

Education Policy Centers Network

NEWSLETTER

Issue 14, May 2006

<http://epc.objectis.net>

Inside this issue:

Editorial

Local knowledge, but how much global perspective?

News from

Countries:

- Kosovo
- Kyrgyzstan
- Mongolia
- Ukraine
- Uzbekistan

International Organizations

- European Commission
- WEACE

New projects & initiatives

EPC Under the Spot Light

Institute for Public Policy-Moldova

Donors, Financial & Professional Opportunities

Publications

Editorial Board:

Azim Baizoyev, **Tajikistan**
azim_b@mail.ru

Virginija Budiene, **Lithuania**
virginija.budiene@fsf.vu.lt

Alexandru Crisan, **Romania**
acrisan@cedu.ro

Iveta Silova, **Azerbaijan**
isilova@hotmail.com

Natalya Yablonskene, **Russia**
yablonskene@msses.ru

EPC Newsletter Editor:

George Pataki, gpataki@cedu.ro
Center Education 2000+

EDITORIAL

Local knowledge, but how much global perspective?

By Maria Golubeva
Centre for Public Policy PROVIDUS
Latvia

This article was inspired by an international conference I attended in March, when a number of experts, academics and policy-makers came together to discuss the challenges and perspectives of higher education in the developing world. Among them, I was the only person from Eastern and Central Europe, and there were no participants from Central Asia either, unless one counts Afghanistan and Pakistan as Central Asia. This composition poses questions which, to my mind, are not sufficiently often aired in discussions about the future of education in the region covered by the Network of Education Policy Centers.

Amounts of funding invested by international organizations and national agencies of developed countries in the sectors of primary, secondary and tertiary education in poorer regions worldwide must be astronomic, and one of the most puzzling aspects is probably the fact that most of the time, 'the big picture' remains obscure to most people and organizations involved in the effort. While there exist a limited number of experts, employed by the World Bank or other mega-level international structures, which may at certain points, have this picture in focus in front of their eyes, that knowledge does not usually reach particularly deep down to the people who implement the changes on daily basis.

This would be a purely theoretical concern, if one assumes that the experience amassed over years of more or less successful reforms in one region of the world means nothing for another region, all because of its 'regional specificity'. It is, however, highly unlikely that none of the achievements or mistakes made in the curriculum reforms in Eastern Europe or Central Asia can be made meaningful to those who implement similar reforms in other parts of the world. Most probably, the transition from total state funding to paid tuition in universities in the Baltic States can be analyzed to benefit the reformers of higher education systems in Africa or Asia. And a number of problems, like the disproportionate enrolment of students in Social Sciences versus Natural Sciences and Engineering, linked up with intrinsic problems of secondary school curricula; seem to be more or less universal – while retaining, in each case, a certain level of local specificity.

The peculiar 'glocalisation' of education reform processes, when almost every phenomenon is perceived as a distinctly national or regional problem, though 'influenced by external forces', is largely a problem of local organizations, because international organizations of course have their own information sharing systems and analytical capacity. There may very well be a UNDP picture of education and development problems globally, a World Bank picture, and in recent years, increasingly, an OSI picture. Lesser players, however, still largely lack food for comparison with other regions, and only few make use of policy analysis or academic research done elsewhere. This is true for government policy-makers as well as NGOs. While the problems they are dealing with are increasingly 'internationalized', the solutions, more often than not, are local as long as some international agency with its own agenda does not come along.

One of the exciting opportunities for organizations such as NEPC is to not only to pool the regional and local knowledge of education reforms, but also to analyze it until larger patterns begin to emerge. It would be a tremendous mistake, however, not to turn to the experience of other regions for comparison, and not to share our own experience with them.

For further discussion on this topic please contact Maria Golubeva, maria@providus.lv

OSI related professional and regional education networks

Education Policy Centers Network

Contact person: Virginija Budiene
virginija.budiene@fsf.vu.lt

South East Europe Education Co-operation Network

Contact person: Igor Repac
Ceps.Ljubljana@Uni-Lj.si

Central Asian Education Co-operation Network

Contact person:
Evgeniy Melnikov
melnikov_yevgeniy@hotmail.com

International Step by Step Association (ISSA)

Contact person: Sarah Klaus
sklaus@sorosny.org

RWCT International Consortium

Contact person:
Daiva Penkauskienė
daiva.dc@vpu.lt

Debate association IDEA

Contact person: Noel Selegzi
nselegzi@sorosny.org

Networks of OSI related programs and partner NGOs dedicated to education for social justice

Contact person: Christina McDonald
cmcdonald@osi.hu

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

Contact person: Hugh McLean
mclean@osi.hu

KOSOVO

Working environment in basic education schools Source: Kosova Education Center

-The process of reforms at the basic education level necessarily includes also the working environment at schools - physical environment (infrastructure and school equipment) and the psychosocial aspect – as a very important component that influences the improvement of the quality in education and human development.

- In Kosovo, because of the complexity of the situation and the difficult condition of the general physical infrastructure in the country - almost completely destroyed from the war - at the beginning of the initiation of the reform process, the focus of the involvement of the institutional activity (governmental) and the civil society has been concentrated on the rebuilding and repairing of the school objects (where significant results have been reached). As a consequence, until today investments on the creation of a more suitable psycho-social and attractive environment for learning, have not been or at least are not still a priority of the education institutions of the country. This certainly relates to the fact that the dominating concepts at the Kosovo education institutions concerning of what is defined as a qualitative working environment – especially relating to the psycho-social environment at schools, has not been clearly defined and developed at the level that would enable the existence of a vision and contemporary approach for creation of better working conditions in schools and consequently improvement of the education quality. Regardless of few changes of the classroom climate and change of the teachers approach toward students, the influence of the tradition for a long time has made it difficult to see immediate improvements at satisfactory level when it comes to the fact of completely eliminating improper treatment and humiliation of the students from their teachers. The practices of intimidation, threat, and use of physical punishment are still used by teachers at the level when they can be considered as violations of human/children rights.

-Restructuring of the education in Kosovo based on the module 5+4+3 or 4, which is being practiced in Kosovo from the year of 2002 with the beginning of the application of the 9th grade, has brought the Kosovar education in facing a lot of challenges, which are difficult to handle. There is an evident lack of the adequate learning space, especially with the application of the new module that started to be implemented in the old school infrastructure, which was foreseen only for the older module that included 8 years of primary education. This situation has forced the schools to work in 3-4 shifts or in some cases in 5 shifts. There are a lot of cases when the schools had to improvise the classes in containers.

- Taking into consideration the vital importance of the health care for students at school, the actual situation is very unfavorable. Most of the primary education schools in Kosovo do not have their own doctor, nor a pediatrician or a dentist. The lack of health care in schools at the rural areas is a very concerning issue when we have in mind the fact that in these areas the schools have to face with difficulties as: lack of drinking water, repair of the restrooms and risks from different infectious diseases.

- Support of the concept of an all inclusive school and the aid from different organizations has resulted with the increase of the number of students with special needs that are included in the education system no matter if it's through their involvement in attached classes or regular education.

-Furthermore, the approach of the education institutions of the country concerning their organization structure and the mechanisms that function within this structure is a more bureaucratic and all-inclusive approach- the administration at the local and central education institutions is not very structured based on the specific needs of different education components. The municipal education directorates in most of the cases do not have departments or special units that deal with the working environment.

- There is no doubt that the issue of the insufficient budget for education is the point related to all the difficulties in securing a more suitable working environment. This is understandable, since the creation of a qualitative working environment. This is understandable since the creation of a qualitative working environment requires capital investments and other minor investments, which means that the 7-8 million euros that the MEST allocates every year for school infrastructure and other financial means that are foreseen for the training of the teaching personnel and school principals, as well as the total yearly budget for education are insufficient for the great needs that Kosovar education has today.

For more info on this topic, please contact Gëzim Krasniqi, gezim@kec-ks.org

KYRGYZSTAN

The first stage of Conflict Prevention and Resolution Youth Network Project has finished

CIE Peremena launched a new 6-month **Conflict Prevention and Resolution Youth Network** Project under the financial support of US Embassy Democracy Commission Outreach Program on April 1, 2006.

From April 1 till May 14 we have delivered training events in all 7 regions of KR. About 200 secondary and university students have participated in training events.

The aim of the project is to enhance youth awareness of countering violence in all its forms (domestic, terrorism, extremism, etc.) and any exclusion (discrimination, marginalization or isolation) by offering alternative and nonviolent methods of the protection of their human rights and interests and of the constructive problem solving.

Following the current situation in the society, a special attention in training events was paid to the interethnic tolerance issue – one of the most acute issues of KR social policy. When the political and economic situation comes to a crisis and deadlock people whether resign themselves to the current situation or resort to force and violence as a tool to challenge the status quo. When crisis evolves youth feels alienated, frustrated, powerless, and deprived of basic social needs, they can be easily involved into service by violent forces, including gangs and extremist groups. Thus, the target group of the project – is young people of Bishkek and all 7 regions of KR.

NEWS & EVENTS

Through participation in the project events young people have been provided with significant exposure to a great diversity of cultures and views through peer-to-peer interaction of various backgrounds and educated about the non-violence confrontation techniques: negotiation, debate skills and consensus building as well as about the conflict prevention and transformation.

Interactive group learning, reciprocal training, informative debates and knowledge/experience sharing have been chosen as effective method for the project activities.

Youth Empowerment and Mobilization Project

The CIE Peremena is implementing a number of activities under the Youth Electorate Mobilization and Empowerment Project from June 22, 2005 till June 22, 2006. The project is funded by the **European Community under the European Initiative for Democracy and Human Rights Program**. The goal of the project is to mobilize and empower young people to act responsibly, consciously and pro-actively in the elections in the Kyrgyz Republic.

The target group of the project is youth aged between 15-28 who will multiply their knowledge and experience in their communities covering almost complete territory of the Kyrgyz Republic. A special project focus will be put on the disadvantaged target groups: women voters, rural youth, first-time voters, low-income individuals, minorities.

The project is based upon the belief that the Kyrgyzstani voters themselves should act, advocate, control and promote election practices for them to meet the standards and criteria of truly democratic elections. Since June 22 more than 40 training events took place involving about 2000 participants for the last 10 months of the project.

A number of booklets and brochures devoted to the voters' education issues have been published under the project activity: 'Voter Education' Manual for Trainers, 'Political Debate', 'Civic Education and Community Mobilization' Train-the-Trainer Manual.

Under the YEMEP comprising three phases (initiation phase, implementation phase and follow-up phase) the following activities have been delivered:

- strategic round tables concerning the problems of youth and elections,
- awareness raising campaigns (focused on different issues related to voter's rights),
- public debate among candidates running for the head of local governments,
- training of NGOs (advocacy campaigns),
- network trainings of voters' education at the local communities,
- 2-day trainings on different forms of government and the coming referendum.

Several trainings devoted to community projects planning and implementing techniques were held on the threshold of national civic forum "Youth and Elections" in all regions of KR in April. Trained activists (young participants of training events) will have prepared micro-projects/actions and launched new initiatives by the beginning of the Forum. Authors of the best micro-projects will be invited to the Forum. At the present moment about 30 projects are being carried out in all regions of KR under the supervision of CIE 'Peremena' trainers. Micro-projects cover various elections issues. The Forum planned for June 12, 2006 will constitute the final stage of the project.

CIE Peremena Public Foundation is a non-governmental organization and its mission is to assist and facilitate the democratic development of the country through preparing future leaders in public domains: political, economic and social, re-training of teachers and incorporating innovative educational programs at school and universities: Debate, Critical thinking through Reading and Writing, Civic Education, School for Intellectual Communication, Gender Education implementing the process of education reforming and incorporating innovative and interactive educational programs at school and universities.

For more info on this topic, please contact Anna Vorobiova, peremena_pr@mail.ru, debate@kyrnet.kg, www.peremena.kg

MONGOLIA

The World Bank's Board approved a US\$4 Million Grant for the Rural Education and Development (READ) Project

The Mongolian Rural Education and Development Project aims to enhance education quality in rural primary school grades 1-5. There are three project components. Component 1 aims to support rural schools by increasing the amount of learning materials available to students and teachers while supporting teachers and their school networks in the use of learning materials. Component 1 establishes classroom libraries and promotes reading through professional development, professional teacher networks, and a public reading campaign. Component 2 strives to strengthen the government's capacity to monitor student learning through participation in national and international assessments. It strengthens national assessment and improves the efficiency of education policy tools. Component 3 provides financial and technical support for project management and monitoring of the project.

For project details, please call Melissa Fossberg (202)478-4145 or email mfossberg@worldbank.org

UKRAINE

International Conference "Educational Policy toward Inclusion: International Experience and Ukrainian Perspectives"

For many years children with developmental problems, sensory disorders, brain dysfunction and, first and foremost, children with complex disorders that cannot take care of themselves have remained at the margins of the general system of education or have been totally excluded from it. Labeled as unable to learn and provide for themselves, they are put into the custody of the welfare system and its institutions. This creates artificial isolation leading to a decrease in social competences and flaws in the social adaptation of such children.

Certain categories of children in Ukraine do not get the same access to quality education. In 2004, in Ukraine 135773 children aged 0 to 16 were registered as children with disabilities, that is 1,8 percent of all children in Ukraine. The Ministry of Education and Science of Ukraine reported that during 2005/2006 academic year 54,1 thousand children with special education needs have been receiving education in 396 special schools. According to the data of the Ministry of Labor and Social Policy in 2004 7716 children with special educational needs lived and studied in 56 boarding schools.

Opposite to existing system of education in special schools, an ever-growing role is assigned to inclusive education that manifests itself in various forms of joint learning and upbringing of children with special needs and healthy children of the same age. In Ukraine the introduction of inclusive education was initiated mainly by non-governmental organization.

The project "[Disabled Children Right to Quality Education](#)" has been realizing by Education program of International Renaissance Foundation with partner support of All-Ukrainian Step by Step Foundation during 2005-2006 years. The aim of the project is to change national educational policy in order to provide equal access to quality education to children with special needs. During project implementation project team has conducted the research "Disabled Children Right to Quality Education. Analysis of situation in Ukraine" and foreign expert ESP OSI-Budapest Prof. Dr. Yvonne Csányi has prepared the Overview «Experience of Transforming Education Provision for Children with Disabilities in Central European Countries». These two researches were presented at the international conference. Within the project, education policy recommendations on inclusive education in Ukraine have been developed. These recommendations were presented at the international conference "Educational Policy toward Inclusion: International Experience and Ukrainian Perspectives" (April 13-14, 2006, Kyiv, Ukraine), which was sponsored by East-East Program.

Representatives of the Ministry of Education and Science, Committee for Science and Education of the Parliament of Ukraine, the Academy of Pedagogical Science of Ukraine, UNDP, non-governmental organizations, state education institutions and representatives of eight foreign countries (Lithuania, Azerbaijan, Kazakhstan, Kyrgyzstan, Latvia, Moldova, Russia and Hungary) took part in the conference.

Conference participants discussed policy recommendations on inclusive education in Ukraine, exchanged experience in practice, development and implementation of inclusive education in their countries.

During 2006, in order to lobby developed recommendations it is planned to conduct series of regional seminars. A powerful PR campaign will be organized to raise social awareness of the important issue of implementing inclusive education in Ukraine and to form positive attitude to this issue.

For more details on this topic, please contact Iryna Ivanyuk, ivanyuk@irf.kiev.ua

UZBEKISTAN

Regional conference on "HIV/AIDS and Education" in Tashkent

A two-week conference on "HIV/AIDS and education" started on 26 May at Radisson SAS Hotel in Tashkent. The conference is intended to intensify the efforts aimed at prophylactic and prevention of HIV/AIDS among youth in the framework of the "National Programme of School Education Development. UNESCO, UNICEF, and UNODC together with the Public Education, and Healthcare Ministries of the Republic of Uzbekistan have organized the event.

Representatives of education ministries of Central Asian countries arrived in Tashkent to attend the meeting and discuss the role of education in the solution of the problem of HIV/AIDS spreading.

The main objective of the conference is to create conditions for constructive dialogue, which should stimulate a more effective and coordinated actions on the part of the education ministries of Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan and Uzbekistan in fighting HIV/AIDS in the context of preventive education, as well as improve the mechanisms of cooperation with the different partners, such as the UN agencies, local and international organizations.

According to the estimations of the specialists, the epidemic of HIV/AIDS in Eastern Europe and Central Asia is spreading at high rates covering new strata of the society in this region. However, despite this fact, the epidemic appears to be at the concentration phase of development in Central Asian countries. Although the estimated number of officially registered HIV cases in the Central Asian states remains at a relatively low level, specialists fear that the number of new HIV-cases has risen sharply during the past few years.

In view of this, the following tasks were set for the conference: to assess the measures taken by the Ministries of Education and form partnership between the parties concerned in the field of HIV/AIDS prophylactic; activate the participation of the Ministries of Education of Central Asian republics in the national fight against HIV/AIDS epidemic; assist the representatives of Education Ministries of the Central Asian states in adoption of measures to improve the practical actions in the fight against the spreading of HIV/AIDS, in the issues of planning and implementation of HIV/AIDS prophylactic, and forming of knowledge through corresponding study programmes of formal and informal nature; revise or develop "The plan of actions of the education ministries on the fight against HIV/AIDS epidemic" and develop recommendations for the international conference on HIV/AIDS (Toronto) to be held in August 2006.

Source: UzReport.com

EUROPEAN COMMISSION

Member states lag behind on Lisbon education goals

The Commission's 2006 [report](#) measuring progress, since 2000, towards the Lisbon objectives in education and training indicates that the overall progress is insufficient. Europe's education and training systems must, in particular, increase the efforts to boost participation in lifelong learning and to reduce the number of early school leavers.

Poor progress was also noted as to the objective of expanding the share of young people who finish upper-secondary school and reducing the number of 15-year-olds with poor reading skills. Furthermore, the report states that most EU students are still not taught at least two foreign languages from an early age, as agreed by the Barcelona Council in 2002. Only one of the five benchmarks judged as requiring urgent attention has seen some progress. The member states have managed to increase the number of tertiary-level maths, science and technology graduates.

The Socialist Group in the European Parliament says it is extremely worried about "the EU's poor performance in achieving its objectives in the education field as these objectives are at the heart of the European strategy for growth and jobs". The Group's vice-president, Harlem Désir has sent a letter to the Commission president José Manuel Barroso inviting him to explain these weak results.

The EU's education ministers have agreed on three major goals to be achieved by 2010: improving the quality and effectiveness of the EU education and training systems, ensuring that they are accessible to all and opening up education and training to the wider world.

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

Report argues business case for women in science

Women represent the majority (56%) of graduates in higher education in Europe, but account only for 25% of graduates in engineering, and the female participation in research is generally rather low in the EU. Women are in particular under-represented in the private sector (18%) - compared to the public sector (35%).

The Commission's recent [She Figures 2006](#) on women in science and technology show that the number of female researchers in universities and businesses continues to increase, but that progress remains slow and static in some fields of science. Furthermore, the increased women participation in science is still not being reflected in increased participation at senior levels.

An Austrian EU Presidency [conference](#) on women in science and technology took place on 15-16 May 2006 to discuss strategies to increase the number of women in industrial research in Europe. At the same occasion, the Commission presented the results of the Women in Science and Technology [-report](#) on what can be done to attract more women researchers into industry. It suggests, for example, providing solutions for dual career couple and single parents and to try to keep girls interested in science on that track in school.

The report also concludes that there is a business case for including more women in senior positions in companies' and in R&D as "diverse teams produce better results," it states. Indeed, the report has found that companies with well-managed gender mainstreaming policies often see an improvement in their economic performance. "A workforce consisting primarily of men is clearly one which is not realizing its full potential [...] unequal opportunities are not only a matter of injustice but primarily a matter of **wasted talent**."

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

Higher education system needs major reforms

Speaking at the Oxford University's technology transfer company, on 3 April 2006, the EU Commissioner for Education, Ján Figel, [addressed](#) the role of European higher education in the EU's international competitiveness. To stop holding European universities back from delivering their full potential and thus contributing to the EU competitiveness, he outlined the need for three major reforms concerning:

Governance: Figel wants governance of the European universities to be changed towards more independent, professional management. Currently almost totally publicly funded, the universities are 'controlled' by national ministries. "I do not believe that we shall ever get the best from our universities if ministries keep control and spend their time trying to guess better than academics what is the right area to invest in," said Figel.

Curricular reform: European universities need to have comparable degree structure and to move from a variety of degrees to a global standard for university qualifications. This would make the European education system more attractive world wide.

Fragmentation: The fragmentation of the European university system should be fought by "pressing the EU member states to introduce the above reforms and free their universities from unnecessary burdens," said Figel. He also believes that the future European Research Council (ERC) and, in particular, the European Institute of Technology (EIT) will have an important role in creating unity.

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

EU countries' capacity to integrate immigrant students vary widely

A recent OECD [study](#) examines the school performance of students with immigrant backgrounds and compares it to that of their native fellow students. The report looks at countries' approaches to the integration of immigrants, immigrant students' attitudes towards school, their motivation, social background and the language spoken at home.

The study also examines the performance of the first and second generation immigrant students separately, as the second generation is expected to do better in school than the first one. In this regard there is no difference in school performance between the second generation immigrant students and the native ones in Canada, Australia or New Zealand. By contrast in Germany and Belgium the first and second generation immigrants do equally bad and there is a huge gap between them and the native students. In Sweden, the difference between the first and second generation immigrants' school performance is huge, suggesting that Sweden is rather successful in integrating the second generation immigrant students.

"Countries that are successful in integrating second generation immigrant students have solid support structure systems in place both for teachers and students," said Andreas Schleicher from OECD. "Well-established language support in early childhood education and primary school also plays a key role," he added.

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

WAECE Establishes Permanent Chair for Peace Education

The World Association of Early Childhood Educators (AMEI-WAECE), has established a Permanent Chair for Peace Education from early childhood. This Chair was set up to provide teachers with more training on the formation of the personality of children (http://www.waece.org/webpaz_ingles/marco.htm), in addition to offering them activities that they can utilize with their children to help shape personalities that are richer in values.

The idea for the Chair is to have a multinational character, and to be present in the maximum number of countries. The Chair will see the culmination of its first year's work with the FIRST WORLD CONFERENCE ON EARLY CHILDHOOD EDUCATION FOR PEACE (Albacete, Spain, April, 20, 21 & 22, 2007).

AMEI-WAECE is a WANGO member. If you want to join AMEI-WAECE in this huge project, please, e-mail AMEI-WAECE (Comunicacion@waece.org) or visit the web site (www.waece.org).

NEW PROJECTS& INITIATIVES

OSI - Education Support Program (ESP). 2006 CALL FOR PROPOSALS Parental Informal Payments to Education - Study (PIPES)

The Education Support Program (ESP) has set as one of its goals to support sustainable reforms in general education and to promote accountability in its governance. ESP has designed survey instruments and research methodology for a Study on Parental Informal Payments to Education (PIPES). ESP is accepting proposals for participation in this study.

RATIONALE. The system of education is free of corruption when it ensures equal access to education, fair distribution of educational materials, states fair and transparent criteria for accepting students to schools, maintains professional standards of school administrators and teachers, and is accountable to their customers – students, parents, and the wider public. Therefore the issues of transparency, accountability and prevention of corruption should be addressed through public participation with the help of local and international NGO's. The PIPES project will focus on the following questions:

- Is the public aware of how state schools are financed?
- Is the state funding system transparent and fair?
- Are regulations concerning parental contributions included in education legislation and understood by the public?
- Are there any forced parental contributions to schools?
- What is the proportion of private contributions to state schools?

The proposed study will focus on schools as the recipient of various financial donations and whether these resources affect equal access to schooling. In addition the study will explore the needs and forms of private contributions to schools. This would analyze the share of private funding in state financed education and observe how it is administrated and accounted for. Other questions to be considered include:

- What is the attitude of parents to these contributions?
- Are these contributions voluntarily made?
- If parents are unable to contribute to schools, are the students treated differently?

In order to understand these processes deeper, a list of services that are financed by parents will be made (e.g. hiring security guards in the schools). This list would allow for and systematize information about the needs of parental contributions and what the differences are of these needs between urban and rural schools.

The results of the study will be further used for advocacy and awareness rising in the respective countries. The format of the advocacy activities can be chosen by country teams in order to meet country needs.

Methodology of the Study

Currently ESP is developing methodology and instruments and piloting them in Azerbaijan. ESP is seeking four to five countries that are interested in carrying out the PIPES study in their country using developed methodology and instruments. In each country a research group should be formed. The research groups will share the methodology and research experience in three methodology seminars that will be organized by ESP. These seminars would help to adjust instruments to country needs and would allow for agreement on the methodology and the techniques of data collection. Two international consultants are involved in preparing the instruments. The preparation of the instruments and the methodology is the task of the international consultants in coordination with the ESP Manager. To ensure the comparability of the data, the countries will follow the cross-national methodology developed. ESP is responsible for project management and administration. The country teams are responsible for data collection, producing national reports and advocacy activities.

Eligible applicants

Members of the OSI education network and their partners are eligible to apply. These include:

- OSI network of education spin-off NGOs,
- NGOs that have implemented in the past or currently implement projects financed by OSI or Soros Foundations,
- The broader network of OSI partner institutions (non-governmental organizations, professional associations, coalitions, and civil society institutions) that are active in promoting education change and that are/were co-partners in implementing OSI or Soros Foundation financed programs,
- OSI Network of Education Policy Centers.

Application procedures

The deadline for submission of applications is **June 10, 2006**. Ideally the implementation of the project should be planned from the beginning of September 2006 onwards and implemented for 18 months.

To apply applicants should submit in free form a letter of interest to participate in the study. The letter of interest should:

- Demonstrate motivation to participate in the study
- Demonstrate the previous experience of the applicant to participate and complete the study on policy analysis
- Indicate readiness to follow the ESP proposed methodology
- Demonstrate the potential for advocacy activities
- Demonstrate that the applicant has managerial capacity to implement the project

A realistic and detailed line item budget should also be included indicating any possible co-financing and its source. Although the project may cover an entire budget, applicants are encouraged to seek co-funding from other organizations, including Soros foundations, donors and governments.

The PIPES study will cover the following expenses: expenses for data collection and analysis, report writing, communication costs, and printing costs. Expenses for purchase of computers, office rent and utility payments cannot be covered through the project. Costs for participation in seminars shall be covered centrally by ESP.

Inquiries about the study should be directed to Indra Dedze, Senior Program Manager at ESP Budapest, idedze@osi.hu, tel: + 36 1 327 3100 x 2349, fax: + 36 1 235 6147.

Dialogue 21: Youth Dialogue on Mutual Respect. Young women and men of 35 Euro-Mediterranean countries start dialogue about cultural and religious differences (15 February – 31 August 2006)

Most Europeans were taken by surprise in witnessing, since January 2006, world-wide anger and protest among Muslim communities against publication of cartoons depicting Prophet Mohammed in several newspapers. On the other hand, many Muslims and other citizens of Arab countries witnessed growing interest of Europeans in learning more about sensitive issues of Islam. The present crisis in North-South relations indicates a huge gap in mutual knowledge, especially between Europeans and their Muslim neighbours around the Mediterranean Sea. This situation calls for new forms of dialogue which clearly address differences and diversity between cultures and religions and promote more mutual knowledge and respect.

The Anna Lindh Euro-Mediterranean Foundation for the Dialogue between Cultures, based in Alexandria, Egypt, launched a six months youth campaign on mutual respect between cultures and religions in 35 countries. The Foundation invites young people between 18 and 25 years to submit their proposals on overcoming the present crisis. All participants are free to ask questions to young people from another country of their choice. The Anna Lindh Foundation will provide each participant with answers and comments from a young man or woman from the other side of the Euro-Mediterranean region. All questions and answers will be published, and all proposals will be submitted to the 35 Governments of the Euro-Mediterranean Partnership.

Arabic, English and French are the three languages of the "Dialogue 21" campaign. Participation is open until 31 August 2006. Further information: www.euromedalex.org, under "Dialogue 21".

How to participate?

Invited to participate are young citizens between 18 and 25 years of age from the following countries:

The 35 Euro-Mediterranean Countries (*in Alphabetical order*):

Algeria, Austria, Belgium, Cyprus, Czech Republic, Denmark, Egypt, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Israel, Italy, Jordan, Latvia, Lebanon, Lithuania, Luxembourg, Malta, Morocco, Netherlands, Palestine, Poland, Portugal, Slovakia, Slovenia, Spain, Sweden, Syria, Tunisia, Turkey, United Kingdom.

Download the participation form from our website www.euromedalex.org. Submit the filled in form before 1 September 2006 to our mailbox dialogue21@euromedalex.org. You will receive immediately a receipt. All forms received before the end of a month will be processed in the following four weeks.

INSTITUTE FOR PUBLIC POLICY (IPP)-Moldova

Name of host institution: Moldova Soros Foundation

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

Phone: +373 (22) 276 785

Fax: +373 (22) 276 786

Email: ipp@ipp.md

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

Director: Dr Arcadie Barbarosie

Coordinator: Prof. Anatol Gremalschi

Year established: 2000

Mission/scope:

The Institute for Public Policy (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 the Institute provides political, business, academic community and media leadership with a deep analysis of public policy issues confronting our society in order to improve the policy making process. The Institute has concentrated its activity mainly in the next policy areas: European Integration, Reforming Educational System, Internal Conflict Management, National and Regional Security. The Institute for Public Policy 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, public debates and dissemination of research results events, publishing new books, updating and extending the Institute's web site (www.ipp.md). Maintaining its capacity as one of the main 'focal points' for foreign experts visiting the country, IPP hosted also interns and visiting research fellows from Canada, USA, Sweden and Netherlands. The Institute extends also the network of local experts as associates, whom as a result of their participation in the studies have improved their professional level.

Activities -The activities of the Institute have been directed to achieve the following objectives:

- Elaboration and promotion of the public policies that could insure a redirection of the educational system toward values of the open society;
- Elaboration of the legislative-normative framework that could facilitate the accession of the Republic of Moldova to the Bologna Process;
- Consolidation of human capacities in university management, quality assurance, assertion of academic liberties and university autonomy;
- Ensuring the access to qualitative studies through communication and informational technologies in the educational system.

Institute for Public Policy in co-operation with the Ministry of Education, Youth and Sport and the Council of Rectors from Moldova, had provided the project of law for reorganization of high education system by passing to the bachelor and master degree cycle and by actualization of the national classified list of professions aligned to European demands. The law project have been approved by the Parliament and came in force on 1 of September 2005. In purpose to facilitate the process of implementation of the above mentioned law, the Institute for Public Policy had contributed to the elaboration of the organizing regulations of the university studies according to Bologna Process demands and on university managers' guidelines.

In order to evaluate the level of use of the informational and communication technologies the Institute for Public Policy elaborated a set of indicators and had collected statistic data from all the educational institutions of all levels – primary, secondary and high educational level. There was elaborated analytical studies based on which the program of informatisation of the educational system „Salt” have been formulated and then approved by the government. At this moment, the program is at the implementation phase and the focus is set on the access of the children from rural environment to the informational technologies.

Policy Papers

- Nasu Ilie. The Republic of Moldova in the international studies of IEA
- Spinei Ion. The Analyze of summative evaluations at different levels of schooling?
- Mocanu Iurie. Informatization of pre-university education
- Pitei Victor. Conception of development of the professional-vocational education system
- Gheorghe Rusnac (coordinator), Elena Muraru, Vladimir Guțu, Otilia Dandara, Stefan Tiron. The Moldova Republic adhesion to the Bologna Process from the perspective of university academic environment
- Nasu Ilie. Comparative Study of the evaluating methods in pre-university education

Conferences, seminars and workshops in 2005

International Seminar “Bologna Process – targets for the Republic of Moldova” (December 8-9, 2005, Chisinau) ; International Round table “Bologhna Process – immediate objectives for Moldova” (November 28-29, 2005, Chisinau); National Seminar “Elaboration and implementation of public policies in the professional training system and working market (November 7-8, 2005, Chisinau).

Local Partners:

• Moldova Soros Foundation; Council of Rectors; State University of Moldova; Council of College Directors of Moldova; Institute for Social Initiatives and Development „Viitorul”; Invisible College; DNT Association; Public Administration Academy; Agency for Enterprises Restructuring and Assistance ARIA; Institute for Marketing and Sociological Studies „IMAS Inc.”; Center for Social and Sociological Studies „CIVIS”; Association for Participatory Democracy „ADEPT”; Ministry of Education; Ministry of Labor; Ministry of Foreign Affairs; Ministry of Internal Affairs; Ministry of Defence

International Partners:

• UNDP Moldova; UNESCO; UNICEF; ILO; European Council; The World Bank; European Training Foundation; Center for Educational Policies Studies – Ljubljana, Slovenia; OSCE Mission to Moldova Institute for European Studies – Sofia, Bulgaria; In-Went, Germany; TACIS Office;

Membership In Networks/ Associations

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

Number of institute staff members: 6

Dr. Arcadie Barbarosie – Executive Director, Ms. Raisa Gutu – Assistant Director, Prof. Anatol Gremalschi – Program Director, Dr. Valeriu Gheorghiu – Program Director, Mr. Oazu Nantoi – Program Director, Dr. Viorel Cibotaru – Program Director;

European Conference on Educational Research Geneva 2006

Knowledge in its various forms – expert knowledge, knowing what to teach and how, scholarly knowledge, embodied cognition, professional and craft practices – is a central concern for educational research, both from a practical and a theoretical viewpoint. Beyond the field of education, it is a key matter for the so-called “knowledge society,” linked to social and political issues of regulation and control, and to economic production processes. Knowledge is also at the heart of social exchanges, confrontations, collaborations and negotiations. From this dynamic emerge the converging interests and meanings that can contribute to the reinforcement of a specifically European culture

From one context to another, from one period to the next, across individuals, knowledge is constantly being shaped, re-shaped and transformed according to different disciplinary structures, different rhythms or settings. In the domain of education, forms of knowledge are produced and selected to serve multiple goals; through new combinations, they become part of new contexts of meaning. The shapes which knowledge takes on make it more or less easily accessible. Because knowledge is shaped in different ways depending on situational affordances and constraints, learners engage in different processes of knowledge appropriation in relation to their interests, levels of expertise and social, cultural and/or gender identities. The educational settings in which the processes of knowledge transformation occur are diverse as well: formal and informal, individual and collective, at school and in the workplace, face-to-face interaction and distance learning. The orientations of knowledge transformation also show diversity, depending on the goals to be attained and the institutional references: academic knowledge or contextualized competencies; basic education, vocational and professional training, and continuing education.

Although knowledge construction and its transformation are at the core of action and reflection in the domain of education, we still fail to understand many aspects of these processes. Research in this area needs to be reinforced and stimulated. The challenge for the ECER 2006 Geneva conference will be to explore collectively this question, which is relevant to all areas of educational research, with the aim of creating synergies that should, in turn, re-shape our knowledge about knowledge transformation.

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

Leading Innovation in Global Education & Training. Themes: Innovation in Training Practices / Achieving Excellence in Global Business Education. Conference venue: Lisbon Marriott Hotel, Lisbon, Portugal. Conference url: www.edineb.net Conference organisers: EDINEB Network. Organiser's address: EDINEB Network Att. Mrs. Ellen Nelissen PO Box 616 - 6200 MD Maastricht - Netherlands Organiser's url: www.edineb.net Notes: Deadline for abstract submission is January 31, 2006. The first 50 submitting authors of an abstract will receive one free copy of a volume out of the EDINEB book series. You can submit your abstract online. Selected papers will be published in a special issue in one of our partner journals. Email enquiries: ellen.nelissen@educ.unimaas.nl Telephone enquiries: ++31 43 3883770 Fax enquiries: ++31 43 3884801

E-competencies for Life, Employment and Innovation "E" is more! E-learning Enabling Education in Evolving Europe. Themes: Competence development, lifelong and distance e-learning, digital learning environment, employment. Conference venue: Vienna University of Technology, Vienna, Austria. Conference url: <http://www.eden-online.org/eden.php> Conference organisers: European Distance and E-Learning Network. Organisers address: EDEN Secretariat, Budapest University of Technology and Economics, H-1111 Budapest, Egry J.u.1. Hungary. Organisers url: <http://www.eden-online.org/eden.php> Notes: Online programme and registration available. Registration deadline 6 June 2006. Email enquiries: vienna@eden-online.org

For more conferences in education please visit <http://brs.leeds.ac.uk/~beiwwww/becls.htm>

The Kyrgyzstan-Turkey Manas University cordially invites participants to take part in an unforgettable Central Asian cultural and educational Second International Summer School during the summer of 2006. The purpose of bringing people together for the 19 day event is to offer participants an insightful and educational perspective of Kyrgyzstan's peoples, culture, history, and political and economical institutions.

The initiative of creating the intensive summer school program and why it will differ from any other “vacation” you have experienced in your lifetime is simple: the program is designed to enrich the lives of participants by offering an intimate peek at one of Central Asia's most diverse nations. The summer school program will include lectures and seminars facilitated by internationally acclaimed scholars representing various social institutions of the Kyrgyz Republic. In studying the Kyrgyz nation, participants will be invited to learn and experience rich and informative presentations devoted towards history, culture, music, politics, anthropology, film and theater, language and literature, and social life.

We offer to take you on a journey that crosses not decades and centuries but millennia. This could conceivably be called the land at the heart of the earth, where early civilization gushed forth. Kyrgyzstan still maintains its aura of being a land that time has not damaged but preserved. Alongside the traditional but modern capital city of Bishkek with its tall buildings and wide tree-lined boulevards, a city peppered with adorable streets, gardens, parks with trees bursting from every corner imaginable. The summer school allows everyone the opportunity to pursue the themes that appeal most to them.

For those who wish to learn more about the language, they may do so. For those whose passion is history and art, there are abundant examples to contemplate and explore. For the adventurer who adores natural beauty, there are many sights that will make you catch your breath. For the gastronome, a true banquet awaits you every meal time. For those who crave for discovery, there is a glorious country awaiting you right at your fingertips. For those interested in literature and the crafts, first-hand demonstrations and activities have been arranged. For those who love to travel, visits to the countryside will leave an indelible mark on your memory. Kyrgyzstan with its high culture is truly an amazing land and the Kyrgyzstan-Turkey Manas University prides itself in extending you an invitation to drink from the fountain of civilization.

More details at www.manas.kg

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Youth Visiting Program Kosovo – Serbia

Application deadline: year-round

What is YIHR Visiting Program?

The Youth Initiative for Human Rights - Visiting program provides the opportunity for young people, students and professionals from Serbia and Kosovo to meet the professionals in the field that they show interest in and to visit the places of interest (museums, theatre, university, media houses etc).

Who can apply?

All young people, students and professionals.

When and where can I visit?

Visits can take place any time during the year. Participant will travel to Belgrade and Prishtina, or other places of professional interest. The length of the visit can be negotiated between the participants and organizers. Usually however the visit would last for 2 to 3 days.

What activities can be planned?

Visits include a large arrangements of meetings with professionals, social and cultural events, leisure time. Each visit can be different but the following can be a part of it: visiting different institutions, media houses, organizations, banks etc, depending on personal interest, meetings with the professionals in the relevant field, university professors, practitioners in the field, participating in cultural events, concerts and other evening activities.

Who coordinates and pays the visit?

All details related to the visit (length of the visit, travel arrangements, agenda) are coordinated by the YIHR staff. All travel and visiting expenses are covered by the YIHR.

What is my responsibility?

The responsibility of the participant is to keep a short diary during the visit and take photos with the disposable camera given to him or her by the YIHR. The participant should take photos of the most interesting things, something that the participant finds fascinating, unusual or very interesting. Upon return, a short summary of the journal letter should be written (not more than 2 pages) and given to the YIHR. Photos will be developed by the YIHR and given back to the participant.

How can I apply?

The participants must apply by sending the application and rough agenda of the visit. Within 15 days after the submission of the application, you will be informed regarding the result of your application. The Call for application is open all year around.

More information

E-mail: svvisiting@yihhr.org (applications from Serbia), ksvisiting@yihhr.org (applications from Kosovo)

Council of Europe - Traineeship Opportunities

Application deadline: September 15, 2006 (Due to the high volume of applications to process, it is strongly advised to apply at least one month before the deadline)

The Council of Europe's traineeship scheme consists of a three-month period: candidates can choose between: January to March, April to June and October to December. The Council of Europe does not organise any traineeships during the summer period. We would also like to specify that we do not offer traineeships in translation and interpretation.

Who can apply ?

- Nationals of one of the Council of Europe's member states
- Persons who have completed their higher education or have successfully completed at least three years of university study (six semesters)
- Candidates from national administrations or private firms who wish to find out about, learn more about or specialise in a particular field of the Council of Europe's activities. They must have performed duties requiring knowledge of university level for at least two years
- Trainees must have a very good knowledge of one of the Council of Europe's official languages (English and French). A good knowledge of the other is desirable
- Good drafting ability required.

Selection

Trainees are selected by the Human Resources Department, in agreement with the departments to which they are assigned, following the principle of fair geographical distribution.

Duties

The duties to which trainees are assigned include research, the preparation of draft reports and studies for meetings of experts and the drafting of minutes. They may also be required to assist with current work. We would like to specify that we do not offer traineeships in translation and interpretation.

Conditions

Trainees are usually not paid. Costs of travel and accommodation, as well as living expenses, are the responsibility of trainees or their sponsoring institutions. By the decision of the Committee of Ministers, remunerated traineeships may be offered - in a restricted number - to nationals of Central and Eastern European member States.

More information

Website: http://www.coe.int/t/e/Human/Resources/Jobs/10_Traineeship_opportunities/

E-mail: traineeship.drh@coe.int

DONNORS, FINANCIAL& PROFESSIONAL OPPORTUNITIES

Education Policy Centers

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

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

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

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

[Institute for Economic and Social Analysis](#)
Czech Republic

[Center for Policy Studies PRAXIS](#)
Estonia

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

[Center for Educational Policy Analysis](#)
Hungary

[Education Policy Analysis Center](#)
Kazakhstan

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

[Public Policy Center](#)
Kyrgyzstan

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

[Center for Public Policy PROVIDUS](#)
Latvia

[Center for Education Policy](#)
Lithuania

[Institute for Public Policy](#)
Moldova

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

[Center Education 2000+](#)
Romania

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

HESP Regional Seminar for Excellence in Teaching Nationhood and Narrative in Central Asia: History, Context, Critique Call for Applications

The Department of Cultural Studies at Arabev Kyrgyz State University and the Foundation "Education Initiatives Support" (FEIS) invite applications for participation in the three-year academic program, *Nationhood and Narrative in Central Asia: History, Context, Critique*, beginning in the summer of 2006.

Project Description

In recent years, the study of national identity, the regulation of inter-ethnic relations, and the re-examination of national and regional histories have taken on greater significance in University curricula and teaching throughout Central Asia. However, opportunities for University teachers critically to examine concepts of nationhood, ethnicity and identity in their comparative and historical contexts are often limited.

The aim of the three year academic project, *Nationhood and Narrative in Central Asia: History, Context, Critique*, is to support young teachers from Central Asia in developing and implementing university courses pertaining, broadly, to the study of nations and national histories, narrative and identity, and ethnicity and ethnic relations.

The project is structured so as to facilitate this exploration in increasing depth through a series of summer schools and inter-session activities over the course of three years. In the first year of the project, topics to be explored include an examination of concepts of nation in Soviet, Western and Jadid thought; the relationship between local and national identities; ideas of narrative and identity, and the teaching of national and regional histories in Central Asia. Faculty members are researchers and university teachers from Central Asia, Russia, Europe and North America who, from a variety of disciplinary perspectives, have engaged these questions in their own teaching and research.

Project activities

The project involves three annual summer schools, a seminar series during the academic year, an annual inter-session workshop in Bishkek, on-line discussion and mentoring. The first summer school will take place at Lake Issyk-Kul, Kyrgyzstan, **July 17th – August 6th 2006**.

All the costs related to the ReSET project, including travel expenses, accommodation, meals and educational materials for selected applicants will be covered by the Program.

Eligibility

- Applicants must be academics, preferably under the age of 40, currently teaching at institutions of higher education in Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan or Uzbekistan
- Applicants should be currently teaching, or planning to teach, university course(s) in the social sciences or humanities addressing issues of nationality, ethnicity, identity, narrative or national history.
- The working language of the project is Russian. Applicants should have sufficient command of Russian to read academic texts and participate in seminar discussions. Reading ability in English is highly advantageous.
- Only those applicants able to commit to involvement in the project for the three-year duration will be considered.
- Individuals are not permitted to participate in more than one ReSET program in any one year.
- Since one of the goals of the project is to establish a network of academics able to develop the project ideas after completion, we particularly welcome the participation of more than one academic from any given department or faculty.

Application procedure

Applications for the ReSET project, "Nationhood and Narrative in Central Asia: History, Context, Critique" must be completed in either Russian or English and sent *electronically* to arrive no later than **Monday 5th June 2006** to nationhood.narrative@googlemail.com. Applications received after the deadline will not be considered. Decisions on selected participants will be made by **June 19th 2006**.

The application package should contain the following material:

- Completed application form (attached)
- CV, including current position, educational record, list of courses taught, publications, research interests and language abilities
- Statement of purpose (max. 1000 words) indicating the relevance of the project to your own teaching and research and what you hope to achieve from participation in the project
- Brief syllabus for one of the courses you are currently teaching
- Letter of endorsement from the head of your department or institution (with full contact details), assessing your status within the faculty and indicating their willingness for you to participate in the program. If several people are applying from one department, it is advantageous to include a copy of the departmental curriculum, with an indication of the ways in which participation in the project would benefit the department's development.

Contact details

For further information and correspondence regarding the project, please contact Nina Bagdasarova or Madeleine Reeves in Russian or English. Administrative questions should be addressed to the Project Assistant, Zarina Derbisheva.

nineczka@mail.ru (Nina Bagdasarova)
madeleinereeves@gmail.com (Madeleine Reeves)
office@sfe.kyrgyzstan.net (Zarina Derbisheva)

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Education Policy Centers

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

[Educational Forum](#)
Serbia

[Education Reform Circles](#)
Serbia

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

[Slovak Governance Institute](#)
Slovakia

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

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

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

[Turkey Education Reform Initiative](#)
Turkey

[Educational Studies Center](#)
Ukraine

[International Centre for Policy Studies](#)
Ukraine

[Center of Educational Policy](#)
Ukraine

Amsterdam Maastricht Summer University - Courses 2006

The AMSU offers courses in various disciplines in co-operation with a wide range of cutting edge international experts in order to provide our participants with the most advanced educational experience.

Language Studies

Intensive Dutch Language Course—7 August 2006 - 25 August 2006, Amsterdam
Effective Use of the Internet in Language Teaching: What & How- 13 August 2006 - 20 August 2006, Amsterdam
Digital Audio & Video in Language Teaching -20 August 2006 - 27 August 2006, Amsterdam
Developing Multimedia Activities for Language Learning- 15 October 2006 - 22 October 2006, Amsterdam
Scheduled for 2007
Intensive Dutch Language Course, Winter Edition-8 January 2007 - 12 January 2007, Amsterdam

Arts Management

International Production Management for Performing Arts- 28 August 2006 - 31 August 2006, Amsterdam

Art History

Historic Painting Technique: 17th Century Oil Painting on Canvas-16 August 2006 - 20 August 2006, Amsterdam
Study Dutch Art Where It Was Made! Introduction to the Study of 17th-Century Dutch Art in The Netherlands 15 August 2006 - 25 August 2006

Communication Science

Science Across the World: Using the Internet for Inter-school Communication -2 July 2006- 9 July 2006, Amsterdam

Journalism

Risk Communication: a future challenge in a globalized world- 28 July 2006 - 30 July 2006, Brussels

Medicine - Amsterdam International Medical Summer School (AIMSS)

Inborn Errors of Metabolism- 9 July 2006 - 21 July 2006, Amsterdam
Health Informatics: the Role of Informatics In Health Care- 9 July 2006 - 21 July 2006, Amsterdam

More information

Website: <http://www.amsu.edu/courses>

E-mail: office@amsu.edu

PUBLICATIONS

“Teachers and Educational Quality: Monitoring Global Needs for 2015”

Entitled “Teachers and Educational Quality: Monitoring Global Needs for 2015”, the report provides global and regional assessments on the state of teachers and education quality. By highlighting trends in teacher quantity and quality, it explores the policy implications of bridging the gap between the two, especially in developing countries. It also compares the strengths and shortcomings of recruitment and deployment policies as well as working conditions around the world.

Countries across the world will need to recruit more than 18 million teachers over the next decade. The greatest challenge lies in sub-Saharan Africa, which will need to expand its teaching force by 68% over this period. By 2015, countries like Chad will need almost four times as many primary teachers, from 16,000 to 61,000, while Ethiopia must double its stock to achieve universal primary education.

To read the study, please [click here](#)

Where Immigrant Students Succeed - A Comparative Review of Performance and Engagement in PISA 2003

Successful integration of immigrant populations is essential for ensuring social cohesion in immigrant receiving nations. Immigrants bring a wealth of human capital which, if nurtured carefully, can positively contribute to economic well-being and cultural diversity of the host country. Yet, tapping into this potential remains a major challenge for policy makers. What barriers exist for young immigrants today? Can school contribute to reducing those barriers and in turn help young immigrants succeed in their adopted countries?

Drawing on data from the OECD's Programme for International Student Assessment (PISA), this report examines the performance of students with immigrant backgrounds and compares it to that of their native counterparts. As well as providing information on countries' approaches to the integration of immigrants, it looks at other factors that could influence immigrant students' performance - such as their attitudes to school, their motivation and learning strategies as well as their social background and the language spoken at home - giving valuable implications for educational policy.

To download the study, please [click here](#)

EDITOR'S NOTE

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

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