persons have already confirmed their participation on-line for World Science Forum 2011.

A. ALNAJJAR, Abdalla, Professor	United Arab Emirates
ABDALRAZEK, Ahmad M. M., H.E	Hungary
ABDULLAYEVA, Leyla, Ms.	Azerbaijan
ABDULRAZAK, Shaukat Ali, Professor	Kenya
ABOLTINS, Aivars, Professor	Latvia
ABREU, Alice, Professor	Brazil
ABU-ZEID, Mohammad, Professor	Palestinian Authority
ACEVEDO-ROCHA, Carlos G, Mr.	Germany
ACSÁDY, László, Dr	Hungary
ADEMOKUN, Alexander , Dr.	United Kingdom
ADESIYAN, Raphael, Mr.	Nigeria
AHMED, Maoche, Dr.	Algeria
AHMIA, Mourad, Mr.	United States
AIZAWA, Masuo, Dr.	Japan
AKTOSUN, Tuncay, Dr.	United States
AL BOUSAIDI, Ahmad, Mr.	Oman
AL GHAFRI, Yara, Mrs	Oman
AL HINAI, Fadhel, Mr	Oman
AL HINAI, Salem, Mr	Oman
AL MABSALI, Sulaiman, Mr	Oman
AL MASKARY, Zuwalna, Mrs	Oman
AL MOOSA , Samira , HE Dr	Oman
AL SALAMI, Sultan Bin Saif, Mr.	Oman
AL SHAIBANI, Madiha Ahmed , Dr	Oman
AL TABBAL, Sahar, Miss	Oman
AL YAAQOUBI, Mohamad, Mr.	Oman
AL-ASASBEH, Hamed , H.E. Dr.	Jordan
AL-BOAININ, Mubarak Rashid Mubarak, H.E	Hungary
AL-DAJANI, Khuloud, Dr.	Palestinian Authority
AL-FAILAKAWI, Abdulhamid, H.E	Hungary
AL-GHAIS, Saif Mohammed, Dr.	United Arab Emirates
AL-HINAI, Hilal Bin Ali, H.E.	Oman
AL-KHARAFI, F.M.A., Professor	Kuwait
ALARIO Y FRANCO, Miguel Angel, Professor	Spain
ALOISIO , Francesca , Ms.	United States
ALTARELLI, Massimo, Professor	Germany
ALVAREZ, Humberto, Dr.	Panama
ALVAREZ NUNEZ, Soraya Elena, H.E.	Hungary
AMIN, Naseem, Dr.	United Kingdom
AMIRINIA, Hamidreza, H.E.	Iran, Islamic Republic of
AMOUSSOUGBO, Thierry, Mr.	Kenya
AMURIAT OBOI, Patrick, Mr.	Uganda
ANAND, Patil, Mr.	India
ANDOLŠEK, Matej, Mr	Hungary
ANDRÁS, Pál, Mr.	Hungary
ANDRUKONIS, Magdalena, Mrs	Hungary

ANDRUKONIS, Michal, Mr.	Hungary
ANGELOV, Darko, H.E	Hungary
ANTUNES, Cristina Maltez e, Mrs	Hungary
ANTUNES, Wagner, Mr	Hungary
ARAÚJO, Bruno, Mr.	Brazil
ARAUJO, Bruno, Mr.	Brazil
ARBER, Werner, Professor	Switzerland
ARIMOTO, Tateo, Mr.	Japan
ARMANCA, Brindusa , Dr.	Hungary
ARNON, Ruth, Professor	Israel
ATAMANENKO, Boris, Mr.	Ukraine
AVDAGIĆ, Amra, Mr.	Bosnia and Herzegovina
AVEROUS, Christian , Dr.	France
AYADI, Hammadi, Professor	Tunisia
AYMARD, M. Maurice, Mr.	France
AZEVEDO, Jose, Professor	Portugal
BABAYEV, Elchin, Professor	Azerbaijan
BADARCH, Byambaa, Professor	Mongolia
BADRAN, Adnan, Professor	Jordan
BADRAWI, Hossam, Professor	Egypt
BAGLA, Pallava, Mr.	India
BAHKALI, Ali H., Professor	Saudi Arabia
BAILEY MATHAE, Kathie, Ms.	United States
BAJIC, Aleksandra, Ms.	Bosnia and Herzegovina
BALANKIN, Alexander, Dr.	Mexico
BALÁZS, Ervin, Professor	Hungary
BALOGH, László, Mr.	Hungary
BANCIU, Doina, Professor	Romania
BANDIC, Ivan, H.E	Hungary
BÁNFI, László, Dr.	Hungary
BÁNFI, László, Dr.	Hungary
BARABÁSI, Albert László, Dr.	United States
BARANYAI, Gábor, Mr	Hungary
BARANYAY, László, Mr	Hungary
BÁRDOSSY, György, Professor	Hungary
BARRÉ, Rémi, Professor	France
BÁRSONY, István, Professor	Hungary
BARTOS, Mónika, n.a.	Hungary
BASHIR, Tariq, Dr.	Pakistan
BATSAIKHAN, Bayankhuu , Dr.	Mongolia
BAUER, Bence, Dr.	Hungary
BAUER , Győző, Professor	Slovakia
BAVDAZ KURET, Darja, H.E	Hungary
BAYDOUN , Elias , Professor	Lebanon
BEACHY, Roger N., Dr	United States
BECK, Mihály , Professor	Hungary
BEJAR, Samir, Professor	Tunisia
BENYÓ, Zoltán, Prof. Emer.	Hungary

BEST, Gladstone, Dr.	Barbados
BHATTI, Imtiaz, Mr	Pakistan
BILIK, István , Dr.	Hungary
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JENKO, Monika, Professor	Slovenia
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KANOK-NUKULCHAI, Worsak, Professor	Thailand
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LAGO, Teresa, Professor	Portugal
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LÁNG, István, Professor	Hungary
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