

Report on the Preliminary Assessment of RE:FINE (Resourcing Education: Fund for Innovations and Networking) Program Results

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Foreword

The Resourcing Education: Fund for Innovations and Networking (RE:FINE) was established by the Education Support Program (ESP) in 2004 to provide an opportunity for civil society organizations to work together on joint initiatives for school reform. Since its establishment, the fund has supported 22 projects with grants totaling 2,054,244 U.S. dollars. Projects typically ran for two years and involved around five partners from different countries. In total, 119 civil society organizations and institutions in around 30 countries have received funding from RE:FINE. Three of the projects funded in 2004 have been completed, with the remainder approaching their final stage. The projects funded in 2005 are in the middle of their implementation phase, while projects funded in 2006 have just started their operations.

RE:FINE was established to address a capacity gap between organizations working towards education reform in Central Europe on the one hand and South Eastern Europe, the Caucasus, the CIS, and Mongolia on the other. While substantial gains had been realized in Central Europe with regards to the education quality and access as well as in combating corruption and improving management and governance in the education sector, progress remained elusive in many other countries. The fund, therefore, set out to promote closer cooperation between NGOs from Central Europe and the other regions as a way to transfer know-how in support of meaningful change in the education sector. Civil society organizations from Central Europe have built up considerable experience and skills as to how to achieve policy change through advocacy and informed stakeholders dialogue, and how to make schools more open and democratic through changes in education practices and school management and increased community participation.

In early 2006, the Open Society Institute (OSI) New York recognized that RE:FINE had reached a stage where an external assessment of program results was needed to draw on the lessons that could be learned; to understand to what extent the program objectives had been reached; and to determine whether and how the fund should be redesigned to maximize its impact. This was not an easy task since projects were still underway. However, the evaluation presented in this report managed to capture RE:FINE's program experience and provide valuable information for the future direction of the fund in its sustained effort to make a significant contribution to education reform in transition countries.

As the evaluation was reaching its final stages, ESP's new mission was elaborated and endorsed by the OSI Board. This mission is to promote justice in education: for every child deserves an equal chance—through education—to develop the skills, knowledge, and values that are needed to live a worthwhile life. Therefore, starting from 2007 ESP will realign its activities to support education provisions for children at risk. In line with these developments and some recommendations from this report we took a deci-

sion that RE:FINE will not continue as such. The fund's priority areas are to be narrowed and all grants will focus on education provisions for vulnerable children. This will provide a clear focus for the fund, allow for collaborative work in the regions on social justice issues, and offer cross-learning opportunities. Most importantly, the new focus responds to the greatest need that is often overlooked and neglected by governments, and donors.

I would like to extend my deep appreciation for the talented team of people that were involved in this evaluation. My special thanks goes to all RE:FINE grantees and partners who are committed to making a change and improving education opportunities for children.

We hope that you enjoy reading this report and look forward to your feedback.

Natalia Shablya
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Acronyms

AIQ	Assessment for Increasing Quality, Equal Opportunities and Accountability in Education
ASR	Academic Success for Roma Children
CSO	Civil Society Organization
DPE	Dealing with the Post-Socialist Educational Reform Package: From Baku to Ulaanbaatar: A Book Project Documenting OSI Contribution to Education Change in the Caucasus, Central Asia, and Mongolia
EAC	Education Against Corruption
EDJ	Education and Development Journal – Theory and Praxis of Education and Educational Reforms in South-Eastern Europe
EPD	Enhancing Professional Development of Education Practitioners and Teaching/Learning Practices in SEE Countries
ESP	Education Support Program
FCR	Facilitating Curricular Reform through Strengthening Curriculum Development and Writing Skills of Teachers
FOC	A Future for Our Children. Involving Communities in Social Integration of Children from Disintegrated Families
GST	Gender Sensitive Textbooks and Classroom Practice in the Balkan Region
INCO-DEV	International Cooperation with Developing Countries
INTAS	International Association for the Promotion of Co-operation with Scientists from the New Independent States (NIS) of the Former Soviet Union
ISSA	International Step by Step Association
MIO	Strengthening the School Development Network “MIOS”
OSI	Open Society Institute
PHARE	Poland and Hungary: Assistance for Restructuring their Economies
RE:FINE	Resourcing Education: Fund for Innovations and Networking
RPA	Raising Public Awareness of Education Issues
RWCT IC	Reading and Writing for Critical Thinking International Consortium
SAE	School Autonomy – Every Stakeholder’s Responsibility
SDC	Swiss Agency for Development and Cooperation
SIDA	Swedish International Development Cooperation Agency
TACIS	Technical Aid to the Commonwealth of Independent States
UNDP	United Nations Development Programme

Executive summary

This report presents a synthesis of preliminary assessment results of the RE:FINE education grant-making fund financed by the Open Society Institute, Budapest, and administered by the Education Support Program. RE:FINE provides strategic grants for networking opportunities between CSOs and other organizations that support gains already made in the education sector in order to maximize the impact and enhance the capacity of civil society actors in bringing about school reform in the countries of the former Soviet Union, South Eastern Europe, and Mongolia. The assessment focuses on evaluating the current results of the RE:FINE program through a verification of the extent to which funded projects contribute to program priorities and objectives; by no means is it an attempt to evaluate the individual performance of funded projects. The assessment involved an analysis of program documents, an electronic survey of 12 projects in their final stages of implementation, and direct phone interviews with selected grantee organizations.

Grantees regard the highly flexible monitoring and evaluation of project performance by the ESP management as a key factor contributing to successful project implementation. Beneficiary organizations also appreciate the professional support and continuous communication with the management staff during project implementation. Other main benefits of RE:FINE funding identified by both grantee and partner organizations are the opportunity to work with organizations from different countries that have similar interests, and the opportunity to work on key education policy issues in their own countries.

Main findings

1. *The numerous priority areas and broadly defined objectives simultaneously pursued in a wide geographical area, with a relatively limited budget, result in a project portfolio that is too diverse and does not allow for substantial outcomes and changes in any specific priority area.*

The 12 projects examined address highly diverse topics ranging from interactive learning to the publication of an education and development journal and skills development for teachers in rural communities. As RE:FINE is trying to cover a broad spectrum of education issues, the projects submitted for funding tend to be too ambitious. In practice, any given project is likely to substantively contribute to only one priority area.

2. *Project partners generally have prior experience of working together in joint national and/or international projects, which tends to improve their effectiveness in attaining the goals they set for RE:FINE projects.*

Only in three of the 12 projects was there no prior collaboration among partners. In the remaining cases, partners either collaborate on a project basis or work together regu-

larly as members of international networks such as the Reading and Writing for Critical Thinking International Consortium, the SEE Educational and Cooperation Network, and the International Association Interactive Community Schools–MIOS. According to our analysis, those project partnerships that operate with clearly established rules of cooperation have been better at achieving their objectives and more efficient in implementing proposed activities than those that do not clearly divide project-related responsibilities. This is not to say that project partners collaborating for the first time have no chance to be successful, but in all cases steps need to be taken to establish a well-defined framework to facilitate cooperation.

3. *Working together as part of a wider international network and in pursuit of a set of shared goals has led to the emergence of concrete ideas and plans for future collaboration between project partners.*

91.7% of grantees and 71.4% of partner organizations indicate that working together in implementing projects funded by RE:FINE triggered new ideas for further collaboration. These include the instruction of educators to address the problems of vulnerable children, the elaboration of course materials on developing teachers' competences, the revision of textbooks to incorporate the values of an open society, capacity-building for school boards, and the development of parents' advocacy skills. Involvement in an already existing international network seems to provide a good space to formulate common goals for future projects. The key factor for continued successful collaboration is for project partners to share similar interests and complementary approaches.

4. *The networking experience varies from one grantee and one partner to the next; some organizations engage in partnerships without effective involvement in project development or clearly defined responsibilities related to project implementation. Therefore, there are significant differences in the assessment of project performance by grantees and partner organizations.*

Only 38% of partner organizations indicate that they were involved in the initial planning of the project to a large extent. Nearly 43% say that they involved to some extent, and approximately 19% state that their organization was involved only in a limited way or not at all. Only 25% of grantees and 38% of partner organizations were fully satisfied with their partners' involvement in project implementation. Both groups expressed only limited satisfaction with the timeliness and effectiveness with which responsibilities related to the project were carried out. In terms of overall satisfaction with project implementation, grantees express more critical attitudes than partner organizations: while 42.9% of partner organizations are very satisfied, none of the grantee organizations reported the same level of satisfaction.

5. *As a direct benefit of national and international collaboration, a substantial transfer of knowledge and know-how both from grantees to partners and between partner organizations has taken place.*

Grantees and their partners agree that the main targets of capacity-building are the grantees themselves (75%) and their partner organizations (83.3%). The sharing of

knowledge and the development of communication skills are the main methods applied, while the most common tools used are publications and training.

6. *Generally, projects incorporate consistent capacity-building with varied target groups (CSOs, teachers, policy-makers and so on), yet the activities carried out are often limited in scope and do not effectively involve beneficiaries.*

The main target groups are teachers and school managers (66.7%) and policy-makers (50.0%), while only a few projects focus on the capacity development of CSOs (25.0%). The capacity-building activities mainly involve enhancing knowledge (83.3%) and communication (66.7%) and networking skills (75.0%). However, the approaches described in the project progress reports do not always seem adequate to ensure the largest possible impact. For instance, the partners of the EAC project did not initially budget the translation of the book “Anti-corruption Education at School” from the English original into the languages of partner countries (except in the case of Russian, where budget provisions had been made), which seriously limited the usefulness of the volume for some partners. The project was designed this way because of the limited funds available per project from RE:FINE. This shortcoming was overcome by supplementing the original grant to allow for other translations and for more capacity-building and dissemination activities in participating countries.

7. *Overall, the advocacy activities carried out as part of projects funded by RE:FINE are limited as most organizations focus on delivering services rather than challenging the institutional or policy establishment in their countries.*

Although one of the four objectives of the RE:FINE program is “strengthening advocacy on educational issues,” less than half (approximately 41%) of grantees and partner organizations report that their projects include advocacy activities, which predominantly focus on issues of equity and access to education for all children. Not even 50% of the projects indicate that they involve CSOs or the authorities in their advocacy campaigns, even though this would increase their effectiveness.

8. *Beneficiaries consider the RE:FINE management to be highly satisfactory. As an indication of the relevance of program objectives and satisfaction with the experience of working with the fund, most organizations have concrete plans to elaborate and submit new applications for RE:FINE funding in the future.*

The respondents point out the high professionalism of RE:FINE staff and the substantive advice and continuous support provided throughout the project phase. Even though the general requirements are considered to be similar to those of other donors, the majority of respondents believe that the RE:FINE procedures are less bureaucratic and much more flexible when adjustments need to be made during project implementation. Almost all grantees (91%) express their interest in applying for future RE:FINE funding as lead organization; 67% are also interested in becoming partners in projects submitted for funding. In the case of partner organizations, some 62% consider submitting an application as lead organization while nearly 86% are open to being involved in part-

nerships. This indicates that grantees and their partners alike are generally satisfied with the way in which projects are implemented.

9. *The relatively loose, project-based methodology for the assessment of project performance reduces the comparability of project outcomes and thus provides a limited learning experience for the program.*

During the elaboration of the current analysis, it became clear that the program made use of several types of information sources to follow project progress but that no general criteria had been established for evaluating the quality of project outcomes. This is partly understandable considering the different national contexts in which projects are undertaken, but it makes it difficult to conduct objective assessments of program achievements on a regular basis.

10. *Slightly over half of the funded projects managed to secure direct financial co-funding, amounting to a total value of approximately USD 439,000 and representing nearly 29% of total project budgets.*

Sources of co-funding include, among others, the UNDP, the Balkan Trust for Democracy, U.S. Embassy programs, the Freudenberg Foundation, and the Stability Pact for South Eastern Europe. Some 20% of the co-funding was secured from other OSI funding initiatives. It is surprising that no co-funding came from existing European public funds (e.g. PHARE, TACIS, Grundtvig, eLearning, initiatives under INCO-DEV, INTAS, etc.)

Recommendations

Considering the strengths and weaknesses of the fund, the following main recommendations have been identified to strengthen the operations of the program in the future:

1. In order to improve the likelihood of a substantial impact on critical education issues in target countries, RE:FINE should limit the number of its priority areas in a given grant cycle in line with the ESP's reconsidered mission. Another option, considering the substantial differences in the targeted regions in terms of education policy development, could be to announce region-specific priorities. Furthermore, the objectives and the intended level of intervention (i.e. school level, national, or regional) need to be more clearly described in order to ensure that the program retains its focus and that projects are complementary.
2. Given that partnerships operating on clearly established rules of cooperation tend to be more effective, RE:FINE should require project partners to submit plans detailing the terms of their cooperation and describing the division of responsibilities, the frequency and means of communication, approaches to quality control, and steps to be taken in case of non-compliance with the terms established.

3. Since it is in the interest of the RE:FINE program to support partnerships that can prove effective in the long term, the evaluation of project proposals should focus on the correspondence of project partners in terms of vision, areas of interest, approaches, experience, and willingness to engage in cooperative action. Only such partnerships can effectively lead to cross-country lesson learning and the dissemination of best practices.
4. In light of the mixed networking experience, it would be beneficial to the program if RE:FINE more closely monitored the performance of partners during project implementation. Partner organizations could be required to submit short narrative reports to complement the reports prepared by grantee organizations.
5. With a view to improving the involvement of project beneficiaries by the grantees and ensuring that the activities proposed indeed address the most urgent needs of beneficiaries, the application form should include a section describing the significance of the problem to be addressed as well as a section describing plans to effectively involve beneficiaries in the activities undertaken.
6. Taking into account the vision of the RE:FINE program, the projects funded should not only deliver services or provide capacity-building on a small scale, but should seek to achieve policy change in the field of education. This might also imply a need for RE:FINE to support CSOs in the education field by building their capacity to carry out successful advocacy campaigns.
7. Although the flexibility of project monitoring and performance evaluation is important and should be maintained, methods should be designed to improve the comparability of performance and impacts of the funded projects.
8. Before deciding on the future priorities of the RE:FINE fund, a background paper should be elaborated to review the main initiatives by national governments and international donors in the educational priority areas identified. This would allow the identification of main problem areas that are currently under-funded as well as better coordination between RE:FINE and other funds with similar objectives.

1. Introduction

The main goal of this evaluation was to assess the achievements of the ESP’s education grant-making fund RE:FINE. The consultant was asked to assess how and to what extent the stated program objectives had been achieved through the projects financed by RE:FINE. To that end, a survey was designed to identify key project and program experiences (see Annex 2). The projects selected for the assessment sample are listed in Table 1, with more detailed information on these projects contained in Annex 1.

Table 1: Projects included in the assessment sample

<ul style="list-style-type: none">▶ A Future for Our Children. Involving Communities in Social Integration of Children from Disintegrated Families▶ Facilitating Curricular Reform through Strengthening Curriculum Development and Writing Skills of Teachers▶ Raising Public Awareness of Education Issues▶ Strengthening the School Development Network “MIOS”▶ Enhancing Professional Development of Education Practitioners and Teaching/Learning Practices in SEE Countries▶ Dealing with the Post-Socialist Educational Reform Package: From Baku to Ulaanbaatar: A Book Project Documenting OSI Contribution to Education Change in the Caucasus, Central Asia, and Mongolia▶ Education and Development Journal—Theory and Praxis of Education and Educational Reforms in South-Eastern Europe▶ Education Against Corruption▶ Academic Success for Roma Children▶ Gender Sensitive Textbooks and Classroom Practice in the Balkan Region▶ Assessment for Increasing Quality, Equal Opportunities and Accountability in Education▶ School Autonomy—Every Stakeholder’s Responsibility

The report contains three parts. The first part describes the methodology used for the preliminary assessment of program results. It includes detailed descriptions of the purpose of the assessment, the priority areas and objectives of RE:FINE, the presentation of the main sources of data, the levels of analysis, and the critical attributes applied to assess the attainment of objectives. The second part outlines the key findings of the assessment in terms of the critical attribute levels, program performance, and the program experience of beneficiaries. The third part presents the main conclusions and recommendations of the assessment.

2. Methodology

This section describes the logic of the selected assessment methodology, namely multi-objective evaluation. This is followed by the presentation of the main sources of data on

which the analysis is based. It also explains the levels of analysis, with emphasis on the critical attributes used to evaluate the extent to which different program objectives have been achieved.

2.1. Purpose of the assessment

The purpose of the assessment is to evaluate the extent to which the projects supported by RE:FINE have contributed to the realization of program objectives and priorities. For this purpose, all eight projects financed in the 2004 grant period and four projects from the 2005 grant period were selected. The funded projects operate at either national or international level, covering countries in Central and South Eastern Europe and the former Soviet Union. Only projects that are in their final stages of implementation have been included in the assessment.

2.2. RE:FINE priorities and the assessment approach

The choice of methodology was driven by the consideration that RE:FINE is a multi-objective education grant-making fund working in four priority areas, namely:

- equity, which includes minority rights, gender, equal access to information, and equal education opportunities;
- quality, which includes learning processes whose outcomes advance the objectives of an open society;
- public accountability, which includes management, governance, and transparent policy processes; and
- anti-corruption initiatives, which intersects with accountability and equity.

Projects supported through the fund are expected to simultaneously contribute to the realization of two or more objectives of the program's priority areas. The main objectives of the fund are defined as follows:

- promoting networking for enhanced impact, promoting exchange of local knowledge and fostering collaboration among civic organizations that support open society goals in education within and between countries, and across geographical regions;
- building capacity and resources in the region to promote open society goals in the general education sector in the targeted countries;
- promoting civil society involvement in education change in partnership with governments and other local players transnationally and locally;
- strengthening advocacy on educational issues.

Taking these into consideration, a multi-objective evaluation design was proposed by the evaluator and adopted by ESP. The advantage of this approach is that it allows for assessing the degrees to which program objectives have been attained both within and

across projects while also making overall comparisons at project level possible. Furthermore, this approach allows for a simple but comprehensive matrix representation of the assessment results. This method is especially valuable as an instrument for assessing project progress, by also highlighting the possible risks and uncertainties related to the attainment of program objectives.

Considering that the majority of the data collected as part of the assessment process are qualitative, special procedures were adopted to ensure the validity of information in order to avoid problems such as possible positive self-evaluations by program beneficiaries. The generally recognized method to address the issue of validity in the case of qualitative assessments is to adopt various forms of triangulations. Therefore, throughout the assessment we used three different types of triangulation methods. *Investigator triangulation* was ensured by setting up an evaluation team that included ESP staff as well as an independent evaluator. *Data triangulation* consists of using various relevant sources of data and information. For this purpose, program stakeholders were categorized in three groups: program management, program beneficiary organizations, and project beneficiaries. *Methodological triangulation* consists of using different methods for the collection of similar information to capture unsystematic biases in data collection. Accordingly, we used the methods of secondary data analysis, questionnaire survey, and phone interviews with various program stakeholders.

2.3. Sources of data

In terms of assessment design, by applying the multi-objective evaluation approach, we focused on collecting substantial contextual information at the levels of objectives, projects, and program. The data collection methods included program file review; surveying program stakeholders (the 12 projects) through questionnaires and phone interviews; and interviewing, by phone and e-mail, direct beneficiaries of the projects under study. We developed a survey questionnaire consisting of 21 questions (a total of 143 data items), both open- and close-ended and focusing on the various dimensions in which projects can contribute to the specific objectives of RE:FINE, including:

- The experience of grantees and partner organizations in terms of working in partnership;
- The extent of capacity development undertaken as part of the project;
- The type and success of advocacy activities undertaken as part of a given project;
- The particular working experience with RE:FINE.

To ensure the quality of the research instrument, we administered a two-stage pre-test. In the first stage, the questionnaire was discussed with the RE:FINE Committee and staff, while in the second stage, we e-mailed the revised questionnaire to three selected grantees for completion and commenting. After receiving the filled-in questionnaires, we discussed the observations and suggestions of respondents by phone.

After testing the research instrument, the survey was administered electronically to the selected 12 grantee organizations and 45 grantee partner organizations. After the requested return date had passed, we sent reminders to improve the response rate. In the end, all 12 grantees returned the filled-in questionnaires, while 21 of the 45 partner organizations responded to our inquiry. In the case of six grantee organizations, we followed up with phone interviews to clarify specific issues related to their survey responses.

2.4. Levels of analysis

In order to take full advantage of the proposed multi-criteria approach, we benchmarked the analysis to critical attribute levels of key program priority areas. Critical attributes were identified for each of the four RE:FINE objectives to proxy the activities undertaken by each project, but also to allow for cross-project and cross-country evaluations. The final list of the critical attributes agreed upon is presented in Table 2.

Table 2: Critical attributes of RE:FINE objectives

Networking for enhanced impact	<ul style="list-style-type: none"> - Extent of partner involvement in initial project planning - Quality of information exchange among partner organizations - Extent of partner involvement in project implementation - Collaboration of partners towards achieving project objectives - Quality of the fulfillment of partner responsibilities - Benefit of international collaboration to organizations - Overall satisfaction with project implementation - Likelihood of extending partnership beyond project period
Building capacity and resources in the region	<ul style="list-style-type: none"> - Relevance of services provided to project target groups - Opportunity of relevant stakeholders to engage in the project - Extent of training services provided to target group - Extent of mentoring services provided to target group - Publications realized as part of the project - Quality of information dissemination to relevant target groups
Promoting civil society involvement in education change	<ul style="list-style-type: none"> - Extent of capacity development at partner level - Extent of beneficiary involvement - Enhancing the ability of marginalized groups to get involved in education issues - Extent to which critical stakeholder partnerships are promoted - Formation of national partnerships beyond project
Strengthening advocacy on education issues	<ul style="list-style-type: none"> - Involvement of different stakeholders in advocacy activities - Extent to which equity in education is considered by project - Degree of attention dedicated to access - Extent to which advocacy skills of target group have been enhanced - Degree of focus on anti-corruption issues - Extent to which advocacy campaigns lead to change

Once the general set of critical attributes had been identified, we selected those that were most relevant to the scope and objectives of the projects carried out with RE:FINE support. Thus, individual project performance was assessed by aggregating the relevant attribute scores. In the next step we aggregated objective specific attributes at the level of priority areas.

3. Key findings

This section discusses the key findings of the assessment based on the responses provided by grantee and partner organizations, complemented by documentary analysis of mid-term and final reports, where available. Given that the number of observations is limited, data interpretation is mostly qualitative in nature. Our goal is to highlight the extent to which RE:FINE grant beneficiaries and their partner organizations are satisfied with their collaboration, project implementation, and the activities carried out as part of their projects in order to achieve the proposed objectives.

3.1. Networking experience

Nine projects identify networking as a core activity, while the others mention it as a method of project implementation. Our analysis effort concentrated on gathering three types of information. First, we identified the critical attributes related to networking, which were then grouped in three categories. The first, binary category of attributes refers to whether project partners already collaborated previously and whether collaborating within the project has led to new project ideas and possible further collaborations. The second category describes the process of collaboration between partners by asking to what extent it has been meaningful and effective. The third type of information is strictly qualitative and presents the ways in which grantees and partner organizations describe their collaboration towards realizing project objectives from the perspective of networking.

In terms of prior collaboration of project partners, there are three projects in which partners work together for the first time while the partners in another three projects belong to wider networks (Reading and Writing for Critical Thinking International Consortium, SEE Educational and Cooperation Network, International Association Interactive Community Schools–MIOS) in the framework of which they implement their projects. The remaining project partners reported collaborating with each other on a project basis with funding from various donors (e.g., Balkan Trust, SIDA, PHARE).

An important instrument in sustaining networking among projects funded by RE:FINE and in disseminating information is *TOL/OSI Open Society Education News*. This electronic newsletter was set up by Transitions Online through the Raising Public Awareness of Education Issues project financed by RE:FINE. In addition to publishing articles on education issues and reports on various events, publications, and activities in the field of

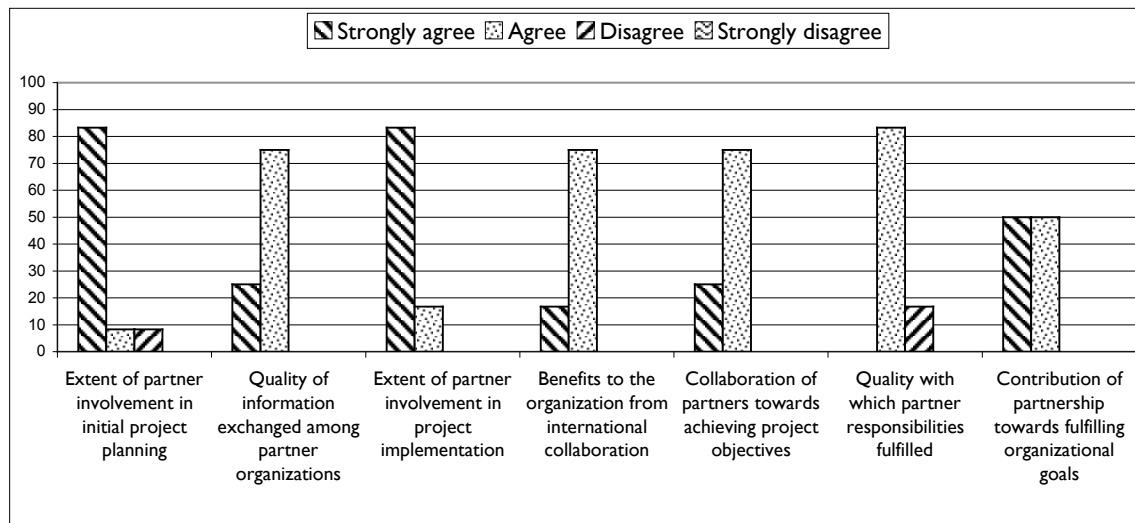
education, the freely available newsletter also offers the opportunity to regularly share information on the activities of other projects funded by RE:FINE.

At the level of networking activities among partner organizations, we found important differences in the perception of the extent to which grantee and partner organizations were involved in the initial project planning. Thus, while over 90% of grantees indicate that their organization was actively involved and participated in the initial development of the project proposal, partner organizations have more nuanced views. 38% state that their organization was involved to a large extent, but nearly 43% say that their organization was involved only to some extent and approximately 19% believe that their organization was involved in the initial planning of the project only to a limited extent or not at all.

Compared to the planning stage, grantees and partner organizations are less satisfied with the quality of information exchange during project implementation. Surprisingly, grantees are more critical than partners, as only 25% of grantees are fully satisfied compared to 61.9% of partners.

Figure 1: Assessment of partner experience by grantees

Question 3: On the basis of your experience as a partner organization of the project, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.

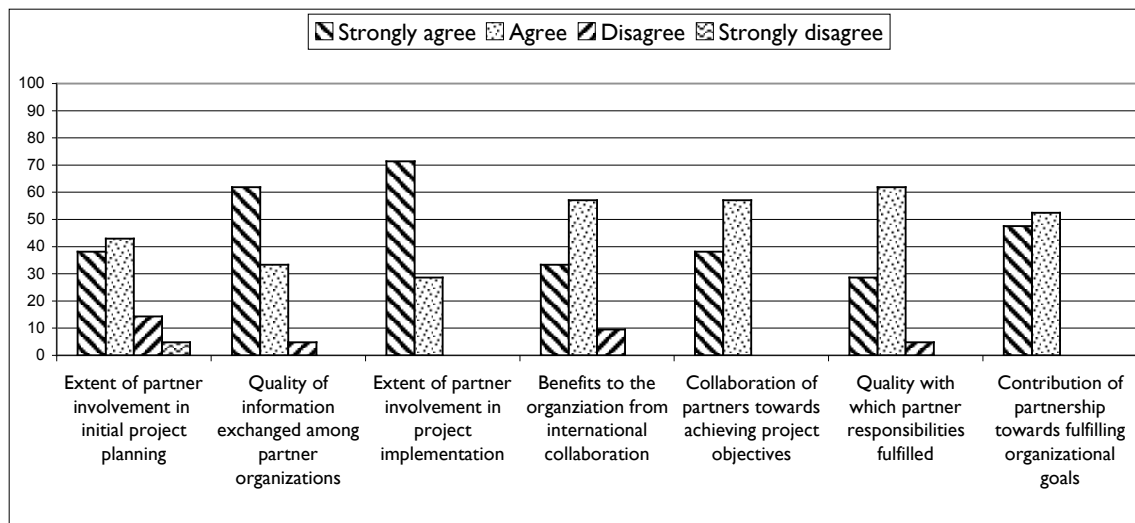


Despite the critical attitudes regarding the relevance of the information exchanged among partners, both grantees and partner organizations are highly satisfied with the extent to which their organizations are involved in project implementation. Nevertheless, both grantees and partners state that implementing the project in an international partnership is of only limited benefit for their daily operations. Half of the grantee and partner organizations think that their involvement in an international partnership contributes to a large extent to the achievement of their organization’s goal, while the other half believe that it only contributes to their goals to some extent.

Figure 2 reflects the general opinion regarding the effectiveness with which the partners contribute to the realization of project objectives. Only 25% of grantees are fully satisfied with their partners' involvement while the remaining 75% are somewhat satisfied. The picture is similar with partner organizations: some 38% are fully and 57% somewhat satisfied, and neither grantees nor partner organizations expressed dissatisfaction.

Figure 2: Assessment of partner experience by partner organizations

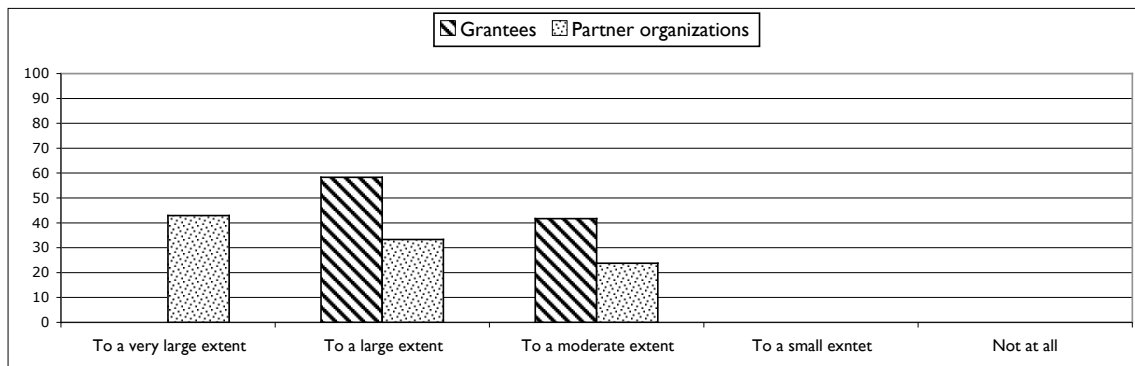
Question 3: On the basis of your experience as a partner organization of the project, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.



When considering the overall satisfaction with project implementation, grantees express more critical attitudes than partner organizations: while 42.9% of partner organizations are very satisfied, none of the grantee organizations reported high levels of satisfaction while 41.7% of grantees and 23.8% of partners are moderately satisfied with project implementation.

Figure 3: Satisfaction with overall project implementation

Question 5: To what extent are you satisfied with the overall project implementation, so far?



In terms of the substance of partnerships, despite the fact that they are not fully satisfied with the extent to which projects have been implemented, all project partners except one indicate that new ideas for future collaboration among partners have emerged. In some cases, partners indicate that joint project proposals to continue the current projects have already been submitted, while others report discussions about ways to develop joint activities. This suggests that existing networks may grow stronger and new international networks emerge in the region.

Overall, the experience of working together appears to have generated positive perceptions both among grantees and partner organizations. The key responses provided by grantee and partner organizations are summed up in Table 3.

Table 3: Partnership experience

	Grantee organizations	Partner organizations
Positive perceptions	<p>Interest and active involvement of partner organizations in undertaking responsibilities.</p> <p>Substantive support provided by partners to implement the project.</p> <p>Collaboration enhances information flow, exchange of ideas, and dissemination of results.</p> <p>Collaboration helps expand the partnership to other organizations.</p> <p>Common work produced faster and more effective change in the system.</p> <p>Acquaintance with the national context of partner countries is a learning factor.</p> <p>Excellent compliance with deadlines.</p> <p>Excellent collaboration in organizing international events.</p> <p>Partnership enhanced organizational capacities to address and solve controversial issues at international level.</p> <p>Partner skills complementarity.</p>	<p>Partner organizations share similar background and philosophy.</p> <p>The possibility of learning from partner organizations.</p> <p>Good collaboration with the lead organization.</p> <p>Consistent technical and professional support from the lead organization.</p> <p>Partner responsiveness.</p> <p>Effective communication among partner organizations on technical and programmatic issues.</p> <p>The opportunity to identify best practices and innovations in the region.</p> <p>International collaboration enhances capacity at national level.</p> <p>Sharing experiences, methodologies, tools, approaches, and information.</p> <p>Consistent information exchange and mutual support.</p> <p>New methods of collaboration using ICT.</p>

Negative perceptions	<p>Limited communication among partners. The different national contexts make coordination within a given project difficult.</p> <p>Need to change partners due to local conditions.</p> <p>Difficulties in collecting information on a regular basis for newsletters from partners.</p> <p>Insufficient compliance with deadlines leads to adjustment.</p> <p>Limited involvement in project development.</p>	<p>Limited budgets for partner organizations to implement local activities.</p> <p>Limited collaboration with some partners due to visa issues.</p> <p>Limited involvement in project planning of some partners.</p> <p>Missed deadlines.</p> <p>Lack of procedures related to decision-making within the network.</p> <p>Limited face-to-face interaction among partner organizations.</p> <p>Different levels of professional expertise.</p> <p>Lack of coordination in methods of data analysis.</p>
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Despite some negative perceptions, 91.7% of the grantees and 71.4% of the partner organizations indicate that being involved in the implementation of the project has triggered new project ideas. Table 4 lists the main ideas reported by the respondents.

Table 4: Project ideas triggered by working in partnership

- ▶ Development of parents’ advocacy skills;
- ▶ Development of a distance-learning course for journalists to report on education issues;
- ▶ Development of local communities and open schools;
- ▶ Development of a 36-hour course in “Developing Teachers’ Professional Competence;”
- ▶ Capacity-building for school boards;
- ▶ Instruction of educators at international level to address the issue of children left without parental care as a result of migration;
- ▶ Textbook revision to address gender issues.

3.2. Project target groups

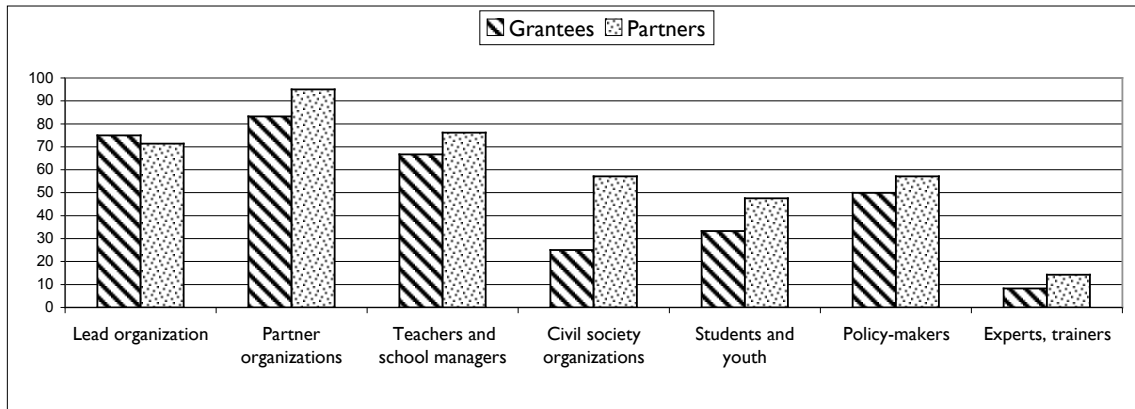
Respondents indicate that all projects target multiple groups. Based on the analysis of project documents, we have identified two main groups: education sector stakeholders—pupils, teachers, school administrations, and various civic organizations such as student and parent associations or service providers—and grantees’ partner organizations, which are seen as the beneficiaries of know-how transfer between partners and from the lead organization.

Based on the responses provided by grantees and their partners, it appears that the main groups whose capacity was to be enhanced are the grantees themselves (75%) and their partner organizations (83.3%). The second-most important group comprises teachers and school managers (66.7%) and policy-makers (50.0%). Yet, only a few pro-

jects focused on the capacity development of CSOs (25.0%) and students (34%). Surprisingly, in the case of the latter two categories we have found large differences between the opinions of grantees and their partners, as partners mention these groups around twice as often as grantees do.

Figure 4: Project target groups

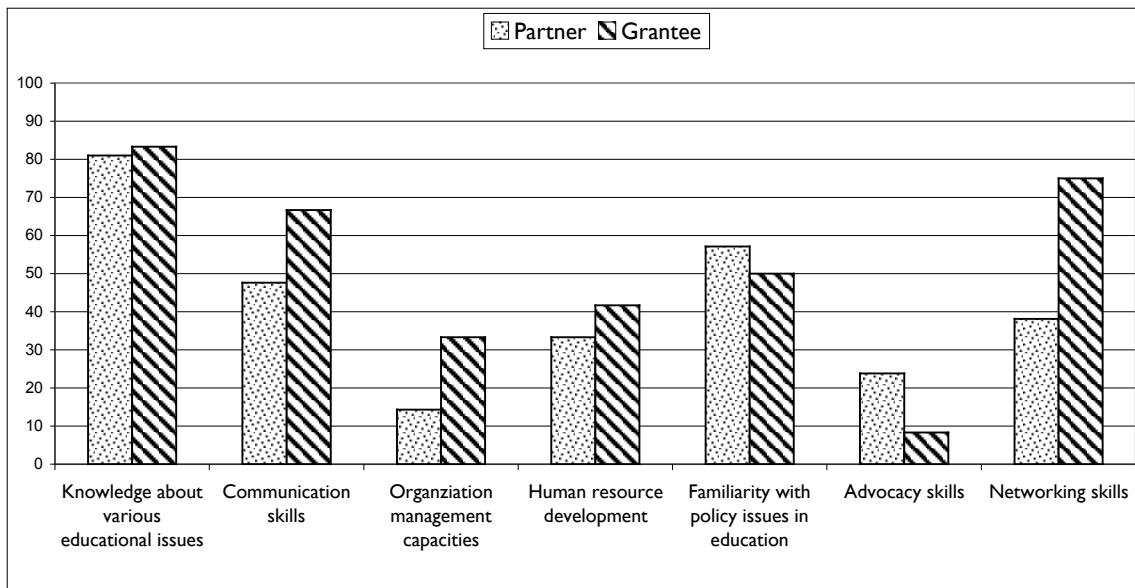
Question 7: Whose capacities has the XYZ project enhanced, so far? (Please tick all the answers that apply.)



Projects targeting education stakeholders mainly focus on enhancing knowledge (83.3%) and on communication (66.7%) and networking skills (75.0%). The least-used approach is the development of advocacy skills, which is reported in less than 10% of cases. In line with this focus, the main methods employed at the partner level are publications and training.

Figure 5: Types of capacities developed

Question 8: What capacities has the XYZ project developed among partner organizations, so far?



Less than half of grantees and partner organizations (approximately 41%) report that their projects involve advocacy activities. The campaigns predominantly focus on issues related to equity and access to education for all children. The main methods of stakeholder involvement mentioned by the respondents are summed up in Table 5.

Table 5: Methods of stakeholder involvement

- ▶ Preparation of cooperation protocols;
- ▶ Invitation of stakeholders to advocacy events (round tables, forums, conferences, etc.);
- ▶ Broad information campaign on project events;
- ▶ Ensuring the support of a strategic ally in the person of a well-known public figure;
- ▶ Coalition-building.

Only 50% of projects involved CSOs and public authorities in their advocacy campaigns. For instance, one respondent indicates that they signed a formal cooperation protocol with the municipality of Tuzla (Bosnia and Herzegovina) and are actively involved in the drafting of a policy document on programs for the professional development of teachers.

Project partners published a variety of freely available reports, toolkits, and books on educational issues with RE:FINE funding. Without a claim to comprehensiveness, Table 6 lists some of these publications.

Table 6: A selection of publications by RE:FINE funded projects

- ▶ *TOLIOSI Open Society Education News*, an electronic newsletter set up by Transitions Online under the Raising Public Awareness of Education project along with annual education reports;
- ▶ *Assessment-Based Literacy Instruction*, a guidebook and trainers' manual developed as part of the Academic Success for Roma Children project;
- ▶ *Anti-Corruption Education at School*, methodological materials for general and higher education schools by the Education against Corruption project;
- ▶ *I'm Learning to Be*, a guide published by Educational Center PRO DIDACTICA as part of A Future for Our Children;
- ▶ *Education and Development Journal*, published quarterly in 2005 and biannually in 2006 as part of the project with the same name.

3.3. Program experience

Another section of the electronic survey focused on gathering information on the experience of grantees and their partner organizations in working with the RE:FINE program and management staff. 75% of grantees consider the opportunity to be involved in a project funded by RE:FINE very important and 25% quite important for the future work of their organizations in the field of education. By contrast, only 57% of grantee

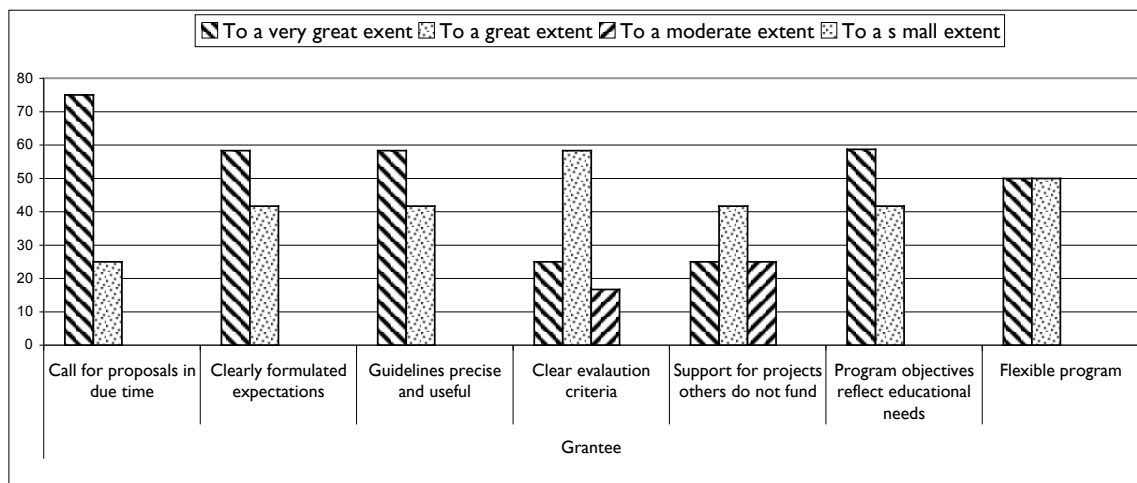
partner organizations think of their involvement as very important, and 38% as quite important. The main benefit mentioned by both grantee and partner organizations is the opportunity to collaborate with organizations with similar interests from different countries. Another benefit that several respondents point out is the opportunity offered by the RE:FINE funding to work on key education policy issues in their countries. Respondents also mention the ability to use the expertise developed as part of the Soros Network activities together with other Soros Network organizations.

In line with this experience, almost all grantees express their interest in applying for future RE:FINE funding as lead organization, and 67% are also interested in becoming partners in educational projects submitted for funding. When considering future plans, 58% of grantees consider working with the same organizations and 33% only with some of their current partners. In the case of grantees' partner organizations, some 62% consider submitting an application as a lead organization, and nearly 86% would be open to being involved in partnerships. Similarly to the response of grantees, half of the partner organizations would consider the same partnership, and 38% would prefer to collaborate only with some of the partners. Those organizations that would consider only some of their current partner organizations for future collaboration mention two main reasons. First, some partners were not sufficiently effective in cooperating on a regular basis. Second, some grantees consider narrowing the partnership based on closer thematic interests.

Not only is the overwhelming majority of respondents considering submitting new applications in the future, but they have also recommended the opportunity to apply for RE:FINE funding (83% of grantees and 76% of partner organizations did so). The reasons mentioned include the fact that the program supports education issues and no co-funding is required, the simple application procedures, and the friendly program staff.

Figure 6a: Satisfaction with program experience (grantees)

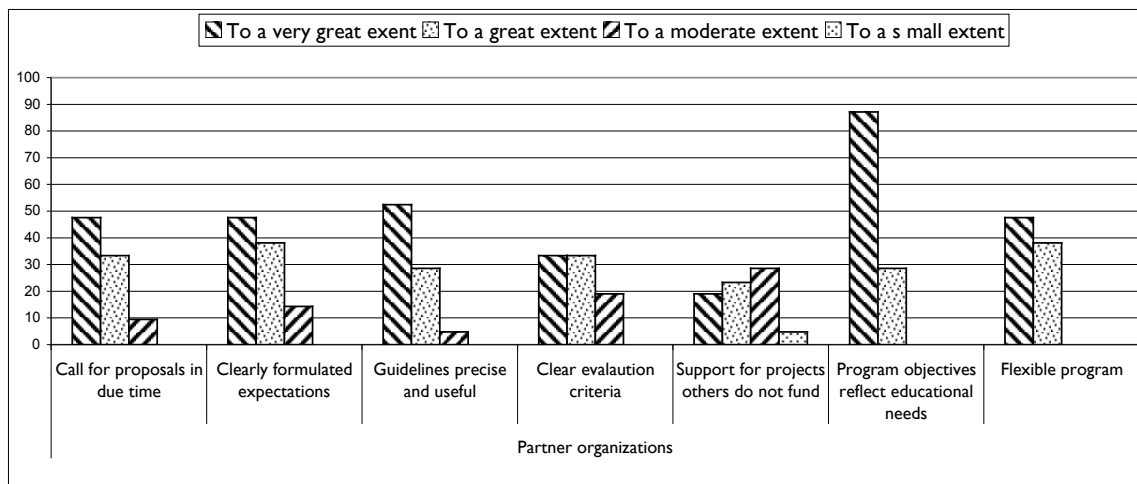
Question 19: On the basis of your experience with the RE:FINE program, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.



Although almost all respondents report a positive experience in working with the RE:FINE program, there are differences in the extent of their satisfaction. For instance, while 75% of grantees state that they learned about the call for proposal in time, less than 50% of partners share the same view, and there are even 9.5% who are only moderately satisfied. Grantees and partners agree that expectations were clearly formulated and that the guidelines for applicants were precise and useful. Nevertheless, only 25% of grantees and 33.3% of partners are fully satisfied and another 16.7% of grantees and 19% of partners moderately satisfied with the extent to which project evaluation criteria were specified in the application guidelines. Around 50% of respondents consider the program to be highly flexible and 50% consider it to be flexible.

Figure 6b: Satisfaction with program experience (partners)

Question 19: On the basis of your experience with the RE:FINE program, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.



In line with the view of respondents that there are other donors who support education issues in the region, it is indicated that in addition to RE:FINE funding in the total amount of USD 1,086,163, a further USD 439,000 were raised in co-funding, which represents a share of nearly 29%. It is surprising that no co-funding was secured from existing European public funds (e.g. PHARE, TACIS, Grundtvig, eLearning, initiatives under INCO-DEV, INTAS, etc.). It is also worth mentioning that some 20% of co-funding were secured from other OSI funding initiatives.

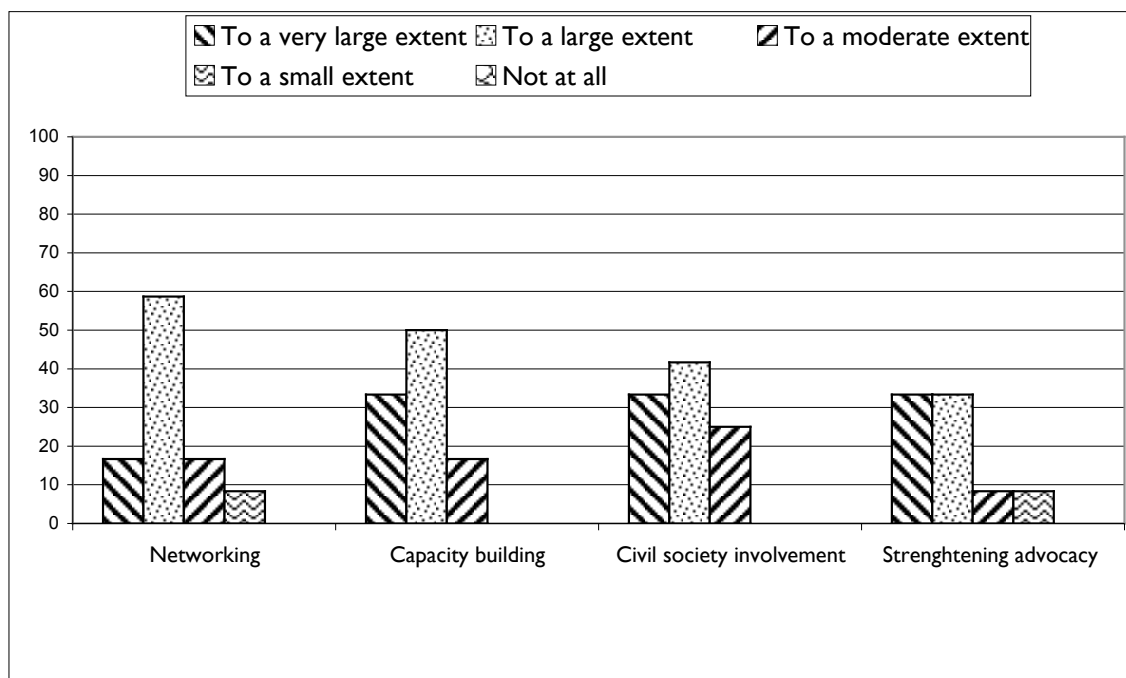
Table 7: Direct co-funding of RE:FINE supported projects (in USD)

EAC	30,000 local UNDP 1,500 private donor 18,848 Democracy Commission Small Grants Projects (US Embassy) 50,000 Balkan Trust for Democracy and SDC
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MIOS	90,000 Freudenberg Foundation (Germany) 60,000 Stability Pact For South Eastern Europe (Germany) 10,000 K- EDUCATION (Austria) 2,000 Ministry of Education, Tuzla Canton
EPD	50,922 various donors
AIQ	10,000 East-East
SAE	10,712 Plan Albania
FOC	13,203 Soros Foundation Moldova
ASR	50,000 OSI New York 41,840 ISSA and RWCT IC

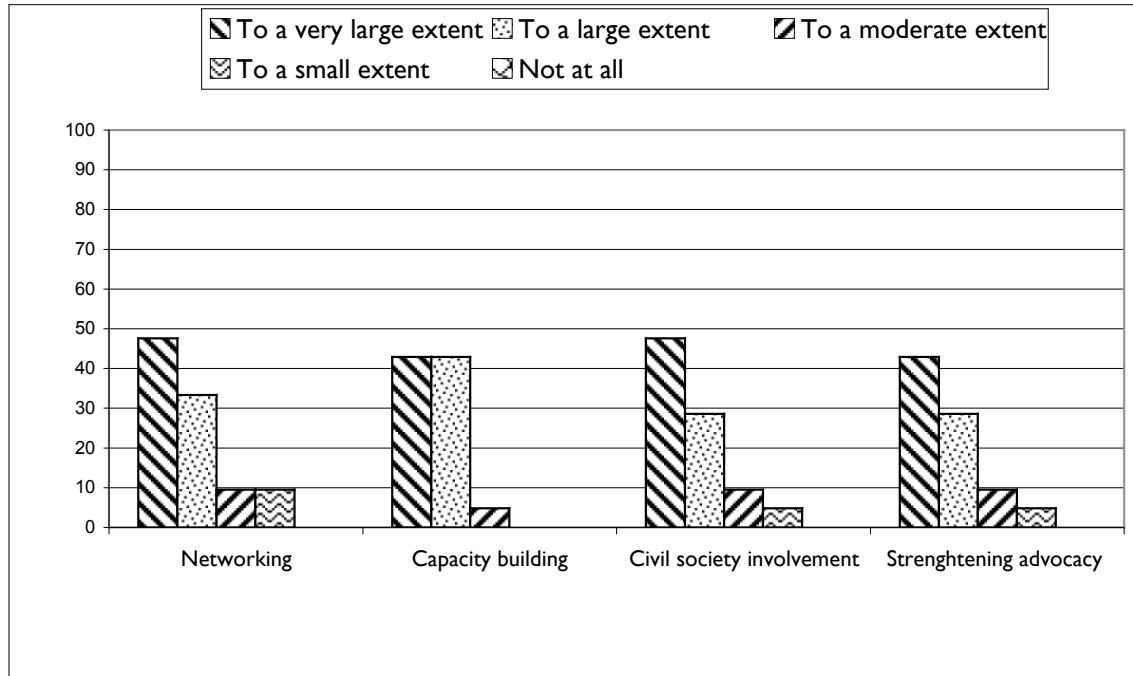
A somewhat surprising finding is that while 87% of partner organizations consider the objectives of the RE:FINE program to be highly relevant for meeting education needs in their country, only 58.7% of grantees share that view. A similar picture emerges from the answers to the question regarding the relevance of each RE:FINE objective for the support of education change. Again, a majority of respondents take a positive view, but grantees are consistently more critical than partner organizations.

Figure 7: Relevance of program objectives to educational change in the country (grantees)
Question 18: To what extent are the RE:FINE program objectives relevant for the support of educational change in your country?



Both grantees and partner organizations consider the four priority areas of RE:FINE to be of high relevance for their countries. Yet, networking and capacity-building are considered to be of higher relevance compared to civil society involvement and measures to strengthen advocacy capacities.

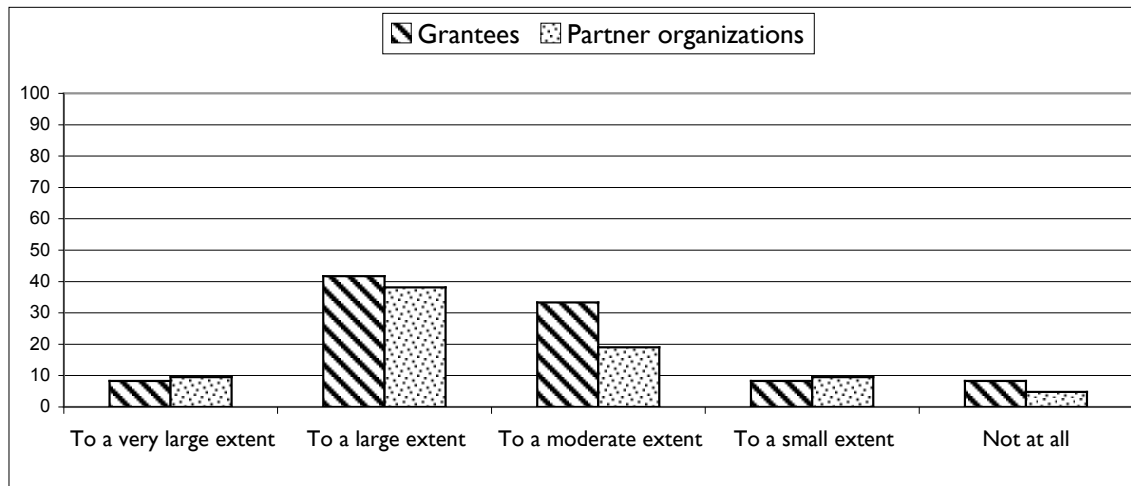
Figure 8: Relevance of program objectives to educational change in the country (partner organizations)
Question 18: To what extent are the RE:FINE program objectives relevant for the support of educational change in your country?



Respondents note that there are significant differences between RE:FINE and other donors, as Figure 9 indicates.

The main differences are the high professionalism of the organization and the substantive advice and continuous support provided throughout project implementation. Even though the general requirements are considered to be similar to those of other donors, a majority of respondents think that RE:FINE procedures are less bureaucratic and much more flexible in approving adjustments during project implementation. These features of the program are seen as a critical factor contributing to the improvement of project quality.

Figure 9: RE:FINE compared to the practice of other donors
 Question 20: To what extent is your experience with the Educational Support Program’s RE:FINE program different from the practice of other donors?



3.4. RE:FINE program performance

The aggregation of critical attribute performance at project and program level requires the coding of results, which is based on the survey responses from interviews and the analysis of project documents. Considering the qualitative nature of collected information we developed a five-point scale—ranging from 1 (weak) to 5 (excellent)—to assess project performance at critical attribute level, as presented in Table 8.

Table 8: Project scores for the RE:FINE program objectives

	Networking for enhanced impact	Building capacity and resources in the region	Promoting civil society involvement in education change	Strengthening advocacy on education issues
FOC	2.5	3.0	3.0	2.0
FCR	3.0	3.5	4.0	1.5
RPA	4.0	4.0	2.0	2.5
MIO	3.0	3.0	2.0	2.5
EPD	5.0	4.5	4.0	2.0
DPE	1.5	2.5	1.5	2.5
EDJ	4.5	4.0	2.0	4.5
EAC	5.0	4.5	5.0	5.0
ASR	5.0	4.5	5.0	5.0
GST	4.5	5.0	5.0	5.0
AIQ	2.5	2.5	3.0	3.0
SAE	5.0	3.5	5.0	5.0

This table shows that projects contribute significantly to the objectives of the fund. Nevertheless, the comparability of projects is limited by the fact that grantees take very different approaches to project implementation and cooperation with their partners.

Five projects aim to contribute to objectives in two priority areas while six projects indicate three priority areas. Only the “Assessment for Increasing Quality, Equal Opportunity and Accountability in Education” project indicated activities relevant to all four priority areas. Nevertheless, only one project directly addresses issues related to corruption, and accountability is similarly addressed only to a small extent. The main focus in terms of priority areas is on improving quality and equity in education.

4. Conclusions and recommendations

Our overall assessment is that the RE:FINE project portfolio includes potentially complementary projects that are likely to produce cross-learning at various levels. While some projects address region-wide educational issues through lesson-sharing and capacity transfer, others concentrate on solving school-level problems. Considering the mixed project portfolio, it is difficult to develop and use a single set of performance evaluation criteria to quantify the benefits. Nevertheless, based on the reporting from grantees and grantee partner organizations, the assessment concludes that RE:FINE has managed to become a support instrument for activities of critical importance to education reform and the advancement of open society values in the region. The findings also suggest that the highly flexible monitoring and evaluation of project performance by the ESP management is beneficial for the success of project implementation by the grantees.

Despite these achievements, RE:FINE faces two important challenges that could diminish its potential contribution to educational change in target countries. First, the numerous priority areas lead to an excessively varied project portfolio both in terms of scope and subject matter. This is likely to limit the effectiveness of the fund in focusing its resources on tackling particular issues of regional importance. Second, the fund’s instruments to assess the extent of objective attainment by funded projects are of limited utility.

Considering the strengths and weaknesses of the fund, the following main recommendations have been identified to strengthen the operations of the program in the future:

1. In order to improve the likelihood of a substantial impact on critical educational issues in target countries, RE:FINE should limit the number of its priority areas in a given grant cycle in line with the ESP’s reconsidered mission. Another option, considering the substantial differences in the targeted regions in terms of education policy development, could be to announce region-specific priorities. Furthermore, the objectives and the intended level of intervention (i.e. school level, national, or regional) need to be more clearly described in or-

der to ensure that the program retains its focus and that projects are complementary.

2. Given that partnerships operating on clearly established rules of cooperation tend to be more effective, RE:FINE should require project partners to submit plans detailing the terms of their cooperation and describing the division of responsibilities, the frequency and means of communication, approaches to quality control, and steps to be taken in case of non-compliance with the terms established.
3. Since it is in the interest of the RE:FINE program to support partnerships that can prove effective in the long term, the evaluation of project proposals should focus on the correspondence of project partners in terms of vision, areas of interest, approaches, experience, and willingness to engage in cooperative action. Only such partnerships can effectively lead to cross-country lesson learning and the dissemination of best practices.
4. In light of the mixed networking experience, it would be beneficial to the program if RE:FINE more closely monitored the performance of partners during project implementation. Partner organizations could be required to submit short narrative reports to complement the reports prepared by grantee organizations.
5. With a view to improving the involvement of project beneficiaries by the grantees and ensuring that the activities proposed indeed address the most urgent needs of beneficiaries, the application form should include a section describing the significance of the problem to be addressed as well as a section describing plans to effectively involve beneficiaries in the activities undertaken.
6. Taking into account the vision of the RE:FINE program, the projects funded should not only deliver services or provide capacity-building on a small scale, but should seek to achieve policy change in the field of education. This might also imply a need for RE:FINE to support CSOs in the education field by building their capacity to carry out successful advocacy campaigns.
7. Although the flexibility of project monitoring and performance evaluation is important and should be maintained, methods should be designed to improve the comparability of performance and impacts of the funded projects.
8. Before deciding on the future priorities of the RE:FINE fund, a background paper should be elaborated to review the main initiatives by national governments and international donors in the education priority areas identified. This would allow the identification of main problem areas that are currently underfunded as well as better coordination between RE:FINE and other funds with similar objectives.

Annex I: RE:FINE projects 2004-2006 included in the assessment sample

Strengthening the School Development Network (Jan 2005-Dec 2006)

Grantee: International Association Interactive Community Schools (MIOS), Bosnia-Herzegovina

Countries involved: Croatia, Serbia and Montenegro

Amount: \$59,688

The project aims to democratize classrooms equipping teachers with interactive teaching methods in three countries: BiH, Croatia, and Serbia and Montenegro. Main activities of the project are training trainers in interactive methodologies, establishment of resource schools in three countries, and connecting all participating schools through a web-portal. Fifteen teachers will be trained to train a further 120 teachers in interactive learning aiming to change the teaching process and democratize the classroom. Interactive learning methodology will be shared with 12 schools (four in each country) with the ultimate goal of making interactive teaching a mainstream method. 12 school teams will be trained to open schools to communities. Three resource schools will be established in partner countries.

Facilitating Curricular Reform through Strengthening Curriculum Development and Writing Skills of Teachers (Jan 2005-Dec 2006)

Grantee: Orava Association for Democratic Education, Slovakia

Countries involved: core group Albania, Georgia, Czech Republic, Latvia, Slovakia and observer countries Russia, Kosovo, Armenia, Romania, Moldova, Tajikistan

Amount: \$92,025

This project aims at supporting curricular reforms in countries of Central and Eastern Europe and the Caucasus through building the capacity of a core group of educators from the involved countries. This will be achieved through offering trainings to national teams in partner countries to provide them with the necessary knowledge and skills in developing school-based curriculum that responds to the needs of individual learners and communities. Five country teams from the core group of countries will be established and trained and they will work together with international experts to develop a training program which will be later offered and disseminated in their countries. Experts from observer countries (five educators) will also receive training to understand what issues are involved in curriculum development when similar reforms enter their countries.

Enhancing Professional Development of Education Practitioners (Jan 2005-Dec 2006)

Grantee: Center for Education Policy Studies (CEPS) on behalf of SEE Education Cooperation Network, (SEE-ECN), Slovenia

Countries involved: Bosnia - Herzegovina, Bulgaria, Croatia, Kosovo, Macedonia, Moldova, Montenegro, Romania, Serbia, and Albania

Amount: \$87,330

The main topic to be addressed by the project is teacher education and training. SEE-ECN intends to establish country-teams of experts, which will (through the network of SEE-ECN country nodes), implement a survey to gather information about pre and in-service teacher education and training. The project aims to develop a study on how the system of teacher education and in-service training works in practice at faculties and schools. This will lead to preparing recommendations on how the current good practices and experiences could be sustained further, and what needs to change. Eleven country teams will carry out the survey on current practices in teacher education and will produce country reports, which will serve as a basis for the development of a regional overview on teacher training issues. The regional overview will contain recommendations to national governments, donors, and relevant EU bodies for future work in this area. The regional overview will be translated into languages of the region and published in hard copy. Teacher academies/universities and schools in which the teacher education and training takes place will be involved in the project.

Dealing with Post-Socialist Educational Reform Package from Baku to Ulaanbaatar (Jan 2005-Dec 2006)

Grantee: International Institute for Educational Policy, Planning and Management (EPPM), Georgia

Countries involved: Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, and Uzbekistan

Amount: \$113,900

The purpose of the project is to support the writing of the book that chronicles the educational interventions in OSI's national foundations in the Caucasus, Central Asia, and Mongolia from three particular perspectives: particular responses to educational reforms in the transformation period that are strikingly similar throughout the region; unique repertoire of strategies used to build open societies through education reform initiatives in centralized, authoritarian contexts; unique role of being the largest, non-governmental organization and as a national player in educational reform. These multiple perspectives are used as threads to introduce an analytical element into the country-specific case studies. A book with eight case studies written by local experts (Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, and Uzbekistan) that focuses on the OSI response to the post-socialist education reform package will be developed.

School Autonomy—Every Stakeholder's Responsibility (September 2005-December 2006)

Grantee: Education Development Association, Albania

Countries involved in the project: national project

Amount: \$38,250

The goal of this project is to encourage public discussion on development of an appropriate model for Albanian school autonomy. The government of Albania is starting decentralization reform of general education. Therefore, it is important to mobilize the education community to contribute to this process. The draft decentralization strategy already exists and it is critical to open it up for public debate. Outcomes of the project include: preparation of policy recommendations for development of the Albanian Model of School Autonomy; generation of intensive media coverage to cover public deliberations on development of the decentralization model; public debates on issues of school autonomy will be encouraged to aim at speeding up the process of school autonomy and encouraging the piloting of appropriate models.

A Future for our Children. Involving Communities in Social Integration of Children from Disintegrated Families (September 2005-December 2006)

Grantee: Educational Center PRO DIDACTICA, Moldova

Countries involved: Romania

Amount: \$67,918

This project aims at increasing the level of social integration of children from disintegrated families through developing the professional skills of rural communities' school teachers, representatives of local educational authorities and representatives of active community groups. The objective is to ensure the integration of children into society and protection of their rights, and to decrease exposure of this new group of youth to risks such as drug and alcohol abuse, AIDS, crime, human trafficking etc. Six communities that are seriously affected by the family disintegration phenomena will be selected for the project. Schools and community representatives from the identified areas will receive necessary expert support to be able to provide necessary assistance to children at risk. As a result of the project: 76 school teachers from rural communities (class tutors) are trained to apply (during usual classroom hours or extracurricular activities) counseling techniques and strategies for developing their students' skills for efficient communication, interpersonal relationships building, tolerance and acceptance; a team of 12 national experts is trained to be resource people in the country; a practical toolkit for teachers is developed (approximately 200 pages) and translated into Russian and English; a guide that explains how to offer support to this category of children is developed and published (2000 copies in Romanian and 1000 copies in Russian); six rural community groups trained (36 community members in total) to offer support to children at risk; a permanent rubric within the educational magazine „Didactica Pro ...” will be established that will cover the project.

Education Against Corruption (Jan 2005-May 2007) – project continuation

Grantee: Reading and Writing for Critical Thinking (RWCT) International Consortium, Lithuania
Countries involved in the project: Romania, Bulgaria, Armenia, Georgia, Russia, Ukraine, Kosovo, Azerbaijan

Amount: \$110,400 plus 38,100\$

The aim of the project is to develop in-service teacher training programs on preventing corruption in the education sector and raising public awareness amongst teachers and local communities in seven project partners' countries. Each participating country will establish a team that consists of stakeholder representatives, who will be trained to develop teacher-training programs and who will further be responsible for implementation of anti-corruption initiatives in their countries.

Expected project outcomes include: 1) anti-corruption materials developed and collected throughout the project will be available in local languages as well as English and Russian for all RWCT Consortium members in 23 countries as well as other Network representatives and 2) in-country anti-corruption initiatives are to be developed, such as a course on anti-corruption issues for secondary schools in Ukraine. Project activities focus on translation and adaptation of the book "Anti-corruption Education at School" (methodical material for general and higher education schools), developed as a result of the two-year RE:FINE funded project, into Romanian, Bulgarian, Georgian, Ukrainian, Armenian and Azeri languages. This book has already been published in English and Russian. In-service training courses, national conferences and debates in the partner countries will be organized for better dissemination of good practices in anti-corruption education.

Education and Development Journal (Jan 2005-Dec 2007)

Grantee: Society for the Development of South Eastern Europe (GESO), Bosnia and Herzegovina
Countries involved: SEE countries

Amount: \$65,728

This project will initiate and publish the "Education and Development Journal" dedicated to the reform of education at all levels (elementary, secondary and university level) in Southeastern Europe. The journal will focus on implementation of educational reform processes, modern pedagogical methods and technologies in SEE. Four main thematic blocs are: education reform in SEE, education and economy, innovations, and accomplishments in education. The magazine will be published in Serbian, Croatian and Bosnian languages depending on the authors' origin and preferences. All articles will be translated into English and published in parallel to the local version. The education journal will be published quarterly during the first and the second year, and bimonthly during the third year. A network of experts from SEE is to be established who will cooperate on particular education issues and who will write on these issues for the journal.

Assessment for Increasing Quality, Equal Opportunities and Accountability in Education (Jan 2005-May 2007)

Grantee: Center for Educational Monitoring, Ukraine

Countries involved: Poland, Kyrgyzstan, Slovenia, and Lithuania, and other countries that will show interest in the project activities

Amount: \$100,000

The main goal of the project is to establish a civil forum and the networking of examination agencies and assessment experts in CIS countries with the aim of influencing assessment policies, ensuring transparency, equal access to education, and improving monitoring of education quality. The network's activity will facilitate the exchange of experience and best practices on assessment issues amongst education stakeholders, and raise capacity of agencies and experts working in the area of assessment. To achieve this goal the network will be involved in raising evaluation and monitoring capacity, policy advocacy, and in the creation of an international resource center on assessment issues. Bringing together professionals, governmental officials, media and community with the aim of increasing the role of assessment and evaluation in ensuring education quality and equal access to education. The project will enhance capacity of policy makers, experts and educators that are active in the assessment area. A web accessible portal and newsletter (electronic and printed) on assessment issues will be created.

Academic Success for Roma Children (September 2005-August 2007)

Grantee: Ethnocultural Diversity Resource Center, Romania

Countries involved: Slovakia, Bulgaria, Slovenia, Croatia, and Moldova

Amount: \$122,340

The goal of this project is to develop diagnostic assessment and teaching procedures that have a high likelihood of success with Roma children, and which will be disseminated to other projects across Central Europe who are dealing with the education of Roma children, both within the public education systems and the NGO sector. The following outcomes are expected: diagnostic instruments that can be used to assess children's literacy concepts will be developed in the five languages of the partner countries; tutoring procedures, written up in training manuals (five languages), that are related to the diagnostic information revealed by assessments are developed; the assessment and tutoring strategies will be field tested with at least 12 students in each participating country (total 84 students); the findings, including all training materials will be disseminated to groups concerned with the education of Roma children in each country, including Step by Step, Roma centers and RWCT programs; an average of 105 primary school teachers will be trained to deliver remedial education (assessment and one-on-one tutoring of students aged 6-8); a total of 190 students will be assessed and assisted with remedial education activities.

Gender Sensitive Textbooks and Classroom Practice in the Balkan Region (September 2005-September 2007)

Grantee: NGO Women's Action, Serbia and Montenegro

Countries involved: Croatia, Bosnia and Herzegovina

Amount: \$100,359

The project's aim is to contribute to ensuring equity in primary education in the region by establishing a collaboration between professional organizations to bring about changes in textbook content so that they will be gender sensitive and provide a balanced portrayal of men and women and their roles in the public and private spheres of life. It will also bring about changes in classroom communication and raise awareness among teachers on their roles in reproducing gender stereotypes, and influence teaching practice so that classroom communication is not in any way gender insensitive or an agent for reproducing gender stereotypes. Results of this initiative: a handbook for textbook authors and teachers will be developed which will contribute to a gender sensitive approach to primary schooling (this will also be a guide for Ministry officials who decide on which textbooks are to be selected for classroom use; a network of teachers and textbook authors will be established who would promote the developed recommendations further.

Raising Public Awareness of Education Issues (January 2005-December 2008) – project continuation

Grantee: Transitions Online (TOL), Czech Republic

Country coverage: South East Europe, Central Asia, Caucasus, Eastern Europe, Central Europe, and Mongolia

Amount: 114,225\$ plus \$128,225

This proposal envisions the merging of the Education Support Program's (ESP) expertise in the field of education with TOL's expertise in internet publishing for the purpose of providing more information about - and greater understanding of the issues surrounding education throughout Central and Eastern Europe, the Balkans, Russia, the Caucasus, Mongolia and Central Asia. Expected outcomes include 3 to 5 articles a month that address education issues in ESP priorities such as: equal access; equal learning opportunities; transparency in education; and involvement of the public, parents, and civil society in educational reforms. Topics will include student mobility, educational challenges of minorities, language policies in education, and education of children at risk. An education section will be created on the TOL website, which will contain all education articles. In addition, the e-newsletter "Open Society Education News" will be launched and will include a compilation of all published articles and information on OSI/ESP's work in education. The project focuses on the creation and implementation of the region's first distance learning course for education journalists. This course, to be provided online to all interested and qualified journalists in the region, would be developed by TOL, education experts, and distance learning experts from the BBC World Trust. A special feature of this course and a benefit to all regional reporters would be the creation of a web-based resource site for the region's education reporters. A summer course, as the educational capstone to the distance learning project, is to be organized for the best journalists from the online course. This will be an intensive 7-day, in-

residence training seminar that would reinforce the lessons learned in the online course. TOL will continue activities funded through the 2004 RE:FINE grant that are related to commissioning and publishing education-related articles from throughout the region that feature topics which are of interest to OSI. It will also continue to publish the Open Society Education E-Newsletter that contains education articles developed by regional journalists and news from the Network. The education-related blogging initiative is to be included as a part of this project.

Annex 2: Assessment questionnaire

The RE:FINE Project Assessment Questionnaire Survey Instrument Description

Background

This survey is being carried out on behalf of the Education Support Program (ESP), Open Society Institute (OSI), and consists of twenty-one questions about the ways in which the projects financed by Resourcing Education: Fund for Innovations and Networking (RE:FINE) contribute to the achievement of the fund's stated objectives. The purpose of the questionnaire is to evaluate the extent to which RE:FINE achieved its objectives, and **it is not an evaluation of the projects supported through the fund.**

The questionnaire is divided into four sections: (1) partnership, (2) capacity building, (3) advocacy in educational issues, and (4) program experience. The questionnaire includes both open- and close-ended questions. For every open-ended question there is space provided for your answers. The questionnaire is addressed to NGOs that benefited from a RE:FINE grant. Your responses will be used exclusively to inform the ESP board and program office about the state of the program. All information provided is confidential and no responses will be attributed to individuals. We would like to thank you for your time and kindness to complete this survey. If you wish to receive a copy of our report, please indicate it on the last page. We kindly ask you to provide your answers by Wednesday, July 12, 2006. Should you have any questions regarding this survey, please write to Camelia Craciun (ccraciun@cenpo.ro) at the Educational Support Program, Open Society Institute, Budapest, Hungary.

Partnership

In this section, we would like to ask you a few questions about your experience in working in partnership in view of implementing the RE:FINE supported project entitled "XYZ".

1. *Have you previously worked with any of the organizations that are/ were your partners on this project?*

Yes No

If yes, please identify (name of project, name of partner, and year):

2. *What are your main experiences so far in terms of working with project partners in the implementation of the "XYZ" project? (Please identify both positive and negative experiences, if any).*

Positive

If yes, please identify:

Negative

If yes, please identify:

3. On the basis of your experience as a partner organization of the project, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
Our organization was actively involved and participated in the initial development of the project proposal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The exchange of information within the partnership is substantive and relevant for our organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our organization is actively involved and participates in the implementation of the project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementing the project in partnership has enhanced the way our organization operates.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, the partners work effectively towards achieving the project objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partner organizations carry out their project related responsibilities in a timely and effective manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being involved in an international partnership helps our organization significantly to fulfill its goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Do you think that your partnership is effective?

Yes

Please explain

No

Please explain

Satisfactory

Please explain

5. To what extent are you satisfied with the overall project implementation, so far?

- To a very large extent
- To a large extent
- To a moderate extent
- To a small extent
- Not at all

6. Has working with your partners triggered any new project ideas?

- Yes No

If yes, please explain:

Capacity building

We would now like to ask you a few questions about the capacity building efforts undertaken as part of the “XYZ” project.

7. Whose capacities have the “A Future for Our Children. Involving Communities in Social Integration of Children From Disintegrated Families” project enhance, so far? (Please tick all the answers that apply.)

- The capacities of the leading organization.
- The capacities of all partner organizations.
- The capacities of some partner organizations.
- The capacities of teachers and school managers.
- The capacities of civil society organizations.
- The capacities of students and youth.
- The capacities of policy-makers working in the field of education.
- Other (please specify)___

The following two questions refer to the partnership level.

8. What capacities have the “XYZ” project develop among partner organizations, so far? (Please tick the three most relevant ones.)

- Knowledge
- Communication skills
- Organizational management capacities
- Human resource development
- Advocacy skills
- Other(s) (please identify)

9. How did the “XYZ” project develop the capacities (identified at question 8) at the level of partner organizations?

	Training	Mentoring	Publications	Advocacy campaigns	Other activities (please identify)
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Organizational management capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Human resource development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Advocacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Other (identify) ___	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___

The following two questions refer to the target group as defined by your project (e.g. teachers, school masters, etc.).

10. How has the “XYZ” project enhance the relevant capacities at the target group level? (Please tick the three most relevant ones.)

- Knowledge about various educational issues and topics
- Communication skills
- Networking skills
- Organization management capacities
- Human resource development
- Familiarity with policy issues in education
- Advocacy skills
- Other (please specify) ___

11. How did the “XYZ” project enhance the capacities of your target group?

	Training	Mentoring	Awareness raising	Publications	Advocacy campaigns	Other activities (please identify)
Knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Organizational management capacities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___
Human resource development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	___

Familiarity with policy issues in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	—
Advocacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	—
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	—

Advocacy in educational issues

In this section, we would like to ask you a few questions about your experience in carrying out various advocacy campaigns and the extent to which various policy stakeholders were involved in the implementation of these campaigns.

12. Did you carry out any advocacy activities as part of the project entitled, so far?

- Yes If YES, please, continue with 12a
- No **(If NO, Please, GO to question 13)**

12a. In what areas did you carry out advocacy activities as part of the “XYZ” project financed through RE:FINE? Please tick the appropriate box for each line.

	To a very great extent	To a great extent	To a moderate extent	To a small extent	Not at all
	1	2	3	4	5
Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anti-corruption	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12b. As part of your advocacy did you involve any of the following organizations? Please tick the appropriate box for each line.

	To a very great extent	To a great extent	To a moderate extent	To a small extent	Not at all
	1	2	3	4	5
International organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic civil society organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
National public authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local/ regional authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private bodies (e.g. firms)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12c. Please identify the methods used to involve the different stakeholders in your advocacy activities.

12d. What changes took place as a result of your advocacy activities carried out within the project?

(If you answer to Question 12 is NO please continue with Question 13).

13. Did the activities already undertaken as part of the “XYZ” project lead to the formation of new partnerships at national level?

Program experience

14. How important is the opportunity to be involved in a project financed by RE:FINE for your organization’s future work in educational issues?

- Very important
- Quite important
- Not sure
- Not very important
- Not important at all

Please, explain why:

15. Would you consider: applying for RE:FINE funding in the future?

	Yes	No
As a lead organization	<input type="checkbox"/>	<input type="checkbox"/>
As a partner organization	<input type="checkbox"/>	<input type="checkbox"/>

15.a If yes, will you consider working with the same organizations?

All of them
 Only some of them
 None of them

Please, explain reasons:

16. Did you recommend the RE:FINE fund opportunity to others?

Yes
 No

If yes, why did you decide to recommend the RE:FINE fund opportunity:

17. Did your organization benefit from co-funding provided by other donors for the implementation of the project?

Yes
 No

If yes, please describe the **type** and **amount** (in USD) of support received.

18. To what extent are the RE:FINE program objectives relevant for the support of educational change in your country?

	To a very large extent	To a large extent	To a moderate extent	To a small extent	Not at all
Networking to enhanced impact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Building capacity and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoting civil society involvement in education change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strengthening advocacy on educational issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. On the basis of your experience with the RE:FINE program, how would you assess the following statements? Please rate your agreement or disagreement with each of the following statements.

	Strongly disagree	Disagree	Agree	Strongly agree
	1	2	3	4
We have learned about the RE:FINE call for proposal in due time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The call for proposal clearly formulated what was expected.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The guidelines for completing the application form were precise and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The evaluation criteria were clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program supports projects that other funders do not consider eligible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program's objectives clearly reflect the needs in the educational field.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The program is flexible enough to accommodate innovative approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent is your experience with the Educational Support Program's RE:FINE program different from the practice of other donors?

- To a very large extent
- To a large extent
- To a moderate extent
- To a small extent
- Not at all

Please explain what was different, if anything:

21. In what ways did your organization benefit from participating in the project entitled “XYZ” supported by Re:FINE?

Other comments and observations

Contact person	
Title	Prof <input type="checkbox"/> Dr <input type="checkbox"/> Mr. <input type="checkbox"/> Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/>
First, last name	
Position in the organization	
Position in the project	
Organization/ Institution	
Address	
Street	
Post Code / City	
Country	
Phone	
Fax	
E-mail	

Would you like to receive a copy of the report elaborated based on the questionnaires completed?

- Yes
 No

Annex: 3 RE:FINE grant tables

Summary for 2004-2006	
TOTAL NUMBER OF GRANTS 2004-2006	22
TOTAL BUDGET (RE:FINE AND OTHER DONORS) 2004-2006	\$2,836,018
TOTAL RE:FINE GRANTS	\$2,054,244
TOTAL FROM OTHER DONORS (\$50,000 FROM OTHER OSI PROGRAMS)	\$781,774
TOTAL NUMBER OF COUNTRIES	26
TOTAL NUMBER OF NGOS AND INSTITUTIONS	118
AVERAGE AMOUNT PER NGO/INSTITUTION	\$17,409

Summary for 2006	
TOTAL NUMBER OF GRANTS 2006	7
TOTAL BUDGET (RE:FINE AND OTHER DONORS) 2006	\$916,202
TOTAL RE:FINE GRANTS 2006	\$645,901
TOTAL FROM OTHER DONORS 2006	\$270,301
TOTAL NUMBER OF COUNTRIES 2006	16
TOTAL NUMBER OF NGOS AND INSTITUTIONS 2006	33
AVERAGE AMOUNT PER NGO/INSTITUTION 2006	\$19,573

RE:FINE grants 2006			
Project title	Grantee & partners	Implementa- tion period	Amount/ co-funding
EDUCATION AGAINST CORRUPTION	RWCT International Consortium, Lithuania <i>Partners: Step by Step Armenia; Bulgarian Reading Association; School-Family-Society, Georgia; Romanian RWCT; RWCT Russia; Intellect Center, Ukraine; Kosova Education Center</i>	Jan 2005- Jan 2007	\$110,400 (\$41,630 from RWCT consortium expected)
RAISING PUBLIC AWARENESS OF EDUCATION ISSUES (project continuation)	Transitions Online, Czech Republic	Jan 2007- Dec 2008	\$114,225
STRENGTHENING THE SCHOOL DEVELOPMENT NETWORK (project continuation)	International Association interactive community schools (MIOS), Bosnia-Herzegovina <i>Partners: The Freudenberg Foundation, The Primary School Simin Han, Bosnia-Herzegovina</i>	Sep 2006- Aug 2008	\$94,620
TOWARDS GOOD GOVERNANCE AND ACCOUNTABILITY IN SCHOOLS	Foundation Center Education 2000+, Romania <i>Partners: Educational Center Pro Didactica, Moldova</i>	Sep 2006- Sep 2008	\$100,000 (\$ 39,172 co-funding expected)

RE:FINE grants 2006			
EMPOWERING EL TEACHERS FOR EDUCATIONAL POLICY DEVELOPMENT THROUGH TEACHERS' CROSS REGIONAL ASSOCIATIONS	Omsk English Language Teachers Association, Russian Federation <i>Partners: KELTA, Krasnoyarsk English Language Teachers' Association, YARTEA, Yaroslavl Teachers of English Association, Irkutsk English Language Association, NATEK, National Association of Teachers of English in Kazakhstan, AzETA, Azerbaijan English Teachers' Association, UzETA, Uzbekistan Teachers of English Association</i>	Sep 2006- Sep 2008	\$98,556 (\$ 88,404 co-funding expected)
ADVOCACY SKILLS FOR THE PARENTS KNOWLEDGE AND INFLUENCE ON EDUCATION	Association New Connections, Lithuania <i>Partners: Tajik Association of Critical Thinking, Tajikistan; School - Family - Society Association, Georgia; Center for Innovations in Education, Azerbaijan; Public Association "Pro Reflexive Communication, Reading and Writing", Moldova; Educational Centre, Turkmenistan; Parents' Association of Skuodas Municipality, Lithuania</i>	Oct 2006- Oct 2008	\$ 100,400 (\$ 38,721 co-funding expected)
SCHOOL MANAGEMENT IMPROVEMENT THROUGH NETWORKING AND INTERNATIONAL DIALOGUE	New Eurasia Foundation, Russian Federation <i>Partners: Center Education 2000+, Romania; Network of the Education Policy Centers; Moscow Higher School of Social and economic Sciences, Russia; Internet-Pedsovet, Russian Teachers' Support Foundation, Russia</i>	Sep 2006- Sep 2008	\$100,000 (\$ 100,000 co-funding secured from Eurasia Foundation, \$ 4,000 co-funding expected)
TOTAL NUMBER OF NGOS AND INSTITUTIONS INVOLVED	7 grantees +26 partners = 33		
TOTAL GRANT VALUE	\$ 645, 901 (co-funding secured: \$ 100,000; co-funding expected: \$ 170,301)		

Summary for 2005	
TOTAL NUMBER OF GRANTS 2005	7
TOTAL BUDGET (RE:FINE AND OTHER DONORS) 2005	\$839,250
TOTAL REFINE GRANTS 2005	\$651,047
TOTAL FROM OTHER DONORS (\$50,000 FROM OSI) 2005	\$188,203
TOTAL NUMBER OF COUNTRIES 2005	23
TOTAL NUMBER OF NGOS AND INSTITUTIONS 2005	43
AVERAGE AMOUNT PER NGO/INSTITUTION 2005	\$15,141

RE:FINE grants 2005			
Project title	Grantee & partners	Implementa- tion period	Amount/ co-funding
SCHOOL AUTONOMY - EVERY STAKEHOLDER'S RESPONSIBILITY	Education Development Association, Albania <i>Partners: Plan Albania, Albania, Network of Albanian Education Organizations, Albania</i>	Sep 2005- Oct 2006	\$38,250 (\$10,712 co-funding secured from Plan Albania)
DEVELOPMENT OF THE VIRTUAL LEARNING SPACE OF CENTRAL ASIA EDUCATION COOPERATION NETWORK	Education Center Bilim-Central Asia, Kazakhstan <i>Partners: University of Tallinn, Center for Education Technology, Estonia, Fund for Educational Innovations Support, Kyrgyzstan, ERSU, Tajikistan, Center for New Technologies, Uzbekistan</i>	Jun 2005- Dec 2006	\$146,050
A FUTURE FOR OUR CHILDREN. INVOLVING COMMUNITIES IN SOCIAL INTEGRATION OF CHILDREN FROM DISINTEGRATED FAMILIES	Educational Center PRO DIDACTICA, Moldova <i>Partners: Everychild, Moldova, Center Education 2000+, Romania</i>	Sep 2005- Dec 2006	\$67,918 (\$13,203 co-funding secured from Soros Foundation, Moldova)

RE:FINE grants 2005			
MONITORING DROP-OUTS AND PRIVATE TUTORING - PUBLIC AWARENESS RAISING AND POLICY ADVOCACY CAMPAIGNS	Drop-outs: Education Policy Center at Vilnius University, Lithuania <i>Partners: Dropouts: CDE, Albania, PRAXIS, Estonia, EPAC, Kazakhstan, PROVIDUS, Latvia, ORAVA, Slovakia, MEA, Mongolia, PULSE, Tajikistan</i>	Sep 2005- Jun 2006	\$109,700
	Private Tutoring: Education Policy Center at Vilnius University, Lithuania <i>Partners: EPPM, Georgia, CERD, Croatia, Institute of Public Affairs, Poland, Slovak Governance Institute, OSF, Bosnia and Herzegovina, Center for Testing Technologies, Ukraine, Center for Innovations in Education, Azerbaijan.</i>		
ACADEMIC SUCCESS FOR ROMA CHILDREN	Ethnocultural Diversity Resource Center, Romania <i>Partners: Pro Didactica, Moldova, Center for Education and Professional Development, Romania, RWCT, Romania, NSD, Slovakia, Bulgarian Reading Association, Bulgaria, ŠBS, Slovenia, Forum for Freedom in Education, Croatia</i>	Sep 2005- Aug 2007	\$122,340 (\$50,000 co-funding secured from Children and Youth Program, OSI NY, and \$41,840 secured from ISSA and RWCT)
GENDER SENSITIVE TEXTBOOKS AND CLASSROOM PRACTICE IN THE BALKAN REGION	NGO Womens' Action, Serbia and Montenegro <i>Partners: CERD, Croatia, Gender Center, BiH, Kosovo Education Center, Kosovo, Institute of Psychology, Serbia</i>	Sep 2005- Sep 2007	\$100,359 (\$7,950 co-funding expected)
PROMOTION OF INCLUSIVE EDUCATION IN SERBIA AND MONTENEGRO	Association of Students with Disabilities (ADS), Serbia-Montenegro <i>Partners: 3 associations from Montenegro: Association of Youth with Disabilities Montenegro, Association of Students with Disabilities Nis, Association of Students with Disabilities Kragujevac</i>	Dec 2005- Apr 2007	\$66,430 (\$75,210 expected)

RE:FINE grants 2005			
TOTAL NUMBER OF NGOS AND INSTITUTIONS INVOLVED	7 grantees + 36 partners = 43		
TOTAL GRANT VALUE	\$651,047 (co-funding secured: \$105,043; out of which \$50,000 from OSI; co-funding expected \$83,160)		

Summary for 2004	
TOTAL NUMBER OF GRANTS 2004	8
TOTAL BUDGET (RE:FINE AND OTHER DONORS) 2004	\$1,080,566
TOTAL REFINE GRANTS 2004	\$757,296
TOTAL FROM OTHER DONORS (\$10,000 FROM OSI) 2004	\$323,270
TOTAL NUMBER OF COUNTRIES 2004	26
TOTAL NUMBER OF NGOS AND INSTITUTIONS 2004	42
AVERAGE AMOUNT PER NGO/INSTITUTION 2004	\$18,031

RE:FINE grants 2004			
Project title	Grantee & partners	Implementa- tion period	Amount/ co-funding
EDUCATION AGAINST CORRUPTION	RWCT International Consortium, Lithuania <i>Partners: Step by Step Armenia, Bulgarian Reading Association, School-Family-Society, Georgia, Romanian RWCT, RWCT Russia, Intellect Center, Ukraine, Kosova Education Center</i>	Jan 2005- Jan 2007	\$110,400 (co-funding secured: \$30,000 UNDP; 50,000 Balkan Trust for Democracy and SDC; \$18,848 US Embassy; \$1,500 private donor)
RAISING PUBLIC AWARENESS OF EDUCATION ISSUES	Transitions Online, Czech Republic	Jan 2005- Dec 2006	\$128,225
EDUCATION AND DEVELOPMENT JOURNAL	GESO - Society for the development of South Eastern Europe, Bosnia-Herzegovina, <i>Partners: Vizija Publishing House, Bosnia-Herzegovina</i>	Jan 2005- Dec 2007	\$65,728

RE:FINE grants 2004			
STRENGTHENING THE SCHOOL DEVELOPMENT NETWORK	International Association interactive community schools (MIOS), Bosnia-Herzegovina <i>Partners: The Freudenberg Foundation, The Primary School Simin Han, Bosnia-Herzegovina</i>	Jan 2005-Jul 2006	\$59,688 (co-funding secured: \$90,000 Freudenburg Foundation; \$60,000 Stability Pack; 10,000 K-Education; 2,000 Ministry of Education, Tuzla Canton)
FACILITATING CURRICULUM REFORM THROUGH STRENGTHENING CURRICULUM DEVELOPMENT AND WRITING SKILLS OF TEACHERS	Orava Association for Democratic Education , Slovakia <i>Partners: Critical Thinking Association, Czech Republic; Education Development Center, Latvia; Center for Democratic Education, Albania; and School-Family-Society, Georgia</i>	Jan 2005-Dec 2006	\$92,025
ENHANCING PROFESSIONAL DEVELOPMENT OF EDUCATION PRACTITIONERS	Center for Education Policy Studies (CEPS) on behalf of SEE Education Cooperation Network, Slovenia <i>Partners: Center for Democratic Education, Albania, Open Society Fund, BiH, National Institute of Education, Bulgaria, Center for Educational Research and Development, Croatia, Kosova Education Center, Kosova, Faculty of Philosophy, Institute of Pedagogy, Macedonia, Institute for Public Policy, Moldova, The Bureau for Education Services, Montenegro, Institute of Educational Sciences, Romania, Education Reform Circles, Serbia</i>	Jan 2005-Dec 2006	\$87,330 (co-funding secured \$50,922)

RE:FINE grants 2004			
ASSESSMENT AND EXAMINATION FOR INCREASING QUALITY, EQUAL OPPORTUNITIES AND ACCOUNTABILITY IN EDUCATION	Center for Educational Monitoring, Ukraine <i>Partners and Beneficiaries: National Testing Center, Kyrgyzstan affiliated with ACTR/ACCCELS; Krakow Examination Commission, Poland; Center for Evaluation of Educational Achievement, Czech Republic</i>	Jan 2005- Dec 2006	\$100,000 (\$10,000 co-funding secured from East East)
DEALING WITH POST SOCIALIST EDUCATIONAL REFORM PACKAGE FROM BAKU TO UB, EPPM, TBILISI	International Institute for Educational Policy, Planning and Management -EPPM, Georgia <i>Partners: experts from Foundations in Armenia, Azerbaijan, Georgia, Kyrgyzstan, Tajikistan; expert from Uzbekistan; EPAC Kazakhstan, MEA, Mongolia. Beneficiaries: international education community</i>	Jan 2005- Sep 2006	\$113,900
TOTAL NUMBER OF NGOS AND INSTITUTIONS INVOLVED	8 grantees + 34 partners = 42		
TOTAL GRANT VALUE	\$757,296 (co-funding secured: \$323,270; out of which \$10,000 from OSI)		