

Issue No. 3 May 2004

# Education Policy *Newsletter of* *Education Policy Centers*

Supported by [OSI Budapest, Education Support Program](#).

Edited by [Center Education 2000+](#) Romania.

<a href="#">Editorial</a>	<a href="#">News &amp; Events</a>	<a href="#">EPC under the spot light</a>	<a href="#">New projects &amp; initiatives</a>	<a href="#">Donors, financial &amp; business opportunities</a>	<a href="#">Publications</a>	<a href="#">Useful links</a>
---------------------------	-----------------------------------	--	--	--	------------------------------	------------------------------

## EDITORIAL

- **The Topic of the Month: "Anti-corruption education. Transparency and accountability in Education"**

The educational sector is one of the sectors suffering most when a country is corrupt. Research confirms [that countries that are more corrupt choose to spend less on education](#). Furthermore, research suggests that illegal payments for school entrance and other hidden costs [help explain dropout rates](#) and low school enrolment rates in developing countries.

Gatekeepers at different levels of the education system introduce corruption around the particular opportunities and benefits they control. Their motivation is often economic, to supplement their income -- but may also be an effort to extend their status or power, create future career opportunities, or conform to expectations of those whose patronage they seek. [Figure 1 illustrates](#) the types of corruption that can occur at different levels of the education system. At the central ministry levels, much of the corruption involves the diversion of funds associated with procurement, construction, and of the funds intended for allocation to lower levels of the system. At intermediate levels of the education bureaucracy, the corruption tends to center on procurement, diversion of money and supplies on their way to the schools, and bribes from educators lower in the system seeking to secure opportunity or avoid punishment. At the school level, corruption tends to center on bribes from parents to ensure student access, good grades, grade progression, and graduation. However, it also takes the form of teacher absenteeism, teachers collect salaries but the intended instruction does not occur.

**What can be done to fight corruption in education?** Anti-corruption measures can follow three main paths:

- increase awareness;
- improve working conditions; and,
- strengthen transparency and monitoring.

Those who work in the system have to be aware of the problems related to corruption. There is a need to increase the awareness about corruption among teachers, head teachers, principals and other employees in the education sector. It is also crucial to see that all employees in the education sector have a decent salary on which it is possible to survive. Low salaries and bad working conditions are always feeding corruption. In order to eliminate corruption there is a need to find measures to monitor critical processes and to make communication and administration in general more transparent.

Fragment from *Strengthening Values and Morals in Combating Corruption: Role of Education*, by Ulf Fredriksson, Research Coordinator, Education International

As a relevant example for anti-corruption policy, [Coalition 2000](#) developed educational tools and a strategy to introduce anti-corruption education in high school and university levels. The main aim is to educate young people on the role and functions of state institutions, on basic knowledge of budgets and taxes, the work of local authorities, on the need for transparency and accountability in public institutions, as well as on the civil rights and obligations of citizens. The new updated version of the Anticorruption Educational Manual moves a step further in the elaboration of a comprehensive program for a university course on the substance of corruption as a social phenomenon and the possible strategies for fighting it in the public institutions and using the means of international organizations and civil society.

[Anticorruption Education Manual 2000](#)

[Anticorruption Education Manual 2003](#)

[Working meeting: Introduction of anticorruption education in secondary schools - February 19, 2004](#)

[Regional Working Group on Corruption & Education Meeting: December 4-5, 2003, Paris](#)

[Round table: Anticorruption Education in Bulgaria - November 25, 2003](#)

**Links to an inventory of institutions that fights against corruption in education& training**

**IIEP (UNESCO) Ethics and Corruption in Education (Etico portal)**

<http://www.unesco.org/iiep/eng/focus/etico/etico1.html>

**CORIS Transparency International web portal on anti-corruption resource**

<http://www.corisweb.org>

**CORIS Corruption in education**

<http://www.corisweb.org/article/archive/298>

## OECD Anti-corruption Ring online

<http://www1.oecd.org/daf/nocorruptionweb/index.htm>

## World Bank Anticorruption website

<http://www1.worldbank.org/publicsector/anticorrupt/index.cfm>

## Asian Development Bank Anticorruption website

<http://www.adb.org/Anticorruption/default.asp>

## USAID's Anti-corruption Resource Site

<http://www.usaid.gov/democracy/anticorruption/>

---

## NEWS & EVENTS

### Romania

#### Educational Europe and Central Asia Conference “Linking Policies and Actions to Outcomes”

(source: Adevarul Newspaper)

Between 5-7 May 2004 specialists in education from 21 countries participated in the First Educational Europe and Central Asia Conference “Linking Policies and Actions to Outcomes”, organized by the Romanian Ministry of Education and Research and The World Bank. The important financial organism emphasized that choosing Romania as host country for this conference, among other reasons, is because the loans for the educational sector were very well administered. [Mr. Owaise Saadat, World Bank’s Romania Country Manager, underlined](#) that Romania could be an example for the ability to link the educational policy with its outcomes. The Education Sector Manager for Europe and Central Asia at the World Bank, Maureen McLaughlin underlined the fact that the Romanian educational policy experts know very well the goals and the expected outcomes for the improvement of education and together with the representatives of other countries will find the most appropriate ways to put policies into practice.

#### Center Education 2000+ organizes study tours for Central Asian countries education experts

Between the 22-29 of May 2004 Center Education 2000+ organizes a Study Tour for experts in education and educational policy makers from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The study tour is based on activities aimed to form a network for information dissemination that will connect the Educational Policy Centers from the four countries on a functional model existent in the South –East of Europe, on the model created by the Center for Educational Policies, University of Ljubljana, Slovenia, that includes 10 national networks from the South –East of Europe. The main role of these national centers is to take over and centralize the

information with educational content received from the different organizations (private or public) and to disseminate them within the network. In Romania, the Center for Educational Policies is sustained by the Institute for Educational Sciences. Along the visit, the members of the delegations of the four Central Asian countries will approach subjects like the educational system and the process of educational policy making in Romania, the role of the NGOs in the sphere of education in Romania and Central Asia, exchange of experience in network building for the involvement of experts in policy making and educational reforms, so on. Along the visit, there are organized meetings with specialists from the Ministry of Education and Research within the Institute of Educational Sciences and NGOs as well as of other organizations that are involved in education. OSI Budapest and East-East Program financially support this Study Tour.

## **Kosovo**

### **International Conference on Higher Education**

On 23rd and 24th April the Ministry of Education, Science and Technology (MEST) organized an International Conference on Higher Education with a focus on new realities and challenges for Higher Education in Kosovo.

The two-day Conference was attended by officials from the MEST, key personalities and lecturers at the University of Pristina, and many local and international education experts. Invited experts had the opportunity to discuss their views on realities, challenges and further developments in science research in Kosovo while sharing experiences from other countries.

The Conference was part of the higher education strategy planning process that was launched at the beginning of the year 2004 with the support and expertise of the Kosovo Education Center. The presentations covered specific topics including policies, strategies, scientific research, and standards. They outlined their relationships with capacity building, development, labor market, partners in industry, quality culture and society, for they are all relevant to society development. In the same context, discussions highlighted major challenges for Higher Education and the need for establishing certain mechanisms that are vital to enhance positive changes in line with the Bologna process.

Most presenters voiced concerns for concrete strategies and reforms that will lead to quality assurance and significant improvement of the Universities in Kosovo. Moreover, mutual support, cooperation and competition between universities were considered important aspects to take into account for the development of Higher Education system.

Recommendations from the Conference will be used to further elaborate the higher education strategy.

**For more info please contact: [dpupovci@kec-ks.org](mailto:dpupovci@kec-ks.org)**

### **Kosovo's adult learning strategy**

Employment and Skills Observatory of Kosovo (ESOK) recently introduced adult learning strategy for Kosovo for the period 2005-2015. The strategy is a response to the stocktaking exercise and detailed discussions and consultations with the range of stakeholders concerned with work force development in Kosovo. The strategy confirms particularly the added value of the partnership approach which has been undertaken with the objective of promoting Kosovo's human capital.

Kosovo's adult learning strategy is part of a wider effort in the South Eastern Europe region to develop adult learning services,

supported by the EU's European Training Foundation (ETF) and is set against the eventual integration of Western Balkan countries within EU structures. With a mandate to promote EU human resource development policies in South Eastern Europe, the ETF prioritized life long learning as a development field in its work with the Western Balkan countries in particular adult learning, in response to the EU's 'Lisbon' policy framework (competitive, knowledge-based economy), lifelong learning policy and employment strategy, all designed to meet wider economic and social cohesion goals.

For more info please contact: [dpupovci@kec-ks.org](mailto:dpupovci@kec-ks.org)

## Poland

### Monitoring the educational reform in Poland (2000-2004)

Since the year 2000, the Education Policy Program in the Institute of Public Affairs in Poland has accomplished its key project, "Monitoring the Educational Reform in Poland". The project entails an extensive qualitative research on the changes in the educational system after the implementation of the educational reform in 1999. The research results and recommendations are meant to stimulate the discussions on the future of the Polish educational policy.

The project, commissioned by the Prime Minister's Team for the Monitoring of the Educational Reform Affairs, was initiated in June 2000 and funded by the Ministry of National Education. The basic working method is a survey based on a representative sample of primary and lower secondary schools all over the country. As a supplementary method, in-depth interviews are conducted.

The research allowed for an evaluation of the ongoing and newly proposed or introduced changes in the educational system in Poland. Some of its results were presented during a conference "External examination system under the reform – primary school leaving exam, lower secondary school leaving exam and the New Matura, organized by the Institute of Public Affairs and the Polish Ministry of National Education and Sport (Warsaw, 24 March 2004). Additionally, the experts prepared the next issue of the article published in the IPA series "Analysis & Opinions" The Evaluation of the Reform of the A-levels exam, as well as a number of research reports.

For more info please contact: [anita.sobanska@isp.org.pl](mailto:anita.sobanska@isp.org.pl)

## Russian Federation

In 2004 the Moscow School of Social and Economic Sciences (the host institution of the Center for Education Policy Studies) won the tender for projects in a federal program on the development of education at the Ministry of Education.

### "Developing social effectiveness estimation parameters for educational loans"

The development of quantitative and qualitative parameters for the estimation system of the social effectiveness of educational loans is based on the analysis of current forms of control and checking results in the elaboration of the educational loans and their

comparison with the results of the accomplishments of the educational projects, executed within the framework of international technical assistance.

The developed evaluation criteria will be put into practice. The procedures of their usage in terms of plan's correction will be proposed according to the mechanisms of this approval.

The results of the studies will be presented in the final report, which will also contain systematic recommendations on use of the developed parameters in the practice of control the educational projects, including the projects developed within the framework of the Federal Development Program of Education.

**“The development of the estimation system for the educational project development effectiveness, financed through loans, based on the example of the Innovation Project of the Development of Education (IPDE)”.**

The developed system for the estimation of the effectiveness on the realization of the educational projects, financed due to the loans of National Training Foundation (NTF), will be used to conduct a self-inspection by the projects' developers, and to conduct the current intermediate control on behalf of the Russian Ministry of Education, and other supervising bodies.

The results of the studies will be presented in the form of a summary final report, which will also contain the developed system for the estimation of the effectiveness of the accomplishment of the educational projects, financed due to the loans of the World Bank, based on the example of IPDE. (The project of IPDE is carried out by the National Training Foundation with support of the loan received from the World Bank)

**For more info please contact: [yablonskene@msses.ru](mailto:yablonskene@msses.ru)**

## **Turkmenistan**

### **TURKMENISTAN'S EDUCATION SYSTEM IN DOWNWARD SPIRAL**

(source: EurasiaNet.org; May 5, 2004)

On June 1, the Ministry of Education in Turkmenistan will put into practice President Saparmurat Niyazov's order to invalidate all higher education degrees received outside the country since 1993, and to dismiss holders of such degrees from state jobs. Decree No. 126, as the new measure is called, is the latest in a long series of educational restrictions, and represents a major blow to the country's student population and dwindling professional class.

The downward spiral in the education system stands to undermine long-term Turkmenistan's stability, contended a former government official. Niyazov's policies "will produce a dangerously isolated and uneducated generation that is unable to comprehend the challenges [presented by] a changing world," the former official said. "The longer it is left, the worse things will get, and the higher the likelihood of the state collapsing under [the weight of] its own contradictions."

Political analysts see the latest decree as part of a broader effort to filter non-ethnic Turkmen citizens and foreign influence out of the society. [For additional information, see the Eurasia Insight archive].

## International Organisms

### European Commission

#### European Research Area could prevent brain drain from new Member States

##### **In short:**

Ivan Wilhelm, Rector of Charles University (Prague) regards a 'brain drain' from Eastern and Central Europe to the EU as a "very real possibility", not only because of more attractive salaries but also due to "more attractive conditions in general for more highly qualified jobs". To counter this phenomenon, which could slow down economic development in the new Member States, he calls on the EU to "implement a strategy in order to change the situation very quickly and create as homogenous a European Research Area as possible".

#### IMF, WORLD BANK, EBRD AND AsDB RELEASE REPORT ON CIS-7 INITIATIVE

Washington, April 26, 2004 -- The International Monetary Fund (IMF), the World Bank, the European Bank for Reconstruction and Development (EBRD), and the Asian Development Bank (AsDB) are releasing a joint review of recent trends and developments in the seven low-income countries in the Commonwealth of Independent States (CIS). The report focuses on growth and poverty, debt and fiscal sustainability, governance and the business climate, and regional cooperation. It also describes donor activities in support of reforms in these areas. This report pulls together the results of three years of work under the CIS-7 Initiative, as outlined below.

**For more info please contact: [ostankova@imf.org](mailto:ostankova@imf.org)**

---

## Education Policy Center UNDER THE SPOT LIGHT

### This month: *Centre for Educational Policy Analysis*

Centre director: Péter Radó

#### Contacts:

Tel: 00-36-1-354-2230 Fax: 00-36-1-354-2239

Judit Kovacs, e-mail: [kovacsj@oki.hu](mailto:kovacsj@oki.hu)

Web: <http://www.oki.hu>

**The mission** of the Centre for Educational Policy Analysis (CEPA) is to support the actors (government agencies, self-governments and stakeholder groups) of educational policy-making, as well as the discourse on outstanding policy issues in Hungary.

In order to achieve **its objectives**, the Centre develops public policy analysis reports, supports strategic planning and prepares analysis for decision-making ordered by the different actors of educational policy. The centre also conducts activities in connection with those written above that include information management, training and dissemination. Furthermore, CEPA promotes the development of international dimensions in educational policy planning.

**The activities** of the centre are:

- 1) Writing public policy papers, such as: The System of Content Regulation in Hungary and The Cost-Efficiency of the Hungarian Educational System.
  - 2) Writing studies for strategic planning: Thematic strategic papers for the Ministry of Education.
  - 3) Dissemination: Translating and publishing Carol Weiss: Evaluation - Methods for Studying Programs and Policies.
  - 4) Creating and managing panel discussion of educational policy 'EdPol (OktPol) Café' once in two months, where the actors of educational policy discuss important problems on the actual policy agenda in an informal way.
  - 5) Information management: Establishing an open resource centre on educational policy.
  - 6) Trainings: Training on educational policy planning and analysis for the staff of government agencies.
-



## NEW PROJECTS & INITIATIVES

**The topic of the editorial for the next issue:** *Teacher Training Policy in the European & Central Asian countries*

The teacher training policies are an issue that reveals the different perspectives in educational policy making around the European and Central Asian countries.

### INVITATION TO CONTRIBUTE

Please, join this effort and add your resources to the shared collection of *Teacher Training Policy in the European & Central Asian countries*. We are looking forwards to getting from you short summaries of projects, case studies, overviews of activities and best practices on the topic of Teacher Training Policies.

**Please, provide us with** (a summary of up to 0.5 -2 pages):

- short overview of anti-corruption education initiatives; examples of initiatives carried out by the Soros Foundation or its spin-offs in your country;

OR

- links(or short information ) on the topic "Teacher Training Policy in ECA Countries";

OR

- presentations of projects or reform steps in your countries that strengthen the teacher training sector

OR

- links to Teacher Training Policy Internet sites: national and international.

**Please submit your contribution until 1<sup>st</sup> of June 2004.**

---

## DONORS, FINANCIAL& BUSINESS OPPORTUNITIES

- **National Council on Economic Education  
Cooperative Education Exchange Program**

### **Training of Trainers Program in Economic Education Criteria for 2004-2005 Program Participation**

The National Council on Economic Education (NCEE) plans to train up to 110 teacher trainers from the former Soviet Union, central and eastern Europe, in two Training of Trainers programs in Economic Education comprising a series of four one-week seminars to be offered in 2004-2005. NCEE will conduct these seminars outside of the United States in cities located in the former Soviet Union and central and eastern Europe. English and Russian will be the working languages of these programs. After completing the program, graduates will be expected to initiate and conduct training programs in economic education for pre-university teachers in their own countries. This program is subject to continued funding by the U.S. Department of Education and is conducted in coordination with the United States Department of State.

The NCEE seeks outstanding educators from higher education, schools, and non-governmental organizations (NGOs), who have the commitment and long-term institutional support to offer training programs in economic education for schoolteachers after completing this series of seminars. In particular, we encourage applications from individuals associated with institutions for re-certifying teachers and NGOs who are responsible for training teachers in economics. Accommodations and meals (during the seminars) and travel expenses will be covered by NCEE. An honorarium will be provided to participants at the end of each seminar, provided all program requirements are met.

Please visit Economics International's web page: [www.economicsintl.org](http://www.economicsintl.org). For further information, please contact [mdempsey@ncee.net](mailto:mdempsey@ncee.net), or fax to the U.S. +1 212-768-7894.)

- **DEMOS** has been short listed for a Vocational Education Project in Tajikistan. They are associated to a UK (ULG) and a Dutch firm (Edburgh Cons.). Several experts in vocational education are needed to provide consultancy, speakers of English and Russian. For details please contact:

Adrienne Lotos  
Project Consultant  
DEMOS  
alotos@demos.fr or adlotos@hottdesk.fr  
tel: +322.550.35.92 or GSM: +322.479/465.192

---

## PUBLICATIONS

### The System of Content Regulation in Hungary

#### Summary

The Centre for Educational Policy Analysis is a new Centre of the National Institute of Public Education. CEPA (OPEK) has now published its first public policy report: The System of Content Regulation in Hungary. The report's goal is to identify problems of the Hungarian content regulation system, and to make recommendations. The Summary of the report in English can be found on the Institute's homepage.

Click [here](#) to read the report.

---

## USEFUL LINKS

### On-line information about the Network of Education Policy Centres

- OSI Education Support Program has gathered and pasted on the web information about OSI related Education Policy Centres. Please, log-in with password and user name 'policy' (lower case letters only) at [www.osi.hu/esp/resource](http://www.osi.hu/esp/resource). This will lead you to the centre as a guest. Under the OSI logo you can find two labels, one of them is "Welcome", the other is "Programs and Resource Packs". If you click on the latter, the Contents Catalogue appears. Here, there are more options from which you have to choose "All Programs and Resource Packs". All resource packs are listed here, the only thing you have to look for the "Network of Education Policy Centres".

### OSI related professional and regional education networks

South East Europe Education Co-operation Network

Contact person: Igor Repac, [Ceps.Ljubljana@Uni-Lj.si](mailto:Ceps.Ljubljana@Uni-Lj.si)

Central Asian Education Co-operation Network

Contact person: Jana Huttova, [jhuttova@osi.hu](mailto:jhuttova@osi.hu)

International Step by Step Association, ISSA,  
Contact person: Sarah Klaus, [sklaus@sorosny.org](mailto:sklaus@sorosny.org)

RWCT International Consortium :  
Contact: Daiva Penkauskiene, [daiva.dc@vpu.lt](mailto:daiva.dc@vpu.lt)

Debate association, IDEA  
Contact person: Noel Selegzi, [nselegzi@sorosny.org](mailto:nselegzi@sorosny.org)

Networks of OSI related programs and partner NGOs dedicated to education for social justice.  
Contact person: Christina McDonald [cmcdonald@osi.hu](mailto:cmcdonald@osi.hu)

International Research and Evaluation Network (IRENE) (under development).  
Contact person: Hugh Mclean [mclean@osi.hu](mailto:mclean@osi.hu)

---

## 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 1<sup>st</sup> of June 2004 to: [epcnews@hotmail.com](mailto:epcnews@hotmail.com)**

**The Editor: George Pataki, *Center Education 2000+ Romania*, [gpataki@cedu.ro](mailto:gpataki@cedu.ro)**

---

