

Education Policy Centers Network

NEWSLETTER
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EDITORIAL

Education for Understanding Each Other

By Indra Dedze
OSI Budapest

This summer the world was shocked again by several bomb blasts in London, UK and Sharm el Sheik, Egypt. Most of the bombers were young people. Their family members referred to them as pleasant and obedient people. Although several of them have changed their habits lately rather sharply and became radical Islam believers, that later led them to turn into suicide bombers. As result the world is splitting again. On one part of western people watching every Islamic person as a potential danger. On the other, the Islamic people are experiencing this mistrust. The result: feelings of alienation both sides.

So much mutual fear and mistrust do not make the world a place we all want to live in.

Education can be one of the most effective tools that might help people and nations to resolve conflicts in the world and to unite people and make them understand each other. In all democracies the public should understand and agree on policies that guide them. More discussion on educational issues in our countries is needed. Most of our countries are undergoing education reforms that deal with changes in curricula, textbooks and the new functions of the examination system. But actually the focus of the present analyses should be tuned to the issues of social cohesion. In many of our post –soviet countries this is primarily a matter of language of instruction. Most of the newly founded countries have introduced their National language as the instruction channel in schools. At the same time schools with Russian language of instruction are still in place in many of our countries. For example, in Latvia this separation of schools by the language of instruction has generated serious side effects. One side effect is the difficulty in getting to a consensus in social values and citizenship. The question for our policy centers should be whether the dual schools that exist in our countries pay attention to the social and ethnic cohesion when promoting programs. Are the curricula introducing students with other cultural or religious heritages, or do they teach only own culture, treating other as 'foreign'?

The discussion opened for our countries is how to stimulate our school systems to develop into a modern one that recognizes the multiethnic society we all live in.

Our EPC network has already demonstrated the ability to address important topics and work together on some projects, such as "Private Tutoring" and "School Dropouts". These are additional topics that we can bring up in our countries to contribute to the discussion on social cohesion and equity. For example, the project on dropouts revealed, that regardless of differences in the definition of this phenomena, we could find common features in our countries.

Many school age students do not complete the compulsory education and leave school early due to poverty, lack of motivation, lack of attention in family, unhealthy school climate, and poor academic achievements. Now, when we have discovered these factors, how can we address them? How can we ask the government, policy makers and parents to deal with issue, so these students remain in school?

Education is essential for the development of our countries but it cannot succeed if citizens do not support it. So, the major questions that we should answer together are:

- How can Education Policy Centers improve the education reform in our countries through public discussion?
- How can we bring up the issue of understanding other ethnic, social, or religious groups?
- Could these be our contribution to make our world a safer place to live in?

For answering to these questions or further discussion on this topic please contact Indra Dedze, idedze@osi.hu

OSI related professional and regional education networks

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

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ESTONIA

Comparison of wages of third level graduates and drop-outs on the basis of payroll tax data

For the time being there has not been conducted any comprehensive studies in Estonia about higher education graduates and their success in labour market, especially concerning income. No national data or statistics exist on this matter especially for detailed analysis. PRAXIS Education Policy Program has taken up a study using student level data of the 1999/2000-2003/2004 year graduates and drop-outs on third level education and payroll tax data from the Estonian Tax and Customs Board. The share of taxpayers among graduates or drop-outs was used as an approximate employment rate and the relative differences of the amount of payroll tax were used to assess the relative differences between gross wages.

Change in the share of taxpayers during 1999-2003 was analysed in respect to graduation or drop-out year according to educational fields and higher education degrees, sex, language of study etc. The payroll tax payments of the graduates and drop-outs were analyzed also by regional aspects of residence and the concentration was more on the period after leaving higher education institutions. In order to get a glance of their distribution in the labour market over the economic sectors the third main topic was to give an overview of the employment sector of the graduates and drop-outs according to the programmes they had studied. Some methods of analysing graduates success on the labour market were described as well.

The preliminary results are: post education share of taxpayers and the amount of payroll tax are always higher among graduates compared to drop-outs; share of taxpayers jumped the first year after graduation; the higher the level of higher education the higher the share of taxpayers and the amount of payroll tax; lowest amount of payroll tax was paid by the graduates of arts and humanities and agricultural programmes, highest amount by the social sciences, business and law and science graduates. These results diverged when analysis got into further detail.

The main concern with these results is that the period of analysis is too short to make any crucial conclusions especially in profound analysis as the student level data exists only since year 1999. To go into further details with this study one has to link the educational data with payroll tax information every upcoming year and complement the database with additional characteristics.

As a continuation of the project "Comparison of income of third level graduates and drop-outs on the basis of income tax data", PRAXIS' Education Policy Program is planning to take part in an international project, which aims to study the working life and satisfaction of acquired education of the year 1999 higher education graduates. The main objective of this project is to promote research on the transition of higher education graduates from study to work on the regional level in different countries of the Central and Eastern Europe: Russia, Kyrgyzstan, Estonia and Latvia.

For more info on this topic please contact Liis Kraut, liis@praxis.ee

KAZAKHSTAN

- Education Policy Analysis Center (EPAC), Kazakhstan, together with UNESCO, conducted conference "Youth voices: quality education for all" on 26 of July in Almaty. The conference was held in framework of the program "Education for all and involving of youth and NGO in Central Asia" There were participants from youth NGOs, MOEs, National commissions for UNESCO of Kazakhstan, Uzbekistan, Kyrgyzstan and Tajikistan. Before the conference each country conducted short research and interviewed young people at the age of 15-25 asking them few questions:

- how they understand quality education for all;
- what kind of factors get in the youth's way of equal access to quality education;
- what kind of knowledge and life skills the youth sees as important for their future;
- what is the role of MOEs and the Government in ensuring of equal access to quality education;
- what is the role of youth NGOs in implementing policy of equal access to quality education.

The results of these interviews will be analyzed, published and presented on UNESCO World Youth Forum, which will be held in Paris on September 30-October 4 2005.

- In April 2005, EPAC initiated pilot research "Transparency of School budget: existing practice and possible mechanisms of accountability. Partner organization, Expert Club "Strategic Vision" conducted the research in three regions of Kazakhstan. Preliminary results were received recently and would be discussed in Round Table in Astana city on August 26. Representatives of school administration, MOE, regional finance and education departments, in-service training institutions and parents are invited to discuss and propose their recommendations for further development of the report to publish and present it to policy makers and broader community.

- EPAC continues work on World Bank and MOE project on Modernization of Information Support System for Education Policy Development: during November 2004 – June 2005 there were conducted three workshops with WB experts aimed for design and development policy papers on issues of Reforming Educational Statistics and Assessment of Learning Achievements. Draft papers were presented to experts from MOE, Agency of Statistics, Testing Center and other stakeholders on June 2005, last version should be developed and presented to the Government and policy makers on different levels in September 2005.

For more info on this topic please contact Zhanar Rakhimzhanova, zrakhimzhanova@bilim.kz

ROMANIA

Admission of Youth from Moldova Republic to Romanian universities

The citizens of the Moldova Republic, who completed their studies at Romanian or Moldavian high schools, no matter when, could submit their applications for admission to Romanian universities, in the period 17 – 27 August 2005, at one of the registration centres from Iași and Galați. The candidates took the examination directly at universities at the same time and under the same conditions as the Romanian citizens, but they competed for the separate places allotted to the universities by the Ministry of Education and Research. The minimum admission average mark could not be below 5 (five) or an equivalent.

The “Dunărea de Jos” University of Galați (www.ugal.ro) and the “Al. I. Cuza” University of Iași (www.uaic.ro) were appointed registration centres for the admission of youth from the Moldova Republic.

The citizens of the Moldova Republic who graduated at Romanian and/or Moldavian faculties, no matter the graduation year, applied for admission to first degrees/master degrees/Doctorate in the same period (17 – 27 August 2005), at one of the two centres mentioned above. For admission to places with tuition fees, the candidates enrolled either to the registration centres or directly to universities.

The admission for residents was open only to the citizens from the Moldova Republic who graduated at Romanian human medicine or pharmacy higher education establishments, who got their graduation diploma, no matter the year of graduation. They took the national admission examination for residents under the same conditions as the Romanian citizens, but for separate places.

More information (distribution of places among the universities, the documents of the registration files and data referring to the enrolment, coverage of tuition costs, scholarships and other facilities for young people from the Moldova Republic and application forms) were available on the Ministry of Education and Research web site www.edu.ro / link http://www.edu.ro/ghid_moldova.html.

The tuition costs, the scholarships and the other facilities are covered by the higher education establishments from the funds allotted by the MER from the public budget, under the law.

For more info on this subject please contact gpataki@cedu.ro

OSI—Education Support Program

OSI Education Conference: Reflections on the Conference and the Way Ahead

The 2005 OSI Education Conference was by invitation only and was held in the Hotel Helia, Budapest, from June 30 until July 2, 2005. All the papers for the conference, including the [invitation letter](#), [agenda](#), [conference program](#), [presentations](#), [list of participants](#), summary report and [evaluation](#) can be found on its web site at:

http://www.soros.org/initiatives/esp/events/conference_20050630

Objectives:

The four objectives of the conference were:

- to discuss education from a number of different perspectives including international trends, the role of civil society, human rights, diversity, the value of social responsibility and regional perceptions of democracy;
- to consider the implications for the work of OSI and partner education networks, NGOs and civil society in the region;
- to generate and allow exchange of new ideas within OSI and partner education networks and open new perspectives; and
- to build on the existing capabilities and expertise of these education networks and generate additional momentum.

Conference Presenters

Scheduled presenters included:

- Martin Carnoy (Stanford University)
- Barry McGaw (OECD)
- John Abbot (21st Century Learning Initiative)
- Iveta Silova (Azerbaijan)

For more information and conference materials please see the [Education Conference website](#). For additional information, contact Katalin Geher at kgeher@osi.hu.

OECD

International Conference - Linking Evidence to Practice, Hague, September 14 – 15, 2005

On 14 and 15 September 2005, the third OECD-conference on Evidence Based Policy Research will take place in The Hague, Netherlands. The first seminar in the series was held in Washington D.C. 19-20 April 2004, and the second in Stockholm 27-28 January 2005. The conference will explore how bridges can be built between researchers, policy makers and educational practitioners by using evidence based research to improve policymaking. A key focus of this exploration will be on the role of brokerage agencies (i.e., institutions, programmes, or other mechanisms) designed to improve linkages between research and policy concerns and act as bridges in a national or international context (for example, the EPPI-Centre in the UK).

The goals of this conference are to: 1) build on the results and discussions of the previous seminars; 2) focus on different models and roles of brokerage agencies and examine strengths and weaknesses of these different models; and 3) bring together the different themes from across all three workshops to begin to draw conclusions from the project as a whole.

The conference format will have an innovative design and aims to foster discussion among (senior) policy makers and the wider education community concerned with (evidence based) research issues, i.e., educational researchers, practitioners/teachers/school leaders and intermediary organisations.

The working language of the conference will be English.

Who should attend?

See [Participants](#)

Costs

Participation in the conference is free of charge. However, participants will need to meet their own travel and accommodation costs. The Ministry of Education, Culture, and Science of the Netherlands will host two lunches and the Conference Dinner on Wednesday, 14 September.

For additional information [click here](#)

EUROPEAN COMMISSION

OECD report highlights next 5 to 10 years as key in attracting new teachers

An OECD report says that large amounts of experience and skill will need to be replaced as school teachers in their 50s retire in the next five to 10 years. Meanwhile, Commissioner Figel says universities should become more flexible employers.

In practical terms, this offers a once-in-a-generation opportunity for education systems to shape and benefit from substantial changes in the teacher workforce, says an Organisation for Economic Co-operation and Development (OECD) report entitled 'Teachers matter: Attracting, developing and retaining effective teachers'.

The report warns that if teaching is not seen as an attractive profession and teaching does not change in fundamental ways, then the quality of schools will decline and a downward spiral will be difficult to reverse.

The report also finds that well-qualified teachers of subjects like mathematics, science and languages are in short supply in many OECD countries, particularly in disadvantaged areas.

Meanwhile, in a speech on universities and the knowledge society delivered at La Sapienza University in Italy, Education and Culture Commissioner Ján Figel said on 23 June that "universities should become more flexible employers; especially they should make it easier for young teachers and researchers to join their ranks".

He added that those institutions and systems that move faster would benefit from an influx of fresh forces seeking more independence, better career prospects and higher salaries.

For additional information [click here](#)

US wants to restrict foreign scientists' access to defense technology

The US Department of Defence (DoD) has proposed a rule restricting the access of foreign scientists, including EU nationals, to research projects funded by the agency.

The [rule](#), proposed by the United States Department of Defence (DoD) on 12 July 2005, is designed to reinforce DoD's export-control regulations restricting the transfer of certain technologies to countries viewed as threats to national security.

If the rule were to go through, the signing of contracts involving foreign nationals or foreign persons anywhere in the world in research funded by the DoD would be subject to strict checking procedures.

Universities and companies working on defence projects would need:

- licences to involve foreign nationals in the research carried out and;
- an "access control plan including 'unique badging requirements' and 'segregated work areas' for foreign nationals".

"Walling of labs, making foreign graduate student wear badges - it is just not what we do at a university," told Paul Powell from the Massachusetts Institute of Technology in Cambridge, according to [Science](#), a US science magazine.

Comments on the proposed rules can be submitted until 12 September 2005.

For additional information [click here](#)

Vocational training to receive 86m euro boost

The Commission has selected 295 projects from 31 countries to receive Leonardo da Vinci grants to support innovative pilot projects linking vocational education and training.

The 295 projects will directly contribute to the development of a well-functioning European labour market, with transparent and transferable vocational qualifications, and to the improvement of vocational training systems and practices throughout Europe, says the Commission in a press release.

Less qualified workers are one of the target groups for developing appropriate training/learning materials to improve skills in the current batch of projects. Upgrading skills is a key priority for the UK presidency of the EU (see [EurActiv 19 July](#)).

The 2006 selection round will be the last in the current phase of the Leonardo da Vinci programme, which is due to end in 2006. From then on, vocational training activities will continue to be supported under the new Integrated Action Programme in the field of lifelong learning (2007-2013) that has been proposed by the Commission. In a separate development, the Commission has started infringement proceedings against Spain and France with regard to the mutual recognition of professional qualifications.

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

Non-EU students and teachers to receive Erasmus Mundus grants

The Commission has picked 803 non-EU Masters students and 133 non-EU teachers to receive Erasmus Mundus grants for the 2005-06 academic year. The programme, which runs from 2004-08, will be reviewed in 2006.

The Commission will be spending nearly 30m euro to fund 803 Erasmus Mundus Masters students for 2005-06 plus 1.5m euro to fund 133 non-EU Masters teachers. Four hundred and fifty five of the 803 students fall under the general Erasmus Mundus programme while 353 fall under country-specific Asian 'windows' including China, India, Malaysia, Thailand and a group of 16 smaller Asian countries.

The original 230m euro budget earmarked for Erasmus Mundus 2004-08 was increased by 57m euro to 287m euro to cater for the major interest from Masters students and teachers, in particular from China and India, in the scheme. The funding is secure whether or not there is an agreement on the EU's financial perspectives.

Students will study in at least two European universities in two different countries for one or two years to obtain their degree from one of 35 existing Erasmus Mundus Masters courses. University teachers coming to Europe will spend an average of three months teaching on one of the courses.

"The Erasmus Mundus programme will be reviewed by the Commission in 2006. The Commission may propose including Erasmus Mundus in the new lifelong learning programme 2007-13," said DG Education and Culture spokesperson Frédéric Vincent.

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

UK wants to show how education and skills can raise economic performance

An informal meeting of EU education ministers sent a clear message on the UK's cross-government approach to driving up standards of employer-friendly education and training plus helping young people to break out of a low skill/low wage cycle. Europe will fail the skills challenge posed by India, China and Indonesia unless the debate about the future of the European Social Model recognises the need to compete in a flexible global economy, UK's Work and Pensions Secretary David Blunkett warned at a Skills Summit hosted by the Learning and Skills Council in London.

The comments build on a speech made to MEPs by UK Finance Minister Gordon Brown on 11 July, which said that if the EU is not to compete with Asia on low pay, it must invest in education and lifelong learning, skills, science, R&D, technology and infrastructure to add value to goods and services. He also said that public investment in these areas fitted in with the Sapir report that UK Prime Minister Tony Blair had recently drawn, on and were central areas to the Lisbon agenda.

Blunkett said that an employer-led approach, giving people the opportunity to improve their skills in the workplace was necessary "not only to improve their own lives, but to ensure we face the twin challenges of demography [editor: a reference to the ageing populations in Europe] and globalisation".

Education Secretary Ruth Kelly said that the UK aims to use its presidency to highlight the economic benefits of education that make education's contribution so vital to the Lisbon agenda. "I want to use our Presidency to highlight how education and skills can lever up performance to support achievement of the Lisbon goals". The UK would do this by:

- Demonstrating that investment in skills helps raise productivity;
- Considering new approaches to employer engagement in sector skills development;
- Focusing on the development of world-class higher education
- Exploring the delivery of effective learning using Information and Communication Technologies (ICT)

Reducing the high number of young people dropping out of school early and tackling the problem of a lack of science graduates were two key points in the report. The rapporteur, Guy Bono, is also calling for an Erasmus scheme for 'apprentis' to cater for young people leaving school who do not go to university but need support to do specialised training for jobs such as, for example, bakers or electricians.

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

INTERNATIONAL CENTRE FOR POLICY STUDIES (ICPS) Ukraine

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Year established
1994

AREA OF INTEREST IN EDUCATION POLICY

Mission/scope:

The International Center for Policy Studies is an independent think tank that promotes public policy concepts and practice, applying them itself in influential policy research that affects both the public and private sectors in the Ukraine. ICPS assists the government of the Ukraine and the public-at-large in increasing their 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 substantive dialogue in the Ukraine between representatives of the legislative and executive arms of government and the public. ICPS implements its experience in compliance with the requirements for building an open society.

Activities

With experience that covers a wide spectrum, ICPS assists its clients-business, government, non-government organizations, and international organizations – in adopting strategic decisions based on the principles of all stakeholders participating in this process, representation and analysis of all opinions as well as independent conclusions and recommendations.

The work is focused in the following areas:

- Economic Policy
- Policy Analysis
- Public Administration Reform
- Regional Policy and Local Self-Government
- European Integration
- Development of NGOs
- Education 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.

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

List of projects implemented in 2005

- Academic Fellowship Program
- Comparative Analysis of Telecommunications Legislation in Ukraine, the EU and the WTO
- Defending the Rights of Roma in Ukraine and Ensuring Access to Justice
- Feasibility Study for Consular and Visa Cooperation
- Among Visegrad States for Residents of Ukraine and Moldova
- Model for Public Oversight of Healthcare Spending
- People's Voice—2
- Policy Campaign for Tobacco Control
- Policy Development Program: Regulatory Reform in Ukraine's
- Residential Services Sector
- Public Campaign for Harm Reduction Policy
- Public Participation In the Dialog on Party Platforms
- Transferring Slovak Economic Reform Know-How during Pre- and Post-Election Debates in Ukraine
- Research commissioned by business
- Publications [see list](#)

PARTNERS

Local

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

International:

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

MEMBERSHIP IN NETWORKS/ASSOCIATIONS:

Member of SOROS related policy centers network

Number of institute staff members: 40 Staff specialization [click here](#)

NEW PROJECTS & INITIATIVES

Global Forum on Education - The Challenges for Education in a Global Economy

The first [Forum](#) on the theme of The Challenges for Education in a Global Economy is being co-hosted with the Chilean Ministry of Education and will be held in Santiago on 24-25 October 2005.

This event will draw on the substantial networks of education officials and experts that have been established since 1991 through the Directorate for Education's Programme for Co-operation with non OECD Economies: peer reviews; World Education Indicators (WEI); the Programme for International Student Assessment (PISA); improving outcomes for students with special needs, and other bilateral ad-hoc co-operation.

There is increasing recognition that education plays a key role in achieving goals of sustainable economic development. Most non-Members have embarked on reforms to meet the Education for All (EFA) challenge and equity of access to lifelong learning. Several have turned to the OECD for policy reviews and recommendations, but resources are often insufficient to respond to demand on an individual country basis. A Global forum on Education would help to satisfy this demand in areas of current EDU activities (inter alia tertiary education, special needs and lifelong learning) and would be a useful vehicle for attracting additional voluntary contributions for Secretariat work. Synergies would also be found through interaction between regional reform work implemented through OECD reviews (e.g. Baltics, SEE, Latin America and Africa). Although education has been listed as a topic for the Knowledge Economy Forum, the Forum has never addressed any education issue directly.

Policy issues discussed at the Forum meetings are the subject of specific peer learning, including the analytical use and the development of comparable data.

These activities have had important impacts for policy makers in countries and in other international organisations. They have helped policy makers to:

- Identify major developments, problems and issues in the moves to adapt education systems to the needs of changing economies and societies;
- Relate these moves to wider trends, such as democratisation, technological change, demographic factors, the progress of science, the globalisation process and major objectives such as the protection of the environment, the further development of social cohesion and the achievement of an enhanced governance of both public and private institutions;

Participants of the Forum will mainly represent Ministries of Education and intergovernmental organizations. **OSI ESP would like to contribute** to the conference in Chile in late October with independent non-governmental voices apparent.

For more information about the possibilities to participate for the representatives of Education Policy Centers, please, contact Virginija Budiene at Virginija.Budiene@fsf.vu.lt

DONORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

American Councils for International Education - Junior Faculty Development Programme

Application deadline: September 2, 2005 (for applicants from Southeast Europe)

September 9, 2005 (for applicants from Croatia)

American Councils for International Education is pleased to announce the Junior Faculty Development Program (JFDP), a program sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs, and administered by American Councils for International Education, in collaboration with SIC in Croatia.

In SE Europe, JFDP is open to citizens from Albania, Bosnia & Herzegovina, Croatia, Macedonia, Serbia & Montenegro (residents in Kosovo welcome to apply), and is intended for young university teachers in the social sciences and humanities.

List of eligible fields for 2005-2006:

American Studies, Architecture & Urban Planning, Arts Management, Business Administration, Cultural Anthropology, Economics, Educational Administration, Environmental Studies, History, International Affairs, Journalism, Law, Library Science, Linguistics, Literature, Peace/Conflict Resolution Studies, Philosophy, Political Science, Psychology, Public Administration, Public Health, Public Policy, Religious Studies, Social Work, Sociology.

JFDP provides university instructors with a semester-long opportunity to expand their knowledge and expertise in their academic field by attending classes and working with faculty members at universities in the United States. This is a fully funded, non-degree program; participants travel on a US J-1 exchange visa, which stipulates a two-year home residency requirement.

Please visit: www.unitedstatesvisas.gov/ for information about the J-1 visa.

More information

Website: <http://www.americancouncils.org>

<http://www.jfdp.org>

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Open Society Institute and the Center for Policy Studies, Central European University - International Policy Fellowships 2006 – 2007, Budapest, Hungary

Application deadline: September 20, 2005

Launched in 1998 and affiliated with the Open Society Institute and the Center for Policy Studies (CPS) of the Central European University in Budapest, these fellowships support analytical policy research in pursuance of open society goals such as the rule of law, democratic elections, diverse and vigorous civil societies, and respect for minorities. Each year the IPF program invites research proposals that address critical issues in the development of open societies. Successful applicants will demonstrate originality, sound project design and the strong likelihood that their project may lead to significant impact on policy.

The IPF program seeks to enhance the quality of policy research in the countries where the Soros Network operates, throughout Central and Eastern Europe, the former Soviet Union, and Mongolia, as well as countries in South and Southeast Asia, the Middle East, and North Africa. It places strong emphasis on independent research that is both rigorous and appreciative of practical implications. Analysis and evaluation of existing policy contexts should be based on explicit criteria and fellows should be able to communicate their ideas and findings in a variety of professional and public settings.

Applicants are encouraged to submit individual, practical and policy-oriented research proposals in the following subject areas. The product of each fellowship will be a detailed analysis of a major issue to be published in English and translated into other languages.

2006-7 Fellowship Issue Areas:

General Framework: New Frontiers of Democratic Politics

- The Challenge of Wider Europe
- Open Society Promotion in Predominantly Muslim Societies
- Combating Open Society Threats
- Combating the Resource Curse
- Roma Exclusion
- Open Information Policy.

Main Terms of the International Policy Fellowship Award:

- Fellows receive supervision and support from a senior policy analyst
- Fellows are invited to Budapest in April 2006 for initial orientation to the program
- Optional specialized policy research and advocacy training courses in Budapest
- Monthly stipends commensurate with local salaries
- Budget for reasonable research, communications, travel, publication and advocacy costs
- Discretionary funding for conference participation.

How to Apply:

Applicants should carefully complete the online application form found at <http://www.soros.org/initiatives/ipf>, which includes a project summary, research proposal (maximum 4 pages), and a resume/CV including a list of publications. Applicants may also include a letter of reference from an affiliated organization and a writing sample on the chosen topic.

Those who have no possibility to access the Internet should send an e-mail to fellows@osi.hu to discuss alternate application solutions. Applications sent by mail, fax or e-mail will not be considered unless given prior approval from IPF staff.

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

European Cultural Foundation - Project grants for NGOs. Application deadline: September 15, 2005

The European Cultural Foundation - ECF promotes cultural co-operation in Europe. It aims to contribute to an open and democratic Europe, which respects the basic human rights and cultural diversity of its people. The ECF has two principle objectives:

- to support innovative work not yet supported by the business sector or by public authorities;
- to share new trans-European ideas, skills and experiences.

The ECF provides two types of grant that support projects developed by independent cultural organisations. The objective of the ACTION grants and INFORMATION grants is to encourage people to work together across geographical and cultural divides.

1. ACTION grants are awarded for cultural projects that involve mixed teams working towards a dynamic result and leading towards renewed dialogue and understanding.

2. INFORMATION grants are aimed to encourage experienced independent cultural organisations to evaluate, document and disseminate their findings to others across Europe. This should lead to the creation of new practical tools for improving cultural communication and co-operation. Innovative ways of communicating the findings are encouraged.

There is no application form for pan-European initiatives. Interested organisations are invited to send proposals to the Grants department.

The ECF's mobility scheme, STEP beyond (Supporting Travel for European Projects) encourages cross-border cultural co-operation and exchange between all European countries.

Candidates eligible to apply are: - Arts professionals; Cultural operators; Cultural journalists; Cultural translators; Cultural researchers. There are no set dates for applications. Completed applications should be sent eight weeks before the travel date at the latest.

Lead organisations are: Independent cultural organisations (NGOs) from western, central, eastern and south eastern Europe, including Turkey, Ukraine, Moldova, Belarus and Russia.

Partner organisations are: Independent organisations from the South Mediterranean, including Algeria, Egypt, Jordan, Israel, Lebanon, Libya, Morocco, Palestine, Syria and Tunisia. Organisations from these countries will be supported as partners, in projects submitted by a European NGO.

International projects will only be considered if there is a strong European component.

All applications must be made using the online form. Grants awarded by the ECF will not exceed EUR 10-15 000.

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

Call for Proposals: HESP Regional Seminar for Excellence in Teaching

The International Higher Education Support Program (HESP) invites academic institutions, associations, and groups of individuals with demonstrated potential for and commitment to promoting teaching excellence to submit proposals for the Regional Seminar for Excellence in Teaching (ReSET).

Projects considered for funding will target young faculty teaching in the social sciences and humanities at the undergraduate level in the institutions of higher education in Central, Eastern, South Eastern Europe, the Newly Independent States of the former Soviet Union, and Mongolia (the target region).

ReSET projects are planned as coherent multi-year programs incorporating intensive contact sessions (primarily, but not exclusively, summer sessions of 2–3 weeks in length, hosted in the region) and intersession activities, which engage the participants and resource faculty in collegial activities on the following levels:

- exploration of the state of the art in the discipline, critical discussion of and association with contemporary issues, trends and topics in scholarship and teaching in the thematic area of the project, both in the participants' countries and internationally;
- collaborative advancement of learning and scholarship in the discipline within the international context;
- creative experimentation, discussion, and feedback on alternative approaches to teaching and learning in the participants' classroom;
- active engagement of the program participants' students in the processes of creative and critical learning and intellectual search.

The deadline for 2006 proposals is November 15, 2005. For further information, see the [ReSET guidelines](#).

Council of Europe - Training Modules on European Citizenship 4 - 6 Application deadline: September 20, 2005

The Council of Europe has announced another 3 Training Modules on European Citizenship in the framework of the Partnership Programme on European Youth Worker Training, Research, Youth Policy and Euro-Med Cooperation. The Training Partnership held the first 3 training modules between December 2004 and February 2005 and launches 3 more Modules in 2005. Each training module focuses on one important aspect of the concept and practice of European Citizenship. There will be common elements that all of the modules address, and there will be a specific focus for each of them.

The general aims for these training Modules on European citizenship will be:

- To develop a sense of space and place in contemporary Europe, the skills required to be active agents for change and development, and the knowledge required to make choices within this context
- To support the professional development of youth workers and youth leaders by extending their competencies to integrate elements of European citizenship within their projects and practice and support their role as multipliers with young people.

Objectives of the training modules:

- To provide participants with knowledge and information about the historical role and present function of European institutions and the concepts and formal meanings and expressions of European citizenship
- To enable participants to reflect about European citizenship and European identity and key values and concepts associated with it, such as safeguarding human rights, participation in the development of democracy and respect for cultural diversity
- To develop participants' knowledge and motivation to critically understand the European youth programmes and their potential to support the European citizenship dimension of youth work.

Profile of participants:

- have experience of at least 2 years in youth work (as volunteers or professionals)
- have organised or co-organised at least 1 international youth project
- have experience in developing and managing a project with and for young people
- are directly involved in youth activities with young people
- are supported by their organisation in the application and in their work to integrate European Citizenship into youth work
- are committed to work directly with young people on issues related to European citizenship
- are motivated to undergo training and able to attend the course for its full duration
- are able to work in English
- have a general knowledge and understanding of youth work realities in their countries and a direct involvement with issues of European Citizenship in this context
- are resident in a member state of the Council of Europe or in another country signatory to the European Cultural convention.

Priority will be given to those applicants who, by their previous experiences, are able to contribute to the reflections and discussion on the specific programme contents, and/or plan to integrate European Citizenship and the focus issue of the module for which they apply into youth work following their participation in the training module

For more information on this topic please [click here](#) or email to ecmodules@coe.int

Call for Articles: Social Entrepreneurs and Education

Teacher's College, Columbia University, cosponsor of the Education Support Program's [Evaluation and Policy Courses](#) seeks contributions for the next issue of its online journal [Current Issues in Comparative Education](#) (*CICE*), on the subject of social entrepreneurs and education.

CICE is a peer-reviewed, international online journal that seeks clear and significant contributions that further the discussion of educational policies and comparative studies. *CICE* publishes articles from teachers, administrators, professors, graduate students, policy-makers, and education specialists from governmental and nongovernmental organizations.

For more information please see www.tc.edu/cice/call.htm

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

Albania

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

Armenia

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

Croatia

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

Czech Republic

[Institute for Economic and Social Analysis](#)

Czech Republic

[Center for Policy Studies PRAXIS](#)

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

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

Kosovo

[Public Policy Center](#)

Kyrgyzstan

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

Kyrgyzstan

[Center for Public Policy PROVIDUS](#)

Latvia

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Lithuania

[Institute for Public Policy](#)

Moldova

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

Poland

[Center Education 2000+](#)

Romania

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

Republic of Bulgaria

European Commission DG Education and Culture - Tempus III
Application deadline: October 15, 2005

The Tempus III programme (2000-2006) is the trans-European Union programme for co-operation in higher education in the Western Balkans, the Partner States of Eastern Europe and Central Asia and the Mediterranean Partner countries. The programme supports the process of transformation to market economies and democratic societies in line with the objectives of overall EU co-operation with these countries. Tempus aims to contribute to the development of the higher education systems in the partner countries and their interaction with civil society and industry.

The Tempus programme has developed three main instruments:

1. Joint European projects (JEP) - supports groups of higher education institutions co-operating together ('consortia') over two or three year periods to achieve set objectives. The overall aim of these projects is to restructure and modernise higher education systems and their role in society. Consortia may include universities and also non-academic partners such as companies, public and private business organisations, professional associations, public authorities at local, regional and national level or social partners. Three types of JEPs have been developed:

- Curriculum Development projects
- University Management projects
- Training Courses for Institution building

2. Structural and Complementary Measures (SCM) - provide a framework for short-term responses to particular needs that partner countries must have clearly defined as their priorities. The types of projects which have been developed are:

- Information and dissemination projects
- Training projects
- Pilot projects

3. Individual Mobility Grants (IMG) - provide professors, lecturers, members of staff of higher-education institutes and ministry officials the opportunity to travel to other countries for work, related to the objectives of the Tempus programme. Types of eligible visits are:

- Preparation of a JEP proposal
- Participation in a specific event
- Study period / collaboration on a specific academic subject / dissemination of good practices

The eligible countries under the Tempus III Programme are:

- 25 Member States of the European Union
- Partner States of Eastern Europe and Central Asia or TACIS partners: Armenia, Azerbaijan, Belarus, Georgia, Kazakhstan, Kyrgyzstan, Moldova, Mongolia, the Russian Federation, Tajikistan, Turkmenistan, Ukraine and Uzbekistan
- Western Balkans or CARDS partners: Albania, Bosnia and Herzegovina, Croatia, the former Yugoslav Republic of Macedonia and Serbia and Montenegro
- Mediterranean countries or MEDA partners: Morocco, Algeria, Tunisia, Egypt, Jordan, the Palestinian Authority, Syria and Lebanon and Israel on a self-supporting basis.
- Institutions from the following countries may participate but on self-financing basis:
 - the Candidate countries : Bulgaria and Romania and Turkey
 - countries belonging to the G24 Group: Australia, Canada, Iceland, Japan, Liechtenstein, Norway, New Zealand, Switzerland, the United States of America.

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

Fulbright Commission in Romania - Fulbright Teacher Exchange Competition 2006 - 2007
Application deadline: October 10, 2005

The Romanian-American Fulbright Teacher Exchange Program provides opportunities for high school teachers in Romania to participate in direct exchanges of positions with colleagues from high schools in the USA.

The purpose of the Fulbright Teacher Exchange Program is to help promote mutual understanding, exchange of knowledge and lasting ties between the people of the United States and the people of other countries through educational exchange. By living and working in the cultures of another country than theirs, exchange teachers gain understanding of the similarities and differences in national cultures and international educational systems. Fulbright teacher exchanges result in continuing relationships between schools, and may benefit local communities by providing them with international resources.

Fulbright Teacher Exchange awards are granted through open, merit-based competition, for high school teachers (grades 9 – 12) and lead to direct exchange of teaching assignment. The language of instruction is English, both in the Romanian and the U.S. high schools that participate in the exchange.

ELIGIBILITY REQUIREMENTS:

To be eligible for the Fulbright Teacher Exchange Program, applicants must have:

- Romanian citizenship
- University degree (diploma/licentia)
- A full-time teaching assignment in a high school of Romania (grades 9 – 12)
- A complete application package (see Instructions for Filling the Application)
- Proficiency in English (interviews will be conducted in English; teachers other than ESL, considered eligible, have to pass a Test of English Language Proficiency/TELP)

Candidates who have been awarded a Fulbright grant in the past are NOT eligible. Candidates who have benefited from extensive professional travel in the US under other programs are not considered a priority

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

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Ukraine

Learning to Change: The Experience of Transforming Education in South East Europe Edited by Terrice Bassler

“Learning to change” is a collection of eleven genuine stories speaking about education change over the past fifteen years in nine countries or territories of the South Eastern Europe, giving evidence to a joint effort and successful collaboration of recognized leaders from nongovernmental organizations, academia and government service throughout the region.

Leaving aside the stacks of technical reports and figures gathered during that time by different stakeholders – from ministries of education to international and nongovernmental organizations – the book tries to catch the glimpse of humanity hidden behind “the numbers” and to uncover the hardest truths about the school situation and its politics. Written from a “bottom – up” perspective, it comes to complete the data offered by official reports, often compiled with a certain amount of detachment.

The context of education in South East Europe is diverse and full of contradictions. Twists and turns in the life of a ministry of education, or an entire government for that matter, set back the reform in education in countries all over the region. Schooling reflected what was happening in society after the fallout of communism – form violent conflicts in some republics of the former Yugoslavia to hesitation and experiments in Romania and Bulgaria. Violence or dislocation, collapse of public budgets, periodic strikes by teachers and students, inequity in education stemming from decentralization or discrimination, political purges of administrators and principals are realities that tested the will of people engaged in trying to make school better, giving life, at the same time, to a vivid history of change.

The stories gathered into this volume are told with the wisdom and harsh light of hindsight and they speak about education change in South East Europe from many perspectives. There are personal, social, technical, national and global dimensions to what is described. Many authors reveal how the process of change has affected them as professionals and human beings. But behind all the stories are people who allowed themselves to question the status quo and to venture in new directions, moving into zones of discomfort.

The progress illustrated by the stories varies in pace and process from one part of the region to another. Nevertheless they reveal and confirm, at the same time, recurring phenomena shaping an agenda for education in the region over the last fifteen years of transition from communism. Curricula, textbooks, teaching methods and the entire system of schooling have all come under critical scrutiny. Education is no longer the rightful “guardian of tradition” as described in a story from Bulgaria. Education policymakers in South East Europe are nowadays much more engaged with European and global debates about educational transformation. More than half of the countries in the region have launched major national reform processes in the last ten years. Stories included here from Romania and Montenegro chronicle the evolution of two of these decade-long national reform efforts. The story from Croatia speaks about how the teachers learns together with his students, from extracurricular activities, what needs to be changed inside a system that has seen little systemic change.

The sensitive issues of the reform are not to be neglected by the authors of the book. An increasing focus on minority rights in education has been obvious in the region. Two of the eleven stories in this volume, from Bulgaria and Serbia, offer vivid description of what life is like for a Romani child living in the ghetto and a Romani pupil attending a mainstream school with the majority population. In neither case is quality education a reality, nor is desegregation and integration necessarily a positive experience. But what transpires beyond the two stories is the fact that diversity in schooling is no longer ignored or swept under the carpet. Minority rights in language of instruction, textbook provision and examination are on the new education agenda throughout South East Europe.

A great deal of education reform energy has focused on examinations, notably the revision of the secondary school final examination, known in many countries as the *matura* exam. The changes related to this exam were highly controversial and sensitive. The tensions surrounding the introduction of a new exam can drive students and parents into the streets in mass protest. Two of the stories, from Slovenia and Bulgaria, stand for common experiences in the region, illustrating all that must go right or all that can go wrong in the management of change in this area.

Democratic process in education is also high on the agenda, though progress is neither swift nor straightforward. A large gap still exists between the rhetoric of democracy and the reality of behavior inherited from a past in which the authority of the school leader and the teacher is rarely questioned. Nevertheless there are breakthroughs. The culture of school management is changing step by step. The professional development described by storytellers from Bosnia and Herzegovina, Serbia and Slovenia offers a glimpse into the transformation that is taking place.

Discussions about change in education return recurrently to a few questions: What is crucial to education change? On what factors does education reform hinge? What is specific to the education change process in this region? An emerging consensus, confirmed in the stories, is that outcomes of education change initiatives in South East Europe depend most on people and politics. Still, more contradictions about education change than absolute answers, solutions or success recipes devolve from the stories in this book. Some of the most interesting puzzles reveal themselves in questions. Why and for how long must education be at the mercy of turbulent political winds of fortune or uncertainty in so many parts of the region? Will the situation with regard to minority rights in education improve or deteriorate? How will the education systems of South East Europe fare in the European Union accession process? Will education receive “its share” of the returns of investments in economic development? – are only some of the questions that arise in between the lines. The voices and insights in this book offer some clues as to how the many pieces of the education puzzle can all fit together while pointing and hinting, at the same time, to what lies ahead as challenges in the education reform across the region.

A sample chapter is available for download below: [“Halim a Thousands Times: Make a school like a home”](#)

For further information on the book and for placing your orders, please contact:
Email: ceupress@ceu.hu, <http://www.ceupress.com>

Open Society Education Program–South East Europe/ Zavod IRC osep-see@zavod-irc.si, <http://www.osepsee.net>

EDITOR'S NOTE

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

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