

NETWORK OF EDUCATION POLICY CENTERS  
DIRECTORY

2004

© 2004 Education Policy Centers

Edited by the Centre for Educational Policy Analysis – Budapest.

Supported by the Education Support Program of the Open Society Institute – Budapest.

Printed in Hungary, October 2004

Design and Layout by: János Mészáros

# TABLE OF CONTENTS

---

The Network of Education Policy Centers .....	4
<b>Albania</b>	
Center for Democratic Education .....	7
<b>Armenia</b>	
Education and Training Unit .....	11
<b>Croatia</b>	
Center for Educational Research and Development .....	14
<b>Czech Republic</b>	
Institute for Social and Economic Analyses .....	17
<b>Estonia</b>	
PRAXIS Center for Policy Studies .....	20
<b>Georgia</b>	
International Institute for Education Policy, Planning & Management .....	24
<b>Hungary</b>	
Centre for Educational Policy Analysis .....	31
<b>Kosovo</b>	
Kosova Education Center .....	33
<b>Kyrgyzstan</b>	
Center for Public Policy .....	36
Foundation 'Education Initiatives Support' .....	39
<b>Latvia</b>	
PROVIDUS Center for Public Policy .....	43
<b>Lithuania</b>	
Center for Education Policy .....	48
<b>Moldova</b>	
Institute for Public Policy .....	50
<b>Poland</b>	
The Institute of Public Affairs – Education Policy Program .....	54
<b>Romania</b>	
Center Education 2000+ .....	59
<b>Russia</b>	
Center for Educational Policy Studies .....	66
<b>Serbia</b>	
Educational Reform Circles .....	73
<b>Slovakia</b>	
Center for Education Policy .....	77
Slovak Governance Institute .....	81
<b>Slovenia</b>	
Center for Educational Policy Studies .....	85
<b>Tajikistan</b>	
PULSE Educational Reforms Support Unit .....	88
<b>Turkey</b>	
Education Reform Initiative .....	92
<b>Ukraine</b>	
Center for Educational Policy .....	95
Educational Studies Center .....	99
International Centre for Policy Studies .....	102

## THE NETWORK OF EDUCATION POLICY CENTERS

---

One of the main characteristics of sound and effective processes for national education policy development is the existence of an active and professional policy community, involving a range of bodies drawn from civil society.

Over the last few years, throughout Central and Eastern Europe and the former Soviet Union we have seen the emergence of Education Policy Centers, which address the need for open, evidence-based policy analysis, advocacy for equity, and effective, sustainable solutions in education policy processes. The centers have taken on the role of independent voices in maturing democracies and open societies.

For years, the Education Support Program (ESP) of the Open Society Institute (OSI) Budapest has supported the development of skills in policy development, analysis and implementation within the countries of the region and the development of education policies congruent with open society goals. With growing capacity in the region, ESP has focused on encouraging the processes of consultation and national debate on education policy with a range of stakeholders and civil society. ESP has facilitated intra-regional cooperation, including networks for education policy centers.

In 2003, ESP helped lay the foundation for the networking of OSI-related Education Policy Centers. An initial meeting of five Education Policy Centers based in EU accession countries was held in May 2003. The participants confirmed that they were keen to learn from colleagues from other centers across the region, and supported the development of a network of centers with common interests in education policy analysis. As a follow up, ESP initiated the first regional meeting in Bratislava in November 2003, where participants from 18 countries introduced their centers' profiles, shared their experiences, and discussed joint projects and future cooperation. The meeting, which was organized by ESP in partnership with the Education Policy Center at Orava Association, Slovakia, was followed by a training session on education policy. The network of centers continued to grow and we welcomed participants from new countries at the annual meeting of the Network of Education Policy Centers, which was held in Tbilisi, Georgia, in July, 2004.

Encouraged by very positive feedback from the centers and growing demand among international organizations, ESP started to collect information on the Education Policy Centers (and public policy centers with education policy activities) to help facilitate the exchange of information and expertise among the centers – thus strengthening their capacities.

As a result, the first Directory of Education Policy Centers was compiled. This directory presents profiles of 25 centers in the region and includes contact information, summaries of the centers' activities, recent projects, partners and staff specialization. The directory is based on information provided by the centers themselves.

The centers are diverse in nature, organizational structure, professional background, scope and size, and in their role in education change. Four of the centers are based in universities, three in public research institutes, and the remaining majority are non-governmental organizations (NGOs). Though in different stages of development, most centers have already established social partnerships with key education stakeholders in their countries. Other common features of the centers include strong local knowledge, and established contacts with key international organizations.

Many of the Education Policy Centers are OSI-related and contribute to open, democratic and participatory policy processes. They promote and monitor transparent, nondiscriminatory, nonselective education for all, by offering quality research and analysis. The centers have become valuable partners in national policy making by providing alternative sources of information and policy options, in facilitating open public debate, and in raising awareness through advocating policies aimed at equal access to all levels of education. Through networking, the Education Policy Centers have opportunities to gain new ideas and contacts, to plan joint projects and learning events, and to develop their capacity in education policy analysis and advocacy.

In their short history as a network, the Education Policy Centers have already started some joint activities – for example, an electronic newsletter, Education Policy, and a website (<http://epc.objectis.net>).

The Education Support Program supports the Education Policy Centers by offering technical assistance, professional development, and assistance in networking and facilitation of the exchange of expertise across countries of the region. ESP helps to strengthen the centers' position and their visibility among national governments, international organizations and donors.

ESP currently supports two monitoring initiatives of the Education Policy Centers, namely: Early School Drop-outs and Shadow Education: Analysis of Private Tutoring. The projects aim to advocate and raise public awareness of equal rights to access, and provide quality education for all.

We are very pleased to present this directory with the hopes that it will serve as a tool for collaboration among the centers and that it will become an important information source for the wider educational community about the centers' work and achievements.

We would like to thank all of the centers for their valuable input – especially the Centre for Educational Policy Analysis, Hungary, for their help in preparing the directory.

Jana Huttova  
Director, Education Support Program  
Open Society Institute – Budapest  
[jhuttova@osi.hu](mailto:jhuttova@osi.hu)

## EDUCATION SUPPORT PROGRAM, OPEN SOCIETY INSTITUTE

The Education Support Program (ESP) and its network of partners support education change in countries in transition, combining best practice and policy to strengthen open society values.

ESP is part of the Soros foundations network. It has two offices: one in Budapest, at the Open Society Institute, and one in Ljubljana, Slovenia, where the program is known as OSEP-SEE (Open Society Education Programs – South East Europe).

ESP's mission is to further open society values in education. These include accountability in governance and management, equal access for minorities and youth considered to be at risk, sustainable approaches for improving quality in education, and the involvement of civil society. ESP emphasizes program implementation and policy development in these target areas. Standard education reform priorities that focus primarily on systems for improving quality are balanced, in ESP's approach, with learning outcomes that are a high priority for an open society. Central among these are critical thinking, civic and social responsibility, multiculturalism and positive attitudes to diversity, and an awareness of 'self and the other'.

Working within country contexts, ESP connects with local organizations and visionaries, aiming for an integration of local expertise with international experience to achieve appropriate strategies for education development. In education, OSI is a broker for policy ideas rather than a conduit for predetermined solutions. An important dimension of ESP's work involves furthering good practice and developing the policy and strategies to facilitate its system-wide application.

ESP is the organizational hub for a dynamic and growing network of Soros foundations, education spin-off organizations, cross-national NGOs, regional education cooperation networks, OSI-related professional networks, and independent professionals. The OSI network of education networks contains vast experience and is committed to developing effective strategies for collaboration and capacity sharing to democratize education, formulate effective policies, promote applied and policy-oriented research, and implement projects that emphasize child-centered teaching and management in education.

# ALBANIA

## CENTER FOR DEMOCRATIC EDUCATION (CDE)

---

**Address:** Rruga Mustafa Matohiti, Pallati 7, Shkalla 1, Nr.1/2, Albania

**Phone:** +355 (4) 247 884

**Fax:** +355 (4) 247 893

**Email:** info@cde.ct.org

**Website:** <http://www.cde-ct.org>

**Director:** Bardhyl Musai

### Governance

Board of Directors

### Year established

2001

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

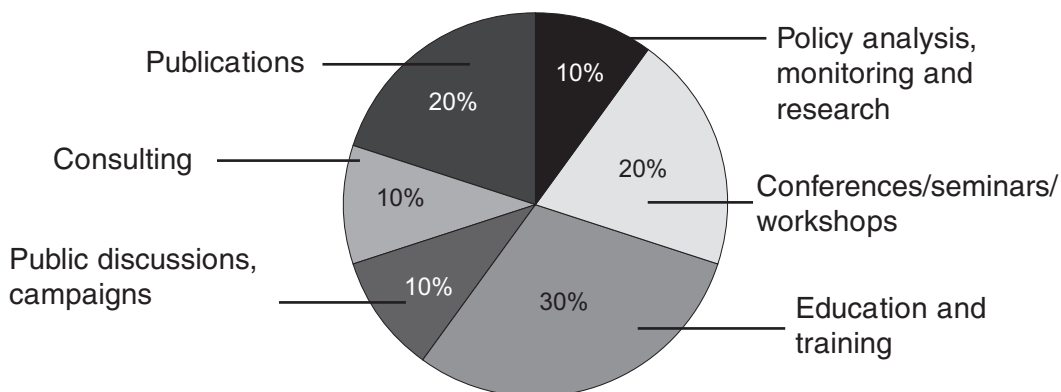
To support educational changes and reforms in order to aid the development of education by cultivating values and promoting critical thinking, problem solving and life-long learning for all citizens of a democratic society.

### Activities

Consultancy, research, training, information, and publication.

## CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Policy analysis, monitoring and research

- Education for All.
- School Drop-out.
- Predictors and Consequences.

### Conferences, seminars and workshops in 2003

- 'Opening Borders-Changing Minds' (workshop on higher education).
- 'Plan to Improve Schools'.

### Education and training

- Reading and Writing for Critical Thinking (RWCT).
- Academic literacy.
- Curriculum design.
- Interactive teaching and learning methods.
- Teaching for understanding.
- Managing educational change.

### Public discussions, campaigns

Intellectual discrimination among children.  
School administration.

### Consulting

Evaluation of an education program in a cluster group of schools, and textbook development.

### Publications

- Certification Standards and Procedures of the RWCT Project (Albanian and English).
- Change Forces: Probing the Depth of Educational Reform (Albanian translation from English).
- Cooperative Learning (Albanian).
- Creating Thoughtful Readers (Albanian).
- A Curricula-wide Framework for the Development of Critical Thinking.
- Development of Critical Thinking (Albanian).
- Education Glossary (English).
- Education in Albania – A National Dossier (Albanian and English, forthcoming).
- Further Techniques for the Development of Critical Thinking (Albanian).
- Implementation of Critical Thinking Across Classes and Subjects (Albanian).
- Lesson Planning and Evaluation (Albanian).
- Mprehtesi (a quarterly journal, Albanian).
- The New Meaning of Educational Change (Albanian translation from English).
- Reading, Writing and Discussion in Every Discipline (Albanian).
- School Drop-out; Predictors and Consequences (Albanian and English).
- Study Everything, Give Reason a Priority (Anthology, Albanian).
- We Are All Intelligent (Albanian).
- Working with Adults: A Manual for Trainers (Albanian).
- The Writing Workshop: from Self Expression to Written Arguments (Albanian).



## PARTNERS

---

### Local

- Ministry of Education and Science
- National Institute for Curricula and Standards
- Open Society Foundation for Albania
- University of Elbasan
- University of Gjirokastra
- University of Korca
- University of Shkodra
- University of Tirana
- University of Vlora

### International

- Catholic Relief Services
- International Reading Association
- Kosova Education Center
- Kosova Education Development Project
- Kosova Foundation for Open Society
- Open Society Institute
- Plan Albania
- Save the Children
- United Nations Children's Fund (UNICEF)

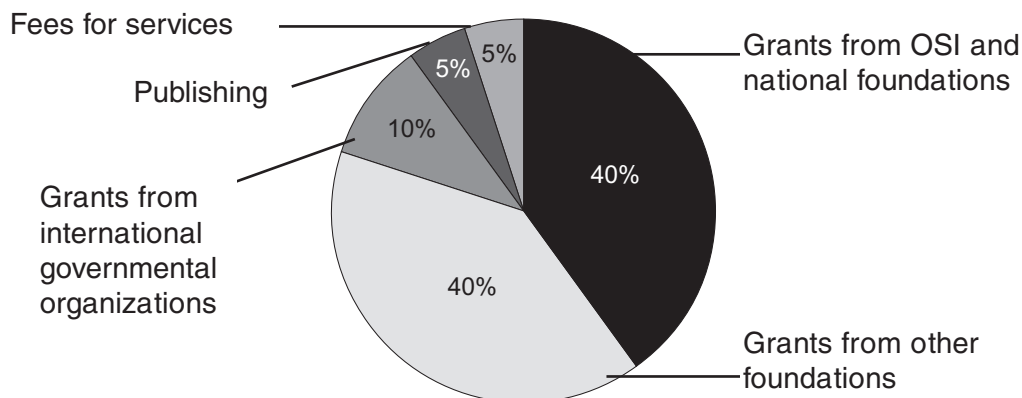
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

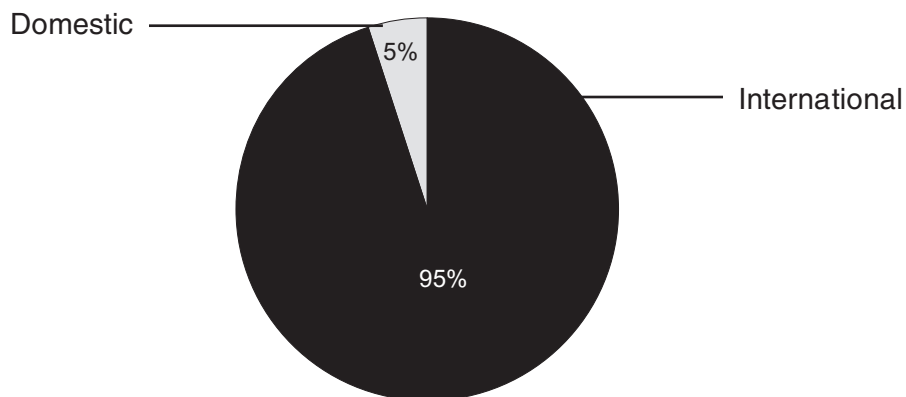
International Reading Association – Washington DC

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)



## STAFF INFORMATION

Number of institute staff members

3

Staff specialization

Teacher training: pre- and in-service, curriculum analysis and development, strategic planning, and research methodology

# ARMENIA

## EDUCATION AND TRAINING UNIT (ICHD)

---

**Host institution:** International Center for Human Development  
**Address:** Sayat Nova 19, Yerevan 375001, Armenia  
**Phone:** +374 (1) 582 638; +374 (1) 528 321  
**Fax:** +374 (1) 527 082  
**E-mail:** mail@ichd.org  
**Website:** <http://www.ichd.org>  
**Director:** Tevan Poghosyan  
**Coordinator:** Dr. Ashot Khurshudyan (contact for Education Policy Program)

### Governance

**Board of Trustees:**

- Robert Arakelov, New York
- Dr. Armen Darbinian, Yerevan (Chairman)
- Armen Haykazyan, Moscow
- Aram Nazikyan, Yerevan
- Robert Toneian, Vienna

### Year established

1999

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

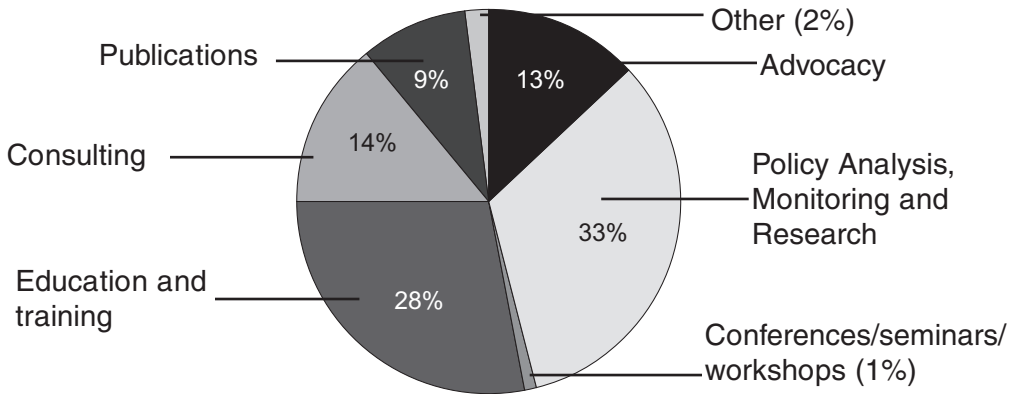
The mission of the International Center for Human Development is to actively involve the public in current developments in education. The Center hopes to facilitate the development of social processes, as well as the compilation and further elaboration of alternative approaches and solutions. The Center will advise both policy-makers and members of the public, based upon its findings.

### Activities

Studies and research, public policy analysis and advice, training and education, and organizing seminars, conferences and forums. The Center also provides training and educational materials in the areas of communication, leadership and negotiation as a way of achieving multiple impacts on the overall changes and developments in the country, including the education sector and the public policy making process itself.

## CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Advocacy

Public policy on the rationalization process in education in Armenia.

### Policy analysis, monitoring and research

- Analysis of Policy Funding in Secondary Education in Armenia.
- Anti-corruption Participatory Monitoring Methodology: Health and Education Sectors.

### Conferences, seminars and workshops

- Education and training (long term, short term, in-service and pre-service).
- Language of training (regions).
- Leadership Skills for Educational Sector Managers.

### Public discussions, campaigns

Consulting: Poverty and Education.

### Publications

Public Policy on the Rationalization Process in Armenia (Armenian and English).

## PARTNERS

---

### Local

Arlex Non-Governmental Organization

### International

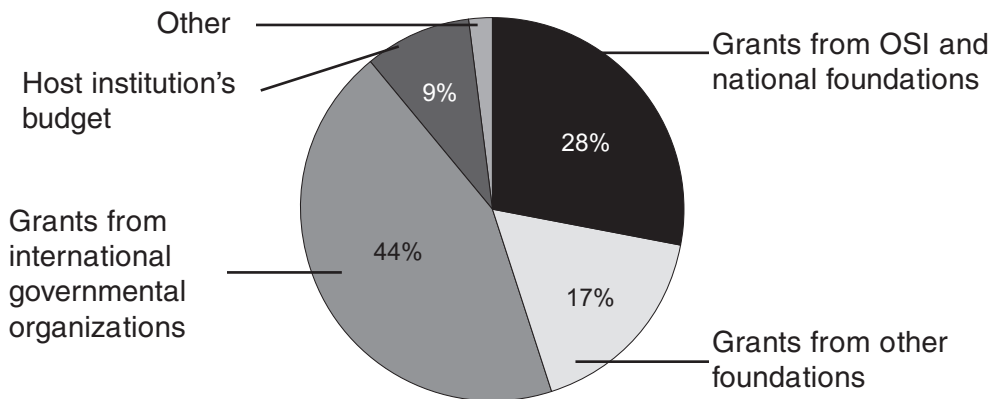
Conflict Management Group, Cambridge, USA  
(For the entire list please visit <http://www.ichd.org>)

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

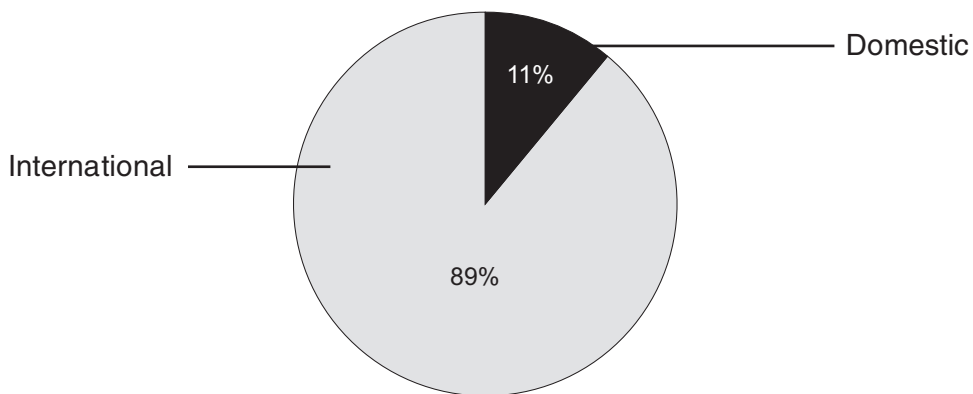
---

- Framework Convention Alliance
- International Security Network
- Network of Education Policy Centers

ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)



ORIGIN OF REVENUE (%)



STAFF INFORMATION

Number of institute staff members

12

# CROATIA

## CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

---

**Host institution:** Institute for Social Research  
**Address:** Amruseva 11, 10 000 Zagreb, Croatia  
**Phone:** +385 (1) 488 3550  
**Fax:** +385 (1) 492 2299  
**Email:** cerd@idi.hr  
**Website:** <http://www.idi.hr/cerd>  
**Director:** Branislava Baranovic, PhD  
**Coordinator:** Lana Jurko

Year established  
 2001

### AREA OF INTEREST IN EDUCATION POLICY

---

#### Mission/scope

To initiate, facilitate and provide information in the following fields: policy analysis, development, planning, assessment, evaluation and implementation for educational reform in Croatia.

#### Activities

##### **Advisory function:**

- To provide analytical and strategic input on educational policy development as well as to contribute to the reform process via projects, studies and management tasks.
- To be instrumental in supporting government initiatives such as the Strategy for Croatia in the 21st Century or the Ministry of Education and Sports.

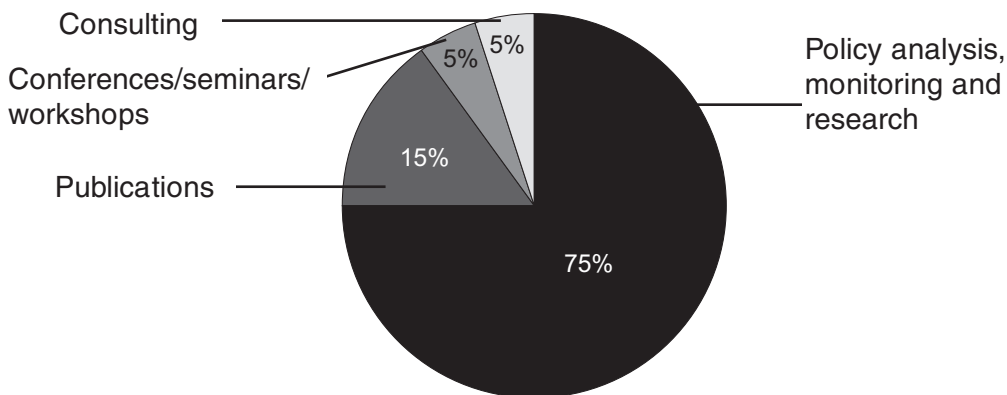
##### **Coordination function:**

- To initiate, facilitate and provide information for educational policy analysis, development, planning and implementation in Croatia.
- To work and cooperate with local stakeholders in education as well as with international donors in activities linked to education in the Stability Pact and European integration process.
- To assist the education community in Croatia with institutionalized professional support and resources.

##### **Implementation function:**

- To provide support to the ministries which are charged with implementing the agreed educational reforms.
- To manage national and international donor programs and projects in the educational fields.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Policy analysis, monitoring and research

- Evaluation of syllabi and development of a curriculum model for compulsory education.
- The Compulsory Education Model – feasibility study.
- Self-evaluation as a means of improvement in the quality of education.
- Development of a lifelong education model for teachers.

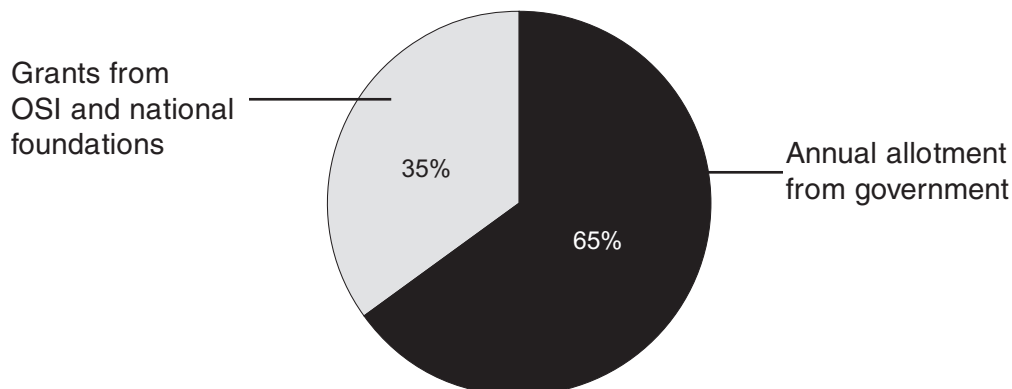
## PARTNERS

- Ministry of Education and Sports
- Ministry of Science and Technology

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

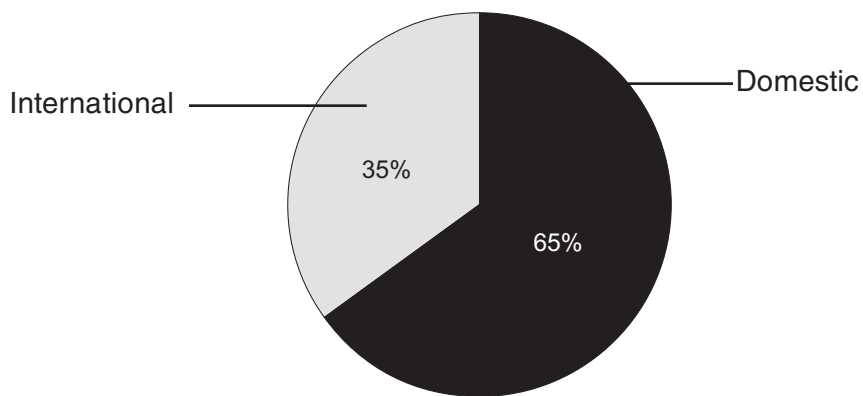
- The Open Society Institute (OSI) Related Public Policy Centers Network
- South East European Education Cooperation Network (SEE-ECN)

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION

---

Number of institute staff members

11



# CZECH REPUBLIC

## INSTITUTE FOR SOCIAL AND ECONOMIC ANALYSES (ISEA)

---

**Address:** K Cervenuemu vrchu 6, 160 00 Praha 6, Czech Republic

**Phone:** +420 (22) 061 2342

**Fax:** +420 (22) 061 2342

**Email:** [info@isea-cz.org](mailto:info@isea-cz.org)

**Website:** <http://www.isea-cz.org>

**Director:** Petr Mateju

Governance

Board

Year established

2002

### AREA OF INTEREST IN EDUCATION POLICY

---

#### Mission/scope

ISEA's primary goal is to contribute to a society-wide discussion of key issues facing Czech society, as it becomes ever more intertwined with the Western European and Euro-Atlantic cultural environments. ISEA believes that the future of the Czech Republic lies in its adoption of a knowledge-based economy, and thus its agenda is fully devoted to transforming Czech Society towards this goal.

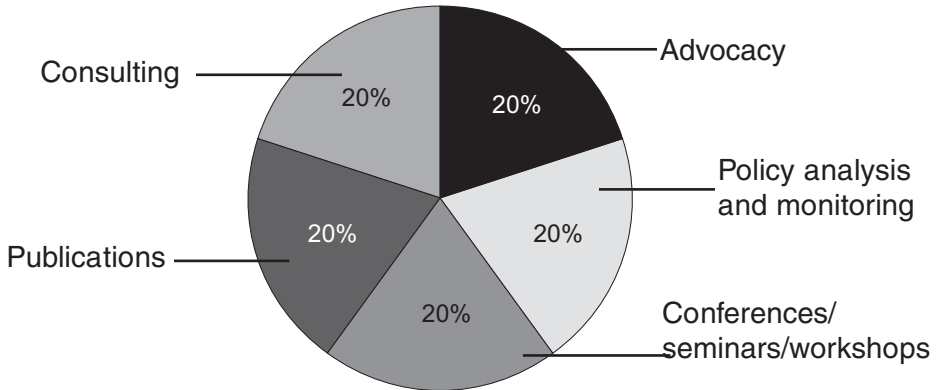
ISEA will contribute to the formation of a politically and intellectually independent environment, specifically aimed at the necessary transformative steps required for the Czech Republic to take part in the European Union as an economically competitive, socially cohesive, culturally open, politically stable and trustworthy country. The Czech Republic's dynamics must be rooted in human capital and knowledge capital cultivated in an open society environment. The experience of many small and open European countries shows that harnessing a country's potential toward these goals is impossible without a consensus among political parties and civil society at large. Recent Czech history suggests, however, that the country is not yet prepared for such a consensus. Politicking often blocks public discourse and the public often loses interest in issues that concern only professional politicians. So far there is only a weak set of institutions, both formal and informal, which would cultivate the public discussion of various key issues. ISEA aims at filling this gap by enriching public discussion, by formulating opinionated – but strictly unbiased – views on these matters, and by bringing unexplored issues to the fore.

ISEA strongly believes that these goals may be achieved only via consistent and lasting contributions to public discussion in the Czech Republic. ISEA aims at building on professional and ethical standards that will allow it to become an authoritative

voice regarding some of the most frequent arguments pertaining to this transformation. In order to further these aims, ISEA will publish its research widely through several professional and popular channels. ISEA will also serve as a natural and objective opponent of domestic party platforms, which are often hasty and inconsistent. The main goals of ISEA, though, are to become a beacon of civil society supplying qualified and unbiased analyses of various societal phenomena, and to bridge the domains of academic research and public policy.

## CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Policy analysis, monitoring and research

- Current projects:
  - Pension Reform Through Complementary Conversion.
  - Czech Tertiary Education at the Crossroads.
  - Czech Capitalism, Institutional Environment, Work Values and Flexibility.
  - Czech Social System and the Poverty Trap.
  - Higher Education Financing.
- Projects planned for 2004:
  - Education for a Knowledge Based Society – ISEA White book.
  - Crisis in Public Finances: Taxes, Social Benefits and Social System (cooperation on the real, not only the virtual reform of public finances).

### Conferences, seminars and workshops

'Reform of Universities and Access to Higher Education' – international conference on reforms of tertiary education and its accessibility.

### Publications

- *Higher Education for Elites Only?* (November, 2003).
- *Why Is It So Difficult?* (May, 2003).

## PARTNERS

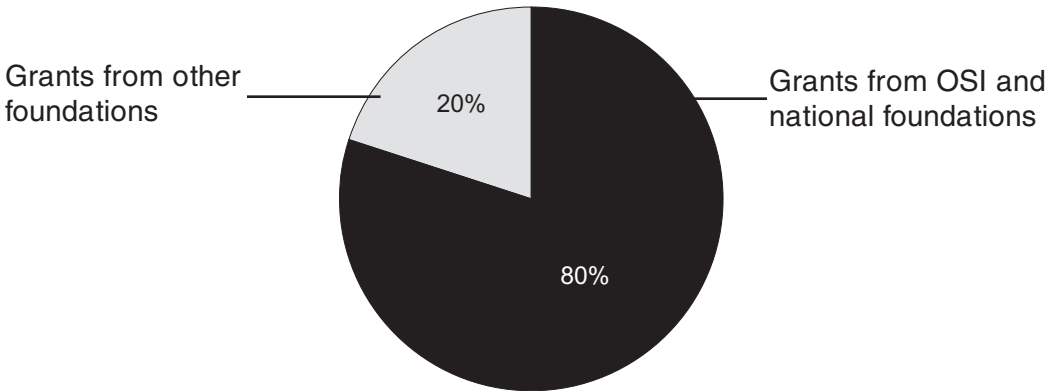
---

### Local

- CERGE (Center for Economic Research and Graduate Education of Charles University)
- Institute of Sociology, Academy of Sciences
- CEVRO, European Centre for Education Development
- Skoda Auto

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---

Domestic  
100%

# ESTONIA

## PRAXIS CENTER FOR POLICY STUDIES

---

**Address:** Estonia Avenue 3/5, Tallinn 10143, Estonia

**Phone:** +372 (6) 409 000

**Fax:** +372 (6) 409 001

**Email:** [praxis@praxis.ee](mailto:praxis@praxis.ee)

**Website:** <http://www.praxis.ee>

**Director:** Dr. Ruta Kruuda

**Coordinator:** Tiina Annus

### Governance

#### **Supervisory Board:**

The Supervisory Board is the highest governing body of PRAXIS. It is responsible for planning strategy and organizing the management and supervision of PRAXIS' activities. As of August 2002, the members of the Supervisory Board include:

- Wolfgang Drechsler (Professor and Chair of Public Administration and Government, University of Tartu),
- Julia Laffranque (Deputy Secretary General on Legislative Drafting, Estonian Ministry of Justice),
- Vello Pettai (Head of the Department of Political Science, University of Tartu),  
Tiina Randma-Liiv: (Head of the Department of Public Management ad Interim, Senior Research Fellow, Department of Public Administration, University of Tartu).

#### **Advisory Board:**

As part of its founding charter, PRAXIS included a provision for the creation of an advisory board, which was set up to organize long-term planning as well as coordinate its goals. It would help PRAXIS improve its work in areas such as:

- how to identify new policy areas that need to be studied in Estonia or in Central and Eastern Europe,
- how to improve links between policy officials, research organizations and societal actors in Estonia,
- how to better integrate PRAXIS research into the policy-making process,
- how to build international networks of policy analysis.

Its membership includes a broad spectrum of outstanding people from Estonia and abroad in order to ensure the quality of the board's advice for PRAXIS in all named fields.

### Year established

2000

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

The mission of PRAXIS is to improve public policy in Estonia by: identifying crucial societal public policy problems; carrying out innovative, quality policy analysis and research; building capacity for policy-making within public sector institutions; and fostering public policy debate and civic participation.

### Activities

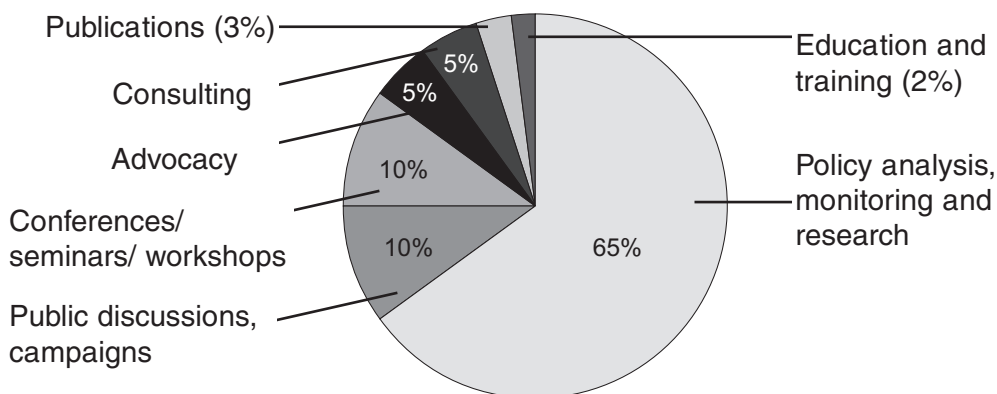
PRAXIS focuses primarily on social and economic research. The Public Policy Program includes: public policy analysis on a particular issue; development of policy recommendations; and dissemination of the results to different target groups by using newspaper articles, media appearances, round-table debates, seminars, conferences and private briefings.

### Main research areas of education policy program

- Compulsory education and drop-outs.
- Forecasting and planning educational training needs, anticipation of needed skills.
- The effectiveness of investment in education.
- Education strategies in Central and Eastern Europe.

### CONCENTRATION OF EFFORTS (%)

---



### RECENT EDUCATION PROJECTS

---

#### Policy analysis, monitoring and research

- Study on the Reasons for Not Fulfilling the Compulsory Education Requirement, and the Lengthening Education Path in Estonia (2003).
- Study on Training Needs in the Food Processing Industry (2003).
- Comparative Study of Estonian and Croatian Curriculum Reform and National Education Strategy (2003).
- Forecasting and Planning Educational Training Needs for Estonia (2002).

- Planning training programs in problem areas – such as mechanical engineering and steel production electrical engineering and energy, electronics and automatics, and allocation of EU structural funds to the construction industry to meet the needs of a growing economy (2003).
- Arrangement of the Vocational Education and Training Network with respect to regional aspect of specialization (educational needs – 2003).

#### Conferences, seminars and workshops

- Two seminars for the arrangement of the Vocational Education and Training Network project.
- Three seminars organized regarding training needs in the food processing industry.

#### Education and training

Study visit for Jordanian key stakeholders in Estonia (6–8 October, 2003).

#### Publications

'A Basic Education in the Third Millennium', by Tiina Annus. The Journal of the Estonian Parliament – RiTo, no 7 (July, 2003).

## PARTNERS

---

### Local

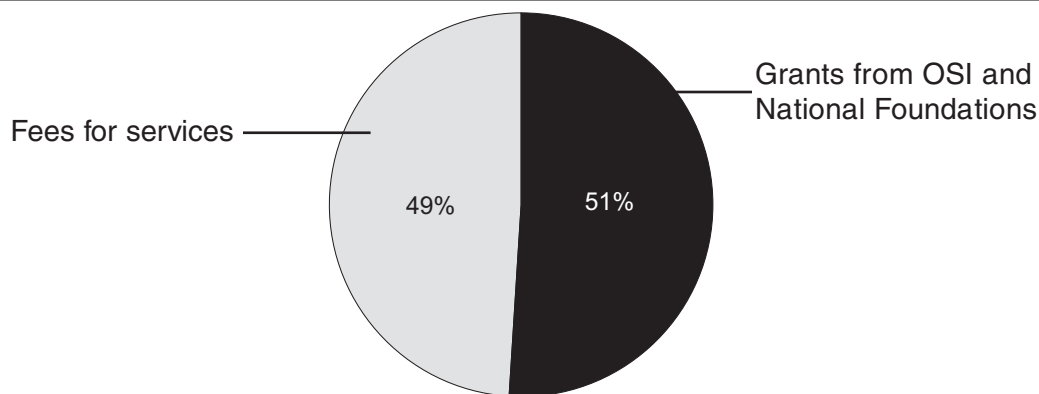
- Estonian Chamber of Commerce and Industry
- Estonian Ministry of Education and Research
- Estonian Qualification Authority
- Faktum Research Center
- Geomedia Consulting and Training Center
- Ministry of Economic Affairs and Communications
- School Network Bureau
- Tartu University
- State Examination and Qualification Center
- Vocational Education and Training Reform Foundation (mainly Estonian National Observatory)

### International

- European Centre for the Development of Vocational Training (Cedefop)
- European Training Foundation

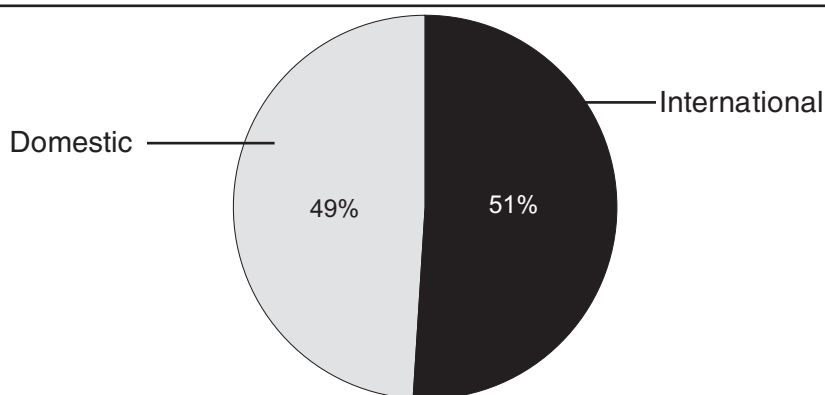
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION:

---

Number of institute staff members

11

Staff specialization

**Executive:**

- Ruta Kruuda: Director
- Ingrid Lepik: Administrative Assistant

**Program Directors:**

- Tiina Annus: Education Policy
- Tarmo Kalvet: Innovation Policy
- Reelika Leetmaa: Labor and Social Policy

**Analysts:**

- Eveli Illing: Regulatory Impact Analysis
- Anneli Kahrik: Housing Policy
- Epp Kallaste: Labor and Social Policy
- Rainer Kattel: Innovation Policy
- Liis Kraut: Education Policy
- Andres Vork: Labor and Social Policy

# GEORGIA

## INTERNATIONAL INSTITUTE FOR EDUCATION POLICY, PLANNING & MANAGEMENT (EPPM)

---

**Address:** Ir. Abashidze St. 40, Tbilisi 0179, Georgia

**Phone:** +995 (32) 250 937

**Fax:** +995 (32) 913 220

**Email:** machabeli@eppm.org.ge

**Website:** <http://www.eppm.org.ge>

**Director:** Giorgi Machabeli

### Governance

**President:** George Sharvashidze

**Executive Director:** Coordinator of Education Policy Program: Giorgi Machabeli

**Board Members:**

- Michael Chachkhunashvili (Executive Board Chair of the Open Society – Georgia Foundation (OSGF))
- George Sanadiradze (Director of the World Wide Fund (WWF) Caucasus Program)
- Nugzar Zazanashvili (Director of the WWF Georgia Program)
- Gigi Tevzadze (Culture of Legality Program Director)
- Natia Japaridze (Director of the Council of Europe Information Office in Tbilisi, Georgia)

### Year established

2002

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

EPPM was developed on the basis of several successful educational programs of the Megaproject of OSGF.

The mission of EPPM is to contribute to the sustainable development of education reform that is consistent with the principles of an open society, and to support stakeholders in the system. The goals of EPPM are the following:

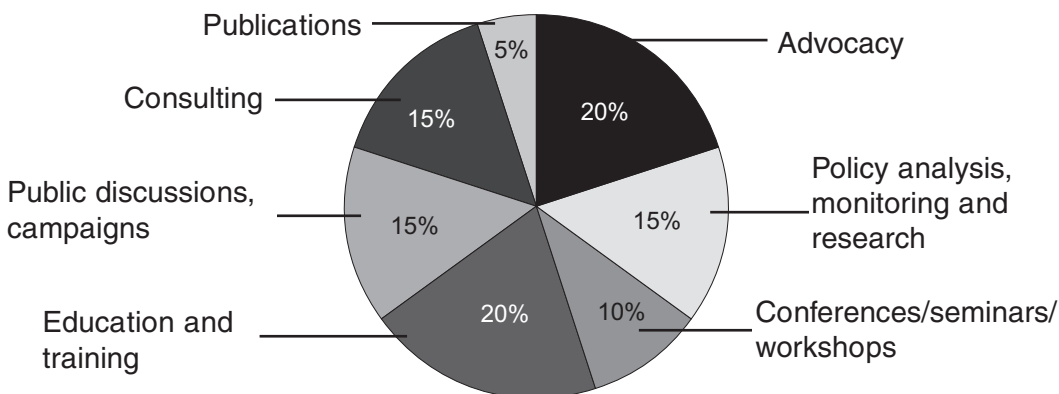
- Raising public awareness/mobilization of public support for education reform,
- Strengthening national capacity for improved planning and management in education,
- Democratization of the education system through the creation of an efficient legal framework,
- Strengthening relationships between various stakeholders of education,
- Support policy analysis, research, and comparative studies.



## Activities

EPPM, through its wide-range of activities both at the local and regional level, undertakes extensive work and research to bring the Georgian educational system up to modern standards, define a legal framework, and strengthen the country's capacity to plan and manage the changing educational system.

### CONCENTRATION OF EFFORTS (%)



### RECENT EDUCATION PROJECTS

#### Advocacy

Democratization of Educational Management: Introduction of the Principles of Transparency and Accountability.

#### Tbilisi Education Program

The project aims at promoting efficiency in the management of financial resources at all levels (schools, local self-government bodies, etc.) and increasing community (parent, teacher) involvement in school management. Within the framework of this project, EPPM is actively collaborating with local self-government (Sakrebulo) and other relevant stakeholders to facilitate positive changes in the school system of Georgia.

A significant component of this effort is the Tbilisi Education Program, co-funded by the Save the Children and OSGF. The project was launched at the request of the Tbilisi City Council in March 2003, to work out a long-term strategy document defining the main directions for the development of secondary education. The project envisages the designing of a four-year program for implementing priorities identified in the strategy. The absence of a transparent and equitable system for the management and disbursement of educational resources is one of the most acute issues in the sector. Along with other priority areas the program aims to create a new model for the transparent, accountable, equitable and efficient management and deployment of financial resources to schools. To facilitate this, EPPM initiated the establishment of an inter-faction group consisting of representatives from state and other relevant agencies. Such an approach will create a sense of ownership, increase the involvement and responsibility of educational officials, and enhance their accountability to the corresponding community. EPPM is responsible for facilitating and monitoring the project, distributing information, and evaluating the final outcome and output.

EPPM initiated the creation of a coalition consisting of eight members (two teacher trade unions, educational non-governmental organizations) to support the above initiative and ensure its implementation in other cities of Georgia (such as Kutaisi, Rustavi, Telavi, Akhaltsikhe, and Akhalkalaki).

## Policy analysis, monitoring and research

### **Amendments to the Law on Education:**

In February 2003, EPPM submitted 'Amendments to the Education Law of Georgia', to the Georgian Parliament. The first committee debates were held on the 6th of March. These amendments mainly aim to increase community (parent, teacher) involvement in school management and to make a clear distinction between the roles and responsibilities of the various players in the educational sector. The initiative is based on the outcome of a pilot project entitled Education Decentralization Management Development, which was implemented in 31 schools in four regions of Georgia (Tbilisi, Adjara, Imereti, Kvemo Kartli) from 2000–2002.

### **Higher Education Law:**

A significant accomplishment of EPPM was the development of a conceptual paper entitled, 'The Main Directions of Higher Education Development in Georgia'. The effort was initiated in June 2001 by the Georgian Parliament, and supported by the Council of Europe and OSGF. A task force of Georgian and international experts was established. In the course of the project, this task force prepared 11 background papers and organized a number of round tables involving all the interested parties. The document defining the main strategies for the development of higher education in Georgia was adopted by the Parliament on 1 March 2002, and served as the basis for the elaboration of the Draft Law on Higher Education. The draft law was submitted to the Parliament of Georgia for ratification in February 2003, and is currently under consideration. EPPM anticipates active participation in the implementation of the adopted law, in order to facilitate realistic changes in the education system.

Another accomplishment of EPPM relating to legislation reform was lobbying for the extension of compulsory education from six to nine years. The amendment was made to Article 35 of the Georgian Constitution in June 2003. Among other issues, this change directly addresses the urgent problem of street kids by retaining them in schools for a longer period of time. The effort carries additional importance, since it was the first change concerning education made to the Georgian Constitution.

### **Project on the Evaluation of the Degree of Integration and Harmonization of the South Caucasus States with the 1997 Lisbon Convention:**

EPPM is currently implementing this activity within the South Caucasus Cooperation Program (funded by the Eurasia Foundation) to support the study of public policy and the development of recommendations for harmonizing the legislation of the South Caucasus countries with European conventions and norms. The project is co-funded by the Eurasia Foundation, the American Council for Collaboration in Education and Language Study, and OSGF.

The main objective of the program is to carry out a survey to assess the degree to which South Caucasus countries have harmonized with international standards in the field of higher education, and complied with the provisions of the Lisbon Convention on the Recognition of Diplomas and Degrees in Higher Education. Furthermore, the program markets survey results and advocates for the enforcement of convention standards and policy recommendations. EPPM's partners in this project are two non-profit organizations in Armenia & Azerbaijan.

### **Educational Cooperation Network for Universities in the Caucasus Region (Prometheus Network):**

The 30th session of the General Assembly of the United Nations Educational, Scientific and Cultural Organization (UNESCO) approved the Caucasus Project for regional cooperation in the fields of education, science, culture and communication. One of the immediate outcomes of the project was the creation of the Network of Universities of the South Caucasus (Prometheus Network). This network brings together professional teaching staff, rectors, and representatives from the Ministries of Education. It aims at ensuring the improvement of education through the implementation of curriculum reform. In addition to civic education, language and intercultural education, one of the areas of mutual interest is the reform of teacher training. This was the focus of the sub-regional seminar, 'Teacher Training & Curriculum Reform in South Caucasus: from Vision to Practice', held in Tbilisi in June 2003 under the auspices of UNESCO. One of the outcomes of the seminar was the inclusion of EPPM into the Prometheus Network as a full member, responsible for fund-raising and coordination of activities. The co-funders of the project are the UNESCO Moscow office, and the International Bureau of Education.

In the framework of this project, EPPM plans to implement structural adjustment at the university level. This includes nine universities from the network (one private and two state universities from each country). Negotiations are being held with the European Training Foundation (EU) to work out a large-scale project.

### Conferences, seminars and workshops

#### **Policy Forum, 'Private Higher Education', Organized in Cooperation with the International Institute for Education Planning (IIEP/UNESCO) in Tbilisi, Georgia (25-26 April, 2002):**

In April 2002 the EPPM, in collaboration with the IIEP and OSGF organized a policy forum on private higher education. The forum was part of the scientific project entitled, Structural Reforms in Higher Education System: Private Higher Education, initiated by the IIEP in 2001. The forum brought together a wide range of participants from Bangladesh, Kenya, the Russian Federation, Uzbekistan, Kazakhstan and Georgia. The participants presented the results of situational analysis conducted in their corresponding countries during one year prior to the forum. The policy forum was an important effort in identifying common issues, and made it possible to share experiences amongst a wider range of countries.

#### **Sub-regional Seminar, 'Quality Education for All: Teacher Training and Curriculum Reform in the South Caucasus Region: from Vision to Practice' (26–28 June 2003):**

EPPM in collaboration with Tbilisi State Pedagogical University, the International Bureau of Education and the UNESCO regional office in Moscow, organized the sub-regional seminar in Tbilisi on 26-28 June 2003. The aims of the seminar were the following:

- Capacity building for better coordination in planning and implementing teacher training and curricula reform,
- Capacity building for decision making with regard to ensuring quality Education For All (EFA),
- Enhance the capacity for creative adaptation of international best practice to local contexts,
- Strengthen networking mechanisms for sub-regional cooperation and beyond.

The seminar brought together participants from Armenia, Azerbaijan and Georgia, Chairs of Parliamentary Committees, Ambassadors of Armenia and Azerbaijan in Georgia, Rectors, UNESCO's Paris Representative, International Bureau of Education (IBE) experts, the Prometheus Network, Secretaries General of the National Commissions of UNESCO and international experts.

## Education and training

### **University Teacher Training Program (April 2000 – June 2002):**

The overall goal of the University Teacher Training Program (UTTP) was to contribute to the development and restructuring of the current system of teacher training.

The Program operated on two levels: capacity-building through institutional development (grants) and professional development workshops, and affecting policy through stakeholder discussions and dissemination of information. The projects supported ranged from course development and the establishment of a pedagogical center, to introducing a new course credit system in pre-service education.

Seventeen projects were piloted in nine state and 11 private higher education institutions. Eight new courses and curricula have been designed, six new disciplines have been included, and six new didactic centers have been created in pre-service teacher training institutions. Sixty-five professional educators changed their teaching practices and obtained new professional skills. Lastly, two brochures were published in psychology: *Research on Psychological Barriers in Future Teachers and Training to Overcome Them* and *Psychology of Education: a Curriculum for University Students*.

A new course credit system, a new curriculum, and a model of pre-service teacher education and accreditation has been introduced at Tbilisi State University as well as its branches in the regions – Akhaltsikhe, Signagi, Zugdidi, Marneuli, Akhalkalaki, and Sukhumi.

The project contributed to providing fair and equal opportunities by specifically targeting pre-service institutions in the regions. The UTTP supported two centers outside Tbilisi that promote pedagogical change and link University teaching with secondary schools. One center in Akhaltsikhe supported the training of non-Georgian (Russian and Armenian) schoolteachers to teach Georgian language and literature in Armenian schools. This center also promotes relationships between Armenian, Russian, Georgian, and Greek students and teachers, and between Armenian schools and Georgian universities. Another center, the Center of Pedagogical Innovations of Tskhinvali State University, promotes the relationship between Georgian and Osetian students, teachers, and schools. The above-mentioned centers facilitate multicultural education.

Another benefit of targeting pre-service institutions was that it allowed replication of the best practice of other Open Society Institute programs. The program introduced the practice of Debate, Step by Step, and Reading and Writing for Critical Thinking to a broader army of individuals who may initiate these practices in their own institutions.

The project also contributed to close student involvement in the process of ongoing changes in pre-service teacher training. The UTTP supported a student center at Tbilisi State University. As a result, students are actively engaged in the teaching process, and identifying solutions to student-related problems.

### **Training of Trainers and Experts in Higher Education Management – A Joint Project of EPPM and the Georgian Institute of Public Affairs (GIPA):**

Acknowledging the importance of highly qualified educational professionals for the efficient management of the system, EPPM is committed to creating a modern, sustainable system for training educational managers and administrators. EPPM devel-

oped a special training program in collaboration with, and based on the modules of, UNESCO's IIEP. The training was carried out for the first group of educators from GIPA and Tbilisi State Pedagogical University, including the rectors, vice-rectors and other top rank officials.

Two modules have already been created. However, EPPM plans to develop eight more modules that will eventually be used to design a master's program in the field of education. These will be piloted in GIPA and Tbilisi State Pedagogical University. To market the modules on the regional level, EPPM has applied for financial support from UNESCO. The long-term objective envisages the creation of a regional center for training educational managers and administrators.

## Publications

- Dictionary of Educational Terminology (includes 650 terms), prepared by EPPM with the financial support of OSGF (Forthcoming).
- The Main Directions of Higher Education Development in Georgia, prepared by EPPM with the financial support of OSGF (Tbilisi, 2002).
- The Review of the Higher Education Systems in the United States, Germany, Georgia, Hungary, Kazakhstan, EPPM (Tbilisi, 2002).

## Other projects & initiatives

EPPM seeks to promote the culture of academic writing at university and high school levels through its Academic Writing Program. This includes developing academic writing courses and other relevant teaching materials, preparing groups of subject teachers for academic writing, and teaching post-graduate students the essential skills of academic writing. The aim is also to start a discussion among relevant stakeholders and decision makers, on the future status of academic writing.

The trainers for the above-mentioned projects were selected through the Education Database, which represents one of the initiatives of EPPM. This includes information on individuals trained in various universities abroad, as well as in leading Georgian education institutions in the field of education. The project serves the needs of employers in identifying prospective employees in the field of education. The database is being regularly refined to include up-to-date information.

Another project of EPPM is the Inclusive Education Support Program, which was initiated in collaboration with its associate member – the Inclusive Education Support and Development Center. The mission of the center is to promote principles of inclusive education in Georgia. It aims at helping children with special needs to be included effectively in the process of general education and ultimately integrated successfully into society. The goal is to develop an integrated system allowing for the inclusion of children with special needs into various educational institutions at all levels. As the first step of this joint collaboration, a resource room has been established for children with special needs, in one of the schools (6th Gymnasium) of Georgia. Computers and other equipment for the resource room were provided by the Lih Foundation, the National Center of Health Management and Scranton University.

## PARTNERS

---

### Local

- Open Society – Georgia Foundation
- Social Science Center at Tbilisi State University

## International

- American Councils for International Education (ACCELS)
- Eurasia Foundation
- IBE/UNESCO
- International Institute of Education Policy
- Save the Children

## AFFILIATED ORGANIZATIONS

---

The Inclusive Education Support and Development Center

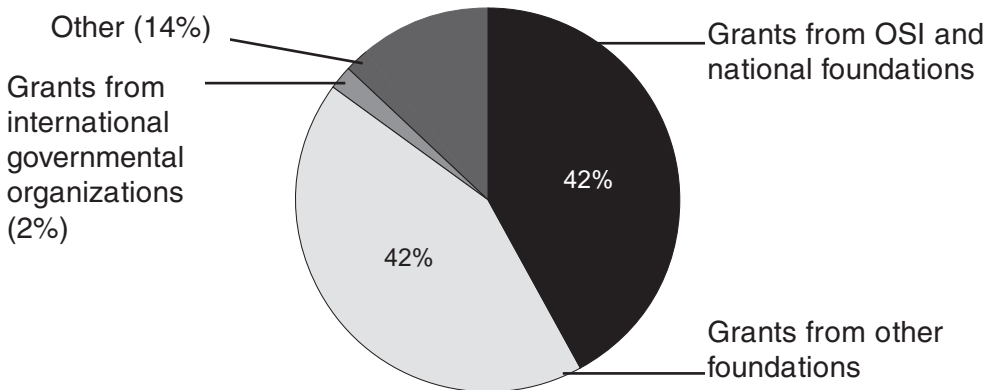
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

EPPM is a full member of the Prometheus Educational Cooperation Network for Universities in the Caucasus Region.

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## STAFF INFORMATION

---

### Number of institute staff members

8

### Staff specialization

#### Executive:

- Giorgi Machabeli: Executive Director

#### Departmental Directors:

- Shalva Dundua: Education Innovations
- Aluda Goglichidze: Education, Democratization and Development
- Nino Kutateladze: Higher Education Program

#### Administration and Coordination:

- Revaz Abkhazava: Administrative Manager
- Giorgi Kutivadze: Accountant
- Tata Lortkipanidze: Administrative Assistant
- Anna Matiashvili: Regional Coordinator

# HUNGARY

## CENTRE FOR EDUCATIONAL POLICY ANALYSIS (CEPA)

---

**Address:** Akademia utca 14. 1054 Budapest, Hungary

**Phone:** +36 (1) 354 2230

**Fax:** +36 (1) 354 2239

**Email:** kovacsj@oki.hu

**Website:** <http://www.oki.hu/opek>

**Director:** Peter Rado

**Coordinator of international projects:** Judit Kovacs

### Governance

CEPA's work is supported by an Advisory Committee, which is meant to contribute to the center's long-term planning and the coordination of its goals. The Advisory Committee also helps in identifying new policy areas in Hungary that need to be studied; improving links between policy officials, research organizations and societal actors; further integrating existing research into the policy-making process; and building international networks of policy analysis.

### Year established

2003

## AREA OF INTEREST IN EDUCATION POLICY

---

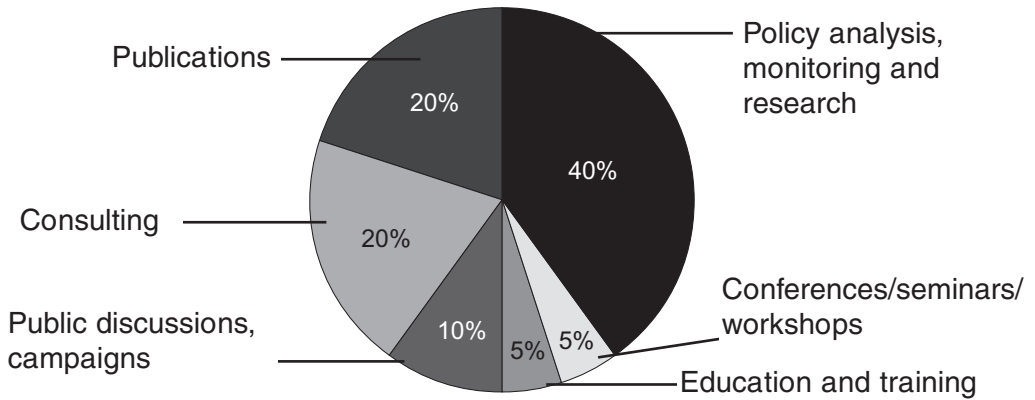
### Mission/scope

CEPA is a public organization that provides technical assistance for policy-makers in diverse fields of education policy and actors in educational policy-making (government agencies, self-governments and stakeholder groups). CEPA's activities include policy research and analysis. CEPA also makes strategic policy recommendations with the purpose of developing the content of education policy in a framework of open dialogue. In this way, CEPA also aims to assist in the development of policy coordination mechanisms and in the whole of the policy-making process. CEPA maintains the importance of open dialogue, horizontal cooperation and inter-policy coordination as central to this goal.

### Activities

CEPA develops public policy analysis reports, supports strategic planning and prepares analysis for decision-making ordered by the different actors in education policy. CEPA also conducts activities in connection with those mentioned above that include information management, training and dissemination. Furthermore, CEPA promotes the development of international dimensions in education policy planning.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Policy analysis, monitoring and research

- The System of Content Regulation in Hungary.
- The Cost-Efficiency of the Hungarian Educational System.
- EdPol Cafe, (Education Policy Cafe). CEPA invites actors of education policy for an informal debate on current topics. It is organized six times a year.
- Participation in the Equity in Education: Dimension, Causes and Policy Responses OECD project.
- CEPA translates literature on education policy into Hungarian. The first book translated is: Evaluation, by Carol Weiss.
- CEPA drafted three strategy papers to support the Ministry of Education's strategic planning. The three areas discussed are:
  - Strategy for development of the teaching profession,
  - Strategy for combating inequity in education,
  - Strategy for building Life Long Learning in Hungary.

### Publications

- The Cost-Efficiency of the Hungarian Educational System (Hungarian, translated into English).
- The System of Content Regulation in Hungary (Hungarian, full version translated into English, a Russian summary).

The electronic versions of these policy papers are downloadable from CEPA's website: [www.oki.hu/opek](http://www.oki.hu/opek).

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

Annual allotment from Government

100%

## STAFF INFORMATION

Number of institute staff members

6



# KOSOVO

## KOSOVA EDUCATION CENTER (KEC)

---

**Address:** 5 Mother Teresa av. Faculty of Philology, Floor 2 Prishtina, Kosovo

**Phone:** +381 (38) 244 257, 244 258, ext. 105

**Fax:** +381 (38) 226 897, ext. 109

**Email:** dpupovci@kec-ks.org

**Website:** <http://www.kec-ks.org>

**Director:** Dukagjin Pupovci

Year established

2000

## AREA OF INTEREST IN EDUCATION POLICY

---

Mission/scope

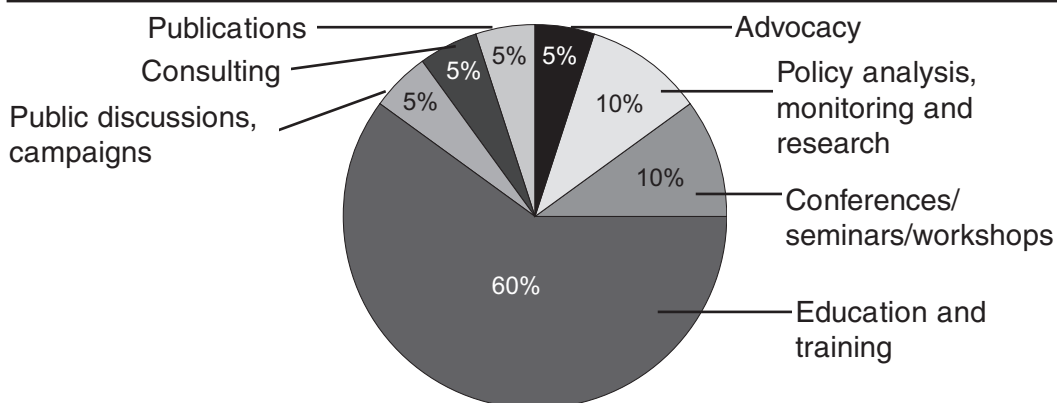
To provide professional development opportunities and relevant information for educators and the community.

Activities

Teacher training, research, and consultancy.

## CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

**Advocacy**

Education for Children's Rights.

## Policy analysis, monitoring and research

Stocktaking Research on Quality in Education Development Centers, and Stocktaking Research on Adult Learning.

## Conferences, seminars and workshops

- 'Accreditation in Higher Education' (May, 2003).
- 'Children's Rights in the Eyes of Kosovar Pupils' (May, 2003).
- A series of seminars on project planning and evaluation.
- Planning workshop for the National Information and Communication Technology (ICT) Strategy (December, 2003).
- Planning workshop for the National Adult Learning Strategy (December, 2003).
- Planning workshop for the National Higher Education Strategy (February, 2004).

## Education and training

- Reading and Writing for Critical Thinking (RWCT).
- Step-by-Step (SbS).
- School Management and Administration.
- School Development Planning.
- School Project Writing.
- Education for Children's Rights.

There are six training programs being implemented throughout Kosovo in both official languages: Albanian and Serbian. They are in-service teacher training programs.

## Public discussions, campaigns

KEC organizes regular round-table discussions on issues of interest for education.

## Consulting

- Technical assistance in developing strategic documents for the sectoral ministries (Education, Telecommunication, Labor)
- Technical assistance to the World Bank Project

## Publications

- Adult Learning in Kosova, by Dukagjin Pupovci. Stocktaking Report (ESOK, 2003, pp. 29).
- 'Critical Thinking in Kosovo – a Framework for Change', by Aleesha Taylor and Dukagjin Pupovci (to appear in Metodika-Zagreb).
- Doracak per krijimin e mjeteve didaktike, Tahir Bakalli, etj. (Gjakove, 2003, pp. 186).
- Education for Democratic Citizenship – From Policy to Effective Practice Through Quality Assurance, by Dukagjin Pupovci and Hasnije Ilazi. Stocktaking Research: Country Report (Kosovo, CEPS, 2003, pp. 25).
- Modele te mesimdhënies sipas struktures ERR, Melinda Mula, etj. (Prishtine, 2003, pp. 128).
- Qeverisja dhe udheheqja ne arsim, Halim Hyseni, etj. (Prishtine, 2003, pp. 400).
- Refleksione per te drejtat e femijes ne driten e nje studimi, Halim Hyseni, etj. (Prishtine, 2003, pp. 60).

(The publications are in English and/or Albanian.)

## PARTNERS

---

### Local

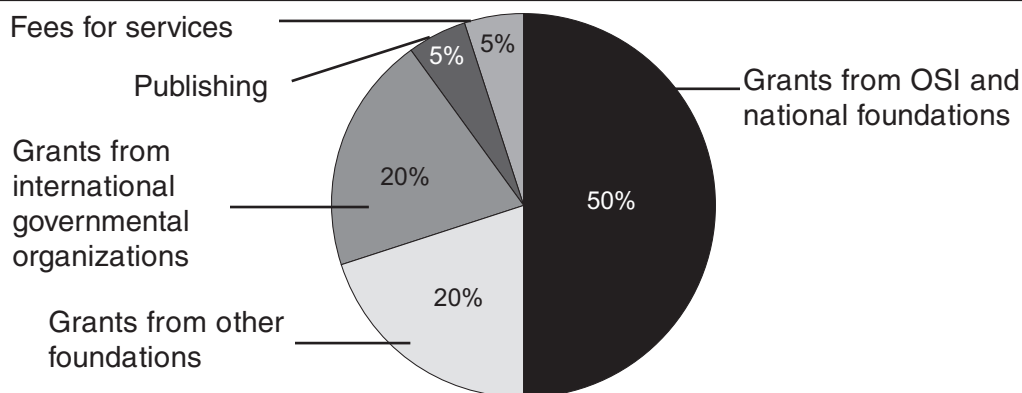
- Kosovar Civil Society Foundation
- Kosova Foundation for Open Society
- Ministry of Education, Science and Technology
- Ministry of Labor and Social Welfare

### International

- Canadian International Development Agency
- The Government of Finland
- The Government of Switzerland
- KulturKontakt – Austria
- Open Society Institute
- Save the Children – UK
- South East European Education Cooperation Network (SEE-ECN)
- World Bank

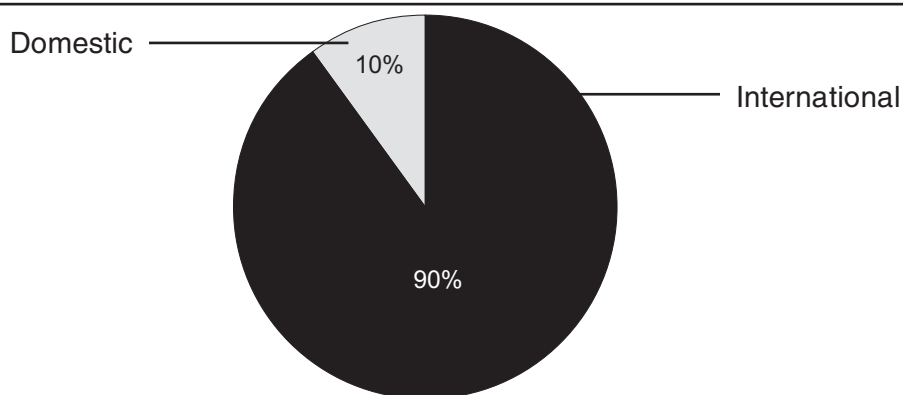
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION

---

### Number of institute staff members

23

# KYRGYZSTAN

## CENTER FOR PUBLIC POLICY (CPP)

---

**Address:** 28 Manas street, Room 101, Bishkek, 720000, Kyrgyzstan

**Phone:** +996 (312) 216 625, 216 532

**Fax:** +996 (312) 610 418

**Email:** [cpp@users.kyrmnet.kg](mailto:cpp@users.kyrmnet.kg)

**Website:** [http://cpp\\_cand.net](http://cpp_cand.net)

**Director:** Achmat Madeyuev

**Coordinator:** Yuri Sannikov

Year established:  
2000

### AREA OF INTEREST IN EDUCATION POLICY

---

#### Mission/scope

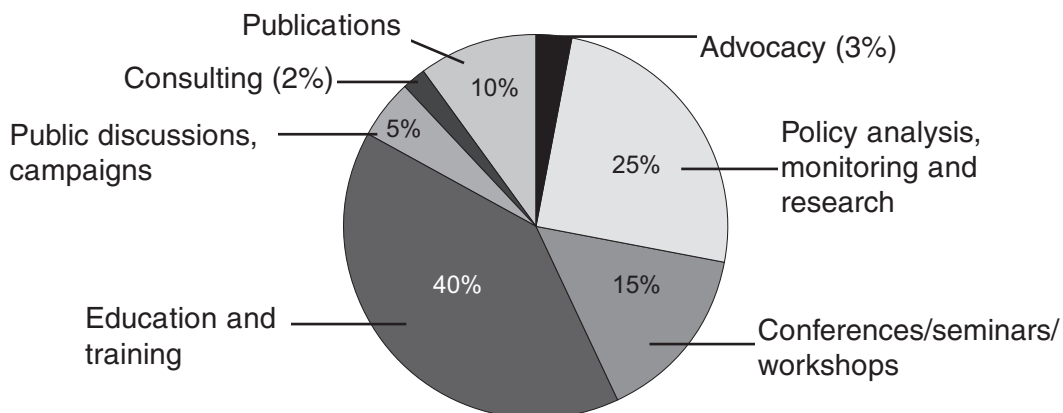
Developing democracy and an open society in the Kyrgyz Republic by establishing modern public policies in daily practice.

#### Activities

Research, education, analysis, monitoring, organizing seminars, training, workshops, and project planning non-governmental organization (NGO) management consultations.

### CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Conferences, seminars and workshops

Central Asian Educational Platform.

### Education and training

- Dungan Children's Education and Culture Center.
- School of Public Policy.
- Seminars on effective school management for Tajik school deans.
- Seminars for Dungan language teachers.
- Seminars for the directors and staff members of mayoral offices in provincial towns of Kyrgyzstan.
- Seminars for directors and accountants of NGOs.
- Introductory seminar for initiative groups from Uzbekistan.

## PARTNERS

---

### Local

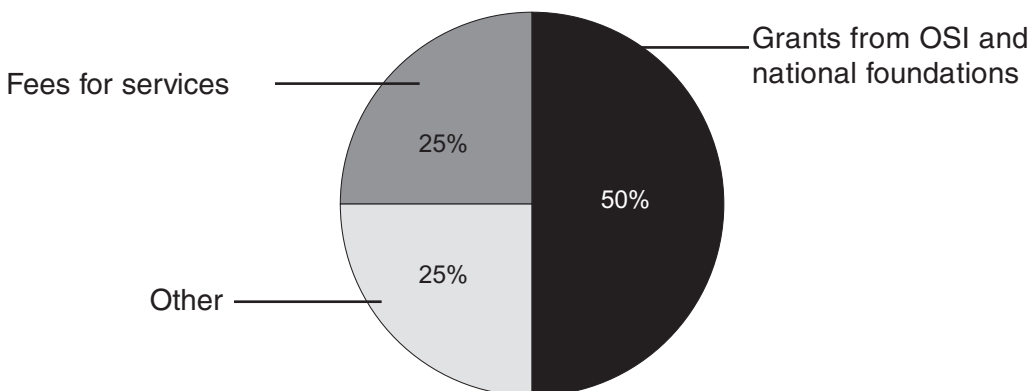
- Agency on Development of Local Governance
- Association of Cities of Kyrgyzstan
- Association of Local Governance of Villages and Communities
- Gateway Development Kyrgyzstan
- Human Development Center
- International Center for Non-Profit Law
- Soros Foundation – Kyrgyzstan

### International

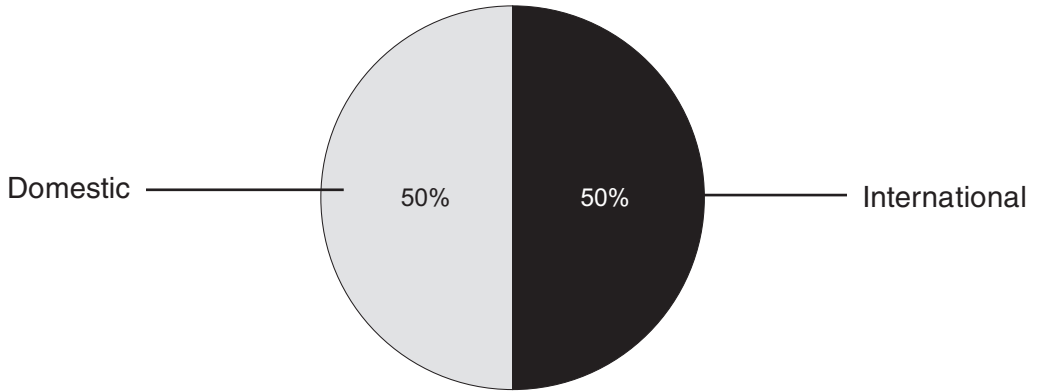
- Center for Human Resources, Uzbekistan
- Female Lawyers' League, Tajikistan
- Moldir Women's Association, Kazakhstan
- Open Society Institute Assistance Foundation – Tajikistan
- School of Management and Democracy, Lithuania

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)



## STAFF INFORMATION

Number of institute staff members

6

Staff specialization

- Achmat Madeyuev: Director
- Yuri Sannikov: Program Coordinator
- Tamara Sysoeva: Chief Accountant
- Tazagul Turdukulova: Office Manager
- Bakyt Turdukulov: Program Assistant

# KYRGYZSTAN

## FOUNDATION 'EDUCATION INITIATIVES SUPPORT' (FEIS)

---

**Address:** Suvanberdiev Street, H11, Bishkek, Kyrgyzstan

**Phone:** +996 (312) 511 666

**Fax:** +996 (312) 512 659

**Email:** iaalex@pisem.net; sauleha@hotmail.ru

**Director:** Alexander Ivanov

**Coordinator:** Saule Hamzina

### Governance

Steering Council

### Year established

1997

## AREA OF INTEREST IN EDUCATION POLICY

---

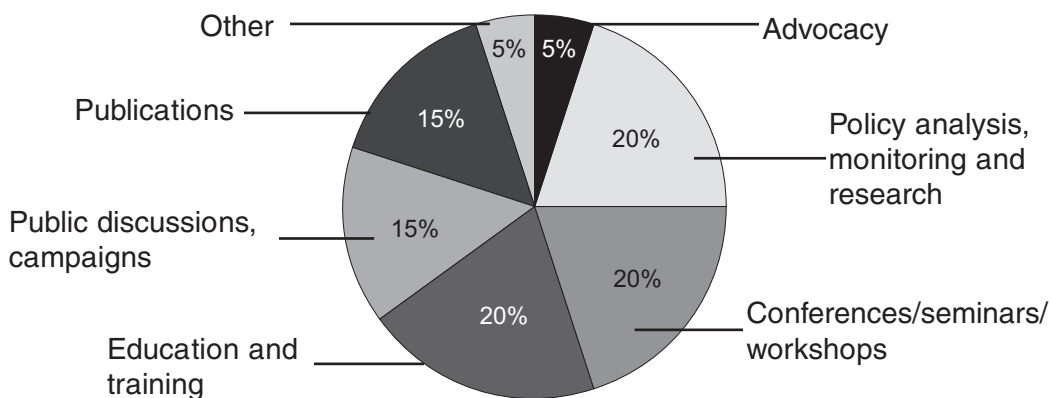
### Mission/scope

Assistance in constructing an open society in the Kyrgyz Republic through the support of reforms in the sphere of education, the development of educational policy, the promotion of innovative social technologies and the realization of project activities.

### Activities

- Developing and carrying out analytical research in various fields of social development.
- Organizing training.
- Publishing educational, scientific and methodic literature.
- Providing educational services.
- Organizing scientific research works in the field of social, humanitarian and economic sciences.
- Development of joint projects.
- Organizing and hosting international conferences and symposia.
- Rendering expert services in the social field, the humanities and education.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Policy analysis, monitoring and research

- Analysis of the condition of, and prospects for, the System of Teacher In-service Training: a series of focus groups, questioning, preparation of the report (2003).
- Research of the System of Primary Vocational Training: joint project with the Ministry of Labor and Social Protection, the Soros Foundation - Kyrgyzstan, the European Organization of Work, and a number of partner organizations (2003).
- Organization of a regional experiment on the development and introduction of a voucher system of Teacher In-service Training: Issyk-Kul Region.

### Conferences, seminars and workshops

- 'New School – New Teacher': international conference on the problems of state policy in the sphere of preparation and re-training of teachers (2003).
- Series of seminars on the problems of local education policy (2002-2003).

### Education and training

- Training seminars in the framework of the School Improvement Program: the 72-hour program of training for school teams. Training for 110 schools in all the regions of the Republic (Russian and Kyrgyz, 2003 – 2005).
- Invisible College: an educational program for university students with a tutor-based system of training.
- Study course for students and young experts on the evaluation of social and educational projects (Bishkek, training in Russian and English).

### Public discussions, campaigns

- The weekly public TV-program: We solve!, about public policy problems – a part of which is devoted to education policy problems (2003 to present).
- A series of round-table debates devoted to pressing questions in education (questions of education management, problems of effectiveness of a system of teacher in-service training) with the participation of representatives of education management bodies, high schools, and school representatives of the Republic.



## Publications

- Mektep-school (Editing, since 1999, of this regular scientific-practical magazine on the problems of education. It appears four times a year. Present circulation is 34,000 copies).
- Methodological development for teachers and teachers of high schools.
- Students' research work.
- Questions of education in the mass-media.

## PARTNERS

---

### Local

- Soros Foundation - Kyrgyzstan
- Ministry of Education
- Ministry of Labor and Social Protection
- Center of Public Policy
- Institute of Humanitarian Designing
- Center of Development of Human Potential (Kyrgyz- Slavonic University)
- A number of other non-governmental organizations (NGOs)

### International

- United States Agency for International Development (USAID)
- United Nations Children's Fund (UNICEF)
- Asian Development Bank (ADB)
- Technical Assistance for the Commonwealth of Independent States (TACIS)
- Columbia University (New York, USA)
- Technological University of New Jersey

## AFFILIATED ORGANIZATIONS

---

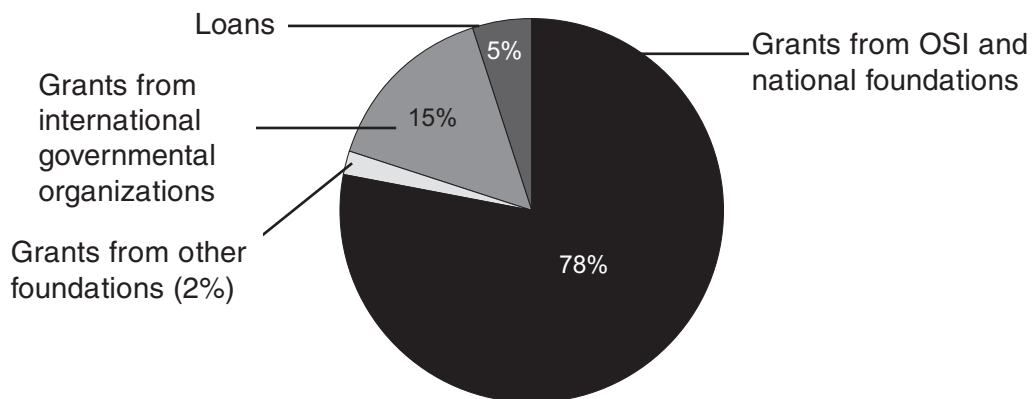
- FEIS is funded by the Soros Foundation – Kyrgyzstan.
- FEIS in turn has acted as the founder of the Law Clinic, a public foundation.
- FEIS is one of the founders of the New School association.

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

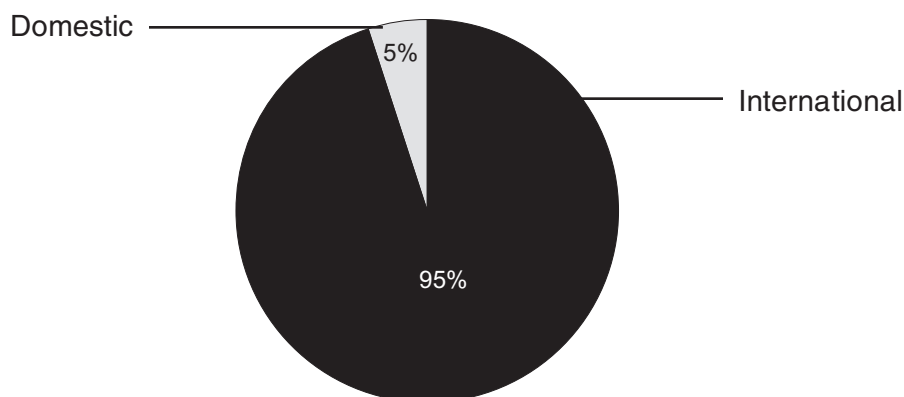
---

FEIS is a founding member of the New School association (founded in 2003) which is, among other things, an independent provider of teacher training.

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)



## ORIGIN OF REVENUE (%)



## STAFF INFORMATION

Number of institute staff members

5

Staff specialization

- Alexander Ivanov: Chairman of FEIS Board
- Nina Bagdazarova: Director of Invisible College
- Saule Hamzina: Coordinator, Education Policy Program, (expert in educational programs)
- Maxim Konovchenko: Creator of video productions
- Guldigit Soronkulov: Editor of Mektep-School magazine

## PROVIDUS CENTER FOR PUBLIC POLICY

---

**Address:** Alberta iela 13, LV 1010 Riga, Latvia

**Phone:** +371 (7) 039 251

**Fax:** +371 (7) 039 244

**Email:** [indra@lanet.lv](mailto:indra@lanet.lv)

**Website:** <http://www.politika.lv>

**Director:** Vita Terauda

**Coordinator:** Indra Dedze

### Governance

**Board members:**

- Andris Aukmanis
- Krista Baumanė
- Guntars Catlaks
- Nils Melngailis
- Zanete Ozolina
- Vita Terauda

### Year established

2002

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

The PROVIDUS Center for Public Policy has been active in the fields of criminal justice, rule of law, education policy and democratic transition since 1992. Originally a part of the Soros Foundation – Latvia, PROVIDUS gained a separate legal identity in 2002. PROVIDUS works to liberalize criminal justice policy, promoting the development and wider application of alternatives to imprisonment, assisting victims of violence, raising human rights awareness among police officers, and promoting prison reform. PROVIDUS has an active voice in governance issues, anti-corruption policy and education policy. PROVIDUS hosts an Internet portal ([www.politika.lv](http://www.politika.lv)) devoted to public policy debate and citizen involvement.

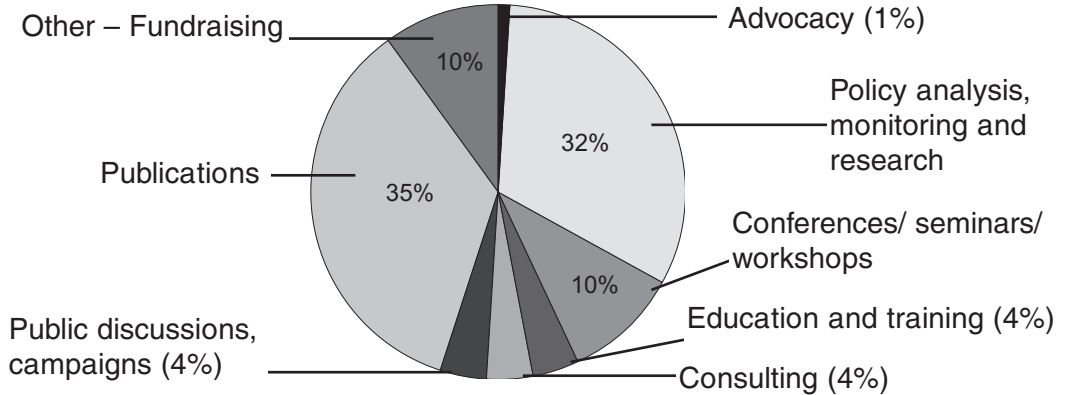
### Activities

**In 2003 PROVIDUS planned the following activities:**

- Preparation and publishing of an annual education report, third in a series, originally launched by the Soros Foundation – Latvia.
- Inviting foreign experts and consultants (this activity is shared with the Public Policy Program).
- Organizing activities with local government authorities.

**PROVIDUS sponsored the following pilot projects:**

- Mixed Schools as the Example of Bilingual Education.
- Bilingual Education in the Rezekne District.
- Second Chance Education.
- Measurements of the Quality of Education for Local Governments.
- The Principle of Succession between Preschool and First Grade.

**CONCENTRATION OF EFFORTS (%)****RECENT EDUCATION PROJECTS****Advocacy**

- Round-table discussion, 'Second Chance in Education'. Evening School Directors, Professional School Directors (10 June, 2003).
- Presentation and press conference of the Report on Education (17 June, 2003).
- Round-table discussion, 'Second Chance in Education'. Evening School Local Governments, MOE representatives (15 July, 2003).
- 'Christianity and Ethics' Round-table discussion on Christian Radio (18 July, 2003)
- Public Discussion of the Report on Education. Jelgava Adult Education Center (25 August, 2003).
- Public Discussion of the Report on Education with Valmiera Local School Board, Local Government and Teacher Representatives (27 August, 2003).
- Public discussion on 'Measuring the Quality of Education for Local Governments'. Report on two pre-schools in Salacgriva district (3 September, 2003).
- Public discussion on 'Measuring the Quality of Education for Local Governments'. Report on one pre-school, two primary schools and one secondary school in Salacgriva district (3 September, 2003).
- Public discussion on 'Measuring the Quality of Education for Local Governments'. Report on a primary school in Salacgriva district (9 September, 2003).

**Policy analysis, monitoring and research****The following projects are underway:**

- Mixed Schools as the Example of Bilingual Education.
- Bilingual Education in Rezekne District.

- Second Chance in Education.
- Measuring the Quality of Education for Local Governments.
- The Principle of Succession between Preschool and First Grade.

### Conferences, seminars and workshops in 2003

- 'Higher Education in Latvia'. World Bank Seminar, Riga, Latvia (14 February, 2003).
- Panel entitled, 'Is Public Education Managed Effectively in Latvia? Report on Education at the Comparative International Education Society Annual Conference, New Orleans (CIES 2003: 12-16 March, 2003).
- Education Policy Centers Meeting. Education Support Program, Budapest (15 & 16 May, 2003).
- 'European Clubs in Schools' workshop, (22 May, 2003).
- 'New Standards in Education: From Piloting to Implementation'. Ministry of Education and Science (3 June, 2003).
- Workshop on the 'Integration of Society'. Special Assignment Secretariat for Societal Integration (4 June, 2003).
- Public Policy Forum. PROVIDUS (16 July, 2003).
- Education Coordinators' Conference. Almaty, Kazakhstan (12-14 September, 2003).
- Workshop on 'Tolerance in Education'. Special Assignment Secretariat for Societal Integration (9 October, 2003).
- Round-table discussion, 'Regional Reform and Education Quality in Latvia' (27 November, 2003).
- The Open Society Institute (OSI)-Related Education Policy Centers Meeting. Bratislava, Slovakia (28-30 November, 2003).

### Education and training

- Training for the authors of the Report on Education within the Public Policy Program. The program has been in place for three years. The language of teaching is predominantly English, with some seminars in Latvian.
- Seminar, 'Public Policy and Media Relations: Tools and Tips'. Jose de Barros, Nebojsa Radic (18 February, 2003. English).
- Seminar, 'Questionnaires and Interviews'. Ivars Austers (13 May, 2003. Latvian).
- Seminars, 'Problem Definition in Policy Papers: the Difference Between Academic Research and Policy Analysis'. Stephen Heyneman (3-4 June, 2003. English).
- Seminars, 'Recommendations in Policy Papers: How Much does Decision Making Cost? Plan of Impact'. Stephen Heyneman (14-15 October, 2003. English).

### Public discussions, campaigns

- Discussion papers on the Internet portal <http://www.politika.lv> (1-4):
- 'Is Higher Education in Latvia Cost Efficient?' (Vai augstaka izglitiba Latvija ir ekonomiski efektiva?), by Aleksejs Snitnikovs (15 April, 2003).
- 'Education Policy: Closed Circle...' (Izglitibas politika: noslegtais loks...), by Guntars Catlaks (3 October, 2003).
- 'God Bless Education' (Izglitiba ar dievpaligu), by Indra Dedze (22 July, 2003).
- Discussion campaign in the media of the Report on Education (June-August, 2003).
- Discussion campaign in the media on Christian Ethics vs. Ethics in Elementary Schools in Latvia (July-August, 2003).

- Information in the local newspaper Dzirkstele about the project Measuring the Quality of Education for Local Governments in Gulbene district (17 June, 2003).
- Information in the local newspaper Rasa about the project Measuring the Quality of Education for Local Governments in Salacgriva district (July-September, 2003).
- Information in the local newspaper Rezeknes Vestis about the project Measuring the Quality of Education for Local Governments in Salacgriva district (October, 2003).

### Consulting

- Mentoring of public policy fellow Aleksej Snitnikovs on the topic, 'Cost Efficiency of Higher Education in Latvia' (January – June).
- Mentoring of public policy fellow Denis Hanovs on the topic, 'The Nation State and Bilingual Education' (January – June).
- Consulting for the authors of Report on Education on various topics (all year).
- Consulting for local government representatives on 'Measuring the Quality of Education for Local Governments' (22 May, 6 June, 30 June, 2003).
- Tutorial, 'Education Policy Analysis' for the Education Support Program, Open Society Institute - Budapest (September-October, 2003).

### Publications

- Education in Latvia's Transition: The Challenge of Management. Report on Education in Latvia 2001/2002 (Latvian and English).
- The Economic Return from Higher Education in Latvia, by Aleksejs Snitnikovs (PROVIDUS Policy Fellow). Financed by Soros Foundation – Latvia (Latvian). Available on: <http://www.policy.lv/index.php?id=102702&lang=en>
- Implementation of Standardized Exams in Latvia. The Baltic Institute of Social Sciences. Financed by Soros Foundation – Latvia and PROVIDUS (Latvian). Available on: <http://www.politika.lv/index.php?id=104163&lang=lv>

### Other – Fundraising

#### **The following projects have been prepared:**

- Take an Opportunity – Complete your Education. For PHARE – Development of Civil Society in Latvia – 2003 (67,464.60 EUR).

#### **Not approved:**

- Minority Students in Latvian Language Schools. For PHARE – Grant program to support societal integration in Latvia (Sabiedribas integrācijas veicināšana Latvijā – 2003) (15,952.13 EUR).

#### **Waiting for reply:**

Relationship Between Research and the Education Policy Process in Latvia. Proposal for the CERGE-EI Regional Research Competition (Center for Economic Research and Graduate Education of Charles University & Economics Institute of the Academy of Sciences of the Czech Republic) (13,750 USD)

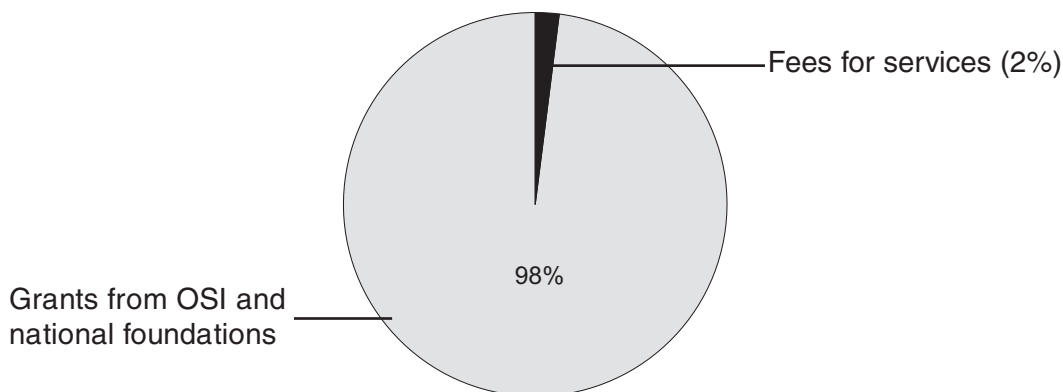
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

OSI-related Public Policy Centers Network (LGI)

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---

International:  
100%

## STAFF INFORMATION

---

Number of institute staff members

14

Staff specialization

### Executive:

- Vita Terauda: Director
- Agnese Lesinska: Legal Adviser
- Guna Micane: Assistant to the Director

### Program staff:

- Inese Avota: Program Assistant
- Lolita Cigane: Policy Analyst, Governance
- Indra Dedze: Senior Researcher, Education Policy Program
- Valts Kalnins: Coordinator, Public Policy Fellowship Program
- Anhelita Kamenska: Program Director, Criminal Justice

### Website:

- Krista Baumann: Producer, [www.politika.lv](http://www.politika.lv)
- Ilze Dzenovska: Assistant, [www.politika.lv](http://www.politika.lv)
- Nellija Locmele: Editor in Chief, [www.politika.lv](http://www.politika.lv)
- Didzis Poreiters: Administrator, [www.politika.lv](http://www.politika.lv)

### Fellows:

- Andrejs Judins: Public Policy Fellow
- Ilze Rukere: Public Policy Fellow

# LITHUANIA

## CENTER FOR EDUCATION POLICY

---

**Host institution:** Faculty of Philosophy, Vilnius University

**Address:** Didlaukio 47, Vilnius LT2057, Lithuania

**Phone:** +370 (6) 987 4006

**Fax:** +370 (5) 267 5267

**Email:** algirdas.zabulionis@fsf.vu.lt

**Director:** Dr. Algirdas Zabulionis

Year established

2001

## AREA OF INTEREST IN EDUCATION POLICY

---

Mission/scope

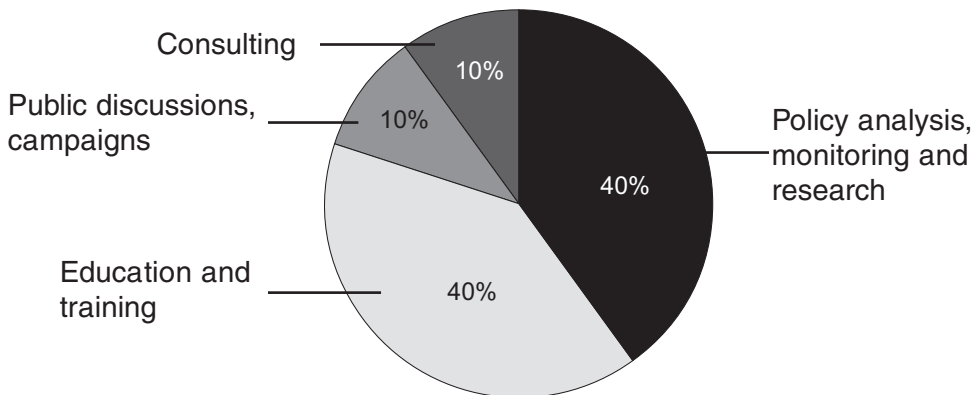
Education policy analysis.

Activities

- Monitoring the processes of the educational system in the country (surveys, policy papers, discussion papers).
- Course preparation and delivery of education policy.
- Education management.
- Education research.

## CONCENTRATION OF EFFORTS (%)

---





## RECENT EDUCATION PROJECTS

---

### Policy analysis, monitoring and research

#### Surveys on:

- Parental opinion on the reform of the Lithuanian educational system.
- School headmasters' opinion on the reform of the Lithuanian educational system.
- The scope of private tutoring in upper secondary school.
- Issues related to equity and equal opportunities to continue education in universities (analysis of university admission data).

### Education and training

#### Courses at Vilnius University for BA and MA students (in Lithuanian) on:

- Education Policy.
- Education Management.
- Introduction to Classical and Modern Test Theory.
- Methods of Education Research.

## PARTNERS

---

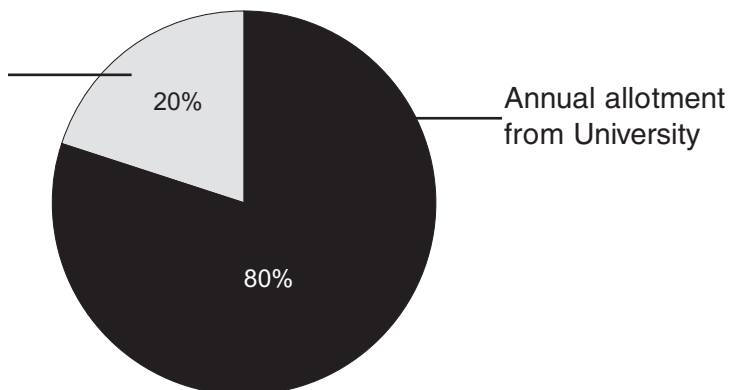
### Local

Other universities in Lithuania.

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---

Grants from OSI and national foundations



Annual allotment from University

## ORIGIN OF REVENUE (%)

---

Domestic

100%

# MOLDOVA

## INSTITUTE FOR PUBLIC POLICY (IPP)

---

**Address:** 28 Bulgara str., MD 2001, Chisinau, Republic of Moldova

**Phone:** +373 (22) 276 785

**Fax:** +373 (22) 276 786

**Email:** [ipp@ipp.md](mailto:ipp@ipp.md)

**Website:** <http://www.ipp.md>

**Director:** Dr. Arcadie Barbarosie

**Coordinator:** Prof. Anatol Gremalschi

### Governance

**Founders:**

- Nicolae Chirtoaca (Euro-Atlantic Center of Moldova)
- Victor Ursu (Soros Foundation - Moldova)

### Year established

2000

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

IPP is an independent nonpartisan and nonprofit organization committed to the values of individual liberty, democratic society, rule of law and free market economy. Through research, publications, policy recommendations and public forums IPP provides leadership in the political, business, academic and media spheres with deep analysis of the public policy issues confronting our society, with the aim of improving the policy making process. IPP has concentrated its activity mainly in the following policy areas: European integration, educational system reform, internal conflict management, national and regional security.

IPP set out to achieve the following goals within its sphere of activity: focusing attention on conducting analytical studies, organizing national and international conferences and workshops and public debates, organizing events disseminating research results, publishing new books, and updating and extending IPP's web site ([www.ipp.md](http://www.ipp.md)).

Maintaining its capacity as one of the main 'focal points' for foreign experts visiting the country, IPP hosted interns and visiting research fellows from Canada, USA, Sweden and the Netherlands. IPP also maintains a network of local experts as associates. These associates have improved their professional standing as a result of their participation in the network.

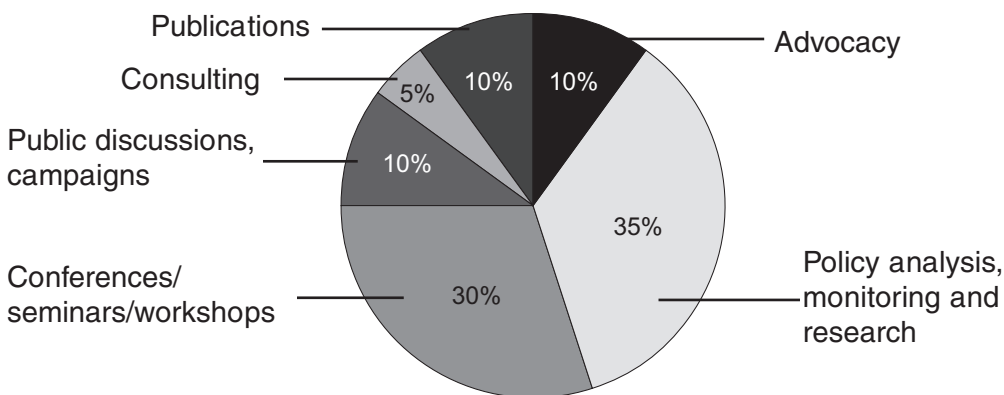
IPP's activities took place in the following areas of education policy: reforming the educational system in the context of European integration, links between the educational system and the labor market, the impact of new information technologies on education, and regional educational strategies.

## Activities

An analysis of the current process of reform of the national system of education has been developed. Recommendations have also been developed for modifying the law on education and the law on the evaluation and accreditation of educational institutions. Proposals for improving organizational and managerial regulations in the education system have also been developed. Concrete proposals have been made in order to improve the national understanding of education development: implementing a transferable credit system and creating a national agency for diploma recognition. Proposals have also been made for correlating the education system with the needs of the market, as well as for making the Moldavian education system compatible with European systems. New directions of analysis have been proposed in the following areas: educational system financing, education for an open society, assessment of the quality of vocational training and educational reforms. The results of the research were discussed during international seminars, as well as in seven articles published in local newspapers and during four broadcasts.

Political instability and the frequent changes that occur in the Ministry of Education impede the implementation of a long-term strategy for the development of higher education in Moldova. Implementation is also hindered by the lack of managerial skills found among the leaders of the Ministry of Education. The main findings of the IPP Education Program – through its 29 new studies – foster new approaches and set up new institutional capabilities for real change. The results of these studies have been discussed at the International Conference entitled ‘Quality Assurance in Higher Education’ (Chisinau, 22-23 May, 2003) and at the roundtable, ‘Building an Information Society’ (Chisinau, 17 December, 2003).

### CONCENTRATION OF EFFORTS (%)



### RECENT EDUCATION PROJECTS

#### Policy analysis, monitoring and research

- Policies for Reforming the Educational System.
- Rapid Assessment of the Trafficking of Children.

#### Conferences, seminars and workshops in 2003

- International Conference, ‘Quality Assurance in Higher Education’ (Chisinau, 22-23 May, 2003).
- The round-table, ‘Building an Information Society’ (Chisinau, 17 December, 2003).

## PARTNERS

---

### Local

- Association for Participatory Democracy (ADEPT)
- Agency for Enterprise Restructuring and Assistance (ARIA)
- CIVIS Center for Sociological, Politological, and Psychological Analysis & Investigations
- Council of College Directors of Moldova
- Council of Rectors
- DNT Association
- Institute for Marketing and Sociological Studies Inc. (IMAS Inc.)
- Invisible College
- Ministry of Defense
- Ministry of Education
- Ministry of Foreign Affairs
- Ministry of Internal Affairs
- Ministry of Labor
- Soros Foundation - Moldova
- Public Administration Academy
- State University of Moldova
- Viitorul Institute for Social Initiatives and Development

### International

- Center for Education Policy Studies – Ljubljana, Slovenia
- European Council
- European Training Foundation
- International Labor Organization (ILO)
- Institute for European Studies – Sofia, Bulgaria
- In-Went, Germany
- Organization for Security and Cooperation in Europe (OSCE) Mission to Moldova
- Technical Assistance for the Commonwealth of Independent States (TACIS) Office – Moldova
- United Nations Development Program (UNDP) Moldova
- United Nations Educational, Scientific and Cultural Organization (UNESCO)
- United Nations Children’s Fund (UNICEF)
- World Bank

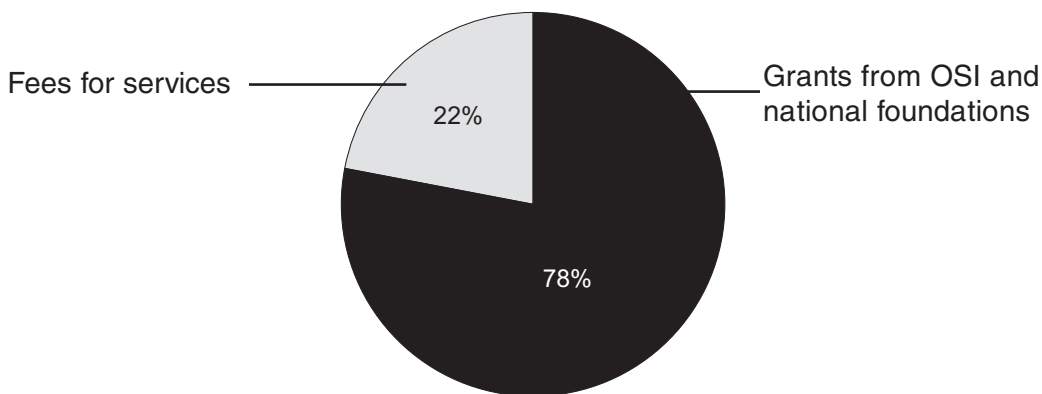
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

- OSI Related Public Policies Centers Network
- Central and Eastern Europe Policy Institutes Network (CEEPIN)
- South-East European Education Cooperation Network

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---

International  
100%

## STAFF INFORMATION

---

Number of institute staff members  
6

### Staff specialization

**Executive:**

- Dr. Arcadie Barbarosie: Executive Director
- Raisa Gutu: Assistant Director

**Programs:**

- Dr. Viorel Cibotaru: Program Director
- Dr. Valeriu Gheorghiu: Program Director
- Prof. Anatol Gremalschi: Program Director
- Oazu Nantoi: Program Director

# POLAND

## THE INSTITUTE OF PUBLIC AFFAIRS EDUCATION POLICY PROGRAM

---

**Address:** 5 Szpitalna Street 22, 00-730 Warsaw, Poland

**Phone:** +48 (22) 556 4260

**Fax:** +48 (22) 556 4262

**Email:** edukacja@isp.org.pl

**Website:** <http://www.isp.org.pl>

**Director:** Prof. Lena Kolarska-Bobinska

**Coordinator:** Anita Sobanska

### Governance

#### **Executive Board:**

- Prof. Lena Kolarska-Bobinska (President of the Executive Board & Director of the Institute of Public Affairs)
- Jerzy Zimowski (former Deputy Minister for Internal Affairs, member of the Executive Board)

#### **Supervisory Board:**

- Jerzy Baczynski (Editor-in-Chief of Polityka)
- Prof. Marcin Krol (Warsaw University, Editor-in-Chief of Res Publica Nowa)
- Helena Luczywo (Deputy Editor-in-Chief of Gazeta Wyborcza)
- Prof. Krzysztof Michalski (Director of the Institute for Human Sciences in Vienna, Chair of the Supervisory Board)
- Prof. Wiktor Osiatynski (Helsinki Foundation for Human Rights)
- Prof. Jerzy Regulski (President of the Foundation for the Development of Local Democracy)
- Andrzej Topinski (President of the Union of Polish Banks)

#### **Advisory Council:**

- Włodzimierz Cimoszewicz (MP, Minister of Foreign Affairs, former Prime Minister)
- Prof. Bronisław Geremek (College of Europe in Natolin, former Minister of Foreign Affairs)
- Marek Jozwiak (President of Polish Telecommunication)
- Lech Kaczyński (MP, former Minister of Justice)
- Prof. Leon Kieres (President of the National Memory Institute)
- Prof. Ewa Letowska (Supreme Court of Administration)
- Bishop Tadeusz Pieronek (Rector of the Papal Theological Academy)
- Prof. Andrzej Rychard (Polish Academy of Sciences, Central European University)
- Andrzej Olechowski (former Minister of Finance and former Minister of Foreign Affairs)
- Tomasz Siedlicki (President of Computerland SA)
- Cezary Stypulkowski (President of Powszechny Zakład Ubezpieczeń SA)

- Maria Wisniewska (Polish Confederation of Private Employers)
- Prof. Mirosław Wyrzykowski (Judge of the Constitutional Court, Central European University, Warsaw University)

Year established  
1995

## AREA OF INTEREST IN EDUCATION POLICY

---

### 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 Program is dedicated to monitoring systemic changes in the educational system, and their social context.

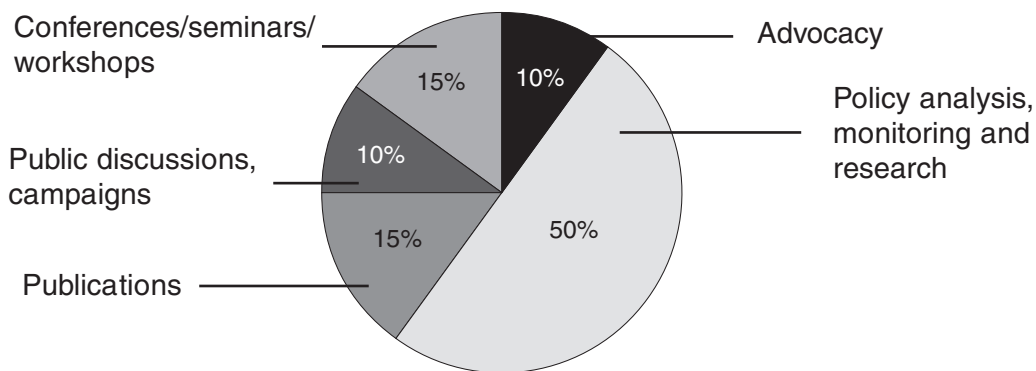
### Activities

The Program conducts the monitoring of research projects and prepares reports and recommendations in the following areas:

- the teaching process in primary and lower secondary schools,
- the school curricula, teachers' education, and examination system,
- equal access to education,
- the promotion of early and pre-school education,
- the role of schools in students' character formation, and
- children and youth lifestyles and attitudes.

## CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Advocacy

All research and monitoring projects include recommendations for education policy.

## Policy analysis, monitoring and research

### Research projects:

- Children in Modern Media Culture.
- Neglected Playground: Styles of Child Upbringing and the Problem of Inequalities in Educational Opportunities.
- Reform of the Post-secondary School Exam (New Matura).
- Monitoring Changes in the Education System: Primary and Grammar Schools after Four Years of Reform (third phase of monitoring).
- Local Government's Attitude Towards Compulsory Preschool Education for Six-year old Children.
- Private and Public Schools in Poland – Comparison of their Educational Environment.
- Selection Procedures at the Beginning of Primary School.
- Appraisal of the General Curriculum.
- Factors Conditioning Educational Achievement.

### Conferences, seminars and workshops in 2003

- Seminar, 'The Law on the Development and Care of Small Children and the Policy of Local Government' (28 April, 2003).
- Seminar, 'Supporting the Development of a Small Children in Local Government Policy – Needs and Practical Solutions applied in Warmia-Mazury Province' (19 May, 2003).
- Seminar, 'Local Strategies for Assisting in the Development of Small Children and their Families in Warmia-Mazury Province' (16 June, 2003).
- Media conference presenting the results of the research project, Children in Contemporary Media Culture (8 July, 2003).

### Public discussions, campaigns

Articles in the Polish media concerning the poor condition of child care and pre-school education in Poland, and changes in the education system.

### Publications

- Children in Contemporary Media Culture, Beata Laciak, ed. (Polish).
- The French Language in Poland: Skills and Aspirations, by Beata Ciezka (Polish and French).
- Neglected Playground: Styles of Child Upbringing and Problem of Inequality in Educational Opportunities, by Tomasz Szlendak (Polish and English).
- Pre-school Education in Poland – Threats and Opportunities, Marta Zahorska, ed. (Polish).
- 'Recommendations for Education Policy After Three Years of Educational Reform', by Roman Dolata, Krzysztof Konarzewski & Elzbieta Putkiewicz. IPA Analysis & Opinions No. 5. (Polish and English).

## PARTNERS

---

### Local

- Media
- Ministry of National Education and Sport
- National In-Service Teacher Training Center

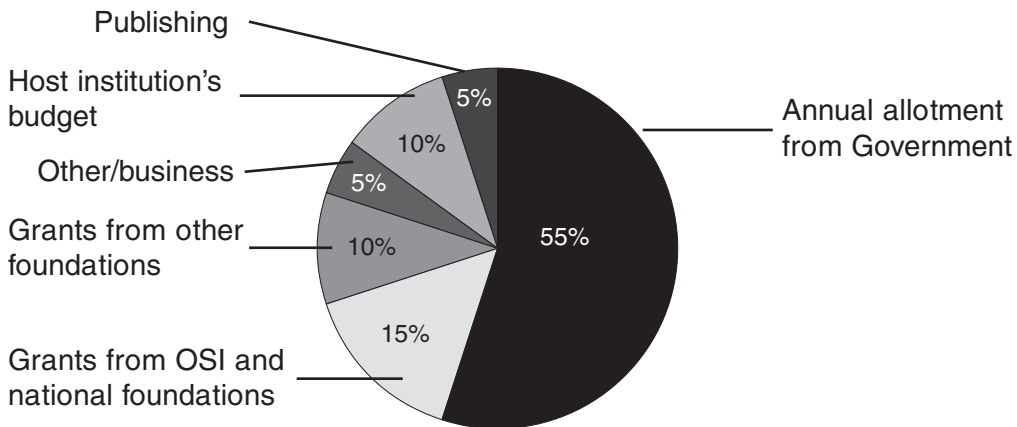


- Ombudsman for Children’s Rights
- Polish Children and Youth Foundation
- Stefan Batory Foundation
- Warsaw University (Department of Pedagogy)
- Warsaw University

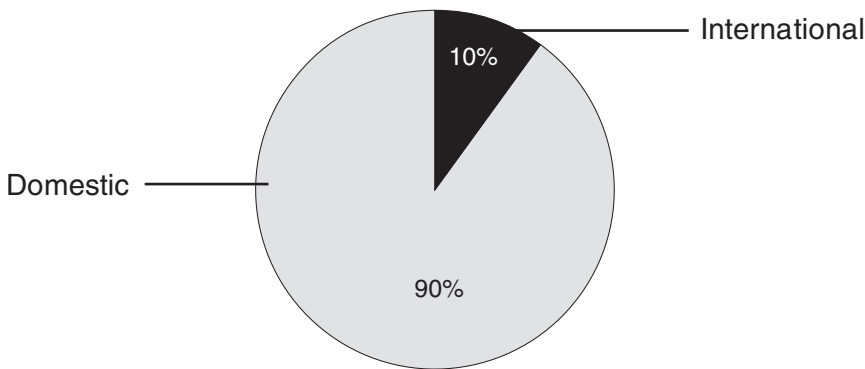
International

Open Society Institute

ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)



ORIGIN OF REVENUE (%)



STAFF INFORMATION

Number of institute staff members

IPA (12), the Education Policy Program (2), affiliated experts, researchers in education (7).

Staff specialization

- Prof. Lena Kolarska-Bobinska: Director
- Anita Sobanska: Coordinator of the Education Policy Program

**Experts:**

- Dr. Roman Dolata: student selection procedures, new secondary school certificate, human cognitive and social development, mechanisms of generation of social inequalities in education, measurement of school achievements.
- Prof. Krzysztof Konarzewski: school curriculum basis (legal act), changes in grammar school and primary school, attitudes of students, teachers' and headmasters' attitude towards school reform.
- Dr. Barbara Murawska: preschool education, social inequalities in education, selection procedures, measurement of school achievements.
- Prof. Rafal Piwowarski: infrastructure of education, investment needs of local autonomies, factors conditioning school achievements.
- Prof. Elzbieta Putkiewicz: non public schools, school curriculum and handbooks, role of preschool education, social inequalities in education, post-secondary school exam.
- Prof. Elzbieta Tarkowska: social inequalities in education, childcare.

# ROMANIA

## CENTER EDUCATION 2000+

---

**Address:** 33, Caderea Bastiliei, Sector 1, Bucharest 010613, Romania

**Phone:** +40 (21) 212 0780; 212 0781

**Fax:** +40 (21) 212 0779

**Email:** [cedu2000@cedu.ro](mailto:cedu2000@cedu.ro)

**Website:** <http://www.cedu.ro>

**Executive President:** Dr. Alexandru Crisan

### Governance

- Dr. Carmen Cretu (University Professor)
- Dr. Alexandru Crisan (University Professor)
- Silviu Lupescu (Publishing House Director)
- Monica Tatoi (Manager)
- Adriana Tepelea (High School Executive Director)

### Year established

2000

### AREA OF INTEREST IN EDUCATION POLICY

---

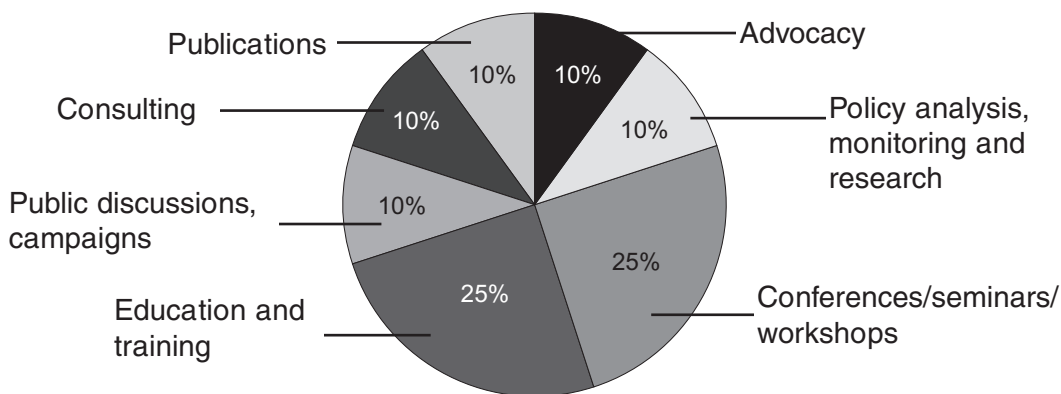
- Theory and Practice of Reform ('Grass Roots Reform Practices').
- Impact Studies on Reform (Curriculum Development, Rural Education).
- Policy Analysis Concerning Non-Governmental Organization (NGO) Intervention in Education.
- Policy Development for Professional Development of Teachers.
- Policy Development for Career Counseling/Advisory Services.
- Policy Analysis and Development for Social Partnership in Education.
- Roma Education Policy Development.

### Mission/scope

The mission of Center Education 2000+ is to promote the values of a knowledge based global open society by:

- supporting the development of an open and democratic public education system in Romania with the following characteristics: transparent and fair competition, cooperation, support for individual initiative and innovation in this field; and
- promoting initiatives that aim at equal opportunities in education, student-centered learning activities, broader community involvement in school life and the development of education reform implementation patterns that can be replicated nationwide.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Advocacy

- Clarifying the mechanisms to implement 10 grades of compulsory education.
- Clarifying accreditation of accreditation mechanisms for in-service training.

### Policy analysis, monitoring and research

- Impact study of the World Bank (WB) pilot Rural Education Project in Romania.
- Impact study of the WB Education Reform Project in Romania – Curriculum Component.
- Analysis of the ‘Grass Roots Reform Mechanisms’.
- Educational Climate Improvement and the Quality of Education in Roma Communities.
- Analysis of Contemporary Issues in Rural Education.
- A Model for Reforming Rural Education in Romania.

### Conferences, seminars and workshops

- National Conference, ‘Equal Opportunities for Roma Children’ (Sinaia)
- Regional seminars on the following topics: Intercultural Education, Cross-curricular Themes, Parent Involvement, Remedial Education, Class Management, School Management (Constanta, Galati, Focsani, Calarasi, Drobeta Turnu Severin, Bacau).
- National seminar on the Institutional Self-Evaluation of Schools (Bucharest).
- Program Training and Development Seminar: Learning and Teaching History in Romania. Challenges for the XXI Century.
- General Assembly of the Romanian History Teachers Association (Bucharest).

### Education and training

- Training specialists from the National Assessment and Evaluation Service: teacher training within the Summer Schools of Center Education 2000+ and various other projects.
- Intercultural Education, Cross-curricular Themes, School’s Relationship with the Community, Remedial Education, Class Management, School Development Management, School’s Self-Evaluation Management.
- Training Session, ‘Intercultural Education and Human Rights’.

## Public discussions, campaigns

### **Center Education 2000+ Colloquia:**

(<http://www.cedu.ro/programe/colocvii/english/prezro.html>)

- Equitable Access to a Qualitative Education for Roma Children.
- Rural education: Reality and Perspectives.
- The school: Key Institution in Educational Change.
- Impact Studies and their Role in the Development of Educational Sciences.
- Education Policies: Examination, Debate, Decision.

## Consulting

### **Romania:**

- Impact study on curriculum reform in Romania (Ministry of Education, Research and Youth; the National Board for Curriculum).
- Impact study on the pilot project for the reliance of rural education (Implementation Unit for the Rural Education Reliance Pilot Project – Ministry of Education, Research and Youth).
- Development of a new teacher training model.

### **Bulgaria:**

- Curriculum reform.
- Textbook assessment.
- Financing of the education system.
- School assessment and evaluation.

### **Croatia:**

- Analyzing the curriculum policy and formulating recommendations for the design of the national curriculum.
- Training for national curriculum development.
- Analyzing the teacher and trainer training policies.

### **Georgia:**

- Training the national training team.

### **Moldova:**

- Curriculum development.
- Teacher training.
- Textbook assessment.

### **Montenegro:**

- Curriculum development training and national curriculum design.

### **Serbia:**

- Curriculum policy assessment and recommendations for the drafting of the national curriculum.

### **Tajikistan:**

- Curriculum reform.
- Textbook assessment.
- Education system financing.
- School assessment.

## Publications

The publications edited by the Center Education 2000+ are results of its activities. (<http://www.cedu.ro/news&publications/publicen.html>)

### **Education Policy Books:**

- Education – Horizon 2015, by Alexandru Crisan, Alfred Bulai, Dorel Sandor, Mircea Toma & Doina Chiritescu (2000, Romanian).

- Grassroots Reform, Dr. Alexandru Crisan, coordinator and main author (2003, Romanian).
- Preservice and Inservice Training, by Romita Iucu and Otilia Pacurari (2001, Romanian).
- School at the Crossroads: Change and Continuity in the Compulsory Education Curriculum, by Dr. Lazar Vlasceanu, Dr. Adrian Neculau, Dr. Adrian Miroiu, Dr. Ioan Marginean & Dr. Dan Potolea. Impact Study (Romanian).

#### **Teachers' Guides:**

- Applied Ethics, by Adela Kun & Paul Kun (Romanian).
- Classroom Management: Cooperative Learning, by Catalina Ulrich (2000, Romanian).
- Counselling and Orientation, by Adriana Baban, Domnica Petrovai & Gabriela Lemeni (2002, Romanian).
- Elements of Strategic Management and Design, by Serban Iosifescu (2000, Romanian).
- Oral histories: Telling Stories, Writing Lives, by Bird Stasz & Louis Ulrich (2000, Romanian).
- Partnership and School Development in Roma Communities, by Serban Iosifescu & Adela Luminita Rogojinaru (2000, Romanian).
- Progress Monitoring in Remedial Teaching for Primary School Children with Reading and Writing Disabilities, by Gabriela Lemeni (2000, Romanian).
- Public Communication Guide, by Madalina Gheorghita & Raluca Negulescu (2001, Romanian).
- School and Community, by Eleonora Radulescu & Anca Tarca (Romanian).
- Steps Toward an Intercultural School, by Lucian Ciolan (2000, Romanian).

#### **Books for Students:**

- ABC Anglutno Lil: ABC for the Romani language, by Mihaela Zatreanu (2001).
- A Dream Career!, by Elena Salomia & Marcela Marcinschi. Practical Guide (2003).

## PARTNERS

---

### Local

- The Cluj Managerial Development Center
- Ministry of Education, Research and Youth
- The National Curriculum Board
- The National Service for Examinations and Evaluation (SNEE)
- The National Center for the Development of Vocational and Professional Training
- The National Center for Teacher Training
- The National Textbook Approval Board
- Other central and local educational institutions
- School inspectorates
- Schools and high-schools
- Soros Open Network member organizations
- Teacher centers
- Timsoft Timisoara
- World Bank Mission Romania

## International

### **Austria:**

- KulturKontakt Agency

### **Bulgaria:**

- British Council – Bulgaria Office
- Educational Services and Qualification Center – Plovdiv
- National Center of Distance Education – Sofia

### **Cyprus:**

- Mitsingas Research and Training Institute

### **Switzerland:**

- The Swiss Agency for Development and Cooperation (DEZA)

### **Finland:**

- Helsinki Consulting Group, Ltd
- Tulossilta Ltd

### **France:**

- EPICE

### **Germany:**

- GET German Education and Training

### **Greece:**

- University of Trace – Alexandria

### **Italy:**

- ENAIP Piemonte
- Liceo Ginnasio ‘G. Prati’ – Trento

### **Netherlands:**

- EUROCLIO (European Standing Conference of History Teachers’ Associations)
- National Institute for Curriculum Development (SLO)
- Parel Foundation – Utrecht

### **Poland:**

- Association for Cultural Initiatives – Krakow

### **Portugal:**

- Cooperativa de Solidaridade Social

### **United Kingdom:**

- Cambridge Education Consultants (CEC) Ltd.

### **Spain:**

- Autonoma Universidad de Madrid

### **Sweden:**

- Karlstad University

### **USA:**

- Discovery Channel Global Education Fund

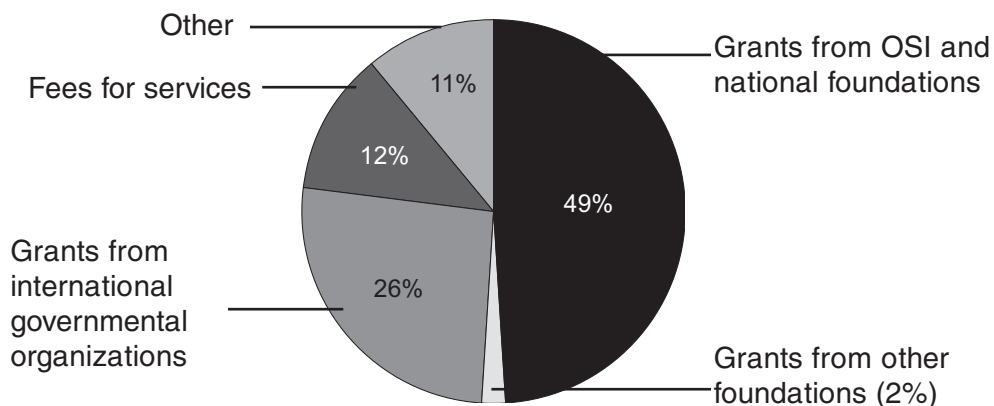
Center Education 2000+ has collaborated with various institutions including local and central Romanian public authorities, which supported the development of its programs.

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

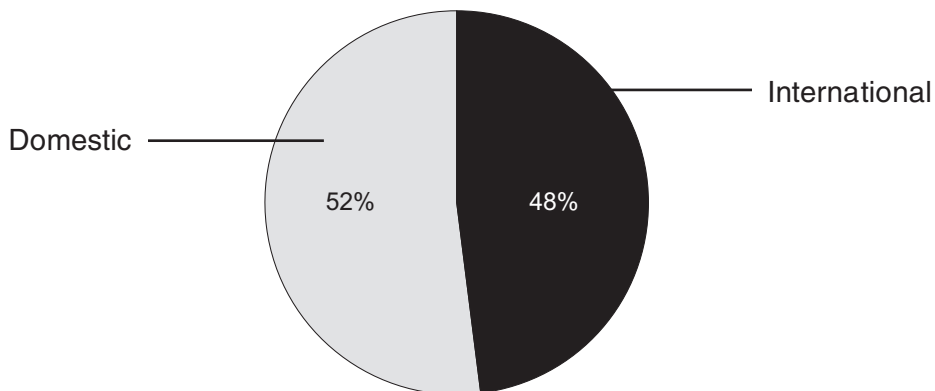
- Center Education 2000+ is a member of the following international consortia:
- Cambridge Education Consultants, United Kingdom
- DHV Consultants, Aalborg Technical School (Denmark) and Aalborg Technical School (Denmark) and Fontys University of Technical Education (Netherlands)

- GET German Education and Training GmbH, Germany
- Helsinki Consulting Group Finland and Fontys University of Technical Education (Netherlands)
- Pro NGO! Bieschke Born und Partner GbR, Germany and Gustav-Stresemann Institut e.V. (GSI) – Academy for European Politics and Economics
- Pro NGO! Bieschke Born und Partner GbR, Germany and Caritasverband für das Bistum Essen e.V.

### ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)



### ORIGIN OF REVENUE (%)



### STAFF INFORMATION

Number of institute staff members

19

Staff specialization

**Executive and Heads of Department:**

- Dr. Alexandru Crisan: Executive President (education policy, curriculum design, education programs design, management and evaluation, textbooks)



- Monica Dvorski: Director of Programs (implementation of programs, management, monitoring, evaluation, management of projects)
- Orventina Leu: Head of Project Design Department (identification of national and international financial sources, management of project development, development of national/international strategic partnerships, development and participation in national/international consortia, partnership development, communication with national/international partners, proposals for institutional development, document preparation for international bidding)
- Anca Nedelcu: Head of the Equal Opportunities in Education Department (coordination of projects for supporting communities with a high Roma population, elaboration of Center Education 2000+'s policies for supporting equal opportunities for disadvantaged groups through education programs)
- Otilia Pacurari: Head of Training and Consultancy Department (elaboration of strategies and educational policies, management of training programs, human resources development, training and consultancy)
- Eugen Palade: Head of European Integration Department (coordination of the European Integration Programs, involved as a consultant and trainer in national and international education projects)
- Victor Popa: Head of Finance and Administration (accountability, financial management, budget forecasting, business planning)

#### **Coordinators:**

- Daiana Andreianu: Program Coordinator (in charge of youth programs for employment and European integration)
- Anamaria Cincu: Program Coordinator (program coordinator for Roma education and disadvantaged areas, administrative project management, technical consultancy)
- Ciprian Ciucu: Communication Coordinator (internal and external communication, mass-media relations, communication strategy, consultancy and communication services)
- George Pataki: Program Coordinator (teacher training and consultancy services, teacher training activities coordination, database design & updating, educational events, budget and logistics prognosis)
- Vera Radu: Marketing Coordinator (event marketing coordination, creating and implementing sales and advertising strategies, managing marketing research, identifying potential clients and developing collaborations and programs)
- Nicoleta Sasu: Program Coordinator (maintaining relations with external partners, strategy and implementation of projects, logistical coordination and administration of projects)

#### **Other:**

- Maggie Chitoran: Public Relations Assistant (internal/external communication).
- Emilia Lupu: Program Assistant (logistical support, training assistance, data base management)
- Iuliana Obronas: Accountant (accountancy activities, financial reports)
- Virgil Paraschiveanu: Program Assistant (logistical administration, event organization, monitoring activities, financial operations, assuring the presence of events on the program's website)
- Miruna Popa: Program Assistant (ensuring implementation of PHARE projects)
- Marian Zainea: Administration

# RUSSIA

## CENTER FOR EDUCATIONAL POLICY STUDIES (CEPS)

---

**Host institution:** The Moscow School of Social and Economic Sciences (MSES)

**Address:** Vernadsky Prospect 82/2, Moscow, 119571, Russia

**Phone:** +7 (95) 433 2505; 434 7282; 564 8582 (ext. 112, 210)

**Fax:** +7 (95) 434 7547

**Email:** common@msses.ru; shanin@msses.ru; yablonskene@msses.ru

**Website:** <http://www.msses.ru>

**Director:** Natalya Yablonskene

**Coordinator:** Svetlana Zaitseva, Svetlana Miroshnikova

### Governance

#### **Executive Committee:**

- Prof. Teodor Shanin (Rector of the Moscow School of Social and Economic Sciences)
- Elena Soboleva (Candidate of Economics, General Director of the National Training Foundation)
- Isak Frumin (Doctor of Sciences, adviser on educational matters to the World Bank for Reconstruction and Development, Moscow)
- Anatoli Kasprzhak (Candidate of Pedagogy, the Program Director of the Center for Educational Policy Studies, Dean of the MSES Educational Management faculty)
- Natalya Yablonskene (Candidate of History, Administrative Director of the Center for Educational Policy Studies)

### Year established

2002

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

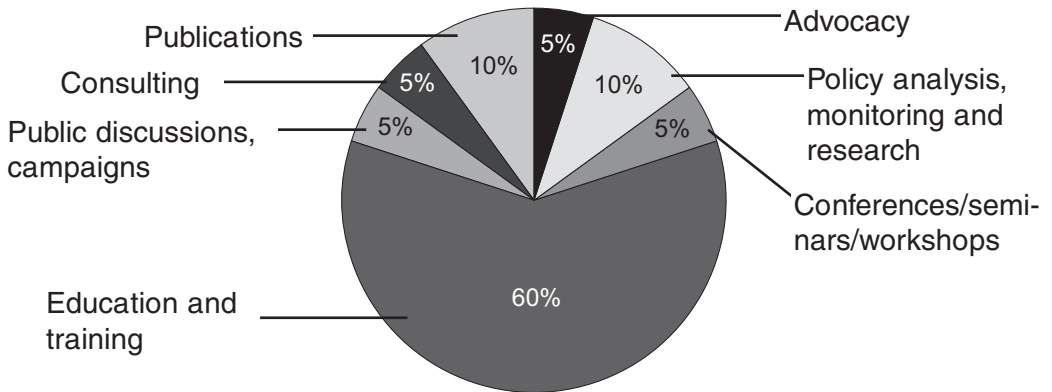
CEP's objective is to develop a cohort of highly qualified analysts and experts who are familiar with modern trends in education and capable of analyzing and formulating education policy for their regions and the country as a whole. The program aims to help policy makers and practitioners in the sphere of education in understanding the origins, creation and implementation of education policy.

### Activities

The main activity of CEPS is education: academic and training programs in educational policy and management. The teaching programs of the Moscow School's Center for the Study of Education Policy aim to prepare specialists with the following:

- a graduate of this program should know what education policy is and how it is developed, what the difference is between politics (the political interaction between interest groups in the field of education) and policy (strategy and the identification of ways to achieve stated objectives), how education policy relates to the state's social policy, what is understood world wide by the expression 'shaping education policy', what needs to be borne in mind when developing an education policy, how it is worked out and what mechanisms and instruments are used in its implementation;
- a graduate should be able to analyze the factors that impact the shaping of education policy both in theory and in practice, in the country as a whole and in a specific region;
- a graduate of this program should master the skill of studying and analyzing texts, as well as the independent preparation of texts, namely: official documents, analytical reports and papers and other professional texts;
- a graduate should be able to analyze critically her or his own experience, find mistakes and look for correct (optimum) solutions;
- a graduate should be able to formulate a professional standpoint on different problems, know how to set it out in writing and express it orally in such a way that it is clear and accepted by decision makers;
- whilst not being a sociologist, lawyer, economist or education historian, a program graduate should have an understanding as to how the social sciences (disciplines, spheres of activity) are refracted in the field of education. From there it follows that they will know what kind of work a sociologist can be commissioned to carry out in the shaping of education policy (or in the creation of a new education project, at the outset of any innovation), which economic factors need to be taken into account when planning an educational experiment in the regions, etc;
- a graduate should be able to implement his/her ideas and the results of his/her theoretical constructs independently: that is, be able to plan and express ideas in the form of an educational project and to have grasped the skills of Strengths Weaknesses Opportunities Threats (SWOT)-analysis, know the theories of decision-making and problem-solving, the theory and practice of managing change, and project management;
- a program graduate should have a grasp of what is meant by 'social research', including action research, and understand that this is an effective instrument and a means of planning practical activities.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### **Level of Program – Master’s Degree: MEd, Educational Policy and Management:**

Education policy and practice in Russia needs a vast number of trained specialists and analysts. Local authorities in Moscow and many Russian regions have expressed much interest in the program. There are 69,000 schools in Russia, 87 regional/autonomous republics with educational departments within their regional government structure, and thousands of local educational administrative bodies at municipal and district levels. Therefore, the School does not expect difficulties with enrollment for the program. Russia is launching an educational reform program and almost 30 regions of the Russian Federation are carrying out various kinds of educational experiments and innovative education projects. With the support of the Open Society Institute, the World Bank and the Russian educational authorities CEPS is able to provide retraining of specialists from the Commonwealth of Independent States (CIS).

The main market for the program is mid-career professionals with a background and considerable experience in management and policy-making in the education sphere. This is not a new market, but this program is a different way of approaching it. The program admits students that want to make a career as top managers in the field of education or become education policy analysts and consultants, as well as those with an academic/research interest in the field. CEPS admits students from Russia and other countries of the CIS: school principals, representatives of regional educational authorities and academic staff from regional retraining Centers for teachers.

### **Audience of the program:**

- Officials, upper level managers of the educational authorities system (from the level of educational institution to the federal level).
- Assistants to the deputies of Duma, officials form legislative bodies of the regions involved in the process of designing drafts of legislative and normative acts regulating the educational system.
- Representatives of international and national investment foundations who cover the area of education.
- Scholars carrying out research projects connected to the issues of educational policy, including current reforms of the Russian education system.
- Leaders from the institutions of retraining and continuous education.

- Managers (principals) of experimental and innovative educational institutions involved in reforms.

There are no study programs in Education Policy and Management in Russia at the present time. There are some programs in Education Management but no programs in Education Policy Studies. This new program is unique in this field; comparable programs can only be found abroad. In Western universities there are many such programs and specialized training and research centers. The program development committee studied thoroughly the experience of these universities before starting the preparation of the program. The structure and content of the curricula of comparable programs from over 20 universities from around the world were taken into consideration. These include the following: MA, Policy Studies in Education (Institute of Education, University of London); MEd, Educational Leadership and Management (Faculty of Education, University of Manchester); MSc, Educational Research (Faculty of Education, University of Manchester); MA, Educational Policy Studies (Department of Educational Policy Studies, University of Wisconsin, USA); MA, Educational Policy Research (Policy, Organization, Measurement and Evaluation Group, Berkeley University, USA); MS in Educational, Administration and Policy Studies (SUNY Albany, USA).

The main idea of the MSSES program, Education Policy and Management, within CEPS is that a student receives the opportunity to gain high competence and author a position in tackling educational objectives in the cultural and social conditions of modern Russia, based on the international experience of policy making, management and organization of education. This has extensive advantages over the existing equivalents in this country. It is important to stress that there are no other domestic programs providing students with an international MEd degree (Master of Education).

The CEPS curriculum sets the following tasks for the program:

- Broadening students' general liberal outlook. People now working in the field of education received their university degree quite a long time ago, when such disciplines as Philosophy of Education and Sociology of Education were taught according to old standards. Broadening the general liberal outlook means that besides the applied sciences, students will have an opportunity to study academic disciplines.
- Challenging traditional approaches to the development of the education system by means of involving students in discussions when studying course units like Comparative Analysis of Education Reforms, Education Policy, and Economics and Financing of the Education System.
- Raising the level of students' professional capabilities by not only teaching them the theory of management but also professional reasoning based on the study of Russian and foreign management systems, and the evaluation of their own professional activity.
- Providing students with contemporary management techniques related to education (with the course units, Management in Education, Psychology of Education, Human Growth and Development, etc).
- Proficiency in the latest learning and communication technologies. For this purpose the curriculum includes the following subjects: Management of Change, Social Project Design and Implementation, Methods of Social Research, information technology, foreign languages, etc.

- The level of the program within the national qualifications framework is entitled 'Professional Retraining', because Russian national standards for a master's degree only concern Education Management. There are no existing standards for an Education Policy program.

## Education and training

### **Language of training – Russian:**

A program format (six short and highly intensive training sessions during two academic years with planned distance learning in between) permits the recruitment of a particular category of students: professionals who hold responsible positions at work, and who are highly motivated.

Currently, there are two groups of students studying at the CEPS:

- First cohort, started in June 2002 (24 students representing 11 regions of Russia and 3 countries of Central Asia).
- Second cohort, started in June 2003 (30 students from 15 regions of Russia as well as from Kazakhstan, Kyrgyzstan, Tajikistan and Azerbaijan).

## Consulting

Students and teachers of CEPS also work as experts in the field, undertaking research work and developing different educational projects.

## Publications

### **Educational aids (books) from the following course units (in Russian):**

- Education Policy (Education Policy & Legislation and Analysis of Education Policy).
- Comparative Analysis of Education Reforms.
- Management in Education (Management of Education Systems and Leadership in Education).
- Methods of Social Research, Analysis and Consulting.
- Economics and Financing in the Educational Sphere.
- Philosophy of Education.
- Sociology of Education.
- Psychology of Education.
- Contemporary Theories of Education.
- Management of Social Change.
- Social Project Design and Implementation.
- Educational Monitoring: Quality Evaluation and Statistics.
- Education as a Resource for Socio-Economic Development.
- Student Handbooks (annually).

**CEPS is also doing a publishing project called 'Education: World Bestsellers'. Within this project a series of the following books is currently under in process of being translated and will be published in 2004:**

- Assessment in Transition: Learning, Monitoring and Selection in International Perspective, by A. Little & A. Wolf.
- Class, Codes and Control: The Structuring of Pedagogic Discourse, by B.S. Bernstein.
- The Culture of Education, by J.S. Bruner.
- Deschooling Society, by I. Illich.
- Frames of Mind: The Theory of Multiple Intelligences, by H.L. Gardner.
- Life in Schools: An Introduction to Critical Pedagogy in the Foundations of Education, by P. McLaren.

- The Learning Game: Arguments for an Education Revolution, by M. Barber.
- The New Meaning of Educational Change, by M. Fullan.
- Pedagogy of the Oppressed, by P. Freire.
- A Place Called School, by J.I. Goodlad.
- La Reproduction, by P. Bourdieu & J.C. Passeron.
- Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents and Everyone who Cares about Education, by P. Senge, et.al.

## PARTNERS

---

### Local

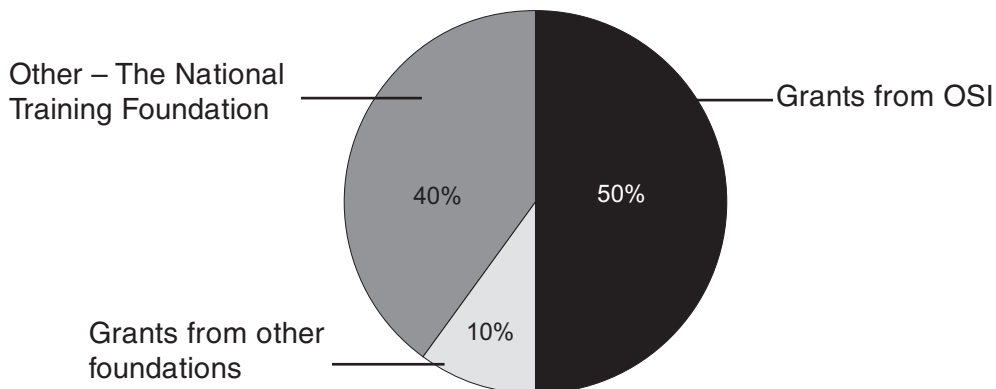
- Academy of National Economy
- Ministry of Education and Science (Russia)
- National Training Foundation
- Regional local authorities

### International

- The Ford Foundation
- Higher Education Support Program of the Open Society Institute – Budapest
- John D. and Catherine T. MacArthur Foundation
- Manchester University
- The World Bank

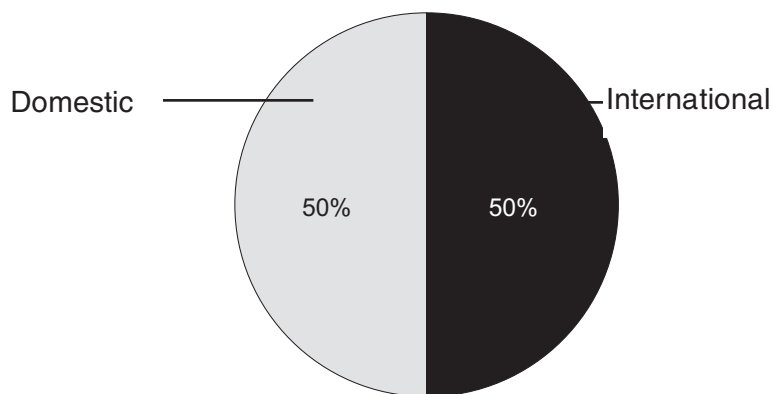
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION

---

Number of institute staff members

5

Staff specialization

- Natalya Yablonskene: Candidate of History, Administrative Director
- Anatoli Kasprzhak: Candidate of Pedagogy, Scientific Program Director
- Svetlana Miroshnikova: Candidate of Economy, Supervisor
- Margarita Mochalova: Accountant
- Svetlana Zaitseva: Candidate of Philosophy, Coordinator



# SERBIA

## EDUCATIONAL REFORM CIRCLES (ERC)

---

**Address:** Masarikova 5/XVI 11000 Belgrade, Serbia and Montenegro

**Phone:** +381 (11) 306 1577, +381 (11) 306 1591

**Fax:** +381 (11) 3061 577

**E-mail:** rok@eunet.yu

**Website:** <http://www.reformaobrazovanja.org>

**Coordinators:** Refik Secibovic, Tunde Kovacs Cerovic (contact person for education policy program)

### Governance

**President of the Founders' Assembly:**

- Tunde Kovacs Cerovic

**Initiating Board members:**

- Slobodanka Bozovic
- Gaso Knezevic
- Dragan Popadic
- Nevena Sahovic
- Ilija Vujacic

### Year established

2004

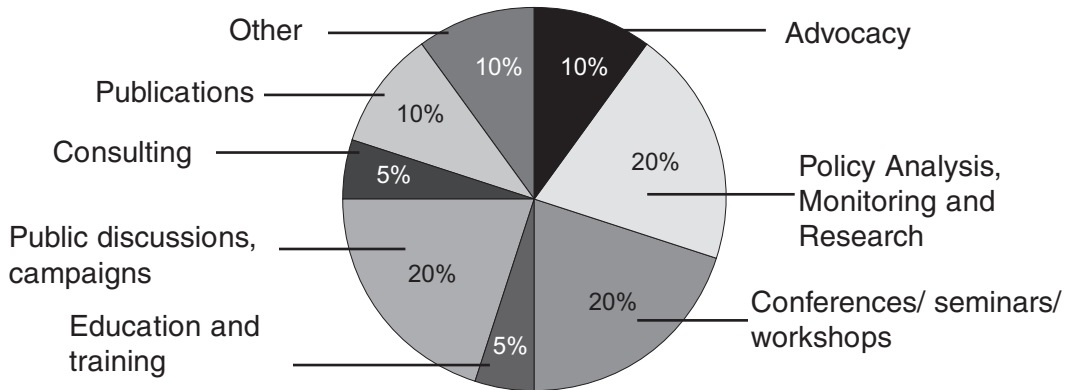
## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

ERC is devoted to initiating, advocating, supporting and liaising in order to further the development of a modern system of education in Serbia, i.e.: aiming to support the democratic development of the country and its European integration; promoting the goals of Quality Education for All, set in the education reform agenda for Serbia in 2001; and advocating openness, equity, measurability, effectiveness, efficiency, and regulation as the major dimensions of a modern system of education.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Advocacy

- Currently, activities are focused on the promotion of ERC in cities and towns all over Serbia (Novi Sad, Nis, Pozarevac, Krusevac) and the establishment of a local network of ERC.
- ERC representatives gave numerous interviews and contributed articles to the most important Serbian mass media establishments, discussing issues related to education reform and raising awareness about the dangers involved in the new Ministry halting education reform.

### Policy analysis, monitoring and research

- Comparative analysis of the old and the new Education Acts (the one adopted in spring 2003 and the changes and additions from 2004). Highlighting those changes that re-establish the education system of the '90's and those that are anti-reform, as well as those which overrule the Convention on the Protection of Child Rights or those which are simply not well thought through. Bringing attention to the consequences of the above-mentioned for the education system and for society in general (April/May, 2004).
- Empirical research on the percentage of schoolchildren using private tutoring (June-July, 2004).

### Recent conferences, seminars and workshops

- Quality Education for All in 2004/05: A three-day consultative meeting with more than 130 representatives of the education system, in order to discuss the possibilities of reform-oriented activities during the next academic year and to pinpoint areas in need of support. Working groups covered topics such as:
  - Giving accurate information,
  - Professional development of teachers,
  - Monitoring and evaluation,
  - Aims, objectives and teaching/learning methods,
  - Parents' participation,
  - Minorities and Inclusion, and
  - Textbook production.

The results of their work will provide the basis for new education development projects (Belgrade, June, 2004).

- A two-day seminar for journalists from the most relevant newspapers, radio and TV stations, who cover education issues. ERC experts assisted journalists in developing a thorough understanding of relevant issues in education and in finding ways of developing the education system. Moreover, all participants discussed the possibilities for more substantial coverage of education issues in the media (Palic, July, 2004).

### Public discussions, campaigns

- Round-table and press conference on the strategy of developing vocational education in Serbia (Belgrade, April, 2004).
- Round-table and press conference on the role of communication seminars in education – a voice against the proscription of these seminars by the new Ministry. (Belgrade, April, 2004).
- Round-table, 'New Education Legislation and Child Rights' held in cooperation with the Child Rights Center (Belgrade). The new legislation was considered from the vantage point of the place of children within the educational system (Belgrade, May, 2004).
- Public debate on the changes in, and additions to, the Education Law by the new Ministry, attended by 180 participants (Belgrade, May, 2004).

### Publications

- Electronic bulletin (in cooperation with the Fund for an Open Society – Serbia, English).
- Electronic journal on education reform (regional, Serbian).
- Website <http://www.reformaobrazovanja.org> (presently only in Serbian).

### Other

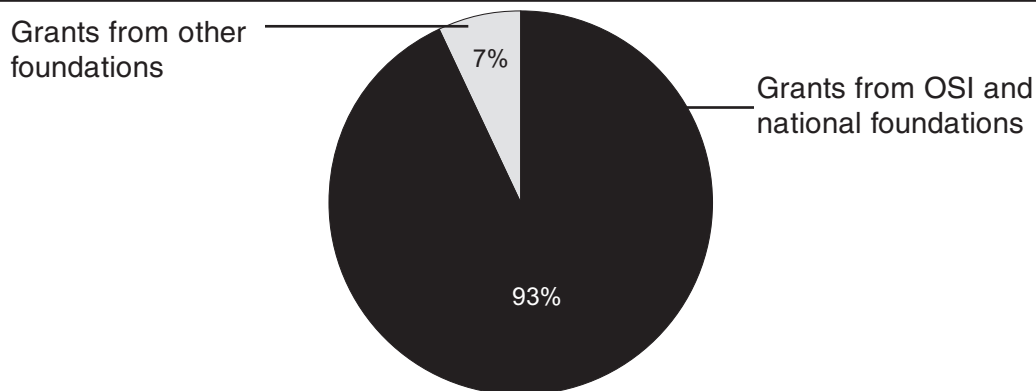
Networking among primary and secondary school teachers and other professionals who are dedicated to education reform.

## PARTNERS

### **Several Non-Governmental Organizations working in the field of education:**

- Alternative Academic Network
- Center for Anti-war Action
- Child Rights Center
- Civic Initiatives
- MOST Group
- Belgrade Open School

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION



## ORIGIN OF REVENUE (%)

Domestic  
100%

## STAFF INFORMATION

### Number of institute staff members

About 40 people are involved regularly in the activities of the ERC, and several hundred are registered as members.

### Staff specialization

#### Specialist staff:

- Aleksandar Baucal, PhD: Assessment, evaluation, research methodology
- Tunde Kovacs Cerovic, PhD: Education policy, education, teaching/learning methods
- Milena Jerotijevic: Inclusive education, child development
- Nada Korac, PhD: Teacher education, child development, media education
- Gaso Knezevic, PhD: Legal and political issues
- Ljiljana Levkov, MA: Curriculum and child development
- Snjezana Mrse, MA: Peace education, networking, workshop methodology
- Gordana Nikolic: School psychology, training methods
- Zorica Panic: School psychology, leadership
- Mirjana Pesic, PhD: Preschool education, civics
- Dijana Plut, PhD: Textbook publishing
- Dragan Popadic, PhD: Civics and social psychology
- Zelimir Popov, MA: Education, pedagogy
- Desanka Radunovic, PhD: Curriculum, mathematics
- Refik Secibovic, PhD: Vocational education
- Srbijanka Turajlic, PhD: Higher education reform
- Jelena Vlajkovic, PhD: Youth, mental health
- Nevena Vuckovic-Sahovic, PhD: Child rights protection
- Ilija Vujacic, PhD: Political science and civics

#### Technical staff:

- Ivan Malek: PR, web management
- Sinisa Sikman: Networking
- Milan Sitarski: Coordination, logistics, finances, equipment

# SLOVAKIA

## CENTER FOR EDUCATION POLICY (CEP)

---

**Host institution:** Orava Association for Democratic Education

**Address:** Halova 16, 851 01 Bratislava, Slovakia

**Phone:** +421(2)624 1 0676

**Fax:** +421(2)624 1 0648

**Email:** cpvp@cpvp.sk

**Website:** <http://www.cpvp.sk>

**Director:** Zuzana Srankova

### Governance

The Center for Education Policy is organizationally part of the Orava Association, a membership driven professional association of educators governed by an elected Board of Directors. CEP has an Advisory Board of three respected Slovak educators:

- Prof. Jan Pisut (former Slovak Minister of Education and Comenius University faculty)
- Dr. Vladislav Rosa (State School Inspector in Chief)
- Prof. Erich Mistrik (Head of the Civics and Ethics Department of Comenius University)

### Year established

2003

## AREA OF INTEREST IN EDUCATION POLICY

---

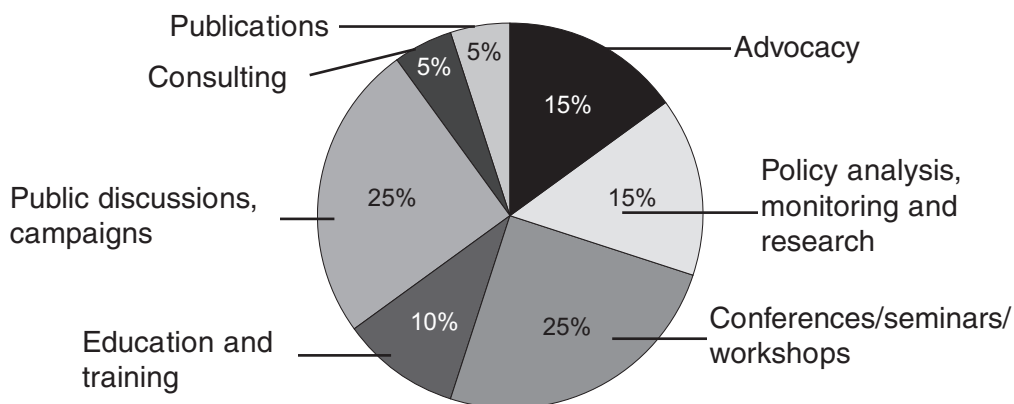
### Mission/scope

The mission of the Orava Association's Center for Education Policy is to support communication and collaboration between professionals in education and education policy, universities, the state, non-governmental organizations and the public; and to gather and present information and materials, mediate contacts and provide authentic and professionally processed information and recommendations to education policy makers, the educational community and the wider public.

### Activities

- Professional information center.
- Network of partners in education.
- Information source and partner for education policy makers.
- Initiator of discussions on current problems in education in Slovakia.
- Training institution.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Advocacy

#### **New Law on Education:**

Supporting public discussion and participation in the process of drafting the new education law.

### Policy analysis, monitoring and research

#### **Monitoring of School Dropouts Rate:**

The CEP at the Orava Association has currently started to cooperate on a monitoring project involving partners from Latvia, Estonia and Kazakhstan.

### Conferences, seminars and workshops in 2003

#### **Conference Innovation in Education 2003:**

CEP co-organized a national conference for educators focused on innovative methods in learning, teaching and school management. Part of this conference was a panel discussion on the professional development of teachers. The conference was attended by 150 participants, teachers of various school levels and type, university faculty, as well as the Slovak Minister of Education, State School Inspector in Chief and many other professionals.

#### **Critical Discussion:**

CEP organized the first critical discussion entitled, 'New Law of Education: Is it needed? Why? And what kind?' Thirty five representatives of the professional education community gathered and discussed in great detail, the foundations and main principles on which the new law should be drafted (3 March, 2003).

#### **Open Society Institute (OSI)-related Education Policy Centers' networking meeting:**

CEP, in cooperation with OSI Budapest, had the opportunity to welcome representatives of the various OSI-related Education Policy Centers in Central and Eastern Europe and Central Asia (November, 2003).

### Public discussions, campaigns

#### **Public Discussion on the New Law of Education:**

CEP, in cooperation with the Citizen and Democracy Association in Slovakia, organized seven public discussions in various regions of Slovakia on the New Law on Education that the Ministry of Education is currently working on (October-November 2003).

## Publications

The Orava Association's quarterly publication, NOTES, provides an opportunity for CEP to inform the wider education community about upcoming events, current issues in education policy, and the results of interesting research and monitoring initiatives.

## PARTNERS

---

### Local

- COMENIUS Pedagogical Institute
- Happy Children Association
- Minority Rights Group Slovakia
- Open Society Foundation – Slovakia
- Presov Method Center
- Slovak Governance Institute
- Spirala Association of Environmental Organizations
- State Pedagogical Institute
- State School Inspectorate

### International

- Education Policy Analysis Center, Almaty, Kazakhstan
- Education Support Program, OSI-Budapest
- PRAXIS Center for Policy Studies, Estonia
- PROVIDUS Center for Public Policy, Latvia

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

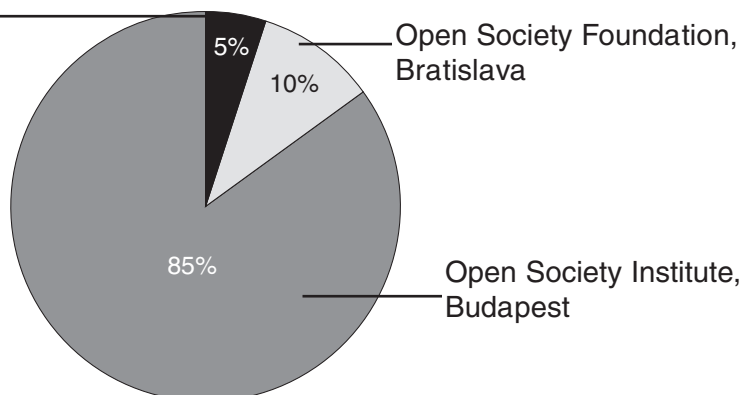
---

CEP's host institution, the Orava Association, is a membership driven professional association of educators with around 350 members. CEP has started to build an informal association of non-governmental organizations (NGOs), representatives of various public and state education institutions, university faculty, etc. The aim is to support their communication and cooperation through the Initiative Group of the CEP. The Center's Initiative Group currently consists of 12 members who meet monthly.

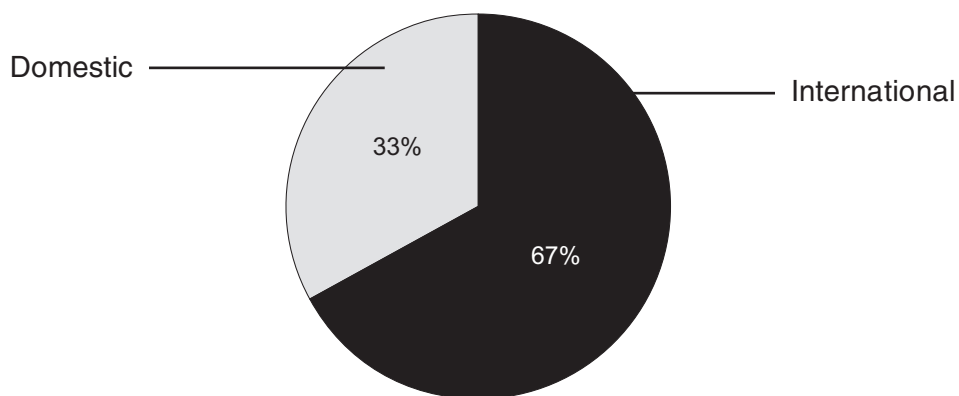
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---

Budget coming from  
host institution



## ORIGIN OF REVENUE (%)



## STAFF INFORMATION

Number of institute staff members

3

Staff specialization

**CEP:**

- Zuzana Srankova: Director/Coordinator
- Miriam Hubová: Assistant Coordinator
- Tomas Matijek: Technical Support, Webdesigner

**Colleagues co-operating from other centers:**

- Marcela Maslova: Regional Program Coordinator of the Orava Association
- Pavol Panik: University Faculty, Association's Board Member



# SLOVAKIA

## SLOVAK GOVERNANCE INSTITUTE (SGI)

---

Address: SGI, Bajkalska 25, 827 18 Bratislava 212, Slovakia

Phone: +421 (2) 534 11020

Fax: +421 (2) 582 33487

Email: [sgi@governance.sk](mailto:sgi@governance.sk)

Website: <http://www.governance.sk>

Director: Andrej Salner ([salner@governance.sk](mailto:salner@governance.sk))

Coordinator: Martina Kubanova ([kubanova@governance.sk](mailto:kubanova@governance.sk))

### Governance

The Slovak Governance Institute Board

### Year established

2001

## AREA OF INTEREST IN EDUCATION POLICY

---

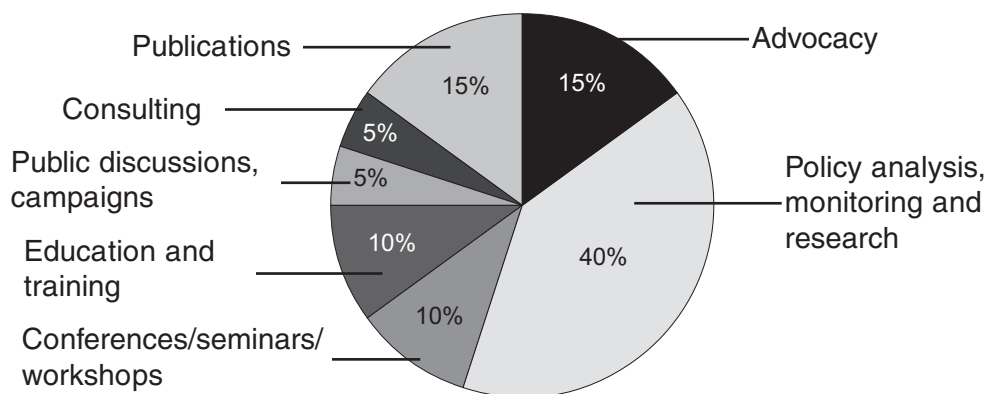
### Mission/scope

The Slovak Governance Institute – a non-profit, non-partisan civic association – was spun off from the Institute for Social and Economic Reforms (INEKO) in October 2001 to create a non-governmental organization (NGO) with a clear focus on good governance and public policy. SGI's mission is to initiate and promote solutions to improve the process of making and implementing decisions on the allocation of public resources to ensure good, accessible, transparent and effective public services.

### Activities

- Analysis of the allocation of public funds.
- Research and design of best practice in the public service.
- Discussion papers for the public.
- Articles in the media.
- Publication of research.
- Analysis of draft laws and solutions proposed by the government and preparing alternative proposals.
- Capacity building for the discussion of public services.

## CONCENTRATION OF EFFORT (%)



## RECENT EDUCATION PROJECTS

### Advocacy

- Promoting better practice in the selection procedures of secondary schools and universities working with schools, information service to applicants, legal action against bad practices (within the project, Removing Barriers to Education Mobility).
- Advocacy for fair selection in special schools for children with mental handicaps, targeted mainly at Roma children (within the project, Removing Barriers to Education Mobility).

### Policy analysis, monitoring and research

- Monitoring and research of school segregation targeted at the Roma minority (within the project, Removing Barriers to Education Mobility, in cooperation with the Milan Simecka Foundation).
- Monitoring and researching inappropriate placement of Romani children in special schools and testing procedures used (within the project Removing Barriers to Education Mobility).
- National monograph to assess the factors and impacts of the information society in the candidate countries (within the eSeville research project).
- Study on systems of education financing and analysis of the Slovak system (research project supported by the Open Society Foundation – Bratislava)

### Conferences, seminars and workshops in 2003

- In cooperation with the World Bank SGI held a national workshop on life-long learning policies for policy makers and practitioners.
- Seminar for university administrators and secondary school administrators on quality and transparency in selection procedures.
- Second international seminar on preparing individual syllabi for the MA Program in Public Policy at the Comenius University, attended by leading international authorities in the field.

## Education and training

- Supporting the preparation of Slovakia's first MA Program in Public Policy in co-operation with Dutch partners.
- Legislation as a public policy tool: training for policy makers (within the Slovak Policy Network project).

## Consulting

- Participated in drafting new law on implementing university fees, in collaboration with the Ministry of Education and the Ministry of Finance.
- Consulted with the Ministry of Education during the process of preparing the new law on the financing of local schools.

## Publications

- Budgeting and Management of Public Expenditure: A Realistic Vision of Reforms for the Next Four Years (2002, English and Slovakian).
- Communication of the Government of Slovakia. Structural and Content Analysis of Communication of the Government of Slovakia (2003, English and Slovakian).
- Economic and Social Reforms in Slovakia: On Some Aspects of Public Policy Process and Interests Advocacy (2001, English and Slovakian).
- Inappropriate Placement of the Romani Children in Special Schools and the Testing Procedures Used. Results of the monitoring and research (forthcoming in 2004, Slovakian).
- National Report on Education Policy (2001, English and Slovakian).
- National Report on Science and Technology Policy (2002, English and Slovakian).
- Principles of Sound Entrance Exams: Handbook for Secondary Schools (2003, Slovakian).
- Principles of Sound Entrance Exams: Handbook for Universities (2003, Slovakian).
- Public Policy-Making Manual (2002, Slovakian).
- The Schools Act: Education Policy Alternatives in Slovakia (forthcoming in 2004 Slovakian).
- Successful and Efficient Government: Policy Options for the New Cabinet (2002 Slovakian).
- Using Legal Tools Against Discrimination in Education Guide (forthcoming in 2004, Slovakian).

## PARTNERS

---

### Local

- Faculty of Social Sciences at the Comenius University Bratislava
- INEKO
- Milan Simecka Foundation
- Roma Press Agency
- Transparency International Slovakia

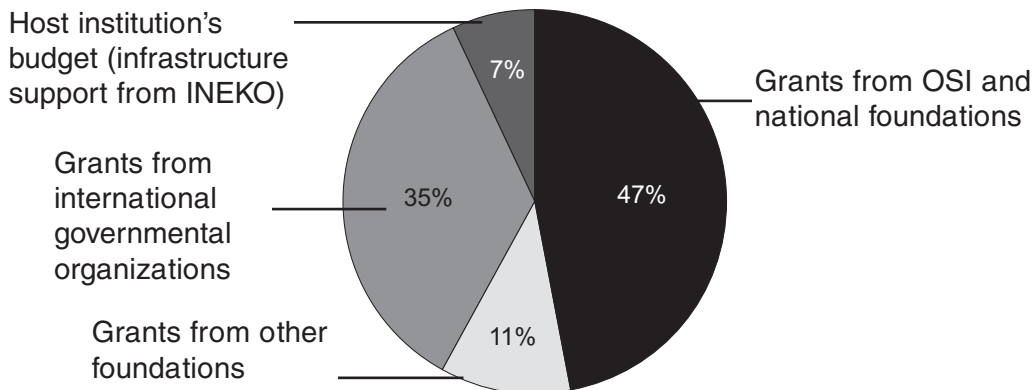
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

- INEKO Group (association of NGOs)
- NISPAcee (Network of Schools and Institutes in Central and Eastern Europe)

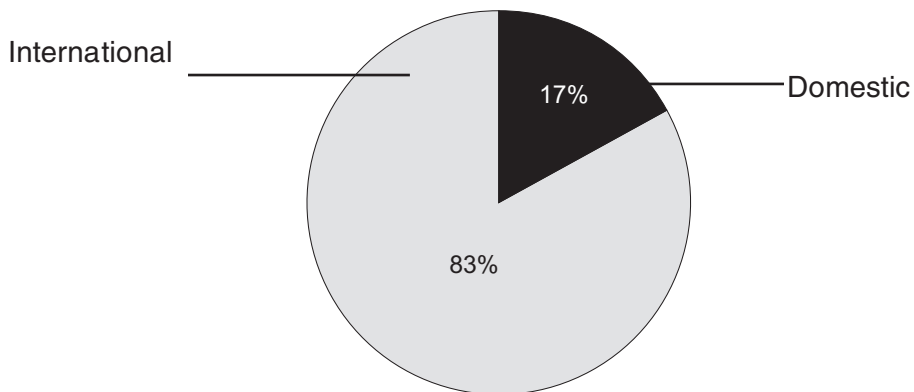
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION, 2003 (%)

---



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION

---

Number of institute staff members

11

Staff specialization

Executive Director, 3 Project Managers/Researchers, an Office Manager, 4 Project Assistants, an Accountant, and an Intern.

# SLOVENIA

## CENTER FOR EDUCATIONAL POLICY STUDIES

---

**Host institution:** Faculty of Education, University of Ljubljana

**Address:** Kardeljeva Ploščad 16, 1000–SI, Ljubljana, Slovenia

**Phone:** +386 (1) 566 1492

**Fax:** +386 (1) 566 1493

**Email:** [ceps.ljubljana@uni-lj.si](mailto:ceps.ljubljana@uni-lj.si)

**Website:** <http://ceps.pef.uni-lj.si>

**Director:** Prof. Dr. Pavel Zgaga

**Coordinator:** Igor Repac

Year established

2000

### AREA OF INTEREST IN EDUCATION POLICY

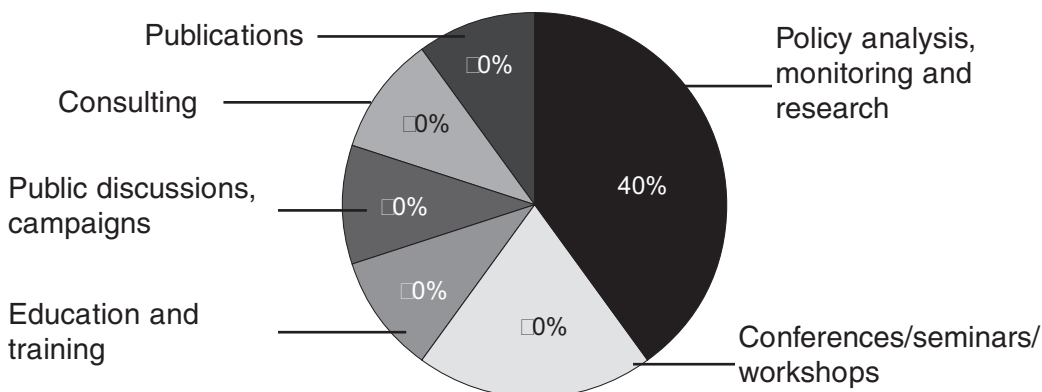
---

#### Activities

The Center is active in the field of Education Policy Studies. It participates in national and international activities in this field, particularly in research, development and consultancy projects.

#### CONCENTRATION OF EFFORTS (%)

---



#### RECENT EDUCATION PROJECTS

---

##### Policy analysis, monitoring and research

**International projects:**

- South East European Educational Cooperation Network (SEE-ECN) (2001–2004).
- Report on the Bologna Process Follow-up Activities (2001–2003).

- Education for Democratic Citizenship: From Policy to Effective Practice through Quality Assurance (EDC-QA Project, 2003–2005).

#### **National projects:**

- Concepts of Quality in Education and Possible Factors of Quality in Preschool, Primary and Secondary Education.
- The Concept of Citizenship and Development of the Subject and its Contents for Cross-Curricular Citizenship Education.
- Evaluation of descriptive assessment in the first triade.
- Education systems, textbooks and the knowledge-based society: limits of market regulation in small language communities.
- Education Policy in Contemporary European Context.
- Teachers' Education and the Bologna process.

#### Conferences, seminars and workshops in 2003

- Several regional seminars within the project SEE-ECN.
- Seminars on Strategies of Education Reform in South East Europe (SEE), Optimization of School Networks, Inspection of Schools.

#### Education and training

Organization of several cross border study visits within the SEE-ECN project.

#### Public discussions, campaigns

School field seminar (More information available at:  
<http://ceps.pef.uni-lj.si/1semin.html>).

#### Publications

- Self-image of School: The Conceptualization of Nine-year Compulsory School, by Mojca K. Sebart (Ljubljana, 2002, Slovenian).
- School Field: Themes in Philosophy of Education and Education Policy, by P. Zgaga (Ljubljana, 2002, Slovenian).

## PARTNERS

---

### Local

- All major education related organizations and institutions in Slovenia.
- Ministry of Education and Sport

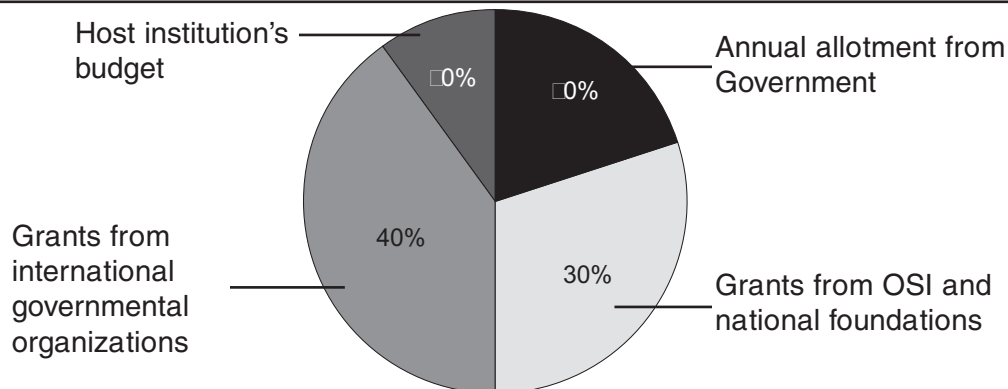
### International

CEPS runs the SEE-ECN, whose partners are all SEE Ministries of Education, several educational institutes, non-governmental organizations, schools, universities, etc. from the region, and some major international organizations. For detailed information please visit: [http://www.see-educoop.net/portal/id\\_members.htm](http://www.see-educoop.net/portal/id_members.htm).

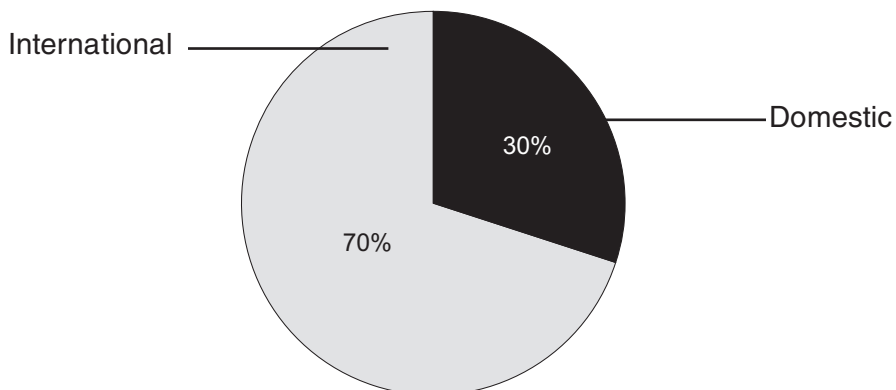
MEMBERSHIP IN NETWORKS/ASSOCIATIONS

SEE-ECN

ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)



ORIGIN OF REVENUE (%)



STAFF INFORMATION

Number of institute staff members

3

# TAJIKISTAN

## PULSE EDUCATIONAL REFORMS SUPPORT UNIT (PULSE ERSU)

---

**Address:** 734025, 45 Aini St. Dushanbe, Tajikistan

**Phone:** +992 372 214 190; 235 029

**Fax:** +992 372 214 190

**Email:** [osi@ersuosi.tajik.net](mailto:osi@ersuosi.tajik.net)

**Website:** <http://www.ersu-pulse.by.ru>

**Director:** Ibaidullo Safarov

**Coordinator:** Azim Baizoev

Year established

2003

### AREA OF INTEREST IN EDUCATION POLICY

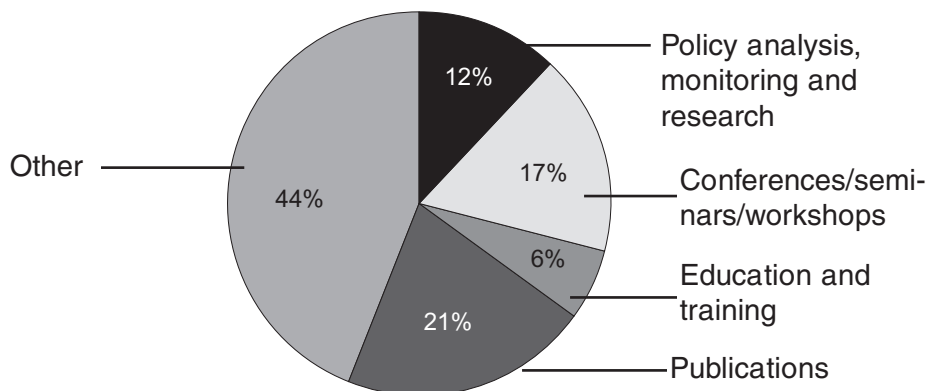
---

Mission/scope

- Assisting education system reform and developing public education.
- Increasing the role of the community in the solution of socio-economic problems.
- Supporting values common to all mankind.
- Consolidation of a healthy way of life.

### CONCENTRATION OF EFFORTS (%)

---





## RECENT EDUCATION PROJECTS

---

### Policy Analysis, Monitoring and Research

Pulse ERSU is frequently engaged in gathering and analyzing statistical data on the main indicators of the education system in the Republic of Tajikistan, processing of data obtained in the process of conducting regional seminar-trainings, and updating information on Pulse ERSU's website.

### Conferences, seminars and workshops

Within the framework of the project, four-day seminar trainings are conducted for the employees of state, regional and local departments of education (economists and accountants) on statistical analysis and planning and forecasting in the education system. In the process of these seminar-trainings important data is gathered, on the basis of which local models of the education system have been developed, or will be developed by 2015.

### Education and training

One of the tasks of the project is to increase research and analytical skills. The increasing level of professionalism of Pulse ERSU's experts attracts consultants from international centers and institutes. It also attracts local specialists provided by the project for teaching economics and education finance, creation of websites, and training in data-processing methods for applications such as SPSS.

### Publications

#### **School and Society:**

Within the framework of the project the publication of a quarterly non-governmental magazine on education problems has begun. The magazine is scientific-practical and bilingual (in Tajik and Russian). One thousand copies are printed and distributed to ministries, institutions of higher education, educational establishments (schools), international organizations and local non-governmental organizations (NGOs) engaged in educational problems. Twenty percent of secondary schools receive this magazine.

#### **Normative-legal Acts of the Education System:**

Pulse ERSU (along with the Ministry of Education and with the financial support of OSI Assistance Foundation – Tajikistan (OSIAF) publishes the Appendix of the magazine School and Society under the title, Normative-legal Acts of the Education System. It is here that the main solutions and situations are discussed. Four thousand copies of the Appendix of the magazine are published and distributed to all educational establishments, appropriate organizations and departments. The first two issues of these magazines have been published.

#### **Statistical Analysis of the Education System:**

The experts of Pulse ERSU have developed and published a scientific-methodological manual entitled Statistical Analysis of the Education System for the employees of the education system and for students of the Education Statistics Department of pedagogical institutions of higher education. The experts of Pulse ERSU use this in conducting the regional seminar-trainings.

### Other

In order to conduct its activities, Pulse ERSU is provided with a well-equipped office that has an internet connection.

- An informational-analytical website has been created by the center, in English and in Russian, where the necessary data on the education system of the Republic of Tajikistan is located, in addition to the analytical works of Pulse ERSU and information on international collaboration in the field of education. This data is updated periodically.
- In October 2003, the experts of Pulse ERSU collaborated with the Center of English Language at OSIAF, on the project entitled, The Analysis of the Status of English Teaching in Tajikistan. The project is being carried out in cooperation with the British Council. Within the framework of the project a consultant from the British Council carries out training for the experts of Pulse ERSU. Research and fieldwork are conducted in different regions of the country. This research includes opinion polls.
- The Higher Education Support Program at OSIAF and the experts of Pulse ERSU are working on a project entitled, The Analysis of the System of Higher Education of the Republic of Tajikistan. This project is currently under consideration. The project consists of research in the field of politics, government and the quality of teaching in higher education. Its aim is to define a set of problems and possible solutions, as well as working out recommendations on future decisions.
- Pulse ERSU will also be the main Tajik partner on the Asian Development Bank's (ADB) project, Central Asian Education Cooperation Network.

## PARTNERS

---

### Local

- Academy of Pedagogical Sciences
- Local NGOs
- Ministry of Education

### International

OSIAF

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---

### Grants from OSI and National Foundations

100%

## ORIGIN OF REVENUE (%)

---

### International

100%

## STAFF INFORMATION

## Number of institute staff members

6

## Staff specialization

The staff of Pulse ERSU consists of six specialists, a secretary and an accountant:

**Safarov Ibaidullo:** The Director of Pulse ERSU has worked for a long time as a teacher, deputy director and a director of a secondary school. He was also the Vice-chairman of the Dushanbe City Education Department. He has a university degree in Pedagogical Science, and an Economist's Diploma as a second profession. Currently he is studying in the Education Politics Studies Center in Moscow's High School of Socio-Economic Sciences. He is responsible for the everyday supervision of Pulse ERSU.

**Azim Baizoev:** The Coordinator of the Project. He has a PhD in Oriental Studies and is working as an Assistant Professor at Tajik State University. He has worked on individual research projects on education and gender problems supported by the OSI Centers (Prague, Budapest). He has also taken part in the realization of the ADB Regional Project on Education Reform as a national consultant. He is an expert in the evaluation of the quality of textbooks for the OSI project, Working up the Textbooks. He has published about 60 books and articles (including three textbooks) in the fields of Linguistics, Persian and Tajiki teaching, Gender Studies and education problems. He is the editor-in-chief of the magazine, School and Society.

**Lola Hotamova:** An Office Assistant at Pulse ERSU. She graduated from the Tajik State Pedagogical University where she majored as a teacher of English and German languages. She also participated in seminars which had been organized by the NGO Support and Training Center, and she has a diploma from the Knowledge International Scientific and Education Association. Her current position as an Assistant includes the following responsibilities: providing full administrative support to the office and national staff in preparation of reports, assisting the Editor-in-Chief in the publication of a monthly magazine, preparing materials for training seminars, and uploading all relevant translated data to the computer.

**Khayol Boboev:** An expert at Pulse ERSU. He has a PhD in Pedagogical Science and a university degree in Physics. He has worked as a chief specialist in the Ministry of Education's department of Institutions of Higher Education. He was a participant in the ADB Project, School-teachers' Retraining, as well as in education management courses (Moscow, Russia). He has published a number of articles and books, as well as curricula.

**Nodir Amonov:** An expert at Pulse ERSU. He has a PhD in Psychology and is the head of the Psychology Department at Tajik State University. He has a university degree in Mathematics and is experienced as a school-psychologist. He was a participant in the following projects: TEMPUS-TACIS' Psychologic Rehabilitation of Children, Catholic Relief Services' SEU (head of the Project), and the afore-mentioned ADB project. He is the author of more than 20 scientific articles and manuals on Psychology.

**Shodibeg Kodirov:** An expert at Pulse ERSU. He has a PhD in Economic Science and a university degree in Economics and Statistics. He works at Tajik State University as a teacher of Economics. He was a participant in the trainer preparation program in economics (National Council on Economic Education, USA), and in macro and microeconomics (Aga Khan Foundation). He has published a number of articles and textbooks in the field of economics.

# TURKEY

## EDUCATION REFORM INITIATIVE (ERI)

---

**Host institution:** Istanbul Policy Center at Sabanci University

**Address:** Bankalar Caddesi No 2, Karakoy, 34420, Istanbul

**Phone:** +90 (212) 292 5044/48

**Fax:** +90 (212) 292 0295

**Email:** baydagul@sabanciuniv.edu

**Website:** [http://www.erg.sabanciuniv.edu/index\\_ENG.htm](http://www.erg.sabanciuniv.edu/index_ENG.htm)

**Director:** Prof. Ustun Erguder

**Coordinator:** Neyyir Kalaycioglu

### Governance

**Steering Committee:**

- Hakan Altınay (Open Society Institute, Turkey)
- Batuhan Aydagul (Project Specialist)
- Ayla Goksel (Mother Child Education Foundation)
- Neyyir Kalaycioglu (Project Coordinator)
- Prof. Tosun Terzioglu (Sabanci University)
- Prof. Ustin Erguder (Project Director)

In addition there is an Advisory Board consisting of 15 members.

### Year established

2003

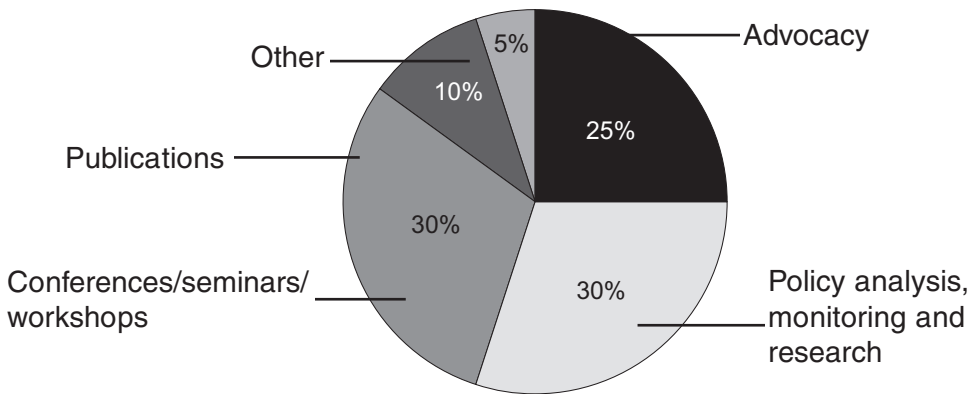
## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

To form a network of stakeholders in Turkish education – including government agencies, academic circles, schools and non-governmental organizations – to incubate ideas and serve as an observer of progress in education reform.

## CONCENTRATION OF EFFORTS (%)



## RECENT EDUCATION PROJECTS

### Advocacy

'7 is Too Late' campaign to advocate for expansion of early childhood education.

### Monitoring and Research

- Social Sciences Curriculum proposal for Grades 4-8.
- Report on Education and Human Resources for the Fourth Turkish Economic Congress.
- Monitoring of national advocacy campaign on gender parity.

### Conferences, seminars and workshops

Conference on Best Practices in K-12 Education in Turkey

### Publications

#### Briefing notes on:

- 'Turkey's demographic gift'.
- 'Turkish students' performance on Third International Mathematics and Science Study-Repeat (TIMSS-R)'.
- 'Turkish students' performance on Progress in International Reading Literacy Study (PIRLS)'.

## PARTNERS

### Local

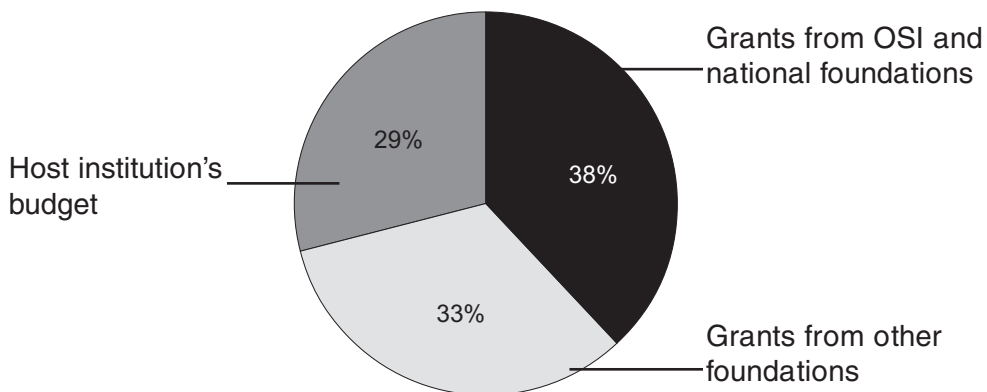
- Mother Child Education Foundation
- Sabanci University

### International

- Open Society Institute

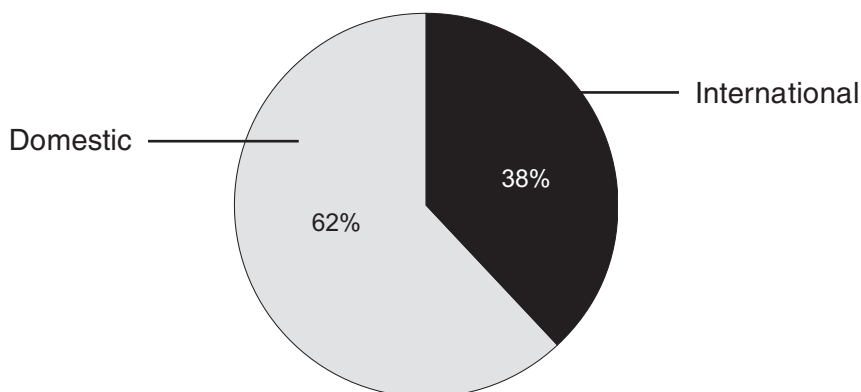
## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---



## ORIGIN OF REVENUE (%)

---



## STAFF INFORMATION

---

Number of institute staff members

5

Staff specialization

- Prof. Ustun Erguder: Project Director
- Batuhan Aydagul: Project Specialist
- Ipek Dubus: Project Secretary
- Ayla Goksel: Project Deputy Director
- Neyyir Kalaycioglu: Project Coordinator

# UKRAINE

## CENTER FOR EDUCATIONAL POLICY (CEP)

---

**Address:** 8 Rynok Square, Lviv, 79008, Ukraine

**Phone:** +38 (322) 722 861; 720 647

**Fax:** +38 (322) 720 647

**Email:** [oprocak@iatp.org.ua](mailto:oprocak@iatp.org.ua)

**Website:** <http://www.city-adm.lviv.ua/cep>

**Director:** Oleh Protsak

### Governance

#### **Constitutors of CEP:**

- Pavlo Khobzey (National Expert of UNDP – United Nations Development Program, Doctoral Student of Ukrainian Academy of Public Administration, Office of the President of Ukraine)
- Oleh Protsak (Director of the Center for Educational Policy)
- Maria Zubrytska (Vice Rector, Ivan Franko National University of Lviv)

A council of 10 experts in the field of educational administration and policy cooperates with and/or provides evaluation of CEP projects on a part-time basis.

### Year established

2000

## AREA OF INTEREST IN EDUCATION POLICY

---

### Mission/scope

The mission of the Center for Educational Policy is to promote the development of an education system in Ukraine that creates equal opportunities and conditions for personality development and creative self-realization for every Ukrainian citizen throughout their lives. The aim is to educate a generation of people able to work and study effectively, to protect and increase the value of national culture and civic society, and to develop and strengthen a sovereign, independent, democratic, social and lawful nation as an integral part of the European and world community.

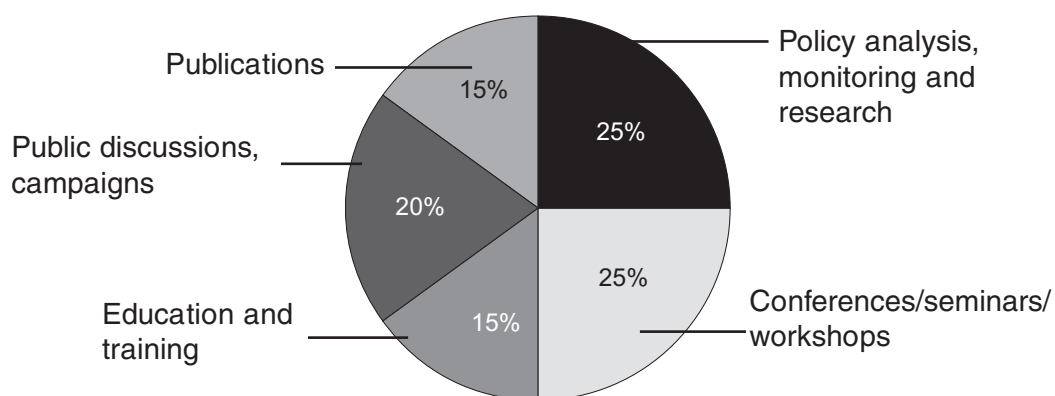
### Activities

CEP was founded in 2000 and for the first two years functioned as a structural unit of the Lviv non-governmental organization (NGO), Institute for Policy Studies. In April 2003 it was established as an independent juridical office with NGO status. CEP became the key institution for the transition of educational policy in Lviv from a public to a public and civil system of administration. CEP has provided intellectual and analytical support for the realization of education reform in Lviv. It has provided assistance to local governments, self-governments, and NGOs involved in political decisions in the sphere of education on the basis of research and political analysis.

Since 2000, CEP experts have realized a number of educational projects aimed at achieving the goals and objectives determined by the developmental strategy of the educational sector of Lviv. They also participated in other programs and projects, some of which were on a national scale – such as the National Doctrine of the Development of Education in Ukraine in the 21st Century, within the frame of the Program for Support of Education Reforming Strategy Formation (International Renaissance Foundation, UNDP, Education Support Program Open Society Institute – Budapest).

The experts of CEP have joined in the discussion of the project, State Standard for Primary and Secondary Education, an important document that is an object of particular interest to the Ministry of Education and Science of Ukraine. CEP has undertaken the responsibility of coordinating the project, State Standard for Primary and Secondary Education, in Lviv.

### CONCENTRATION OF EFFORTS (%)



### RECENT EDUCATION PROJECTS

#### Policy analysis, monitoring and research

- Regional expertise on the project, State Standard for Primary and Secondary Education (IRF, Educational Policy Network, 2003).
- The study, 'Decentralization, Governance and Human Development in the Education Sector'. Human Development Report 2002, United Nations Development Program, (August-October 2002).
- The study, 'Equal Access to Quality Education'. Program supporting the formation of a strategy on education reform (IRF, UNDP, 2001).
- The megaproject, Higher Education: Leadership for Progress, with the financial support of the International Renaissance Foundation (1 February, 2001-1 January, 2002). The aims of the project were researching national education policy, developing a Master's Program in education policy, and creating a regional educational center for education managers.



## Conferences, seminars and workshops

- Round table, 'State Standard for Primary and Secondary Education: the Present State and Perspectives' (Lviv, 28 October, 2003).
- Seminar, 'School Development Planning' (Lviv, 9 June, 2003).
- Seminar, 'Quality Monitoring of School Activity through Its Self-Evaluation' (Lviv, 10-13 February, 2003).

## Education and training

- Polish-Ukrainian Educational Project, Quality Monitoring of School Activity through Its Self-Evaluation, sponsored by the International Renaissance Foundation and the Region in Transition program of the Polish-American Freedom Foundation (January-July 2003). The partner is the Warsaw Trainer Society, Poland (Stowarzyszenie edukatorów). As a result of this project, 30 schools from the Lviv region practiced methods of school self-evaluation and prepared final reports. Sixty teacher-trainers were trained to introduce their experience to other schools' communities in the region.
- Summer School of Economics, Finance and Social Choice (2000–2002). The project was supported by the Higher Education Support Program (HESP), Open Society Institute (Budapest, Hungary) and the International Association for the Promotion of Cooperation with Scientists from the New Independent States of the Former Soviet Union (INTAS, Belgium). The project partner was the Ivan Franko National University of Lviv. As a result of the project, three International Summer Schools were conducted between 2000 and 2002. There were 55 participants from Ukraine, Russia, Hungary, Lithuania, Bulgaria, Yugoslavia, Poland, Uzbekistan and Mongolia.

## Public discussions, campaigns

- Round table, 'The State Standard for Primary and Secondary Education: Present Condition and Future Prospects' (Lviv, 28 October, 2003).
- Civic Measurement of Educational Changes in Lviv (2001-2002). The project was supported by the International Renaissance Foundation. The project's goal was citizen participation in the discussion and monitoring of the effective implementation of the city's community development reforms. Several public hearings were conducted within the project. The institute's group of experts compiled a manual on the methodology of preparing and conducting public hearings. They also constructed a specialist website.

## Publications

- Designer of Educational Policy, by Pavlo Khobzey, Lilia Hrynevych & Oleh Protsak (Lviv, 2002, Ukrainian).
- Development of the Strategy of Educational Policy. The Lviv Experience, by Pavlo Khobzey (Lviv, 2002, Ukrainian).
- Public Hearing, by Oleh Protsak & Marta Kostyuk. (Lviv, 2001, Ukrainian).
- Quality Evaluation of School Work, by Lilia Hrynevych. (Lviv, 2001, Ukrainian).
- School for Citizens: American Experience – Our Needs, by Andrzej Janowski (Lviv, 2001, Ukrainian, translated from Polish by Lilia Hrynevych).
- Training for Teachers, by Irena Dzierzgowska (Lviv, 2002, Ukrainian, translated from Polish by Kostiantyn Korsak).

## PARTNERS

---

### Local

- Board of Education of the Lviv City Council
- The 1st of September Foundation, Kyiv
- Institute for Policy Studies, Lviv
- International Center for Policy Studies, Kyiv
- Ivan Franko National University of Lviv
- Western Ukrainian Regional Training Center, Lviv

### International

- British Council, UK
- Institute of European Consulting-Innovation, Poland
- The International Research and Exchanges Board (IREX), USA
- Warsaw Trainer Society, Poland (Stowarzyszenie edukatorow)

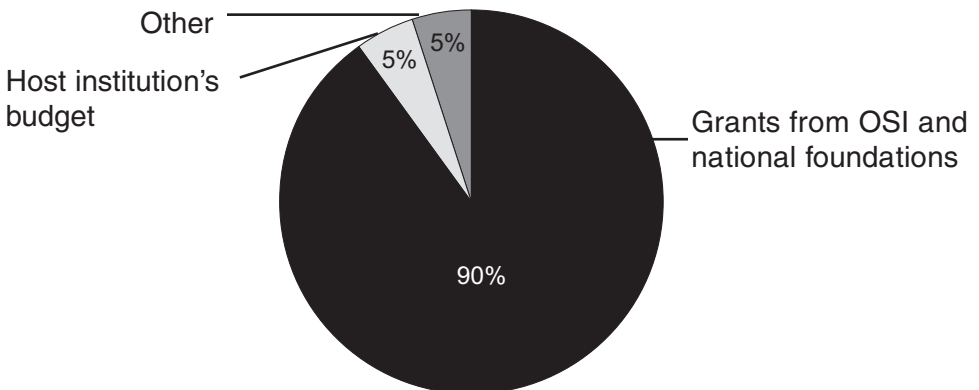
## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

As from February 2003, the Center of Educational Policy became a member of the Educational Policy Network that was initiated by the International Renaissance Foundation.

## ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---



## ORIGIN OF REVENUE (%)

---

Domestic  
100%

## STAFF INFORMATION

---

Number of institute staff members  
2

### Staff specialization

**Two full-time staff members:**

- Oleh Protsak: Director
- Halyna Pascal: Financial Manager

# UKRAINE

## EDUCATIONAL STUDIES CENTER

---

**Host institution:** Faculty of International Economics,  
Dnipropetrovsk National University, Ukraine  
**Address:** Vul. Naukova 13, korp. 9, kimn. 527, Dnipropetrovsk 49050, Ukraine  
**Phone:** +380 (56) 776 6098  
**Fax:** +380 (56) 776 6098  
**Email:** megacenter@megacenter.dp.ua  
**Website:** <http://www.megacenter.org.ua>  
**Director:** Prof. Dr. Natalia Boytsun  
**Coordinator:** Nataliya Galan (e-mail: nigal@ukr.net)

Year established  
2001

### AREA OF INTEREST IN EDUCATION POLICY

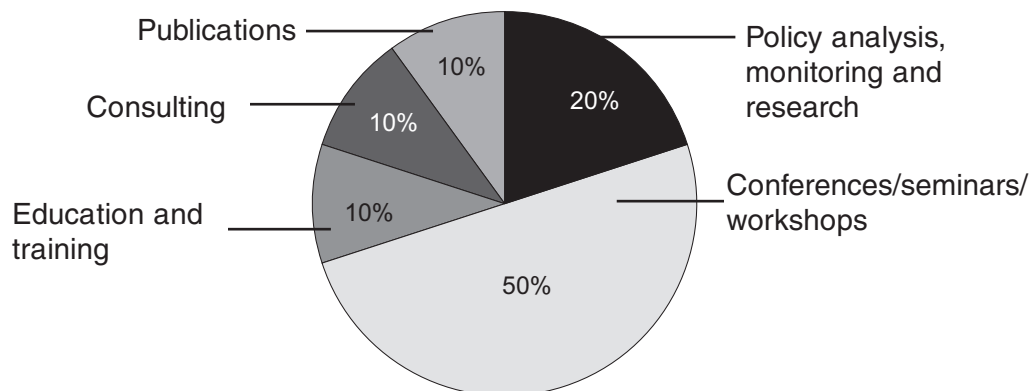
---

#### Mission/scope

Preparing methodical and organizational grounds for practical reforms in education and integration into the European system, by introducing and disseminating innovative educational technologies and up-to-date principles of management in Ukrainian higher education institutions.

### CONCENTRATION OF EFFORTS (%)

---



## RECENT EDUCATION PROJECTS

---

### Policy Analysis, Monitoring and Research

'Educational Policy in Europe and the Ukraine: Development and Perspectives' with the support of the International Renaissance Foundation (Kyiv, Ukraine).

### Conferences, seminars and workshops

- Annual international conference, 'Integration of Ukrainian Higher Education into European System' (Spring 2001, 2002, 2003).
- Annual conference, 'Innovations in Education' (Autumn 2001, 2002).

### Education and training

- Regional Seminar for Excellence in Teaching, 'Teaching International Relations and European Studies: Experience, Development and New Approaches' with the support of the Higher Education Support Program (HESP) of the Open Society Institute (OSI) (June 2003-June 2006, English).
- Summer School, 'Government Regulation of the Economy: Financial Markets, Investments and Trade' with the support of HESP/OSI (June 2003-June 2006, English, Russian).

### Public discussions, campaigns

Reforming the Ukrainian Educational System (autumn 2002).

### Consulting

Teaching methods and technologies.

### Publications

Information bulletins, proceedings of conferences and seminars (both in English and Ukrainian).

## PARTNERS

---

### Local

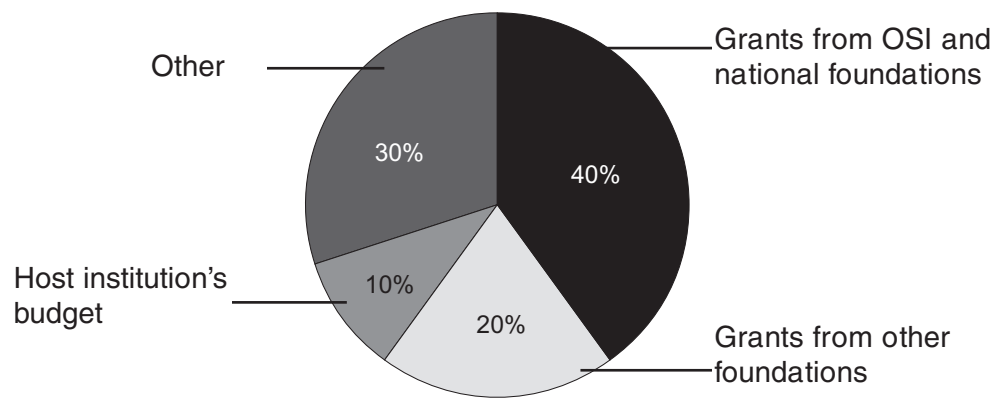
- Dukhovne Vidrozdgennya Charitable Fund (Dnipropetrovsk, Ukraine)
- Local Government Authorities

### International

TEMPUS/TACIS (Technical Assistance for the Commonwealth of Independent States)

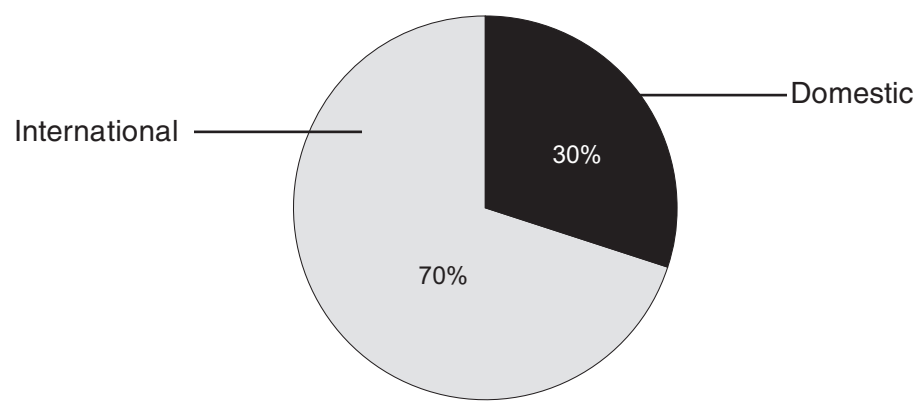
### ANNUAL BUDGET FOR ACTIVITIES IN EDUCATION (2003)

---



### ORIGIN OF REVENUE (%)

---



# UKRAINE

## INTERNATIONAL CENTRE FOR POLICY STUDIES (ICPS)

---

**Address:** 13-A Piymonenkova St, Kyiv 04050, Ukraine

**Phone:** +38 (0 (44)) 236 4477, 236 4377

**Fax:** +38(0 (44)) 236 4668

**Email:** office@icps.kiev.ua

**Website:** <http://www.icps.kiev.ua>

**Director:** Dr. Vira Naniivska

**Coordinator:** Dr. Volodymyr Nikitin

Governance:

Supervisory Board of ICPS

Year established

1994

### AREA OF INTEREST IN EDUCATION POLICY

---

#### Mission/scope

The International Centre for Policy Studies is an independent think-tank that promotes public policy concepts and practice, applying them to influential policy research that affects both the public and private sectors in Ukraine.

ICPS assists the government of Ukraine and the public at large in increasing awareness of the need to analyze policy alternatives, to research possible implications of adopting or rejecting each policy alternative, and to reconcile competitive interests. Our objective is to establish procedures for a substantive dialogue in Ukraine between the public, and the representatives of the legislative and executive branches of government. ICPS implements its experience in compliance with the requirements for building an open society.

We are convinced that democracy is not a gift granted to some nations, but an instrument that can be learned. Important attributes of democracy are the acknowledged legitimacy of different social interests ensured through free and fair elections, a political opposition, and freedom of the press. State policy in a democracy should promote these freedoms.

ICPS uses the same instruments of public policy and 'everyday democracy' that are widely applied throughout the world in order to help Ukraine become a truly democratic country.

## Activities

With experience that covers a wide spectrum, ICPS assists its clients – businesses, government, non-governmental organizations, and international organizations – in adopting strategic decisions based on the following principles: all stakeholders participate in the process, representation, the analysis of all opinions, and independent conclusions and recommendations.

### **Economic Policy:**

- ICPS applies modern economic expertise to tackle the most important problems in designing and implementing market-based economic policy in Ukraine.

### **Policy Analysis:**

- ICPS offers an unbiased assessment of the scope and direction of changes unfolding in Ukraine, in order to make the assessment of political risks easier for investors, and enable Ukrainian politicians to improve their own performance.

### **Public Administration Reform:**

- ICPS provides analytical support for the adoption of important state decisions, by introducing new procedures and functions and by building new skills in the government.

### **Regional Policy and Local Self-Government:**

- ICPS facilitates the adoption of better decisions at the local level by introducing procedures for public dialogue between regional governmental bodies and representatives of local communities.

### **European Integration:**

- ICPS helps the government to implement European standards in governmental decision making, increase the effectiveness of international technical assistance and raise public awareness about European integration issues.

### **Development of Non-Governmental Organizations (NGOs):**

- ICPS develops and conducts training for NGOs in strategic planning, policymaking, public policy analysis, and the preparation of documents based on international templates and standards.

### **Education Policy:**

- ICPS helps the government and the public to build capacity for devising and implementing educational and scientific policy.

## CONCENTRATION OF EFFORTS (%)

---

- Advocacy: 5
- Policy analysis, monitoring and research: 80
- Conferences/seminars/ workshops: 10
- Education and training: 50
- Public discussions, campaigns: 50
- Publications: 50

The percentage given above means that ICPS is acting in all stated areas simultaneously, therefore the total exceeds 100%.

## RECENT EDUCATION PROJECTS

---

- Determining the objectives and means of transforming science and education in the context of Ukraine's European integration.
- Education policy in Lviv.

- Analyzing the effectiveness of introducing and implementing the research findings of scientific and technical activities.
- Policy for developing higher education in Ukraine.
- Problems of transforming Ukrainian education in the context of European integration.
- Research on strategic objectives and directions for reforming science and education in Ukraine.
- Strategies for reforming education.
- State policy on reforming education in Ukraine.

## PARTNERS

---

### Local

- Administration of the President of Ukraine
- Lviv Oblast State Administration
- Ministry of Foreign Affairs of Ukraine
- Ministry of Economy and European Integration of Ukraine
- Ministry of Education of Ukraine
- National Academy of Public Administration
- National Bank of Ukraine
- Parliament of Ukraine (different Committees)

### International

- Conference Board of Canada (Canada)
- East-West Institute
- European Institute (Bulgaria)
- Institute of Public Affairs (Poland)
- Institute of Public Policy (Moldova)
- NZIER (New Zealand Institute of Economic Research)
- RAND Corporation (USA)

## MEMBERSHIP IN NETWORKS/ASSOCIATIONS

---

Member of Open Society Institute Related Public Policy Centers Network (Local Government & Public Services Reform Initiative (LGI))

## STAFF INFORMATION

---

Number of institute staff members

40

Staff specialization

**Director:**

- Dr. Vira Nanivska: Director

**Deputy Directors:**

- Andriy Blinov: Deputy Director of Economic Issues/Head of Economic Research and Publications Department
- Dr. Volodymyr Nikitin: Deputy Director of Development/Head of Policy Analysis Department
- Serhiy Seheda: Deputy Director on Legal Issues
- Iryna Sokolova: Deputy Director of Financial Issues



**Heads of Department:**

- Volodymyr Hnat: Head of Development of NGOs Department
- Natalia Hnydyuk: Head of Public Administration Reform Department
- Maria Jose: Head of Fundraising and Marketing Department
- Dr. Volodymyr Nikitin: Head of Educational Policy Department
- Olga Shumylo: Head of European Integration Department