

Issue No. 4 June 2004

Education Policy

Newsletter of Education Policy Centers

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

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

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EDITORIAL

- **The Topic of the Month:** *Teacher Training Policy in the European & Central Asian countries*

The teaching profession in Europe: Profile, trends and concerns

The “Teaching Profession in Europe: profile, trends and concerns” is an in-depth comparative study in four volumes and website, carried out with the support of national experts in the 30 countries covered by the EURYDICE network. The study deals mainly with the initial training and the supply of and demand for teachers in full-time compulsory lower secondary education (ISCED 2), as well as their conditions of service.

Besides drafting a contextual analysis of the situation in their country, all the experts were invited to prepare summaries, within a standard table, of important reforms carried out between 1975 and 2001. These tables may be accessed through [search engine](#).

Each table is prefaced by a short introduction providing general information on the organization of the education system concerned, which is relevant to an understanding of the national context. The table contains only those reforms that had an impact on the initial training and conditions of service of teachers in lower secondary education. Wholesale reforms of the education system are only referred to in so far as they affected the teaching profession. The dates and content of reforms are given in chronological order. The main aims underlying them are indicated, as well as the preceding situation and the circumstantial factors that may explain why a particular reform was introduced.

Please find “The teaching profession in Europe: Profile, trends and concerns” on the web:

http://www.eurydice.org/Doc_intermediaires/analysis/en/teachers_frameset_EN.html

Improving education and training for teachers and trainers

Upgrading the initial education and in-service training of teachers and trainers so that their knowledge and skills respond both to the changes and expectations in society, and to the varied groups they teach and train is a major challenge to the education and training systems over the next 10 years. Teachers and trainers play an important role in the motivation and success of learners. Future oriented training is now essential – the majority of teachers qualified 25 years ago or more, and the upgrading of their skills has in some cases not kept pace with change. Equally, the role of teachers and trainers has changed – they continue to impart knowledge; but today they also function as tutors guiding learners on their individual pathway to knowledge. Training should enable teachers and trainers to motivate their learners not only to acquire the theoretical knowledge and vocational skills they

need, but also to assume the responsibility for their own learning, so that they have the competencies required for both society and work today. Finally; the question of recruitment and the status of teachers has to be addressed (Fragment -Report from the Education Council to the European Council "[The concrete future objectives of education and training systems](#)")

Teacher Training in Central and Eastern Europe and Asia

Many key organizations including the OECD, the European Training Foundation (ETF) and the Eurydice network have produced reviews of teacher education from both the general European perspective and the individual country profile.

- The European Training Foundation has produced several reports on vocational education and training in some of the Region countries (Estonia, Latvia, and Lithuania). These form a good starting place for a current perspective on the main issues for teacher training. The European Training Foundation's Report (1998) [Third Workshop on Curriculum Innovation. Teacher and Trainer Training](#) is also a key document to consult.
- Eurydice's publication (1995a and 1995b) are useful for background information although now slightly out of date. Stenzel's [Bibliography on the Development of Education and Training in Central and Eastern Europe 1995-1997](#) may be worth looking at for any updates. Eurydice has, of course, also produced reports on the structures and systems in Central and Eastern Europe countries.
- The Organisation for Economic Co-operation and Development (OECD) has reviewed national education policies on some of the Central and Eastern European countries (Czech Republic, Poland, Russian Federation). These are invaluable not only because they provide an overview of these countries but also because they include some aspects of teacher training. OECD's report (1998) [Staying Ahead: In-service Training and Teacher Professional Development](#) provides a comparative outline, although the Region countries are not included.
- Organisations such as UNESCO have also produced some material on teacher training. The International Labour Organisation (ILO) has examined the status of teachers. An example of a more specific focus is to be found in UNEVOC (1997) [Training of Teachers/ Trainers in Technical and Vocational Education](#). Studies in Technical and Vocational Education, Number 11. UNEVOC is the UNERSCO (United Nations Economic, Scientific, and Cultural Organisation) Section for Technical and Vocational Education.

Fragment from [Teacher Training in Central and Eastern Europe and Asia](#), click to download the full article [here](#)

Publications and databases

- [European glossary on education: Teaching staff](#)
- [Teacher and School Head Salaries in Primary and Secondary Education](#)
- [Teaching Time in Compulsory Education](#)
- [In-Service Training of Teachers in the European Union and the EFTA/EEA Countries](#)
- [Green paper on teacher education in Europe](#)

Journals in Teacher Education

[Contemporary Issues in Technology and Teacher Education - CITE](#)

[European Educational Research Journal](#)

[International Review of Education/Internationale Zeitschrift für Erziehungswissenschaft/Revue internationale de l'éducation](#)

[Journal of Computer Assisted Learning](#)

[Journal of Computing in Teacher Education](#)

[Journal of Early Childhood Teacher Education](#)

[Journal of Industrial Teacher Education](#)

[Journal of Information Technology for Teacher Education](#)

[Journal of In-Service Education](#)

[Journal of Mathematics Teacher Education](#)

[Journal of Music Teacher Education](#)

[Teacher Development: an international journal of teachers' professional development](#)

[European Journal of Teacher Education](#)

[Asia-Pacific Journal of Teacher Education and Development](#)

NEWS & EVENTS

GEORGIA

- **Meeting of Education Policy Centers, Tbilisi, Georgia - July 2-4, 2004**

The Education Support Program of the Open Society Institute Budapest in cooperation with the International Institute for Education Policy, Planning and Management (EPPM), Georgia will organize a meeting of Education Policy Centers on July 2-4, 2004 in Tbilisi, Georgia.

It aims to support the efforts of the emerging Education Policy Centers in transition countries by encouraging sharing of information, knowledge and experience as well as by exploring and promoting possibilities for joint initiatives and networking. The meeting will evolve around discussions on education policy development and analysis, the role of the centers in promoting education goals in their corresponding countries and exploring possibilities for joint efforts.

For more information, click [here](#) or contact vbudiene@osi.hu and nkutateladze@eppm.org.ge.

KAZAKHSTAN

- The Center for Educational Development Bilim-Central Asia received official registration in Kazakhstan on June 11. The Center will operate projects within Kazakhstan and in other countries of Central Asia. The Center has three key programs that will run relatively independently from each other, according to their approved strategies. The programs are: the Central Asian Resource Center (curriculum development in humanities and social sciences in higher education), the Education Advising Center (scholarship programs), and the Education Policy Analysis Center, which will continue the activities started within the national education programs of Soros Foundation-Kazakhstan. EPAC will also be the focal point of the newly established Central Asian Education Cooperation network.
- The Ministry of Education and Science of the Republic of Kazakhstan (MoE RK) has prepared a new State Program "Education", which is an implementation plan of the Concept of Education Development in the RK until 2015 approved by the Government of Kazakhstan in February. The approach to innovations in secondary education adopted in these state documents – outcomes-oriented education – was prepared and proposed to the Ministry in result of a joint project of the Ministry and the Education Policy Program of Soros Foundation-Kazakhstan in 2001-2003. The approach, which is based on international experiences in curriculum development and assessment in secondary education, was discussed with all regional Education Departments at a conference organized by the Ministry in April. The Ministry has now approached the newly established Education Policy Analysis Center (see the previous news item) with proposal to continue cooperation on developing a discussion paper for wider public on different aspects of outcomes-oriented education. The discussion paper will be prepared by August.
- A new type of national student assessment, the Unified National Test was conducted first time in Kazakhstan on 10-15 of June. Taking the test was voluntary, aimed for those who intend to enter higher education. 76.4% of all school leavers took part in it. This development is a new step towards quality assurance in secondary education in the country as an attempt to introduce transparent assessment procedures. The testing methods used have been, however, widely criticized. The Educational Policy Analysis Center of Bilim-Central Asia plans to conduct an independent analysis of the results of the testing with regard to equity issues (regional, gender and urban-rural disparities) as well as to the methods of assessment used. By doing that, EPAC adopts a policy of working "at arms length" with Government organizations offering advice but taking a critical view at policies in secondary education. Representatives of EPAC have been also included in the Ministry's working group on the National System of Quality Assurance in Education.

SLOVAKIA

- **Initiative for Education Reform in Slovakia**

Slovakia recently joined the European Union but Slovak education system still goes back to the time prior to 1989. Since then only partial changes were made and systemic education reform continues to stay a challenge for the future despite the fact that four years ago concept paper "Millennium" setting out direction for development of education was written by a team of experts,

discussed in professional as well as wider public and consequently approved by the government. Therefore, members of the advisory group working with the Center for Education Policy in Slovakia decided in the first week of June 2004 to invite fellow citizens, NGO's as well as public organization that care about the quality of education in Slovakia to join the INITIATIVE FOR EDUCATION REFORM.

For more info please contact zuzanas@projectorava.sk.

- **Second „critical discussion“: From unified school to freedom of choice: Prerequisites of successful curricular reform**

On June 2, 2004 the second critical discussion took place in Bratislava organized by the Center for Educaiton Policy at the Orava Association for democratic Education. The discussion was called critical not with the aim to criticize but to ask questions and search for answers in an active discussion. The aim of the organizers was to create a forum for dialogue between representatives of public as well as non-governmental organization and the education ministry and support in this way systemic education reform in Slovakia. 30 participants took part in the discussion including the Education Ministry State Secretary František Tóth, Department Director Karol Korintuš, Attila Fodor from Pedagogic Institute COMENIUS in Komarno, Viera Hajduková from the State School Inspection and Comenius University professors Ján Pišút, Erich Mistrík and Miron Zelina. The participants discussed the current continuation of reform changes and needed steps of systemic education reform. Decentralization in education system, reform in school finances took place recently, new standards were developed, higher education reform is being discussed. At the same time key issue of the status of teachers, curricular reform, life-long learning are being forgotten. Prof. Pišút and prof. Mistrík supported thorough curricular reform with the aim to prepare young generation for life. It is important to stop thinking in the frames of subjects but to focus on skills and competences that young generation should develop in school.

For more info please contact zuzanas@projectorava.sk.

SERBIA

- **Education Reform Circles. Serbian Education Reform Step Back**

The achieved **results of the Serbian education reform** in the previous three-year period are huge. Comprehensive systemic changes in education were conceived and their implementation has begun. They encompassed all-important segments of the system of education – financing, managing, curricula, programs, textbooks, professional training of teachers, quality control. Serbia stood good chances of being exceptionally swift in achieving reform goals that were based on depoliticizing and professionalizing the educational system, decentralizing school management and curricula and ensuring access to quality education for all.

The political changes that took place in early 2004 represent a significant risk factor and a reversal to politicization, centralization, elitism, negligence of the principle of access to education for all. A *de facto* turn against the European integrations (despite the proclaimed pro-European course) is possible. The new Serbian Ministry of Education began its term in office by stating that everything that was started would stop, be “revised” and set to prepare the amendments to the adopted law behind closed doors. The attack is directed against curricula and textbooks, programs of professional training of teachers and the newly formed institutions. There is, also, a real danger that education in minority languages would be completely neglected and even jeopardized, and that generally a negative turn would be made in the commitment to the values of a civil society. For more info please contact tstojic@fosserbia.org.

KOSOVO

- **Endowment for Kosovars Awarded**

American Councils is pleased to announce a new initiative of the U.S. Agency for International Development (USAID), the Kosovo American Education Fund (KAEF). American Councils has been selected to manage the program's endowment, select, place, and monitor scholarship recipients. Each year, under KAEF, American Councils will recruit and select a minimum of ten graduate fellows from Kosovo to receive a graduate degree from a U.S. university in the following fields: Accounting, Business Management, Economics, Entrepreneurship, Finance, Information Technology, Law, Public Administration, and Regional and Urban Development. Also, one U.S. scholar will be selected each year to receive a research scholarship on a topic related to Kosovo. Click [here](#) for more info.

EUROPEAN UNION

- **EU launches new information portal targeted at young people**

The European Commission is launching a new website on 26 May - the "[European Youth Portal](#)" - to help young people to find more information about Europe. The European Youth portal, available in the EU's 20 official languages, will offer information to young people aged between 15 and 25 about traveling in Europe as well as working, volunteering and studying in EU countries. The portal also contains information on Europe, current affairs as well as different opinion polls reflecting the attitudes of young people today. The underlying objective of the portal is to enhance young people's participation in public life. For more info please click [here](#).

- **EU institutions, academics, NGOs and business discuss new education programs**

Ahead of the Education Council, the European Students' Forum (AEGEE) is holding a seminar to analyze stakeholders' positions on the new generation of community education and training programs after 2006.

On 26 May 2004, one day before the first discussions of education ministers on the new generation of EU Education and Youth programs, the European Students' Forum (AEGEE) is organizing an open debate in the European Parliament among institutions, academics, NGOs and representatives of the business world on these programs. The seminar's results will be presented to the Education Council.

Speakers during the seminar will include Ms Marta Maria Ferreira Lorenzo (The European Commission, DG Education and Culture - Head of Unit: Socrates-Erasmus, Jean Monnet), Professor Nadine Engels (the Association for Teacher Education and Europe and Vrije Universiteit Brussel) and others. For more info, please click [here](#).

- **Member States back fast-track work permits for non-EU researchers**

The EU wants to make it easier for researchers from third countries to work in Europe as part of its efforts to boost European research and attract more scientists. If the EU is to achieve the goal it set itself at the Barcelona Council in 2002 to devote three per cent of the Member States' GDP to research and technological development by 2010, it will need some 700,000 additional researchers. Several strategies have been drawn up to meet this goal: making science more attractive to young people at school, improving researchers' career prospects in the EU to prevent them from moving to the US and to boost training and mobility. For more info, please click [here](#).

EUROPEAN COMMISSION

- **European Commission sets a number of ambitious targets for the period 2007-2013**

- at least ten per cent of school pupils in the Union and their teachers (as opposed to three per cent today) to take part in the 'Comenius action' under the Socrates program on European co-operation on school education;
- three million students to benefit from Erasmus by 2010, which means tripling the current number of 120,000 students taking part in the program each year;
- at least 150,000 persons each year are to have access to the Leonardo program by 2013 (currently 45,000);
- at least 50,000 adults each year to benefit from education or training abroad by 2013.

For more info, please click [here](#).

- **EASTERN EUROPE AND CENTRAL ASIA THROUGH THE INTERNATIONAL TEACHER AWARD PROGRAM**

The United States-Eurasia Awards for Excellence in Teaching Program (TEA), administered by the American Councils for International Education, is accepting applications for 2004.

Secondary school teachers of humanities, social sciences or language arts who have received teaching recognition may apply for an opportunity to travel to Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Russia, Turkmenistan, Ukraine or Uzbekistan on a fully funded exchange program. Teachers will travel for 2-3 weeks in October 2004. Selected teachers will attend a 3-day international seminar at a U.S.-based university in the summer of 2004 to meet with winning Eurasian teachers. A reciprocal visit allows U.S. teachers to explore the Eurasian educational system as well as share their classroom expertise. The program includes visits to secondary schools, meetings with faculty and administrators, visits with educational officials, and a unique look into the cultures and communities of Eurasia.

For program information visit www.americancouncils.org.

- **European eLearning Quality Conference in Budapest**

The SEEQUEL project is organizing the European eLearning Quality Conference in Budapest on the 21st and 22nd of June 2004, right after the EDEN Annual Conference.

The European eLearning Quality Conference will provide the opportunity for an exchange of ideas, experiences, and best practices in the fields within the different and varying contexts of both academic and corporate provision, and will present the structure and the first results of the SEEQUEL eLearning Quality Laboratory. Click [here](#) for more info.

Education Policy Center UNDER THE SPOT LIGHT

This month: [International Institute For Education Policy, Planning And Management, Georgia](#)

President – George Sharvashidze, ieppm@eppm.org.ge

Executive Director- Coordinator of Education Policy Program - Giorgi Machabeli, machabeli@eppm.org.ge

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

EPPM was developed on the basis of many successful educational projects of the Open Society Georgia Foundation (OSGF), which includes Decentralization Management, Reform Support Agency, Textbook Publishing, Critical Thinking, and Parent - Teacher Associations, and out of the pressing need for genuine democratic educational reform. It is the first independent policy institute to focus primarily on education policies developed and implemented in Georgia. EPPM seeks to improve education through research, policy analysis, and the development of responsible alternatives to existing policies and practices.

EPPM is an organization for democratic changes in education, committed to solving existing problems through public dialogue and civic participation in important issues facing the educational system. Its goal is to serve as a resource for the public and legislators, school boards and administrators, and parents and students as they work to shape the education system according to the principals of a democratic society.

Mission

The mission of the Institute is to contribute to both sustainable development of educational reform that would be consistent with the principles of an open society and positive changes in the Georgian education system, and to support stakeholders participating in the education system.

The goals of the Institute are to contribute to:

- Developing a modern, competitive education system in Georgia;
- Developing and strengthening the local capacity for improved and more efficient planning and management of the education system;
- Systemic democratisation of the education system, developing an appropriate legal framework and initiating positive systemic changes;

- Preparing the public for acceptance of the educational reform;
- Democratisation of relationships between various stakeholders of the educational process, and improvement of the management quality within the education system.

Activities

Secondary Education

[Democratization of educational management; introduction of the principles of transparency and accountability](#)

[Parent-teacher associations](#)

[Textbook publishing program](#)

[Education decentralization management development program](#)

[Amendments to the law on education](#)

Higher Education

[Higher Education Law](#)

[Training Course – “Institutional Management In Higher Education”](#)

[University Teacher Training Program](#)

[Training Of Trainers And Experts In High Education Management – A Joint Project Of Eppm And Georgian Institute Of](#)

[Public Affairs](#)

Innovations

[Academic Writing Course \(For Pedagogical Universities\)](#)

[The Reform Support Agency](#)

[Creating Database And Facilitating The Employment Of Education Professionals](#)

[Inclusive Education Support And Development Center](#)

[Education Dictionary Project](#)

Knowledge and expertise

- Management of educational programs/projects
- Educational research
- Programs/projects planning and evaluation (Method of Applied Planning and Assessment – MAPA)
- Management of organizational development
- Fund-raising
- Organization and facilitation of round tables, seminars, trainings, and conferences
- Development of analytical documents and simulation models
- Development of legal documents
- Development of magazines, newspapers, web-sites

NEW PROJECTS & INITIATIVES

The topic of the editorial for the next issue: *Textbooks in Central and Eastern Europe and Central Asia*

Alternative textbooks as an outcome of every educational reform seems to be further more a sensitive issue in many of the **Central- Eastern Europe and Central Asia** countries. Fights for ideas, different approaches or just old times habits, stop often the alternative textbooks design and implementation process. Is it a textbooks free market in the above-mentioned regions?

INVITATION TO CONTRIBUTE

Please, join this effort and add your resources to the shared collection of ***Textbooks in Central and Eastern Europe and Central Asia***. We are looking forwards to getting from you short summaries of projects, case studies, overviews of activities and best practices on the topic of alternative textbooks.

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

- short overview of alternative textbooks initiatives; examples of initiatives carried out by the Soros Foundation or its spin-offs in your country;
- OR
- links(or short information) on the topic “alternative textbooks”
- OR
- presentations of projects or reform steps in your countries that strengthen the textbooks issue
- OR
- links to Internet sites: national and international.

Please submit your contribution until 5th of July 2004.

DONORS, FINANCIAL& BUSINESS OPPORTUNITIES

- **ESP Announces New Fund: Re: Fine - Resourcing Education: Fund For Innovations And Networking**

RE:FINE was established to support projects that further open society goals in education in special priority areas. These include grants for networking opportunities to promote open society goals in education and for initiatives in countries where OSI is developing new partnerships. The fund may also provide assistance to safeguard education gains made by the Open Society Institute in contexts where these are placed at risk.

For more information in English [click here](#)

For information in Russian [click here](#)

- **Deputy Director wanted (m/f)**

The Management Board of the European Centre for the Development of Vocational Training (Cedefop) invites applications for the post of Deputy Director.

Download the **application form** in MS Word format [EN](#)

Applications should be sent no later than **15.07.2004**

PUBLICATIONS

Education across Europe 2003

Source: [Eurostat](#) – European Commission's Statistics Office

The main aim of this publication is to provide comparable statistics and indicators on education for thirty-two countries. These are the fifteen current Member States of the European Union, two EEA countries (Iceland and Norway), the 10 acceding countries, the three candidate countries and two South-East European Countries (Albania and Former Yugoslav Republic of Macedonia). The main data source are the Eurostat education data collections built around the joint UOE (UIS, OECD, Eurostat) tables on pupils and students, teaching staff and finance complemented with special EU tables on enrolment at regional level and foreign language learning in schools. Most data refer to the academic year 2000/2001. The statistics refer to public and private, full-time and part-time education in the regular school and university system as defined by the International Standard Classification of Education (ISCED), UNESCO, 1997. Other Eurostat sources are used in the publication to describe the context and main outcomes of education. Indicators on enterprise training are also presented from the 2nd Continuing Vocational Training Survey (CVTS2), which is the only source of internationally comparable data in this field.

Download this product on-line [here](#)

USEFUL LINKS

World Data on Education

World data on education (WDE) focuses on basic descriptions of the main characteristics of the organization and functioning of national education systems. The information service provided through WDE, a service that the IBE will continue to improve and adapt to existing needs, now combines the following features: worldwide coverage; descriptions of national education systems emphasizing qualitative rather than quantitative information, and syntheses rather than analyses of data; possibility of exploiting the potential offered by computerized databases (i.e. search tools); acknowledgement of, and reference to, other sources of information; and simple access to information made available on the Web.

Search the world data on education here <http://www.ibe.unesco.org/International/Databanks/Wde/wde.htm>

On-line information about the Network of Education Policy Centres

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

OSI related professional and regional education networks

South East Europe Education Co-operation Network
Contact person: Igor Repac, Ceps.Ljubljana@Uni-Lj.si

Central Asian Education Co-operation Network
Contact person: Jana Huttova, jhuttova@osi.hu

International Step by Step Association, ISSA,
Contact person: Sarah Klaus, sklaus@sorosny.org

RWCT International Consortium :
Contact: Daiva Penkauskiene, daiva.dc@vpu.lt

Debate association, IDEA
Contact person: Noel Selegzi, nselegzi@sorosny.org

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

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

EDITOR'S NOTE

- **This issue of the Newsletter is based on the information, submitted by the Education Policy Centers**
- **Please provide news & information for the next issue until 5st of July 2004 to: gpataki@cedu.ro**

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