

# Education Policy Centers Network

**NEWSLETTER**  
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Center Education 2000+

## EDITORIAL

### Is e-Learning a threat for traditional education?

By George Pataki

EPCN Newsletter Editor, Center Education 2000+, Romania

Years ago, when this concept of e-Learning was made public for the first time, many of the policymakers and educators believed that the era of traditional teaching, in front of a class, would end. Tradition says: "The School" is an institution, a building with a courtyard, teachers and students interrelating everyday through a teaching-learning process. Interaction between them is visual, highly sensitive, and gestures may suggest answers to certain questions. It is the way of delivering education that remained for thousands of years. Why this status quo should change? What happens with the teacher?

In fact, one should see exactly what e-Learning is and where it applies. Derived from distance education, e-Learning represents another channel for educational packages delivery that uses the electronic connection between two or more computer users. As a new technology introduced in education, it is a mixture of distance learning theory and computer assisted teaching via internet. Where the internet is not available, the electronic content is delivered on interactive CD-ROMs. Along the years, software companies and educators reached a common view concerning the methodology of teaching on e-Learning platforms, and even if slight differences appear among products, the main logical functions are the same. The models try to offer all the facilities and interactions that occur in traditional education. The classroom became a virtual classroom where teachers and students meet for class or seminar, according to a timetable and a sequential framework. Having a unique ID, teachers can observe the attendance and interventions of every student, and these recordings are normally used in students' assessment. Teachers/instructors, just like in normal schools, have control and management of the classroom, including didactic planning and contents.

Platforms usually provide the following facilities:

- Virtual classroom (IRC type windows) - where the class can communicate synchronously
- Seminars/forums- where the class can communicate asynchronously
- Virtual library - where teachers/instructors upload for students all kind of electronic readings and materials in various media formats
- Course materials – course's guideline/textbook, if available
- Assignments/Evaluation- instructors can develop tasks or questionnaires
- E-mails/personal pages and other facilities - that enable a closer relationship among course participants

Universities were the first places where e-Learning was implemented as an urgent solution to a demanding market that had in common the following features:

- The need to complete the university studies for better jobs and careers
- Limited time because of the daily working schedule
- The distance between the hometown and the university they wish to attend
- Cost problems- without a scholarship potential students are not able to pay the fees related to studies and subsistence.
- Lack of mobility related to the employment place, family, etc.

In the past 5 years, the U.S. universities developed this new technology at a very fast pace in order for them to comfortably hold the first place when speaking about educational offer based on e-Learning delivery. Europe jumped into the race and, with a huge support from European Commission, started to make great progress. Through the voice of the ex-commissioner Vivian Reading, e-Learning was declared "priority" for the future EC actions. More and more universities in Europe started to develop and offer web-based courses - most of them at post-graduate level. Another important segment, this time concerning adult education, such as training institutes, saw in this web-based technology a great opportunity to enlarge their courses offer and audience helping busy target to attend to the necessary courses in their career.

Excerpts from e-Learning studies synthesis reveal the main advantages and disadvantages of using such systems:

**Advantages-** Flexible in terms of schedule and content, accessible, cost-effective, user-friendly, easy to manage, student-focused, task-oriented, individual/group interest based, reusable content objects.

**Disadvantages-** Institutional high initial costs for platform and contents development, costs for the training of administrative and teaching staff, internet connection dependant, low interactivity, low level or lack of visual contact, limited instruments for synchronous teaching.

The opinions about teaching and learning with the help of web-based technologies are different. Some of them support the role of traditional teaching from the teachers' point of view, others support the new ways of delivering education according to the "client" basic needs. If almost all the ideas and actions were so far piloted and implemented at the university level, recent experiments on K12 "virtual teaching" show the trend of introducing distance education with the help of computers for upper-secondary schools.

In addition, as a natural consequence of the evolving technologies and learning environment theories, the researchers in the domain defend their beliefs, building a powerful case against what used to be accepted "truths" about learning and technology. First, there is strong evidence that traditional models of learning, traditional definitions of technology effectiveness, and traditional models of the cost effectiveness of technology don't work. In place of these old assumptions, researchers are positing new ways of looking at learning that promote:

engaged, meaningful learning and collaboration involving challenging and real-life tasks; and technology as a tool for learning, communication, and collaboration.

*"The traditional learning model is not relevant to real student needs"*- researchers say

Today's workplaces and communities - and tomorrow's - have tougher requirements than ever before. They need citizens who can think critically and strategically to solve problems. These individuals must learn in a rapidly changing environment, and build knowledge taken from numerous sources and different perspectives. They must understand systems in diverse contexts, and collaborate locally and around the globe.

These attributes contrast sharply with the discrete, low-level skills, content, and assessment methods that traditional ways of learning favor. The new workplace requirements for learning are incompatible with instruction that assumes the teacher is the information giver and the student a passive recipient. The new requirements are at odds with testing programs that assess skills that are useful only in school.

In order to meet the above-mentioned demands, researchers went beyond of what we knew about the e-Learning systems and proposed a radical change in approaching the web-based methodology of delivering education. The table below shows these changes:

e-Learning IS	e-Learning IS NO MORE
<b>Non Linear</b> - Learners determine how, what and when they access information.	<b>Linear</b> - Learners must move through presentation in a predetermined sequence.
<b>Dynamic Process</b> - Transformed, personalized, customized on demand in response to learner and environmental variables. Available on demand and just in time.	<b>Static Event</b> - Learning is not an event that only happens when scheduled training occurs, it is something that happens continuously.
<b>Learner Controlled</b> - Learners control their own interaction with the content and presentation. Learner has opportunities for reflection and application.	<b>Instructor Controlled</b> - Instructor determines sequence, content, media and timing. Long simulations, or animations or Flash presentations are instructor controlled. Synchronous meetings are instructor controlled.
<b>Reusable Objects</b> - Content of any media that can be chunked down to the most granular, meaningful level to allow combinations of objects to be assembled and dynamically presented for different environments and functional needs.	<b>Learning Objects or Knowledge Objects or Information Objects</b> - By focusing the use of an object for only one environment, you remove reusability. Web standard enterprise level portal and CMS platforms should be used.
<b>Informal</b> - Recognizes that at least 70% of learning occurs in meetings, in the corridors and break rooms, through collaboration, in situational communities.	<b>Formal</b> - Learning occurs without formal training presentations. Training is not the same as learning.
<b>Platform Independent</b> - can be transformed for use in a variety of standard formats - XML, HTML, DHTML, PDA, etc. in a variety of environments, both formal and informal.	<b>Standards</b> - AICC (Aviation Industry CBT Committee) , SCORM - (Sharable Content Object Reference Model - Department of Defense, USA) Why use these limiting standards from extremely different, strongly hierarchical environments?
<b>Knowledge Management</b> - Rich, flexible tools chosen to create, collect and distribute information, on demand and contextually, to learners, intra and extra organizationally.	<b>LMS or LCMS</b> - To manage the administrative and content aspects of training, usually supports a linear presentation of materials. Used to track learners, not the value of the learning processes
<b>Communities of Interest</b> - Collaborative, self selecting and organizing groups of individuals that share the same interests.	<b>CoPs, Functional or Departmental</b> - Limited by type of function, title or expertise.
<b>RAD</b> (Rapid Application Development) - Iterative, incremental design process. Define, design, refine processes are integrated and parallel. Continuously refining prototypes allows improvements to be integrated and tested with each iteration. Each iteration offers an opportunity to increase the penetration and acceptance of the learning support processes.	<b>ISD</b> - Linear approach to needs analysis, design and evaluation. Errors are geometrically compounded from wrong audience analysis, invalid sample audience, skewed survey results, wrong focus on weaknesses. Validity and usability issues are not discovered until training is delivered. By then it's too late to correct, adjust, or change because of the sunk resource investment in the deliverables.
<b>Multi Channel</b> Learner <-> Learner, Content <-> Learner, Expert <-> Learner, Expert <-> Content, Expert <-> Expert	<b>Single Channel</b> - Trainer to Attendee

The above table shows an ideal approach from the learner point of view. Teachers have a limited role in conducting a "virtual classroom" but a strong role in organizing contents and learning environment. Acting as facilitator, the main purpose will be to create learning circumstances. If we make an inventory of the e-Learning Systems and of those they address, we could easily observe that until now they were used mostly by universities and training institutes. Experiments conducted in the upper secondary schools and the use of ICT in teaching and educational software in primary and lower secondary schools might be interpreted as a penetration of the e-Learning technology from higher education to lower levels.

Until the future shows us a different image, the specialists' opinion is that e-Learning is perceived as a complementary solution for the traditional face-to-face studying but the question *"Is e-Learning a threat for traditional education?"* remains open.

For more info on this topic, bibliography references or answers to the above question please contact George Pataki, [gpataki@cedu.ro](mailto:gpataki@cedu.ro)

### Kyrgyzstan

#### The third National Forum on Education to be held in November 2005

The educational reform in Kyrgyzstan has reached a crucial point and the political events of March 24 have shown that educational system does not manage out its functions. Immediately after these events the necessity of public discussion on educational policy issues appeared. Foundation "Education Initiatives Support" (FEIS) the most important and active NGO working in the field of educational policy in Kyrgyzstan and member of Central Asia Education Cooperation Network (CA ECN) was one of the organizations, which initiated and organized The National Educational Forum of Kyrgyzstan. This National Forum gathered all stakeholders including educational institutions, business structures, educators, parents, and students. It began its work in April and marked the problems that needed resolution the most: creation of National Curriculum, reduction of corruption, and implementation of multicultural and bilingual aspects to the educational system. FEIS is one of the main organizations, which coordinates Forum's activities, helps with the establishment of Forum's working group, and looks for resources for supporting the Forum's work. The second Forum was held in June, and the next is planned for November 2005.

#### Resolution accepted in the First National Forum "Education as a society and government strategic resource: actual condition".

The goal of the Forum was to identify and agree on the most important problems, present in the education system and to collect suggestions and ways to solve the problems. In spite of the widely spread rhetoric marking high quality of local education, Forum has finally declared that the quality of education is low and in danger of its full devaluation.

The most important problems present in the system:

- Lack of sector development strategy agreed by all the stakeholders and continuous correction, with adequate resource, organizational and staff supply.
- Lack of clearly defined guidelines for social protection in education.
- Lack of adequate definition of quality in education, mechanisms and criteria of its evaluation
- Centralized finance and management of the educational institution reflects their low effectiveness
- Lack of independent and transparent institutions for evaluating the quality of education and educational institutions accreditation
- Lack of transparency or complete absence of effective budgeting mechanisms and financial accountability of educational institutions
- Teacher's low status and lack of working motivation mechanisms
- Corruption is present at all levels of management
- Lack of "clear" youth policy
- Appointment of officials is done by political loyalty principle, not on professional basis.

Forum participants pointed out that all the actors of educational community should be involved in reform design, and Ministry of Education should actively manage the reforming processes. In addition, participants noted the inadmissibility of groundless discharge of professional officials and replacement with politically assigned figures, loyal to current political powers. Other suggestions to be discussed were:

- Institutionalization of Forum (conducting it regularly, 1-2 time per year) as a tool for monitoring changes and developing strategies in educational system
- Creation of thematic workgroups within the Forum, responsible with development and introduction of resolutions to the specific problems (specialists showed a special interest to participate in strategies development).
- Submission of changes in legislative database, which will provide stakeholders with participation in development of education policy (format of public policy)
- University independent evaluation system
- Independent accreditation systems for universities and schools
- Prevent electoral manipulations in public educational institutions
- Support in creating public mechanisms in educational institutions for monitoring the transparency and transfer of "public" – extra budget funds.

For more info please contact Derbisheva Zarina [derbisheva1212@mail.ru](mailto:derbisheva1212@mail.ru)

#### Sharing experience with Tajik trainers

A group consisting of 10 trainers from Tajikistan began internships at FEIS, within PEAKS's "School Improvement" program in October. The trainers are Directors and Deputy Directors of PDS Schools (Professional Development Schools). The main goal is to become acquainted with Kyrgyz experience in development of the program, and to define possible ways of cooperation.

More information is available on site [www.educasia.net/Kyrgyzstan](http://www.educasia.net/Kyrgyzstan)  
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### OSI related professional and regional education networks

#### Education Policy Centers Network

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#### South East Europe Education Cooperation Network

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#### Central Asian Education Cooperation Network

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#### International Step by Step Association (ISSA)

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#### RWCT International Consortium

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#### Debate association IDEA

Contact person: Noel Selegzi  
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#### Networks of OSI related programs and partner NGOs dedicated to education for social justice

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#### International Research and Evaluation Network (IRENE) (under development)

Contact person: Hugh McLean  
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### Lithuania

#### **Meeting of the Network of Education Policy Centers “Education Policy Transformations” Vilnius, Lithuania, November 11-12, 2005**

Supported through the East-East program: „Partnership Beyond Borders”

The consultative meeting of the Network of Education Policy Centers “Education Policy Transformations and the role of Education Policy Centers” will take place in Vilnius, Lithuania, November 11-12, 2005. The Education Policy Center at Vilnius University, Faculty of Philosophy organizes the event and OSI Education Support Program will provide support for the consultative meeting and will contribute to the success of the event.

The meeting will involve around 60 participants representing 29 education policy centers from 25 countries, and their partners - researchers or policy analysts (2 participants per country). Representatives from OSI and other international institutions, officials from the Ministry of Education and Science of Lithuania, and related educational stakeholders will be invited to participate as partners and share their experiences in transforming education policies.

The forthcoming meeting is designed to improve 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.

#### **Expected Outcomes**

- Promoted policy changes in the education systems of the target countries through building relevant expertise, policy analysis and coordinated efforts of the participating centers;
- Increased overall quality of education planning and analysis in the targeted countries;
- Improved the availability of education policy information resources;
- New joint education monitoring projects of the centers designed;
- Improved professional capacity of the Centers as education policy change agents.

For more info please contact Virginija Budiene, [Virginija.Budiene@fsf.vu.lt](mailto:Virginija.Budiene@fsf.vu.lt)

### Montenegro

#### **Free textbooks for disadvantaged students**

Montenegrin Ministry of Education and Science has allocated means for providing free textbooks to certain number of disadvantaged groups of students, within the Montenegro Education Development Project, financed through the World bank loan.

The Ministry provided free textbooks for students whose parents are beneficiaries of the material and social care in 47 elementary schools in Montenegro who entered into education reform.

Textbooks are provided for all Roma students who enrolled into school year as well, no matter if they follow the new or old curricula.

In cooperation with the Roma NGO “Pocetak”, the Ministry has collected data on Roma students in Montenegrin schools in order to create accurate database on Roma children attending relevant schools. The Ministry plans to begin with implementing a scheme of “renting” schoolbooks, so that schoolbooks can be distributed at the beginning of next year to the next generation of students who are in need of them.

In the framework of the WB loan, the Ministry has provided with modern didactic equipment 27 elementary schools that started with the implementation of new curricula starting with 2005/06 year. This equipment is primarily intended for students and it is aimed at intensifying the process of implementing modern technologies into Montenegrin education school system, in accordance with trends and needs of modern societies.

For more on this topic, please contact Milena Roganovic, [milenar@mn.yu](mailto:milenar@mn.yu)

### Romania

#### **International colloquium “Current and Future Challenges in Curriculum Development: Case Studies and Networking for Change” Sinaia, Romania, November 17 - 20, 2005**

Supported by *Soros Open Network (Romania)* through the East-East program: „Partnership Beyond Borders”.

**Center Education 2000+**, Bucharest (Member of the Soros Open Network – Romania) organizes in Sinaia, Romania, November 17 - 20, 2005, the international colloquium on curriculum that will involve key-experts, representatives of policy-making institutions, researchers and practitioners in curriculum development and implementation from the region. The event aims to relaunch the public and expert-type debate in the region on educational policies with a focus on curriculum development. Discussions will be focus on general and secondary education (grades 1 to 11/12).

The estimated number of participants will be 40, out of which approximately 20 will represent external organizations, mainly NGO's from Central, Eastern and South-East Europe and Central Asia (among others Albania, Bosnia and Herzegovina, Bulgaria, Croatia, Czech Republic, Estonia, Georgia, Hungary, Kyrgyzstan, Kazakhstan, Latvia, Lithuania, Moldova, Poland, Serbia and Montenegro, Slovakia, Turkey, Ukraine etc.), involved in education and curriculum planning in their countries.

Key-note speeches will be held by outstanding international experts in curriculum development and policy-making. Country-representatives and other participants are invited to present the experience of their organization in developing national educational policies with special focus on curriculum development, the quality of collaboration with ministries and other stakeholders for shaping national educational systems in the region.

### Goals

The purpose of this Colloquium is:

- to identify existing conceptual approaches and policy-making initiatives, procedures and institutions in curriculum development area as implemented in the region over the last years
- to initiate professional and policy dialog on curriculum development mechanisms and practices.
- to initiate and encourage the functioning of a space for communication and cooperation based on / in the framework of the International Bureau of Education's (IBE) initiative concerning the creation of a *Global Network of Curriculum Developers* with active nodes in different regions of the world (in this context, a „Bucharest node” will be initiated and interested countries invited to join it).

For more info on this topic, please contact **Eugen Palade**, [epalade@cedu.ro](mailto:epalade@cedu.ro)

### **Workshop on Multicultural Education in the CEE Region, NIS and Central Asia Cluj Napoca, ROMANIA, 25-26 November, 2005**

The workshop “Multicultural Education in the CEE Region, NIS and Central Asia”, proposes to explore the topic of multicultural education, which is one of the most sensitive aspects of multicultural policies. The workshop will be hosted by Babes-Bolyai University, from Cluj Napoca - that is one institution where the multicultural model has been applied successfully for several years.

#### Proposed topics:

- Multicultural Policies and Democratization of Educational Processes
- Implementation of Multicultural Curricula in Universities
- Promoting Identity and Recognition in University System
- Gender and Ethnicity as Multicultural Issues
- Models of Multicultural Education
- Multicultural Education and Religion
- Education, Migration and Trans-cultural Challenges

**Language of the workshop:** English

**Organizers:** Department of Systematic Philosophy, Faculty of History and Philosophy, Babes-Bolyai University with the support of Open Society Foundation, Romania

#### Eligibility:

- Academics and researchers in multicultural education in the CEE region, NIS and Central Asia;
- Representatives of NGOs active in the field of pluralism and diversity;
- Politicians promoting multicultural agendas;
- Mass media representatives

Interested participants are kindly asked to note that in the event of being selected to participate in the conference, they will be asked to submit the full paper in advance. Deadline for submitting the papers: November 15th, 2005/. The length of the paper should not exceed 4000 words.

#### Important note

The organizers have applied to different organizations in order to cover the costs of the event. However, potential participants are encouraged to seek for alternative funds (individual grants, institutional funds, own contribution etc.). We are not able to cover the accommodation and travel costs of participants coming from regions other than Central and Eastern Europe, NIS and Central Asia. For selected participants coming from countries other than Romania, their local Soros foundations will arrange the travel.

For supplementary information, please contact Assoc. Prof. Sandu Frunza, [religiousstudiescluj@yahoo.com](mailto:religiousstudiescluj@yahoo.com) [www.sacri.ro](http://www.sacri.ro)

## United Kingdom

### **Achieving the Lisbon Goals, NIACE Conference Reviewed Report on the UK EU Presidency Conference at the University of East Anglia 16-17 September 2005** (source: NIACE)

Nearly 150 delegates from 29 European countries converged on Norwich in mid-September to take part in a two-day conference to discuss the contribution which adult education and training can make to the Lisbon Goal of making the European Union the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs, and social cohesion.

The conference was memorable – not only because of the diverse contributions from a range of eminent speakers and workshop leaders, but also because of the expertise and wide experiences of adult education which the delegates have brought to the event. A Reception – hosted by the Lord Mayor of Norwich at Norwich City Hall – provided an additional element to the first day and a chance to glimpse the cultural and historic gems of the city.

As the discussions at the pan-European conference progressed, it became ever clearer that – in an expanding and ageing Europe – new jobs will be filled by adults and no state can wait for its young people to grow up in order to become competitive. Conference understood that it is the current and potential adult workforce that will make the Lisbon policy aspirations a reality. In animated sessions, delegates discussed why adult skills are so important – not simply for work, but also for the interests of social cohesion.

[Read the full conference report here \(Word file\)](#)

## European Commission

### Commission proposes 2008 as Year of Intercultural Dialogue

The Commission has proposed 2008 to be the Year of Intercultural Dialogue as an instrument to raise awareness of this theme among citizens, particularly young people.

The idea behind the year is to promote intercultural dialogue to help people "acquire the knowledge and aptitudes to enable them to deal with a more open and more complex environment" and raise the awareness of European citizens, and all those living in the European Union, of the importance of developing active European citizenship that is "open to the world, respectful of cultural diversity and based on common values".

Under the Commission's plans, the 10m euro would be used for an information campaign, grants for a limited number of actions at EU level (eg major festivals or sporting events) particularly targeted at young people and to co-finance actions at national level with a strong European flavour.

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

### Europe needs to co-operate on student visas

DG Education's Director General Nikolaus van der Pas told a Friends of Europe seminar entitled 'Can Europe close the education gap?' that co-operation among member states is key to avoid the scenario in the US where student numbers have dropped dramatically.

His comments come with widespread terrorist security concerns prompting some member states to clamp down more in terms of visas. The fear is that this may deter students from applying to European universities, as has happened in the US. So far the UK and Australia have benefited in particular from the US problems, said Mr van der Pas.

During the debate, on 27 September, Mr. Van der Pas also explained that a 'China window', with special funding coming from DG External Relations, had been set up within the Erasmus Mundus programme, to encourage Asian students to come to European universities.

Reacting to a question from EurActiv, he said that the Commission was not concerned that private funding in member state educational systems could lead to undue interference in syllabuses because "quality assurance was dealt with under the [Bologna Process](#) and this will increase".

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

### Only half of Europeans can speak a foreign language

A **Eurobarometer on languages and EU citizens**, a follow-up to one conducted during the European Year of Languages in 2001, was released on 23 September. The following were the main results to emerge:

- 50% of the European population say they can speak a foreign language (the result was approximately the same in 2001, when 47% of the EU-15 population said they could speak at least one foreign language) with Hungarians and Brits the least proficient and Luxembourgers way ahead of the rest.
- English is known as a second language by one third of the EU population followed by German, French then Russian and Spanish in joint fourth place.
- Almost 8 out of 10 students can use at least one foreign language.

The Commission is due to come up with its first ever **communication on multilingualism** in mid-November with the focus expected to fall on language learning via methods such as CLIL (Content and Language Integrated Learning) in schools and the economic impact of the language industry (translating, machine translating, interpreting and language teaching/certification). The main insight behind CLIL is that, for example, British students would study a given subject, say maths or history, via French or German. The technique is gaining most ground in countries where students already have a good grasp of the foreign language before studying another subject in that language. As an alternative, students may also have lessons in their mother tongue *and* a foreign language.

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

### MEPs want to double Erasmus grants by 2013

MEPs in the culture and education committee adopted the Lifelong Learning report 2007-13 on 13 September. In one of the main parts of the report, rapporteur Doris Pack wanted to increase the current 150 euro per month Erasmus grant to 350 euro by 2013. MEPs agreed to scale back the this ambition to 300 euro by 2013.

There is widely held to be a particular problem for new member states, who tend to receive smaller grants than is the case in the old member states and therefore struggle to afford to study in other countries. Tuition fees for students are currently paid for out of Erasmus funding or via bilateral agreements between governments.

On the future Leonardo programme, which supports vocational training, MEPs agreed to cut its share of the overall budget from 27.3% as proposed by the Commission to 23%. This may leave more money in the pot for Erasmus.

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

## Educational Policy Analysis Center (EPAC) is one of the departments of Educational Center Bilim – Central Asia (Kazakhstan)

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### Governance

#### Bilim's Board

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Jana Huttova, ESP, Budapest

Martha Loerke, NSP, New York

Beket Nurzhanov, Kazakh National University

### Year established

2004

### Area Of Interest In Education Policy

#### Mission/scope

- to promote evidence-based approach to educational policy, transparency and public accountability in educational system;
- to provide wide access to information about functioning of educational systems of Kazakhstan and Central Asia;
- to create modern standards of analysis and public discussions of socially important aspects of educational policy;

#### Recent Education Projects

- Modernization informational support system in education (including statistics in educational sector), in collaboration with World Bank and MOE RK
- Voices of Youth: access to qualitative education for all, in collaboration with UNESCO
- Central Asia Educational Cooperation Network, in collaboration with ESP-OSI and ADB

#### Monitoring and Research:

- International monitoring research of the problem of drop-outs in basic education system
- Transparency of school budget: existing practice and potential mechanisms of accountability
- Private tutoring: market of tutoring services in Kazakhstan
- Educational policy in respect to repatriates (*oralman*)
- Risk group children: how do they feel at school

#### Conferences, seminars and workshops

- Conference "Voices of Youth: access to qualitative education for all"
- Round table on the problem of drop-outs in basic education system
- Round table on the problem Transparency of school budget: existing practice and potential mechanisms of accountability

#### Publications

- Curriculum Reform in Kazakhstan, Policy paper
- Voices of Youth: access to qualitative education for all – ready to publication
- Children in Schools but out of Schooling: Kazakhstan case - ready to publication
- Transparency of school budget: existing practice and potential mechanisms of accountability – draft paper
- Private tutoring: market of tutoring services in Kazakhstan – draft paper

### PARTNERS

#### Local

**Governmental:** Ministry of Education and Science, Kazakh Academy of Education, Republican Institute for in-Service Training;

**NGOs:** Soros Foundation Kazakhstan, Research Center SANGE, Center "Civic Education", Expert club "Strategic Vision" Association of Initiative Schools

#### International

Open Society Institute

**Number of institute staff members:** Bilim- 17, EPAC - 3

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## NEW PROJECTS& INITIATIVES

### HESP- Regional Seminar for Excellence in Teaching

**Application deadline: November 15, 2005**

HESP invites academic institutions, associations, and groups of individuals with demonstrated potential for and commitment to promoting teaching excellence and lending ongoing support to individual faculty and departments in the region to submit proposals of multi-year projects to start in 2006. Projects may focus on the theory and method of any discipline or subject within the social sciences and humanities.

Projects will commence in the summer of 2006 or during the 2006–2007 academic year and extend to up to three consecutive years. HESP provides funding commensurate with the nature, geography, and length of the project activities and encourages project organizers to solicit cost-share contributions from other donors.

This is a call for Proposals of multi-year projects that respond to the goals and priorities of ReSET, for which funding are sought starting not earlier than June 1, 2006.

Target region: Central and Eastern Europe, the former Soviet Union, and Mongolia.

#### More info on this initiative:

[http://www.soros.org/initiatives/hesp/focus\\_areas/regional\\_seminar\\_ohtokvych@osi.hu](http://www.soros.org/initiatives/hesp/focus_areas/regional_seminar_ohtokvych@osi.hu) (Oleksandr Shtokvych, Program Manager),  
[mjo@osi.hu](mailto:mjo@osi.hu) (Marianna Jo, Program Coordinator)

## DONNORS, FINANCIAL& PROFESSIONAL OPPORTUNITIES

### CEU - Research Fellowship on Socio-Economic Rights

**Application deadline: end-October for March entry**

The fellows program offers fellowships to scholars/academicians from transitional democracies to spend up to six months at the CEU to conduct cutting edge research on human rights themes. The Center has a particular interest in proposals relating to socio-economic rights in the fellow's region. The program targets emergent democracies in Central and Eastern Europe, Africa, and the Middle East.

#### Eligibility

As the Center seeks to draw applicants with a diversity of professional and academic experience, it will use no single criteria to measure eligibility. All human rights scholars and academics are eligible to apply; but the Center expects that successful applicants will have completed a Ph.D. or a Master's degree with impressive publications. The applicant must be professionally affiliated to an academic or research institution in his or her country. Fellows must be able to read, write, and speak English fluently.

#### Funding

Depending on the availability of funds, the Center will offer full or partial funding to cover airfare, accommodation, insurance, and fixed stipend to cover living expenses. In addition, fellows will be provided with office space, computers with Internet connections, and access to the CEU library. Fellows are, however, encouraged to source for additional funds particularly if they intend to conduct field research outside of Budapest or to come with spouses/families.

#### Method of Application

Each applicant should submit:

- A research proposal (of not more than 6 pages double-spaced), stating field of research, objective(s), methodology, and time frame for the work. The proposal should also explain how the project will add to the body of knowledge about human rights policy and describe its relevance to the Center's research agenda. Proposals must be related to aspects of socio-economic rights.
- A curriculum vitae
- Proof of institutional affiliation
- Two Confidential letters of recommendation from persons who can attest to the applicant's academic and research competence.
- The references must be in sealed envelopes and sign across the closure and included with the applicants' materials.  
It is the responsibility of the applicant to ensure that they arrive on time.
- A writing sample pertinent to the application (excluding books).

Applications are considered on a rolling basis. However, all applicants wishing to start in September must forward all documents latest by the end of May of that year. Applicants wishing to start in March must forward all documents latest by the end of October of the preceding year.

#### More information

[http://www.ceu.hu/human\\_rights\\_center.html](http://www.ceu.hu/human_rights_center.html)  
[udombanan@ceu.hu](mailto:udombanan@ceu.hu)

[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

**American Councils - Free US Graduate Exchange Program for Young Professionals in Kosovo**  
**Application deadline: November 4, 2005**

American Councils for International Education is pleased to announce the launch of the second year of the Kosovo American Education Fund (KAEF) Graduate Fellowship Program. Professionals in Kosovo interested in advanced studies at U.S. universities can obtain information and access the on-line application at the program's website – [www.kaef-online.org](http://www.kaef-online.org).

The KAEF Graduate Fellowship Program awards fellowships through a competitive process to qualified Kosovars for master's-level study in the United States. The purpose of the program is to support long-term development in Kosovo by enhancing a cadre of well-educated and trained individuals in areas that would support economic growth and investment in Kosovo. Fields of study, and areas of specialization, must relate to this goal and are normally related to Business Administration, Economics, Law, or Public Administration (for a full list of eligible fields of study, please visit the program website).

The American Councils anticipates awarding approximately 8-10 KAEF Fellowships for studies starting in fall 2006, providing full tuition support, a living allowance, a book allowance, professional development funds, medical insurance, and round-trip airfare. All KAEF fellows will also be required to take part in a professional internship in the summer following their first year of study.

Short-listed candidates will be required to sit for a test of English ability (TOEFL) and graduate entrance exams (GRE or GMAT) and be interviewed by a panel of U.S. experts. Tests and interviews will be scheduled in January and February 2006 with final decisions being made in April and May 2006 by a panel of U.S. academics and admissions officers from leading U.S. universities. Depending on need, pre-academic English training will be provided and fellows will depart to the U.S. in August 2006 for an opening conference in Washington, DC, before the start of their academic programs. Master's programs in the U.S. vary in length from one to two years and most programs will lead to a master's degree or certificate.

American Councils is an international not-for-profit organization leading the development and exchange of knowledge between the US and Eastern Europe/Eurasia. Our mission is to foster independence and democratic development by advancing education and research, cultivating leadership, and empowering individuals and institutions through learning. Founded in 1974 as an association for area and language professionals, American Councils has focused its expertise on the design and implementation of academic exchange, professional training, distance learning, curriculum and test development, delivery of technical assistance and consulting services, research and evaluation, and institution building.

**More information**

Website: [www.kaef-online.org](http://www.kaef-online.org)

E-mail: [info@kaef-online.org](mailto:info@kaef-online.org)

**European Cultural Foundation - Mobility Scheme for Cultural Policy Teaching**  
**Application deadline: end of December 2005**

The CPEG Mobility Scheme (C-MS), launched in March 2005 in the framework of the European Cultural Foundation's Cultural Policy Education Group (CPEG), is open for applications for the academic year 2005 - 2006.

The scheme supports travels related to guest lecturing, curriculum development and fact-finding missions in the field of cultural policy teaching. It addresses academic institutions, which have long-term interest and potential in cultural policy education. Its geographical reach comprises of Central & Eastern Europe and its neighboring areas.

There is no strict deadline for applications. However, applications should be received by the end of December 2005 and will be evaluated on 'first come first served basis'.

**More information**

<http://www.policiesforculture.org/cpeg> , [mdeleva@eurocult.org](mailto:mdeleva@eurocult.org)

**European Training Foundation - 'Women in education and employment 2010', Essay competition**  
**Application deadline: October 31, 2005**

The European Training Foundation invites young people (between the age of 18 to 29 years) in the ETF Partner Countries\* to participate in a competition by writing an article on their vision for 'Women in education and employment in 2010'.

The authors of the four best articles selected by a jury appointed by the ETF will be invited to the awards ceremony as part of the event 'Women in Education and employment' organized by the ETF in Turin, Italy, to mark the International Women's Day in March 2006. Among the four winners one will be selected as beneficiary of a four month traineeship at the ETF headquarters.

**Who can take part?**

The competition is open to all nationals of the ETF Partner Countries between the age of 18 to 29 years (The ETF partner countries and territories are: Albania, Algeria, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Croatia, Egypt, Former Yugoslav Republic of Macedonia, Georgia, Israel, Jordan, Kazakhstan, Kyrgyzstan, Lebanon, Moldova, Morocco, Romania, Russian Federation, Serbia and Montenegro (including Kosovo), Syria, Tajikistan, Tunisia, Turkey, Turkmenistan, Ukraine, Uzbekistan and West Bank and Gaza Strip).

**Content**

Participants are asked to describe their vision for 'Women in education and employment in 2010'. They should approach the topic from one of the following perspectives: the role of vocational education and training in advancing the status of women in society (1) or in strengthening the position of women in the labor market and in business (2). The article should reflect concrete experience from a country and/or a region.

**More information**

<http://www.etf.eu.int/>  
[info@etf.eu.int](mailto:info@etf.eu.int)

## DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

### 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

### International Fellowship Programme for CEE Foundations and NGOs Application deadline: November 7, 2005

The Robert Bosch Foundation, together with the Trust for Civil Society in Central and Eastern Europe, the Bank of Sweden Tercentenary Foundation, the Bernard van Leer Foundation, the Charles Stewart Mott Foundation, and the German Federal Foundation for the Environment is pleased to announce the second call for applications of the International Fellowship Programme for CEE Foundations and NGOs.

This programme aims to strengthen civil society in Central and Eastern Europe (CEE) and international cooperation of NGOs by means of fellowship. The principal objectives of the program have been as follows:

1. To give CEE foundations and NGO staff the opportunity to develop their professional skills with an international and practical orientation
2. To support civil society in CEE by improving the management competences of staff members
3. To trigger or deepen contacts and cooperation between non-profit institutions in CEE and Western Europe.

After the first round in early 2005, the second round will take place in spring 2006, bringing fellows from Central and Eastern Europe to foundations and NGOs in Germany, the United Kingdom and other pre-2004 EU member states. The fellowships are offered for young leaders and senior managers of foundations and NGOs located in Bulgaria, the Czech Republic, Hungary, Poland, Romania, Slovakia, Slovenia and Ukraine. They will last between three and twelve weeks, allowing the fellows to work intensively on focus topics defined by themselves in agreement with the host institutions. The fellowships are framed by an introductory and a final seminar, and fellows can receive further financial support for additional training, alongside with reimbursement of travel and accommodation costs etc.

The programme schedule can be individually adapted to the needs of the fellows and the sending and host institutions involved. The foundations funding the IFP put a strong emphasis on quality standards, starting with a transparent matching process and a thorough preparation well ahead of the fellowship.

Foundations and NGOs interested in hosting a fellow from Central and Eastern Europe are very welcome to contact the Robert Bosch Foundation to learn more about what it means to participate in the programme. Candidates may also suggest particular host institutions. By the same token, host institutions may propose fellows of their choice, who have to compete with the other candidates on the same conditions.

#### More information

[www.bosch-stiftung.de/ifp](http://www.bosch-stiftung.de/ifp)

## PUBLICATIONS

### Key Data on Education in Europe 2005

The 2005 edition of *Key Data on Education in Europe* offers an accurate and detailed picture of education in Europe. The report informs readers about the demographic trends and the employment situation in which education systems are evolving, the way in which systems are organized and how they function, and the role and make-up of the teaching profession. It examines the educational processes that enable people to acquire skills essential for the knowledge society, the relative demand for different types and levels of education, and student mobility. And it provides instructive information on the development of provision in the field of mathematics, science and technology, and on the scale of resources earmarked for education and the use made of them.

To access Key Data on Education in Europe please [click here](#)

### Growth, Poverty, and Inequality: Eastern Europe and the Former Soviet Union

Eastern Europe and the Former Soviet Union have witnessed a significant decrease in poverty since the Russian financial crisis of 1998-99. Almost 40 million people moved out of poverty from 1998-2003. Three key factors contributed to poverty reduction: growth in wages, growth in employment, and more adequate social transfers. But poverty and vulnerability persist: more than 60 million people live on less than \$2 a day.

In their recommendations, the report's authors urge countries to continue with enterprise sector reforms, boost rural growth, promote opportunities in lagging regions, increase access to good quality basic services, and produce better social safety nets especially for the working poor and children.

- [Overview in English \[220KB\]](#)
- [Overview in Russian \[923 KB\]](#)
- [Complete Report \[1 MB\]](#)

### EDITOR'S NOTE

This issue of the Newsletter is based on the information, submitted by the Education Policy Centers. Please provide news & information for the next issue until 1st of December 2005 to: [gpataki@cedu.ro](mailto:gpataki@cedu.ro)

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