

Education Policy Centers Network

NEWSLETTER
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EDITORIAL

Education Change: Vision, Cycles and Approaches

By Alexandru Crisan, Ph.D.
Executive President, Center Education 2000+

Background for the Intervention

In most countries where *education change* is seen as a focal mechanism that generates all significant developments of the nation (Australia, Canada, Finland, Ireland, New Zealand, Singapore etc.), professional and public debate on education issues is an essential and relevant part of the *democratic exercise*. Participatory *policy development* approaches and - most recently - *education policy learning practices* are constantly activated for accompanying any significant change in public policies; at the same time, large reflection groups are created and involved in the policy planning and implementation process.

What about the newcomers to the European Union? Despite the fact that the education systems of the *New EU member states*, as well as the two *Accession countries* (Bulgaria and Romania) have been comprehensively and significantly reformed over the last 15 years, the wide participatory reflection and involvement in such a process is still precarious.

Furthermore, for the pedagogical community of these countries some of the current and future challenges of educational change are still new in terms of concrete functioning mechanisms and solutions; there are also numerous priority aspects yet uncovered by the applied research in the area; there is no formal framework for wide inclusive reflection on educational policies. As a consequence, large-scale educational reform processes which have been implemented were not constantly and firmly grounded in research, standards and local data-driven consensus on educational priorities.

In this context, the present intervention intends to encourage further reflection and research on how the change process should/could undergo in the future taking into consideration the lessons of the past. The intervention could represent a possible support for improving the process of *participatory policy reflection and learning*. It also can constitute a coherent *vision exercise* that offers an adequate space for analyzing and debating key issues of the educational change process in a common effort of decision makers and educational experts.

Current Education Change: a Paradigm Shift

Education change strategies and plans designed and implemented in the last few years by most of the countries mentioned here clearly show two significant trends: (a) the need for consolidating and strengthening the „structural” changes that have taken place at the *higher (central) level* of the system in the last 10 - 15 years and (b) the need for a serious paradigm shift from this category of *extensive and centralized developments* to rather *intensive and decentralized type of developments*; more exactly, to the development and implementation of appropriate mechanisms to better ensure and monitor the quality of the education at the lower levels of the system.

It seems that the current education change model becomes more and more a *school-based education change model*. This paradigm shift can be understood by resorting to *two underlying concepts* of education policy:

- The concept of *comprehensive education change cycle*
- The concept of *two-ways* or „*bi-directional*” *change process*.

These two concepts we would like to shortly elaborate on are crucial in order to understand the way we should proceed in the future.

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The Concept of Comprehensive Change Cycle

From 1990 to 1995, most of our countries – of course with lots of differences and similarities - went through a difficult stage of clarifying policies and practices in order to start the “real reform processes”. Basically, after 1995, they went through a so-called first *comprehensive education change cycle*¹; that meant a first *comprehensive systemic change cycle in all relevant sub-sectors of the education system* (i.e. education policy, governance, school management, curriculum, textbooks, evaluation and assessment, teacher training etc.). By our estimate, after this first phase, most of these countries have already entered or are currently entering into the *second/even third cycle of a comprehensive systemic change*. Again, there are differences and similarities but the sense of the process is the same.

The international practice in the field reveals that in the majority of the countries undergoing transition (Hungary, Slovenia, the Baltic countries, Romania etc.) the first such *education change cycle* after 1990 has mainly focused on the design, development and implementation – in a *top-down and centralized* manner – of some relevant sectoral sub-systems. In other words for each of the sub-sectors mentioned above (rarely, for the whole system!) there have been created: (a) coherent conceptual frameworks; (b) central and local institutional structures; (c) short, medium and long term development/implementation strategies.

The second and the following change cycles (already under way in most of these countries) clearly shift the focus to a *bottom-up approach*. Thus, they go down *towards* and *become stable* at the basic layers of the education system, i.e. the school and their local support mechanisms. In that case, the focus is on the implementation processes and the concrete quality assurance mechanisms at school and class level – i.e. school improvement, staff development, professional development, technical support and assistance for teachers to improve class activities, teaching and learning aids, assessment of students’ performances, school-based curriculum, school and community relationship etc.

To sum it up, the change process in this second/third cycle is transferred from the *centre* to the *basic levels* of the system which are, actually, the most important and relevant ones for the educational change. There is evidence according to which – during the first change cycle – the ratio between the design of the change, on the one hand, and its implementation, on the other hand, was of about 75-80% to 20-25%; on the second and the following change cycles, the ratio reverses in the favor of the implementation processes.

The Concept “Two Ways” Change Process

These are the facts. However, there is an important question to be answered here. Once the change mostly happens at the bottom levels of the system, how the system as such can benefit of these changes. The concept of “two ways” change process can be productive here. By “two ways” change process we mean a harmonious and dynamic combination of the educational change approaches of the *top-down* and *bottom-up* types, a combination which is fully justified within the framework of the present many of the current efforts in our countries. Ideally, on the one hand, with such an approach, the centre provides a coherent framework for the participative design and implementation of the educational change and the functioning of the whole process, ensuring its management and monitoring; on the other hand, the basic sectors acquire essential empowerment, as they become “change forces” that could *fuel* the process of generating the national policies from within practice. More precisely, the quality improvement processes and practices at grass roots level, the local initiative, the developments adapted to a multitude of needs can become the best source for improving and developing some realistic and sustainable education policies at the national level.

It is clear: such a process is a difficult one. Thus us why participatory educational policy formation is essential for the success of such a process.

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¹ By a *comprehensive education change cycle* we mean a relatively long and complex process (of 5-7 years) that integrally covers at least the following stages of certain sub-sectoral changes: analysis of the current status and the future needs of the sector/sub-sector, planning, designing and developing a new vision on the sector/sub-sector, debating and refining it, implementation, evaluation and, finally, permanently reviewing the change model implemented in terms of processes, mechanisms and products; identifying the need for a new change cycle (see Al. Crisan, *15 Years of Curriculum Reform in Romania*, in P.Sahlberg (ed.), *Curriculum Reform and Implementation in the 21st Century. Policies, Perspectives and Implementation. (Conference Proceedings)*, International Conference on Curriculum Reform and Implementation in the 21st Century: June 8-10, 2005, Istanbul, Sabanci University Press, 2006 (forthcoming).

ESTONIA

Work related further training in Estonia

The constant state of change in the community and instant technological developments require sufficient amount of aptly qualified labor force in order to be successful. Relevant and high-quality work related further training has a substantial role in this matter.

PRAXIS Center for Policy Studies has conducted a study to outline the different aspects of work related further training and to evaluate factors which influence the training outcomes. The study is needed for improving the work related further training quality according to the goals of EU Lisbon strategy and was carried out in partnership with LLC Faktum and financed by the Ministry of Education and Research.

Qualitative and quantitative surveys were carried out among employers, trainers and residents in order to analyze the planning of training, selecting trainers, ensuring quality outcome and assess the extent of work related further training in Estonia.

The results of the study indicate the barriers for employer paid further training which should be passed if best training outcomes are wanted for the purpose of firm/business development. According to the residents who have passed work related training the reputation of trainers is high, the main concern for employers is related to finding appropriate and qualified trainers.

So as to employers would take more knowledgeable actions in planning, organizing and evaluating further training, one should study regularly the scope of work related further training, gather participants' opinions and employers practice in enabling work related training. This leads to better outcomes and wider demand of work related training.

Study proposes to establish a monitoring system for observing the training market in order to assure the quality of training. The system should include monitoring indicators and activities determined by law. As a sideline activity of the monitoring system an additional funding scheme for work related further training should be created, whence the trainers who have joined the monitoring system can apply for funding in accordance to existing training needs and readiness to offer congruous training. Every trainer should have an opportunity to join the monitoring system voluntarily by compelling themselves to the rules of the system hence getting a share of funding resources.

PRAXIS' study emphasizes a bipartite monitoring system for work related further training: one part of the measures taken will create the system; other measures must be taken to control the system's effective functioning.

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Establishment of the Dr. Ruta Kruuda Foundation

August 10th 2005 will remain in the memories of many as a day of tragedy. The worst aviation accident in Estonian history left many lives and life works cut short. This also happened to Dr Ruta Kruuda, former Executive Director of PRAXIS Centre for Policy Studies and a Member of the Board of PRAXIS.

Many of Ruta's colleagues and friends, to commemorate the memory of Ruta and to ensure that her work is carried on, supported an initiative of the PRAXIS to establish, in January 2006, the Dr Ruta Kruuda Foundation. The purpose of the Foundation is to improve the state of public health in Estonia by supporting new thinking in the field and the active dissemination of this new knowledge.

The foremost goal of the Foundation is to award an annual Ruta Kruuda scholarship to a person whose plans are linked to solving crucial public health problems and who, with the help of the scholarship, could carry out those plans.

The Foundation presented its first scholarship on 10th March 2006 and also organized a commemorative lecture by Prof. Dr Don Operario, of Oxford University on "The social context of HIV/aids – grounds for spreading, sources of solutions".

In order to provide up-to-date information we have created a website: www.praxis.ee/rutafond, which provides a detailed description of both the Foundation and the scholarship. In addition, the website explains how you can make donations to the Foundation and gives an overview of the people managing the Foundation.

Today the Foundation is raising funds to build up sufficient capital which will enable the Foundation to fulfill its goals in the long term. The Dr Ruta Kruuda Foundation welcomes donations from everyone who values the work of Ruta, the goals of the Foundation and is concerned about Estonian public health.

For more info please visit www.praxis.ee/rutafond

KYRGYZSTAN

Central Asian Education Conference “New School - the Space of Opportunities”

March, 23-26, 2006, Kyrgyzstan, Lake Issyk Kul , Hotel Royal Beach

Conference was organized by [Central Asian Education Cooperation Network](#) with support and in cooperation with the Ministry of Education, Science and Youth Policy of the Kyrgyz Republic, [Asian Development Bank](#), [Open Society Institute Budapest](#), Education Support Program and [USAID](#). CA ECN member [Foundation “Education Initiatives Support” \(FEIS\)](#), Kyrgyzstan was the main organizer.

Background

School development in Central Asian region is concomitant with issues that emerged after Soviet Union collapse. These include an impact of globalization, general education priorities changes, introduction of humanization idea to public life, school management decentralization, school survival in market-led environment, innovation teaching technologies mastering by school teachers, to mention a few. School change/development in Central Asia is congruent with certain obstacles as well as with opportunities. The latter involve internal/external relationships management, namely between school administration and faculty, teachers and teachers, teachers and pupils, school and society.

- Opportunities involve resources for new school development, which include:
- Human resources (staff, social/community partners, state educational institutions)
- Communication resources (new communication between all education process involved subjects)
- Financial resources (donor/sponsor assistance, grant support, self-finance).
- Teaching technologies (innovation programs and methodological systems)

Objectives of the conference were:

- To elucidate priority directions in the work of modern school, connected with innovation teaching technologies development, their introduction to schools;
- To present the results of NGOs' activities, projects and programs of international organizations' and Ministries' of Education
- To exchange teaching experience between the school of Kyrgyzstan, Tajikistan, Uzbekistan and Kazakhstan.
- To initiate synergy of government, non-government and donor-driven initiatives in modernizing the education
- To elaborate instruments and mechanisms for coordination and the best utilization of opportunities and resources that exist in CA
- To get insight into approaches and practices to democratization of education, curriculum and textbook development, teacher training and evaluation in other transition countries and within wider international context.

For additional information about the conference, please contact Ms. Zarina Derbisheva, conference@netmail.kg, or Ms. Eugenia Bulgakova, educasia_kg@mail.ru, [Foundation “Education Initiatives Support” \(FEIS\)](#)

Career Center is launched in Kyrgyz – Uzbek University (Osh)

On February 4, 2006 Kyrgyz-Uzbek University hosted a roundtable meeting “Human Resources Management”. Meeting was welcomed by KUU Rector A. Esmanzhanov. Presentations within the first part of the roundtable were made by N. Ismailova, senior instructor of Economics Department “Role of Human Resources Management in Effective Running of an Enterprise”; James Hart, Volunteer from Peace Corps, “Employers and Employees: Mechanisms of Interactions”; A. Abdrakmanov, Director of Recruiting Agency “Agladis” with presentation “Problems of Graduates Employment in the South of Kyrgyzstan”; M. Kazakov, Director of Career Center at KUU.

Participants of the meeting unanimously agreed that the problem of employment of young specialists has become one of the most actual problems. “This problem concerns both employers and graduates themselves. Today graduates do not develop and improve skills and habits which they acquired in the University. They lack creativity and initiative. It is not the number of the Universities and the quality of graduates' skills; it is graduates themselves who are to improve the situation at the modern market. A graduate with strong professional abilities will find a good job placement” (B.Tolbayev). Representatives from Association of Employers shared their opinions: “Being an employer, I conduct interviews with applicants. I never heard the right answer to the question “how your skills would be evaluated if you would be hired”. I heard different answers but nobody mentioned profit to be the main evaluation criteria. Profit is the main goal of market; one can achieve that through decreasing of expenses and increasing of profit. I would increase salary for a good employee because I'm interested in retaining him in the company.” (N.Kamchybekov).

«The problem of unemployment could be decided through competition between recruiting agencies” – says A. Abdrakmanov, Director of recruiting agency “Agladis” – “We continuously organize retraining courses for staff members for them to develop and improve their professional skills and qualification.” “It was nice to hear that Kyrgyz-Uzbek University has launched Career Development Center. It is the first University in the region that will render consultative and practical assistance to graduates. It would be great if Career Center would turn to become a Marketing Center in the University” (A.Togolbayev).

The participants underscored the fact that economics growth proposes high demand of highly qualified specialists while to date higher education fails to meet the needs of the modern labor market. Resolutions of the roundtable “Human Resources Management” included the following recommendations:

- o To assist career and employment centers in providing educational services;
- o To render consulting services to career centers;
- o To organize training and retraining programs on continuous base;
- o To assist career centers to become a Marketing Center;
- o To build strong links between HEIs and labor market.

For more info on this topic please [click here](#)

UZBEKISTAN

New centre to enhance donor coordination in education sector

International donor agencies expressed support for the establishment of a Centre at the Ministry of Public Education of Uzbekistan (MOPE), to ensure better donor coordination, at a meeting in Tashkent last week.

Organized by ADB and MOPE, the 4th Donor Coordination Meeting in Education Sector held on 15 March 2006 discussed establishment of the Donor Coordination Centre under an ADB technical assistance (TA) on education reforms.

To implement its National Program for Basic Education Development (NPBED) 2004–2009, the Government will require total funding of US\$1.2 billion and will receive about US\$240 million from multilateral and bilateral development partners during that period. This funding will place a high demand on the Government, particularly MOPE, to effectively manage projects and coordinate aid for maximum effectiveness.

The Centre would play an important role in coordinating investment projects and attracting new investments to strengthen the content and quality of education in the country. It would be an effective institutional mechanism for ensuring that funding agencies complement each other, avoid overlapping and duplication of efforts. This will improve assistance impact in the spirit of Paris Declaration, participants heard.

"I would like to express our strong confidence in the success of the centre," said Lan Wu, TA Project Team Leader. "It will play a great role in helping MOPE to exercise a long-term leadership in planning and implementing the reform program and investment projects, including those funded by donors."

The TA is funded by a grant of US\$400 000, approved by ADB in December 2005, from the Japan Special Fund, funded by the Government of Japan. Over 2 years, the TA will help establish an operational coordination centre; help MOPE to more effectively manage, undertake, monitor and evaluate basic education investments and policies; and strengthen aid coordination.

First Deputy Minister of Public Education Rustam Akholidinov and a Senior Portfolio Management Officer of ADB's Uzbekistan Resident Mission co-chaired the meeting, which was attended by representatives from the World Bank, UNICEF, UNESCO, USAID, Europe House, British Council, JICA, as well as French, People's Republic of China Embassies. The first meeting, which laid the foundation for further actions in donor coordination, took place in May 2005.

For more info on this topic please [click here](#)

UKRAINE

Reunion of the RWCT International Consortium

The Convention of the RWCT International Consortium took place from March 1 through March 5, 2006, in Kiev (Ukraine). Representatives of 28 member organizations gathered to discuss the results of the two years since this informal organization was founded, to find solutions to the most urgent questions, and, finally, to work out medium-term plans.

Overall goal of the convention was to discuss the future of the RWCT program and of the RWCT International Consortium

Objectives:

- To report on and evaluate the work of RWCT IC Board and Committees
- To discuss and agree on new roles of RWCT IC Board and Committees in view of the new status of RWCT IC
- To discuss the real needs of member organizations and their possible contribution to RWCT IC
- To elect new Board and heads of Committees
- To sign the Agreement on establishing the RWCT Association.

For further info please contact Maria Kovacs, maria_rwct_ro@yahoo.com and visit the **RWCT International Consortium** website www.ct-net.net

EUROPEAN COMMISSION

English language to lose its global predominance

English Next, a report published by the British Council states that the decades-long predominance of English as the top language for international communications may fade within the foreseeable future, due to multiple international, economic, technological and cultural changes. A weaker position for English as the language of the world market could, in turn, lessen the competitive advantage of the UK and the United States.

The study presented by David Graddol concludes that "monoglot English graduates face a bleak economic future as qualified multilingual youngsters from other countries are proving to have a competitive advantage over their British counterparts in global companies and organisations." The report also states that whereas many countries have introduced English in the school curriculum, British children and students are not really encouraged to study other languages.

This could weaken the relative strength of the English language in international education markets as the demand for educational resources in Spanish, Arabic or Mandarin grows and international business increasingly outsources in other languages such as Japanese, French and German.

For more info on this topic please [click here](#)

Commission tables plan to promote business spirit in schools and universities

If Europe wants to successfully maintain its social model, it needs more economic growth, more new firms, more entrepreneurs willing to embark on innovative ventures, and more high-growth SMEs. Today, the European Commission has outlined a set of recommendations aimed to enhance the role of education in creating a more entrepreneurial culture in European societies. Starting from an early age, school education should stimulate young people's awareness of entrepreneurship as options for their future, give them the means to develop basic entrepreneurial skills and help them to be more creative and self-confident in whatever they undertake. At a later stage, universities and technical institutes should integrate entrepreneurship as an important part of the curriculum, spread across different subjects, and require or encourage students to take entrepreneurship courses. This initiative forms part of the EU's Lisbon partnership for Growth and Jobs.

Vice-President Günter Verheugen, responsible for industry and enterprise policy said: "We need to create a more favorable societal climate for entrepreneurship, in particular to encourage young Europeans to become the entrepreneurs of tomorrow. We need a systematic approach to entrepreneurship education at all levels, from the primary school to university."

Commissioner Jan Figel, responsible for education and culture said: The Commission has proposed 8 key competences that all citizens should have in a modern, knowledge-based society - including - **entrepreneurship**. Entrepreneurship as a competence refers to an individual's ability to **turn ideas into action**. It includes **taking initiatives, being responsible, accepting risk and achieving one's own objectives**. We need to ensure that all young people are given the means to develop their competence and skills during their education and training.

- The capacity of Europe to successfully compete and grow depends to a large extent on encouraging more start-ups and fostering entrepreneurial mindsets through education and learning. Coherent entrepreneurship education initiatives are still too few. However, good practice can be found in Europe. Entrepreneurship includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives. Methods of promoting a more open attitude towards entrepreneurship include practical project work, role playing and visits to local enterprises. Mini companies run by secondary school students are one of the most effective ways of promoting the entrepreneurial spirit of youngsters.

Education in entrepreneurship increases the chances of start-ups and self-employment.

Around 20% of participants in mini-company activities in secondary school, for example, go on to **create their own company after their studies**.

For more info on this topic please [click here](#)

OECD expert sounds alarm on EU's education system

A [report](#), written by an OECD education expert **Andreas Schleicher** argues that a paradigm change in Europe's education system is necessary for the EU to achieve its Lisbon goal of becoming the most competitive *knowledge-based economy* by 2010. He thinks that the change must be aimed towards a more flexible and effective system that is more easily accessible to a wider range of people.

The author praises Finland, together with Canada and Japan, as having the world's most successful education systems. Finland's success can, according to him, be attributed to country's shift from controlling the resources and content of education towards a focus on better outcomes, while establishing **universal high standards**. It has also abandoned uniformity in favour of embracing diversity and individualised learning and moved from a bureaucratic approach towards delegating responsibilities; from talking about equity to delivering equity.

The report highlights **inequalities in access to learning** as the biggest concern in the EU. "Europeans from difficult socio-economic backgrounds don't receive the same educational opportunities as children from rich and middle-class families," it states. The data suggests, in fact, that "in many countries, European schools reinforce existing socio-economic inequities." In Germany, for example, children in white-collar families are four times more likely to go on to higher education.

A separate OECD study, the Programme for International Student Assessment (PISA), is an international assessment and comparison of students' performances in OECD countries. France refuses even to publish [PISA's](#) evidence on social inequality between schools, whereas Finland, the top performer in the PISA studies for the two last consecutive years, has less than 5% variation in student performance between schools.

For more info on this topic please [click here](#)

New member states take full benefit of Erasmus programme

The number of students taking part in the EU's student exchange programme Erasmus rose by 6.3% in the academic year 2004/05 compared to the previous year, meaning a total of 144,037 university students were spending 3-12 months studying in another country. Some 20,877 teachers also participated in the exchange programme, an increase of 12.9% compared to 2003/04.

The biggest impact of Erasmus was, however, noted in the new member states: in the academic year 2004/05, student exchanges rose on average by 36% and teacher mobility grew by almost 77%. Student exchanges between the Central and Eastern European Countries under the Erasmus scheme were not permitted before full membership of the EU.

Spain remained the most popular destination for students, followed by France, Germany and the United Kingdom whereas Germany was again the primary destination for teaching staff, followed by France and Italy.

For more info on this topic please [click here](#)

Europeans' language skills on the rise

According to a special [Eurobarometer](#) on Europeans and their languages, the number of EU citizens who can speak at least one foreign language has increased from 47% in 2001 to 56% in 2005. An increasing number of Europeans also find that language skills are useful (83%).

Half of Europeans agree with the EU's political target that everyone in the EU should be able to speak two languages in addition to their mother tongue. However, 44% oppose this objective. Currently, 28% of Europeans say they have mastered two foreign languages. The Luxembourgish (92%), Dutch (75%) and Slovenians (71%) score the highest in this respect.

Around half of Europeans (44%) know only their mother tongue. This is especially the case in Ireland (66%), the United Kingdom (62%), Italy (59%), Hungary (58%), Portugal (58%) and Spain (56%). 49% of French and 33% of Germans speak only their own language. **For more info on this topic please [click here](#)**

The World Bank

Education For All Feature on World Bank Global Seminar Series

Education has become more vital than ever before in determining how well people, their local communities, and their countries, prosper in today's global economy. The world is undergoing changes that make it much more difficult to thrive without the skills and tools that a high quality education provides. This is particularly important for the poor, who have to rely on their working skills and labor as the main, if not the only, means of escaping poverty. In this way, new challenges and opportunities arise for education. The stakes are high. The choices that countries make today about education could lead to sharply divergent outcomes in the decades ahead. Countries that respond astutely should experience extraordinary progress in education, with major social and economic benefits, including "catch-up" gains for the poor and marginalized. Countries that fail to recognize and respond risk stagnating or even slipping backwards, widening social and economic gaps and sowing the seeds of unrest.

In this wide-ranging session of the World Bank Global Seminar Series, sponsored by External Affairs on February 1, 2006, Bank experts discussed why high-quality education for all is so crucial both for countries and for individuals, and what is being done to increase access to it around the world. **For more info on this topic please [click here](#)**

NEW PROJECTS & INITIATIVES

FUTURE DEVELOPMENT OF THE NETWORK OF EDUCATION POLICY CENTERS

Summary of the NEPC Development Initiative

The Education Policy Centers (EPC) emerged in the region in the last couple of years addressing the need for independent and information based policy analysis, advocacy for equity, and effective, sustainable solutions in education policy processes. They took on the role of an independent voice in maturing democracies and open societies. The Centers are diverse in nature, organizational structure, professional background, scope, size, and role in education change. Most of the Centers established social partnerships with key stakeholders in education in their countries. The common feature of the Centers is that they are based on strong local knowledge, have developed international contacts, and have built links with key international organizations. Education Support Program of the Open Society Institute (OSI ESP) mapped and helped bring together the Education Policy Centers from a wide geographic area.

Large number of Education Policy Centers is OSI-related and contributes to open, democratic and participatory policy processes. They promote and monitor transparent, nondiscriminatory, nonselective education for all by offering quality research and analysis. Centers are successful in providing alternative sources of information and alternative policy options and facilitating open public debate and raising awareness through advocating for policies aimed at equal access to all levels of education.

The Education Policy Centers through networking have opportunities to gain new ideas and contacts, plan joint projects and learning events, develop education policy analysis and advocacy capacity. The OSI ESP will continue to encourage development of the Network and professional communication on education change in respective countries in line with the open society education agenda.

Further development of NEPC. Purpose, Goals and Objectives for further development of NEPC

The proposed project is the next step to ensure the success of the efforts launched at the initial phase and joint projects of the emerging network and support further developments for improvement the overall effectiveness of the centers in their corresponding countries through encouraging closer collaboration among the centers, discussing and finding joint solutions to common problems and launching coordinated efforts and projects.

This initiative aims to assist and consult in networking of Education Policy Centers and their activities, in order to a) broaden the support base for sustainable reforms in general education, b) raise public awareness on equity issues in education, c) promote active participation of civil society in education policy development, and d) strengthen the capacity and visibility of transnational NGOs in pursuing dialogue with governments and international organizations.

In three next years, the EPC network will work towards formalizing its structure and registering as an association. The Network will become an internationally recognized network of educators, policy analysts and advocates for open society goals.

For more info about the development of NEPC, please contact the elected EPC Network Initiative Group:

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- Jerzy Zimowski, former Deputy Minister for Internal Affairs, member of the Executive Board

Education Policy Programme

Year established: 2000

Mission/scope:

THE INSTITUTE OF PUBLIC AFFAIRS (IPA) is an independent, non-partisan public policy think tank. The IPA was established in 1995 to support modernization reforms and to provide a forum for informed debate on social and political issues. It conducts research as well as societal analysis and presents policy recommendations.

The Education Policy Programme of IPA is dedicated to monitoring changes of the educational system and their social context.

Activities:

The Programme conducts policy research projects, prepares reports and recommendations in the following areas:

- teaching process in primary and lower secondary schools
- external examinations and curricula reform
- teacher training and teacher professional development
- equal access to education
- pre-school education children and youth lifestyles and attitudes

Recent education projects (2005)

Advocacy: All projects end with conclusions and recommendations for educational policy.

Policy analysis, monitoring and research

"Is School Without Private Tutoring Possible?"

"Drafting an Independent Proposal of the New Curriculum for General Education

"Assessment of Teacher Training and Teacher Professional Development System in Poland"

"Future of University. Challenges and Models of Governmental Policy towards Universities"

Conferences, seminars and workshops in 2005

Workshop: "Reconstruction of the Curriculum for General Education: Humanities"

Seminar: "The System of Ongoing Professional Development of Teachers: Evaluation and Recommendations for a Change"

Workshop: "Reconstruction of the Curriculum for General Education: Natural Science"

Press conference "New Project Proposal of Curriculum for General Education – What Next?"

Conference: "Is School Without Private Tutoring Possible?"

Public discussions, campaigns:

Articles, interviews in the Polish media, presentations concerning in particular the problem of private tutoring and the new project proposal of curriculum for general education. Within the framework of wide public consultation of the project proposals around 300 opinions and comments were received concerning its working version, which were then carefully analyzed and applied by the working group of experts responsible for preparing its final version.

Publications in 2005 (in Polish)

Elżbieta Putkiewicz, "Private Tutoring - Shadow Education"

Dominik Antonowicz, "Future of University. Challenges and Models of Governmental Policy Towards Universities"

Anna Wiłkomirska, "Assessment of Teacher Training System in Poland"

Roman Dolata, Barbara Murawska, Elżbieta Putkiewicz, „Assessment of Teacher Professional Development System in Poland"

Krzysztof Konarzewski, Ewa Bartnik, Alina Kowalczykowska, Tomasz Merta., Zbigniew Marciniak, "Project of the New Curriculum for General Education" (draft and final version)

Roman Dolata, IPA Analyses & Opinions no 45 "Main Challenges for Polish Educational System"

Marta Zahorska, Dominika Walczak, IPA Analyses & Opinions no 52 „Polish Educational System and Labour Markets in European Union"

Elżbieta Putkiewicz IPA Analyses & Opinions no 56 „Private Tutoring – Shadow Education"

PARTNERS

National: Ministry of Education and Science, Warsaw University (Department of Pedagogic), National In-Service Teacher Training Center, Stefan Batory Foundation Media

International: Open Society Institute; The World Bank

Number of staff members: IPA:20, The Education Policy Program: 1, Affiliated experts, researchers in education: 7

Staff specialization:

Anita Sobańska– Coordinator of the Education Policy Program

Professor Elżbieta Putkiewicz – non public schools, school curriculum and handbooks, role of preschool education, social inequalities in education, postsecondary school exam;

Professor Krzysztof Konarzewski – curriculum for general education, changes in primary school and lower secondary schools, attitudes of students, teachers and headmasters attitudes towards school reform;

Dr Roman Dolata – segregation procedures at school, new matura – reform of secondary school certificate, humans cognitive and social development, mechanisms of generation of

social inequalities in education, measurement of school achievements and quality of teaching;

Dr Barbara Murawska – pre-school education, social inequalities in education, segregation procedures at school, measurement of school achievements;

Dr hab. Anna Wiłkomirska – sociology of education, teachers training, problems of school socialization, school reform;

Dr hab. Marta Zahorska – school reform, pre-school education, educational inequalities, political socialization of youth;

Dr hab. Krzysztof Kosela – school reform, sociology of education.

DONORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

The Fleishman Civil Society Fellows & The Sanford Institute - Program on Civil Society

Application deadline: May 1, 2006

The essence of civil society is the capacity of non-governmental and other non-profit organizations and their leaders to play significant public policy roles. The Terry Sanford Institute of Public Policy long has been a national leader on issues related to non-profits and public policy. With generous seed funding from The Atlantic Philanthropies (USA), the Institute has established a new initiative, the Joel L. Fleishman Fellows in Civil Society, created in honor of Joel Fleishman, the founding Director of the Institute, current professor of law and public policy studies and director of the Institute's Samuel and Ronnie Heyman Center for Ethics, Public Policy and the Professions, recently retired president of The Atlantic Philanthropies (USA), and accomplished leader in the field of public policy and philanthropy.

The Fellowship provides a select group of leaders from domestic non-profit organizations, international non-governmental organizations, foundations, government, socially responsible businesses, and other civil society groups in the United States and internationally with the opportunity to come in residence at the Sanford Institute for a four-week mini-sabbatical. Full-time academics are not eligible to apply. While at Duke, Fellows perform research and work with Institute faculty and other Duke affiliates on issues relating to the development of civil society.

Applicants are selected based upon their proposed research project and other application materials as listed below. As part of the Fellowship, housing and program expenses are covered. Fellows also receive a \$6,000 stipend. Fellows will have access to Duke University library and research centers. The Fellowship period will begin October 1, 2006. The Fellowship start date is not flexible since all Fellows must begin together as a cohort.

As part of the Fellowship, a short trip to Washington D.C. is organized so Fellows may visit with organizations such as the U.S. Institute of Peace, National Endowment for Democracy, the U.S. State Department and other organizations relevant to their research. Fellows also gather weekly for colloquiums on civil society. Throughout the month, each Fellow performs research on a topic of their choosing relating to the promotion of civil society in their country. Examples of past research project titles include: Enabling a Legal and Fiscal Framework for Civil society in Pakistan and Applying Modern Banking Technology to Micro credit Practices in the United States, The Globalization of American Philanthropy, and Policy Partnerships in Combating Corruption in the South Caucasus Region.

More information

Website: <http://www.pubpol.duke.edu/centers/civil/index.html> , <http://www.pubpol.duke.edu/centers/civil/FFApp.pdf>

E-mail: mmarkiew@duke.edu

European Regional Master's Degree in Democracy and Human Rights in South East Europe

Application deadline: June 1, 2006

The European Regional Master's Degree in Democracy and Human Rights in South East Europe (ERMA), is a unique regional interdisciplinary one – year full time MA programme. It is established in 2000, through the joint efforts of eleven participating universities and research centers, coordinated by the Center for Interdisciplinary Postgraduate Studies of the University of Sarajevo in cooperation with the University of Bologna through its Centre for East, Central and Balkan Europe.

The ERMA Master's Programme participating universities are: University of Bologna and its Istituto per l'Europa Centro – Orientale e Balcanica, University of Sarajevo and its Center for Interdisciplinary Postgraduate Studies, Karl Franzens University, Graz, University of Belgrade, University of Zagreb, University of Skopje, London School of Economics and Political Science and its Centre for the Study of Global Governance, New Bulgarian University, Sofia, University of Tirana, University of Prishtina.

The programme is co-financed by the European Commission and the Italian Ministry of Foreign Affairs.

The ERMA is an educational activity intended for students that would combine practical experience in human rights issues with further academic study. After recognizing that human rights go across the disciplines of study, as political science, law, sociology, philosophy and social sciences in general, the Programme has adopted an interdisciplinary approach.

The MA Programme promotes development and realisation of young generation of officials for state management, inter-governmental and non-governmental organisations, for universities and think tanks in Albania, Bosnia & Herzegovina, Croatia, Macedonia, Serbia and Montenegro and UN Administered Kosovo as well as in the countries belonging to the EU, the rest of Europe, and worldwide. The structure of the lectures, the access to internships and the Faculty are defined in order to emphasise among the participants a shared consciousness that the democratic development and human rights promotion, protection and implementation in the region depend on plurality of factors. Most of the relevant issues in the SEE stability, democracy, and development are mutually correlated and influence each other. Thus, a common regional effort in achieving them will have more chance for success in a context of inclusive policies and in the framework of a rapid European Union integration process.

ERMA offers a limited number of places therefore it is a highly competitive programme. It is open to candidates who hold a high standard university degree in disciplines relevant to human rights, in particular law, social and political sciences and humanities from an accredited university.

Fluency in English is a necessary prerequisite for admission, as the Programme language is English. Therefore the students must have sufficient language skills and provide evidence for their proficiency.

The upper age limit of potential applicants is 35 years of age.

Currently, thirty (30) places are reserved for citizens of the countries/territories of South East Europe involved in the program - Albania; Bosnia and Herzegovina; Croatia; Macedonia; Serbia and Montenegro and Kosovo. Five (5) places are reserved for citizens of the European Union countries plus Bulgaria and Romania.

More information

Website: <http://www.cps.edu.ba>

E-mail: coordination@cps.edu.ba

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Education Policy Centers

[Center For Democratic Education \(CDE\)](#)

Albania

[International Center for Human Development- Education and Training Unit](#)

Armenia

[Center for Educational Research and Development \(CERD\)](#)

Croatia

[Center for Educational Policy \(CEP\)](#)

Czech Republic

[Institute for Economic and Social Analysis](#)

Czech Republic

[Center for Policy Studies PRAXIS](#)

Estonia

[International Institute for Education Policy and Management](#)

Georgia

[Center for Educational Policy Analysis](#)

Hungary

[Education Policy Analysis Center](#)

Kazakhstan

[Kosova Education Center \(KEC\)](#)

Kosovo

[Public Policy Center](#)

Kyrgyzstan

[Foundation 'Education Initiatives Support' \(FEIS\)](#)

Kyrgyzstan

[Center for Public Policy PROVIDUS](#)

Latvia

[Center for Education Policy](#)

Lithuania

[Institute for Public Policy](#)

Moldova

[Institute of Public Affairs \(IPA\)](#)

Poland

[Center Education 2000+](#)

Romania

[National Institute of Education \(NIE\)](#)

Republic of Bulgaria

Action 5 – Support Measures: Call for submission of innovative co-operation, training and information projects DG EAC 62/05. Application deadline: July 1, 2006

In addition to the Action 5 activities as specified in the User's Guide of the YOUTH programme, the European Commission launches annual Calls for the submission of Action 5 innovative co-operation, training and information projects.

All applications submitted have to follow one of the priority themes defined in the Call. The priority themes of the Call DG EAC N° 62/05, published in the Official Journal N° C27 of 3 February 2006, are as follows:

1. Cultural diversity and tolerance: projects promoting cultural diversity and tolerance and addressing non-violent conflict transformation by facilitating dialogue and joint activities of young people from multicultural, multiethnic and multi-faith backgrounds

2. Less favored regions: projects aiming at the inclusion of young people with fewer opportunities who face multiple obstacles in geographical (e.g. deprived urban areas, isolated rural areas or islands) and socio-economic terms. Projects need to address how young people can deal with issues of concern to them.

3. Eastern Europe - Caucasus - South East Europe: projects aiming at enhancing the promotion and visibility of the Youth programme in Eastern Europe (Eastern neighbouring countries of the enlarged EU: Belarus, Moldova, Russia, Ukraine), the Caucasus (Armenia, Azerbaijan, Georgia) or South East Europe (Albania, Bosnia and Herzegovina, Croatia, Former Yugoslav Republic of Macedonia, Serbia and Montenegro), with a focus on training of regional multipliers as well as the development of networks and partnerships among stakeholders in the field of youth in these countries

4. Innovation in European Citizenship education: projects aiming at innovative and effective ways of bringing Europe closer to young citizens, of involving them in European Citizenship education and a process to show how European Citizenship can be made a reality. Projects should inform young people on various issues of the European construction and/or build the bridge towards the implementation of this knowledge and experience in youth work and youth activities. Projects should play a role in having young citizens have their say in the European project and should show how young people can play their part in the European construction. The multiplier effect and visibility of measures taken is essential

5. Co-operation between local or regional authorities and youth NGOs: Projects under this theme have to be clearly focused on one of the priorities (e.g. cultural diversity, inclusion, participation of young people) of the Youth programme. They have to be submitted by local or regional authorities and shall involve non-profit organisations active in the field of youth from partner countries, leading to a strong trans-national partnership between these entities. The number of local or regional authorities and youth NGOs participating in the project should be balanced.

All non-profit making organisations and local and regional authorities with a legal identity which have their seat in one of the Programme countries and are willing to develop activities in line with the Youth programme's objectives, are entitled to apply under this Call.

Projects must be of duration of at least 18 months in order to ensure that the activity is sustainable. If justified, a maximum duration of up to 3 years will be accepted.

The total amount earmarked for the co-financing of projects in the context of this Call for projects is 2.000.000 €. The maximum funding amount per project will not exceed EUR 100.000 per year (12 months) of activity and the maximum grant will not exceed EUR 300.000. It is expected that the Call will allow supporting about 10-15 high quality projects.

More information

Website: http://europa.eu.int/comm/youth/call/6505/call_action_5_en.html

E-mail: youthXL@cec.eu.int

Management Summer School, Faculty of Management Koper, University of Primorska, Slovenia June 19 to July 7, 2006

Management Summer School 2006 is designed for graduate and postgraduate students who would like to upgrade their knowledge in management. A good command of English is necessary. Participants can select two courses in the field of management.

Participants have to study all the compulsory literature before the summer school starts. One major writing assignment or several shorter assignments will be given in class. Those participants who will fulfill all the described requirements and passed the written exam will obtain credits and receive the Transcript of Records.

The FM Summer School 2006 has been founded with support from European programme [Socrates/Erasmus IP](#).

Partners in this programme are:

Vienna University of Economics and Business Administration, Austria,
University of Wolverhampton, Great Britain
Universita' Ca' Foscari di Venezia, Italy
Wyzsza Szkola Biznesu –National Louis University, Poland
Uniwersytet Marii Curie- Sklodowskiej, Poland
Johannes Kepler University Linz, Austria

Download the [PDF poster for the Management Summer School 2006](#).

[Summer School Application Procedure](#)

Education Policy Centers

[Center for Educational Policy Studies](#)
Russian Federation

[Educational Forum](#)
Serbia

[Education Reform Circles](#)
Serbia

[Education Policy Center at Orava Association for Democratic Education](#)
Slovakia

[Slovak Governance Institute](#)
Slovakia

[Institute for Economic and Social Reforms \(INEKO\)](#)
Slovakia

[Centre for Educational Policy Studies \(CEPS\)](#)
Slovenia

[Educational Reform Support Unit «Pulse»](#)
Tajikistan

[Turkey Education Reform Initiative](#)
Turkey

[Educational Studies Center](#)
Ukraine

[International Centre for Policy Studies](#)
Ukraine

[Center of Educational Policy](#)
Ukraine

European Comparative Studies: Quality and Inequality in Education

The quality of education is not just a national affair. Increasingly the cross-national differences in quality of education have become an international topic. First, during the sixties, the main interest was simply academic quality, and cross-national research of educational achievement was used to investigate various effects resulting from education systems, especially the more comprehensive as opposed to hierarchical systems of education. In the seventies and eighties, the interest in comparing education increased, but the focus shifted more towards curricula and school characteristics. In the nineties, the OECD took up this established line of research by launching the PISA-studies. A by-product of the international benchmarking of education systems of is the ready availability of large cross-national data-sets of students in the countries involved, their parents and their schools, which are being used more and more in scientific analyses. These large-scale international data sets provide information not only on students' skills, intellectual potential and background social characteristics, but also on the schools they attend, and together with data from longitudinal research projects and ever improving international statistical data they allow sociologists, economists and policy makers to analytically address questions and issues that have for decades been dealt with only on a theoretical level. These sources of data also enable significant progress to be made in addressing old questions and problems by using new multi-level, multi-actor and multi-disciplinary methods and approaches.

After the successful conference that took place in Paris in 2005, ECSR is planning another two-day conference to be held in Prague on September 1 and 2, 2006. The aim of this conference, entitled European Comparative Studies: Quality and Inequality in Education, is to bring together analyses providing answers to scientific and policy questions on education and the relationship of education to inequalities and social stratification in modern societies.

Those interested in submitting a paper should please send an abstracts of the proposed paper to ecsr@soc.cas.cz before April 15, 2006. Authors whose proposals are accepted will then be asked to register for the conference. Please check for details on the conference website www.soc.cas.cz/ecsr. Other questions and queries should be addressed to Blanka Javorova (Blanka.Javorova@soc.cas.cz).

3rd EU eLearning Conference 2006, 4 -5 July 2006 Helsinki University of Technology, Dipoli

The European Commission DG Education and Culture, DG Information Society and Media in cooperation with Helsinki University of Technology, Lifelong Learning Institute Dipoli are organising an international eLearning conference in Espoo, Finland.

The event is held during the opening week of Finland's EU Presidency in July 2006. The conference aims at bringing together representatives from the academic world, education and training, technology, industry and governmental organizations to discuss the European vision on the role of ICT in promoting innovation and lifelong learning for all. In the five workshops the participants will explore current policies, practices and future perspectives in the areas of digital literacy, inclusion, research and innovation, foresight and partnerships for lifelong learning. The results of the conference will contribute to the Commission's communication later this year.

In addition to keynote addresses and interactive workshops the conference exhibition will present the latest project results from across Europe. Presentations and workshop findings will be published after the conference.

Further information: elearninginfo@dipoli.tkk.fi Conference web pages: <http://www.elearning2006.fi/>

PUBLICATIONS

ICT-Related Education in Estonia: Current Situation, Future Challenges

The Estonian Information Technology Foundation and the country's Ministry of Education and Research have commissioned a research project aimed at developing vocational and higher education in the field of information and communications technologies. The project was handled by the PRAXIS Centre for Policy Studies, and it was focused on the Estonian situation in terms of innovation and educational policies, seeking to take a comparative look at these in the context of the increasingly globalised environment. A detailed version of the study reviews the Estonian educational system in light of the challenges which the private sector is facing today. Please [click here](#) to download the study.

Dancing with Donors

Dancing with Donors is a practical reminder and complementary resource for those working in policy and strategy development, fundraising, and project management. Gordana Miljevic, Education Support Program senior program manager, prepared this booklet with support from OSEP-SEE.

Miljevic worked as the Head of the Department of the International Coordination of the Ministry of Education and Support in the Republic of Serbia between 2001 and 2004. Having found scarce resources on the topic, she has undertaken the task to write this booklet on the coordination of international donor support. The author discusses donor types, forms of support, ways of approaching donors, managing relationship with them, need and mechanisms for the donor coordination, and the potential obstacles in the relationship between donors and recipients. She also gives practical tips based on her experience and observations. *Dancing with Donors* focuses on the South Eastern European context but can be useful for the government sector, agencies, and those working with foreign assistance for their reform agendas and projects in other parts of the world.

Please [click here](#) to download.

EDITOR'S NOTE

This issue of the Newsletter is based on the information, submitted by the Education Policy Centers.

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