

EDITORIAL

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A SUCCESS STORY FOR EDUCATIONAL POLICY: Centre for Educational Policy Studies (CEPS)

By Nataliya Yablonskene

This Editorial introduces you to the contribution brought by CEPS (Moscow) for the training of a new generation of Educational Policy professionals. The Centre for Educational Policy Studies (CEPS) of the Moscow School of Social and Economic Sciences was established two and a half years ago. Its key features have been presented at various meetings of the ESP network. Right now time has come to review the first outcomes of the various activities delivered.

The Moscow School of Social and Economic Sciences, the National Training Foundation (NTF), the Moscow branch of the Open Society Institute, and the International Higher Education Support Programs (HESP), have sponsored the Centre for Educational Policy Studies (representing, in fact, one of the training programs run by the Moscow School) jointly. The representatives of the National Ministry of Education, the State Duma (the Russian Parliament), leading university professors, researchers and practitioners, constantly provided active input. Currently the training program is regarded as one of the major priorities of the Moscow School educational endeavors. Moreover, the national educational community has commonly accepted it.

The mission of the project is to form a new generation of highly qualified analysts and experts for the development of the educational policy and practice at both the national and regional levels. The focus is placed on advanced methodology and research practice. The two-year training program involves 6 relatively short (1 to 4 weeks) training courses in Moscow and quite intensive self-development work in between the sessions (preparation of written essays, analytical reports, articles, etc.)

Currently there are 60 students at the Centre, 29 people from the second intake who are to finish their studies in 2005 and 31 people from the third intake who are due to finish in 2006. Last December 24 students from the first intake got their diplomas. A group completed the entire training program. They were awarded both Russian professional retraining diplomas and MEd in Educational Policy and Educational Management - Master's degrees from the University of Manchester – one of the largest and most prestigious British universities. The graduation ceremony itself was conducted in full compliance with the long-standing tradition of the University of Manchester.

Reviewing the achievements of the Centre, the conclusion is that its mission is being successfully accomplished. It is worthwhile mentioning that the Centre for Educational Policy Studies runs a training program which is totally new for Russia and unique in its kind. The career trajectories of the graduates can be regarded as clear indicators of the high quality of the training offered by the Centre. Some examples should be noted:

Remorenko Igor Nikolaievich was a specialist of the regional educational department of the Krasnoyarsky region in Siberia and the NTF coordinator there. Currently he is the Deputy Director of the Educational Policy Department in the Ministry of Education and Science of RF.

Nikitina Olga Nikolaievna was the headmaster of the teachers training college in Krasnoyarsk. Now she is the Head of the Department of Science and Professional Training at the Krasnoyarsk regional administration.

Arjanova Irina Vadimovna was a coordinator of the NTF program in Moscow. Currently she is the Deputy Executive Director of the NTF.

Velikanova Alexandra Vladimirovna was an expert at the regional Centre of Educational Technologies in Samara. After the graduation she has been promoted as senior researcher at the Centre of Vocational Training.

Kazakova Elizaveta Vasilievna from Chouvash Republic was Head of the Chair at the Centre of Development and Innovation. Currently she is Deputy Head of the Analytical Centre attached to the Presidential Administration of the Chouvash Republic.

Melnikov Andrei Evgenievich was a university lecturer. After graduation from the CEPS he was promoted to the position of a leading researcher at the analytical department on the development of the regional educational policies at the Ministry of Education of the Karelia Republic.

Imangalieva Shynar Sarsenbekovna (Kazakhstan) was a coordinator at the Open Society Foundation. Now she is a coordinator of the Human Development Programme within the framework of the United Nations Development Programme (UNDP).

In the second year of its existence, the CEPS decided to organize as a part of the study process a **special conference** to develop research and analytical skills of students.

Here, students make presentations based on their field studies and the CEPS lecturers deliver advanced analytical reports in their particular areas of research. It was decided to combine a conference with the CEPS winter session. In February 2004 a first international conference of this kind took place. It was devoted to the issues of educational management thus becoming part of the regular training program. But it was also an important professional forum bringing together specialists from all over the country and having wide effects in the Russian educational community. It highlighted the various activities of the Centre for Educational Policy Studies and demonstrations contributed to the development of innovative educational practices in Russia. It also provided a platform for debates on critical issues of current educational reforms. Overall, 130 participants from 9 countries took part in the conference. The proceedings of the conference containing materials provided by CEPS students were published.

A second conference of this kind was held in February 2005. It was dedicated to the issues of **regional** educational management and was unanimously proclaimed as a very interesting educational forum. This time 140 participants from 10 countries were present, some of them again being members of the ESP network: Hugh MacLean, Judit Kovacz, Natalia Aksenenko, Szusanna Nyiro, Rimas Zelvis. As previously, among the presenters there were several education ministers from the Russian regions, some representatives of the Federal Ministry of Education and Science, of the State Duma, leading Russian universities, educational and research bodies.

As for the student participation, it was a venue to bring together all the students of the CEPS training program.

Another effective innovative form of training is represented by **outreach sessions** held in various Russian regions. The Centre decided to make this kind of work regular and to plan these study trips, again, as a part of the Center's curricula. The selection of the venue is usually prompted by the presence of students from a particular region. For example, in 2004 it was Samara region and in 2005 it was Republic of Karelia. Initially, students get acquainted with the region in terms of its special features and directions of regional development potential. Thus, a pre-session is organized with special emphasis on the issues of regional development in the area of education and educational policies. All this provides a necessary base for the quality and effectiveness of the outreach session itself.

The simulation exercises are one of the most powerful innovative forms of the training methodology used in the program implemented by the Centre for Educational Policy Studies. Last year a major simulation exercise was entitled "Auditing". The subject of the exercise was an actual blueprint of the educational development for the Republic of Karelia. Students from the region were playing the role of the host organization. The other students performed the function of independent experts. They were divided into several groups. Each group was engaged in developing the principles and criteria of auditing, in analyzing the submitted documents, in negotiating with the host organization, determining the scope and methods of assessment, in evaluating key issues, goals, objectives and directions of change, in preparing the final report, so on. The simulation exercise actively involved the students to become aware of the issues related to the particular region and prepared them for the upcoming outreach session planned for the autumn training cycle as its final stage. Then the students will spend three days in the target region. During the field visit, they will have many opportunities to see the regional educational system at work, to meet representatives of the local authorities and speak with them on various relevant issues of educational development, to get hands-on field experience and to discuss it with their colleagues in specially organized group sessions. Based on this collective work, each student will prepare a report containing his or her personal evaluation of the current situation in the region as well as proposals for further development of educational policies and practices. The report is later submitted as a written essay on the Comparative Analysis of Educational Reforms taught module. It was shown that, the outreach sessions of this kind are also quite effective in promoting the creation of interregional networks linking specialists working in the area of education.

Besides, the Centre is actively engaged in or in planning of some additional activities including:

Publishing

The project entitled "World Bestselling Books on Education" is close to its completion. Twelve books on education have been selected by the International Advising Board and later approved by the Editorial Board. They have been translated into Russian and currently are being prepared for printing. The CEPS lecturers prepare their own publications – as a textbooks or teaching aids for their own taught modules.

Coordinating Committee

As it was mentioned above the proceedings of the First International Conference organized by the CEPS have been published. Now a second collection of papers based on the recent conference is being compiled and prepared for publication.

The latest initiative is to launch a professional journal published by the Centre for Educational Policy Studies.

Analytical work

The CEPS recently created its Resource and Analytical Centre aimed at collecting and distributing materials related to the major directions of educational reforms in Russia. All the materials will be available through the CEPS Internet site. Regional information will form an important part of the data base. The official launch of the Internet Resource and Analytical Centre is planned for this summer.

Project development

Under the coordination of the CEPS, with the financial support of the British Council and the National Training Foundation a new educational program entitled "Communication, Education and Technology" is under development. The launching of the program is scheduled for October 2005. More details concerning the new project can be found on the CEPS Internet site.

Research

The work is being carried out to create the Association of current and former CEPS students. The Association is to become a research and auditing educational body. Two suggestions for possible projects of this type have been received and currently considered by the association leadership.

Remained Problems and Unanswered Questions

- It is still difficult to organize the distant learning part of the program. Many efforts have been done, but the efficiency of this part of work is still lower than expected.
- The question how to lower the cost of the program is still open to new solutions.
- There is no definite answer on how to provide the rotation and replacement of high level experts. Who should represent "the following echelon" and how? This question remains open too although we have already started to invite our graduates as tutors for the programme.

KAZAKHSTAN

Round Table concerning the drop-outs

The Education Policy Analysis Center (EPAC) which is a structural division of the Educational Center "Bilim-Central Asia" initiated a pilot project in 2004 to study the problem of dropping out from school and non-attendance by children of the basic level of education. This survey is part of the international project on the problems of dropping out of children from the system of secondary education that covers other six countries: Albania, Latvia, Estonia, Slovakia, Tajikistan and Mongolia. The EPAC's Kazakhstan counterpart in this project is The Sandge Research Center which provided field studies and data processing.

The aim of the Round Table was to discuss the interim results of the survey that was done to identify the problems of non-attendance and dropping out from the system of secondary education in the RK. The Round Table held on 26 January 2005 in Almaty was hosted by the Republican In-Service Training Institute for Managerial and Teaching Personnel of the System of Education of RK (RISTISE). The representatives attended it from the Oblast Education Departments, MIA, Agency of Statistics, Institutes for in-service training, NGOs, international organizations and mass media.

Saule Kalikova, Director of EPAC, provided brief information on the project: its goals, objectives and participants. She noted urgency of the problem of non-attendance and dropping out of children from the system of secondary general education in the context of ensuring equal access to qualitative education for all, and stressed the importance of "looking at our situation in a broader context in order to see how similar problems are solved in other countries, what strategies and policies are developed in other education systems regarding this category of children". She also added that the present survey continues the work that has already started in Kazakhstan regarding this problem.

For more info please email to zrakhimzhanova@bilim.kz

MONTENEGRO

PISA (Programme for International Student Assessment) in Montenegro

Source: Ministry of Education Montenegro

Montenegro joined in OECD PISA 2006 research at the beginning of 2004. This is the first international assessment of 15-year-olds in Montenegro, with the goal to test knowledge, skills and competencies necessary for students' active participation in everyday life and society. The main testing will take place in 2006. In all OECD member countries that have joined PISA programme, Montenegro included, preparations are made for trial testing. The trial testing will occur on **March 15th – April 15th 2005**.

The purpose of PISA research is to assess how much knowledge and skills have 15-year-olds acquired in order to meet the challenges of everyday life and work. PISA testing is anonymous.

PISA testing in Montenegro is organized and conducted by the Montenegrin Ministry of Education and Science, PISA National Centre, Department for International Cooperation, and with the financial support of the Foundation Open Society Institute - Representative Office Montenegro (FOSI ROM).

Results from PISA research will ensure a quality research in trends of students performance and provide guidelines for education reform that is at present in progress in Montenegro.

Educator Development Project in Montenegro (MEDP)

Canadian International Development Agency (CIDA) has recently launched a project in Montenegro for supporting the education reform - Montenegro Educator Development Project (MEDP).

MEDP is aimed at strengthening capacity development in leadership and professional training in the key education institutions in Montenegro – Ministry of Education and Science and Bureau for Educational Services.

This programme will provide significant support in identifying needs for improvement of performance of leaders and employees in the Ministry of Education and Science. In addition, the programmed will create a framework for designing programmes of building leadership as well as professional development of employees in these institutions in order to efficiently implement education reform in Montenegro.

For more info please contact Milena Roganovic, PR Officer- Ministry of Education Montenegro, milenar@mn.yu

ROMANIA

The 1% mechanism - a new funding opportunity for NGOs

Starting with 2005, Romanian NGOs can benefit of a new funding mechanism - the 1%, through which any citizen can decide on how 1% of his income tax is spent, by directing it to a non-profit organization. In this context, turning this potential source of funds into a real one will depend on how each organization is able to persuade its beneficiaries to donate to it 1% of their income tax.

This mechanism is already functional in other Eastern European countries such as Hungary, Lithuania and Slovakia. It was adopted in Romania following an initiative of several MPs of the former legislature, among whom the present minister of culture, Mona Musca, and was supported by more than 200 NGOs.

For more info please contact cciu@cedu.ro

ROMANIA

New minister of education and his priorities

(source: Ministry of Education and Research)

The minister of Education and Research, prof. Mircea Miclea, presented on 25 January, in his first press conference since he was appointed minister, the objectives of his term and some of the new members of his team. The press met the new state secretaries of the ministry, Mr. Anton ANTON, state secretary for research and Mr. Jozsef KOTO, state secretary for education in the national minorities languages and international relations.

The assessment of the education system and the setting of a development strategy for 2007 – 2013 are the immediate priorities of the education and research minister, while on medium and long term, his objectives are assuring quality education, decentralization of school education and reform of higher education according to the European principles.

Minister Mircea Miclea said that, the National Council for Education Reform must be re-organized in compliance with the Education Law by the end of January and a survey of the system progress in connection with the Lisbon Declaration must be carried out by the end of June. Also, the minister of education and research wants the approval of a new national education indicators system, compatible with the international indicators used in this field, so as to ensure a coherent assessment of Romanian education.

With regard to the medium and long term objectives, setting a national, clear and coherent framework to ensure quality in education is essential. The training and development of the human resources in the education field, especially training teachers and school managers, are also a growth factor of the teaching profession. "It is not only about setting up a national agency for quality assurance. The centre has to be at the level of local units, where not only talks are needed, but special commissions acting in this area", said the education and research minister.

Referring to the decentralization of school education, minister Mircea Miclea said that the transfer of money administration at the level of school units cannot be done without a prior preparation of human resources. "We need career school managers. The head teachers are not only holders of a position, but also professionals", concluded the minister.

Referring to the structural reform of higher education, the education and research minister said there is a need to reduce the number of specialisations provided by the universities, increasing the participation in the master and doctorate programmes and encouraging the appearance of university consortia, so as the structural reform of higher education be in line with the Bologna process. More precisely, starting with the 2005 – 2006 academic year, the Ministry of education and Research will ensure funding only for those academic programmes restructured based on the 3 – 2 – 3 years principle (first degree – master – doctorate) and larger first degree specialisations increasing the graduates' opportunities in the labour market.

Among the long term objectives, Mr. Mircea Miclea mentioned the training and development of human resources in education, so as career training and development increases the attraction of the teaching profession. With regard to the development of education in rural and less favoured areas, the modernization programmes based on external loans will go on.

For more info please visit <http://www.edu.ro/cpress50132e.htm>

SLOVAKIA

Tuition fees discussed again in Slovak parliament

Martin Fronc, the Slovak Minister of Education, is ready to submit the legislation introducing tuition fees at universities. It will be the third attempt during his term.

The first draft prepared in early 2004 (by ministries of education, finance and labor, social affairs and family in co-operation with the think-tank SGI) was first removed from the Parliament session for political reasons. Later it was re-adjusted (increased impact on social scholarships assuming 35% of full-time students to benefit from them, student representatives veto on the use of HEI funds from tuition fees, allowing HEIs to charge no tuition or any tuition fee up to 30% of average costs of full-time study at a Slovak HEI). Since 2 MP votes were missing to get the draft into the second reading, the draft could re-appear at the Parliament session only in 2005.

Main points of the draft:

- HEIs to charge tuition fees in the range of 0-30% of average costs of full-time study at a Slovak HEI. Student representatives can veto the use of HEI funds collected from tuition fees.
- Each HEI student eligible for a student loan covering the exact size of the tuition fees his/her HEI charges. (Interest rate the same as the state's, minimum period of repayment 10 years, monthly installment no higher than 1/10 of wage, for wage below minimum wage zero installment).
- State subsidy to HEIs to slightly decrease at the most attractive HEIs charging highest fees and increase at the bottom ones. Possibility to forgive part of the debt to graduates who join the public sector where there is lack of young qualified specialists (e.g. teachers).
- Approximately 35% of students to be eligible for social scholarship with the maximum scholarship significantly increased.
- Changes in financing student dormitories – from the producer subsidizing approach to the consumer subsidizing (targeted at poor families). Funds previously used to directly subsidize dormitories redirected to social scholarships.

For more info please contact Martina Kubanova (kubanova@governance.sk)

TAJIKISTAN

The change of the minister of education is expected in Tajikistan

On February 27, Tajikistan had election in Majlisi Namoyandagon Majlisi Oli (the Parliament). Most probably, the changes will target the management of the Ministry of Education, as long as the present minister of education, Mr. Rajabov, is the second candidate on the list on behalf of the National-Democratic Party, where the chair is President Rahmonov. According to the Constitutional Law of the Republic of Tajikistan, the members of the parliament (the house of representative) cannot be simultaneously heads of other state institutions.

For more info please contact osi@ersuosi.tajik.net

The introduction of the “credit system” in Tajik Higher Education has just begun

By the order of the Tajik Ministry of Education, 22.09.04, # 698, the experimental universities (the Tajik State University for Commerce, Technological University of Tajikistan) obtained the approval to make the transition towards the “credit system”.

The order states that before 1 August 2005, these universities will develop normative-legal documents for the future “credit system” and then presents them to the Ministry of Education for approval. The management of the university and pre-university education of MoE is entrusted to control and render any scientifically and methodological help to these universities in the execution of the given work. The integration of the credit technology into the Tajik universities is one of the reform priority directions in the higher education sub-sector. The purpose of the given work is the development of the normative-legal documents and scholastic-methodical allowance, making specific the activity of the higher education institutions in the process of transition to credit technology. The main challenge of this experiment is to search possible ways to connect with the international system in terms of academic exchange and certificates convertible on the international labor market.

The project is coordinated by MoE of the Republic of Tajikistan and financed by OSI-Tajikistan through the Educational Reforms Support Unit “Pulse”.

For more info please e-mail to osi@ersuosi.tajik.net

NEW GENERATION OF TEXTBOOKS TO NEW GENERATION

Before gaining independence school textbooks for Tajikistan as well as other countries of the former USSR were centrally published based on all-Union single curriculum and programs and if necessary were translated into Tajik. Some of them were reprinted in the country. Textbooks on mother language (Tajik), history and geography of Tajikistan, and zoology were developed in the country.

After the break-up of the USSR textbooks were not reprinted and those published before 1991 became worthless. As a result, the issue of publishing new textbooks became critical in the schools of the country.

Some international organizations (World Bank, ADB, UNICEF, OPEC) have supported the publication of some textbooks in Tajikistan. Lack of experience in textbook development, lack of information about modern educational methodology, and lack of exposure to clear evaluation parameters and criteria all were reasons for the shortage of fundamentally new textbooks. It became necessary not just simply to replace the old textbooks but to create the preconditions for a transition to a new quality standard of teaching. It became necessary at the same time to develop analytical textbooks aimed at developing students' thinking rather than memorizing. The new books should encourage doubt and promote searching, and the emphasis should be on the nurturing of independent opinion and critical thought.

According to the Memorandum of Understanding between the Tajik branch of OSI-Soros Foundation and the Ministry of Education of the Republic of Tajikistan, the Tajik branch of OSI-Soros Foundation started to implement the project “Development and publishing of textbooks” in 2001, and focused its activity on the preparation of a basis for the development, evaluation and publishing of textbooks. The process and model of development of the “World History” textbook is a creation of a pilot project – an indicator of some new approaches to textbook authorship, evaluation system, teacher training and the piloting of the textbook

NEW TEXTBOOK FEATURES

The authors prepared the new generation textbooks based on the modern educational methodology. The textbook successfully tested in selected pilot schools is The World History of the 20th century for 10th grade. The emphasis was placed on the complex analysis of social-economic and political history, and not just on the political history of certain countries as it was before, – this included the display of objective historical reality through social aspects of history, the lives of people, different social groups, their interests and culture. The authors tried through the textbook contents to realize the main educational objective of the school history course – the cultivation of logical and analytical thinking, and historical perception. Students are encouraged to reject knowledge not supported by facts and to acquire appropriate skills for independent analytical work, through the analysis of cartoons, photos, and different opinions about the same event. The textbook is aimed at the active creative work of students, the inculcation of an active approach to knowledge, as social citizens, which is very important for the development of democratic processes in the country. It is hoped that the World History for 20th century will set up a good example of a new generation of textbooks in History and other languages. Experiences from other countries (e.g. Azerbaijan) showed that the high interest of schools and parents pushed other publishers and authors to develop new textbooks with similar features.

OSI Tajikistan continues to support development of new textbooks of Geography and English Language

Taking into consideration a high evaluation given by the teachers and independent specialists, the Secondary Education Program continued its work towards the development of authors' potential by training the local specialists on textbook development in the following subjects:

- Social-Economical Geography of the World Countries (9th grade);
- English Language (5th grade).

While participating in the training seminars the authors' groups, which were established by competition, began to develop textbooks. The authors are provided with the opportunity to use educational materials published outside the country and to study international experience in this field. The textbooks are developed in partnership with the Scientific Research Institute of Pedagogical Sciences and in accordance with the curriculum approved by the Collegium of the Ministry of Education of Tajikistan.

The project is implemented with the help of international consultants who have experience in developing curriculums and textbooks. They are:

Diana Lubelska	Independent consultant on educational projects of ADB, British Council (England)
Svetlana Khan	Consultant of the British Council (Uzbekistan)
Vano Koladze	Deputy Director of the National Institute on Pedagogical Researches, Professor of the Tbilisi State University (Georgia)
Evaldas Bakonis	Director of the Textbook Center, Vilnius (Lithuania)
Sergey Rogachev	Employee of the Moscow State University named after Lomonosow M.B., Deputy Chief Editor of the newspaper for teachers “Geography” (Russia).

For more info please e-mail to osi@ersuosi.tajik.net

SEE- EDUCOOP

Governance and Education for Sustainable Development and European Integration 27-29 January 2005, Graz, University of Graz

The international education conference on "Governance and Education for Sustainable Development and European Integration" took place in Graz (Austria) at the [University of Graz](#) (Karl-Franzens-Universität, Universitätsplatz 3, AULA).

Its aim was to reconsider the role of education for democratisation, stability and economic development in the region as well as for its inclusion into an Enlarged Europe. It convened decision-makers from European institutions and international organisations, Ministries of Education, Finance, Economy, European Integration, Labour and Social Affairs from SEE countries, parliamentarians involved in education issues, Stability Pact, international donors, education experts and representatives from the media. Organizer of the conference: Task Force Education and Youth within the framework of the Stability Pact for South Eastern Europe.

Co-organizers: Council of Europe, European Training Foundation, European University Association, Organisation for Economic Co-operation and Development with financial support of the Austrian Federal Ministry of Education, Science and Culture, the Austrian Federal Ministry for Foreign Affairs, Council of Europe, European Training Foundation, European University Association, KulturKontakt Austria, Organisation for Economic Co-operation and Development, the Province of Styria and the City of Graz.

Download the [agenda \(pdf\)](#)

Download the preliminary [List of Participants \(pdf\)](#)

http://www.see-educoop.net/graz_conference2005/index.html

EUROPEAN COMMISSION

17 masters courses added to Erasmus Mundus programme

The Commission has selected 17 Erasmus Mundus master's courses to the scheme to add to the 19 chosen last autumn. This means equates to an additional 69 European universities, with those receiving Erasmus scholarships set to increase to around 900 students and 100 academics for the 2005-06 academic year.

There were 139 applications for master's courses involving hundreds of European universities. These were then whittled down to the 17 best courses by a selection board made up of twelve leading figures from European academia.

Representing the National Unions of Students in Europe (ESIB), Inka Leisma is critical of the Erasmus Mundus programme as seeing education only as a means of increasing the productivity and international competitiveness of the European economy.

Brain drain is a further problem, according to Leisma: "Despite the references to preventing brain drain the entire program is simply designed to attract 'the best and the brightest', the most academically apt students from the third world to Europe and stay here to work. This, by definition, is brain drain. Thus the program encourages brain drain despite assurances to hinder it (...). When it comes to brain-drain it is also worth mentioning the amount of grants in the programme. In some participating European countries the end result may be that the grants of third-country students are bigger than the salaries of their teachers." Leisma represented ESIB on the Erasmus Mundus's programme selection board for 2005.

For more info click [here](#)

Commission aims for 3 million Europasses by 2010

The 'Europass', which is designed to help citizens communicate their qualifications and skills throughout Europe, has been launched amid students' concerns that other education priorities are not being given enough attention. Launching the implementation of the 'Europass', Education Commissioner Ján Figel has expressed his confidence that the instrument will help citizens applying for a job or a course by clearly setting out their qualifications and skills. He added that the Commission's aim was that "by 2010 some three million citizens would have used Europass to improve their position on the labour market and to take advantage of the European lifelong learning area".

Europass is one of three complementary instruments promoting mobility within the European strategy 'Education and Training 2010', along with the PLOTEUS (Portal on Learning Opportunities throughout the European space) website and the European Qualifications Framework.

Issues:

The Europass brings together the following instruments:

- a common European format for CVs (curricula vitae)
- a diploma supplement for higher education (jointly developed with the Council of Europe and UNESCO)
- a certificate supplement for vocational education and training
- European language portfolio (to give evidence of and help chart progress in the bearer's language skills in terms of reading, writing and speaking)
- Europass mobility (tracking where bearers have travelled for the purposes of learning)

For more info click [here](#)

NEWS & EVENTS

WORLD BANK

Source: <http://www.worldbank.org/roma>

Prime ministers from eight Central and Southeast European countries as well as World Bank President Jim Wolfensohn and other high level officials heralded the launch of a **Decade of Roma Inclusion**, a sweeping effort to improve the status of Roma, Europe's most vulnerable minority. Wrapping up a February 2 meeting in Sofia, Bulgaria, they signed a **Declaration of Roma Inclusion**. The Open Society Institute (OSI) and the World Bank are the two principal sponsoring organizations of the initiative, and OSI Chairman George Soros took part.

The Decade of Roma Inclusion represents the first cooperative international effort to change the lives of Roma, many of whom live in devastating poverty in the heart of Europe. Bulgaria, Croatia, the Czech Republic, Hungary, FYR Macedonia, Romania, Serbia and Montenegro, and Slovakia are the founding countries.

The newly signed Roma Declaration states:

"We declare 2005-2015 to be the Decade of Roma Inclusion and we commit to support the full participation and involvement of national Roma communities in achieving the Decade's objectives..."

Speaking of the challenges faced by Roma, World Bank President James D. Wolfensohn said:

"It is one of the great moral issues facing Europe today. If we do nothing, we will see continued disaffection and suffering. If we succeed, the Decade offers an opportunity to turn the tide of history and harness the political will to include the Roma as full citizens in European societies."

To accelerate social inclusion and improve the economic status of Roma, each country will set goals for improvements in four identified priority areas -- education, employment, health, and housing. The Decade will also provide a follow-up framework to monitor progress in ending the severe discrimination and poverty faced by Roma communities in the region. Related to this, a Roma Education Fund (REF) has already been created, with initial funding of around US\$43 million. The Decade will provide the policy and results framework for the REF.

Each of the Decade countries has prepared a Decade Action Plan which defines the goals that they plan to achieve during the 10 year period.

"The Decade signals a sea change in Roma policy. But it is just the beginning. Problems will not be solved overnight and we must be prepared to fight social exclusion and discrimination over the course of the Decade. The Decade itself is an inclusive exercise and we welcome other countries, including EU member states, to join." said **Mr. Soros**.

In addition to participating governments, the World Bank, and OSI, the Decade is supported by the European Commission, the United Nations Development Program, the Organization for Security and Cooperation in Europe, the Council of Europe, the Council of Europe Development Bank, and most importantly, Romani leadership.

NEW PROJECTS& INITIATIVES

New monitoring project: Equal Access to Quality Education for Roma

EUMAP, in cooperation with ESP and RPP, has started a new monitoring initiative, focusing on Equal Access to Quality Education for Roma. This project will cover the eight countries participating in the Decade of Roma Inclusion (Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Romania, Serbia and Montenegro, and Slovakia) and will culminate in the publication of reports on each country. The aim of this monitoring is to both provide data on key education indicators, and to assess the implementation of government education policies for Roma.

The project will also establish a framework for regular monitoring through the Decade, and promote continuous consultation with Roma communities in the development of education policy. As with previous EUMAP monitoring, each report will be prepared by a local team based in the country monitored; these teams will include Roma researchers and an education specialist. In each country, the national foundations will be consulted in the next weeks as to the scope and content of collaboration with the project.

The main focus of the monitoring will be on compulsory education, but the reports will also examine pre-school education, which can be of particular importance to bilingual children. The monitoring will not cover higher education. Each report will contain a set of specific, constructive recommendations to national governments, local authorities, intergovernmental bodies and other actors as relevant. These recommendations will form the basis for sustained advocacy promoting the development of improved educational policy for Roma throughout the region.

EUMAP is currently looking for a consultant education expert to assist in preparing the methodology and editing these reports. The deadline for CV submissions is 11 March 2005. See below the link to the advert.

Full project description available at: <http://www.eumap.org/journal/announcements/romaed/>

Education Expert advert available at: http://www.eumap.org/journal/announcements/ed_exp_job_desc.doc

Education Policy Center UNDER THE SPOT LIGHT

OSI related professional and regional education networks

Education Policy Centers Network

Contact person: Virginija Budiene
vbudiene@osi.hu

South East Europe Education Co-operation Network

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

Central Asian Education Co-operation Network

Contact person:
Evgeniy Melnikov
melnikov_yevgeniy@hotmail.com

International Step by Step Association (ISSA)

Contact person: Sarah Klaus
sklaus@sorosny.org

RWCT International Consortium

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

Debate association IDEA

Contact person: Noel Selegzi nselegzi@sorosny.org

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

Contact person: Christina McDonald
cmcdonald@osi.hu

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

Contact person: Hugh McLean
mclean@osi.hu

CENTER FOR EDUCATIONAL POLICY STUDIES(CEPS) Russia

Host institution: The Moscow School of Social and Economic Sciences

Address: Vernadsky Prospect 82/2, Moscow, 119571, Russia

Phone: +7 (95) 433 2505; 434 7282; 564 8582 (ext. 112, 210)

Fax: +7 (95) 434 7547

Email: yablonskene@msses.ru

Website: <http://www.msses.ru/win/faculty/ceps/index.htm>

Director: Natalya Yablonskene

Coordinator: Natalia Akimova , Svetlana Miroshnikova

Governance:

Executive Committee

Teodor Shanin – Professor, Rector of the Moscow School of Social and Economic Sciences

Elena Soboleva – Candidate of Economy, General Director of the National Training Foundation

Isak Frumin – Doctor of Sciences, Adviser on educational matters to the World Bank for Reconstruction and Development, Moscow

Anatoli Kasprzhak – Candidate of Pedagogy, the Programme Director of the Centre for Educational Policy Studies

The Centre and the faculty were unified this year, now the CEPS has two routes:

- **Educational Policy**
- **Educational Management**

Year established:

2002

Mission/scope

The Center's objective is to develop a cohort of highly qualified analysts and experts who are familiar with modern trends in education and capable of analysing and formulating education policy for their regions and the country as a whole. The program aims to help policy makers and practitioners in the sphere of education in understanding of origins, creation and implementation of educational policy.

Activities

The main activity of the CEPS is education: academic and training programs in educational policy and management.

RECENT EDUCATION PROJECT

Level of Program – Master Degree: M. Ed. Educational Policy and Management

Audience of the program:

- officials, upper level managers of the educational authorities system (from the level of educational institution to the federal level);
- assistants to the Deputies of State Duma, officials from legislative bodies of the regions involved in the process of designing of drafts of legislative and normative acts regulating the educational system;
- representatives of international and national investment foundations that in their activities cover the area of education;
- scholars carrying research projects connected with the issues of educational policy, including current reforms of the Russian Educational System;

PARTNERS

Local

- Ministry of Education and Science (Russia),
- Academy of National Economy
- National Training Foundation
- regional local authorities.

International

- Higher Education Support Program (HESP) from the Open Society Institute -Budapest,
- The World Bank
- John D. and Catherine T. MacArthurs Foundation
- The Ford Foundation
- The Manchester University

For more information see the "Network of Education Policy Centers. Directory" 2004, pp.66-72

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

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

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

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

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

[Center for Policy Studies PRAXIS](#)
Estonia

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

[Center for Educational Policy Analysis](#)
Hungary

[Education Policy Analysis Center](#)
Kazakhstan

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

[Public Policy Center](#)
Kyrgyzstan

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

[Center for Public Policy PROVIDUS](#)
Latvia

[Center for Education Policy](#)
Lithuania

[Institute for Public Policy](#)
Moldova

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

[Center Education 2000+](#)
Romania

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

Open Society Institute New York and Open Society Foundation Romania - The Global Supplementary Grants Program 2004 - 2005

Application deadline: for students pursuing Ph.D. in North America, Asia and Australia - April 1, 2005; for students pursuing Ph.D. in Western Europe and Middle/ Near East - June 3, 2005

The purpose of the program is to enable qualified students to pursue Doctoral Studies in the Humanities and Social Sciences at accredited universities in Western Europe, Middle/ Near East Europe, Asia, Australia, North America. Global SGP grants will be awarded on the basis of academic record, merit of the proposed study, applicant's long term goals and financial needs.

Eligibility criteria:

Only students who have been accepted into a full doctoral program at an accredited university and have already been awarded partial or full tuition, room and board stipends or other types of financial aid may apply.

Candidates must be nationals of one of the following countries: Albania, Armenia, Azerbaijan, Belarus, Bosnia, Bulgaria, Croatia, Georgia, Kazakhstan, Kyrgyzstan, Macedonia, Moldova, Mongolia, Romania, Russia, Tajikistan, Turkmenistan, Ukraine, Uzbekistan, Serbia and Montenegro.

Members of the Roma community are encouraged to apply.

Candidates must demonstrate proficiency in the spoken and written language of their host institution.

For more information please visit: <http://www.soros.org/grants/oas>

Call for Social Science Instructors for English Academic Writing Summer School in Istanbul, Turkey

The Open Society Institute (OSI) is currently recruiting up to five social science instructors to teach month-long courses at the Network Scholarship Programs (NSP) Pre-Academic Summer Program in Istanbul, July 9- August 6, 2005. Instructors will be expected to arrive in Istanbul by July 6 for several days of preparation before the start of the school. The summer school is aimed at improving the competitiveness and preparedness of NSP scholarship finalists from Central Asia, the Caucasus, and the Middle East who will attend graduate academic programs in the UK or US. The curriculum will involve an integration of academic writing courses with intensive seminar-style social science courses.

The Open Society Institute is calling for interested social science instructors with graduate level teaching experience to submit a letter of interest, CV, and syllabus for an intensive 3.5 week course. Preference will be given to individuals with significant experience teaching and/or studying in a western graduate program who and also have experience living/ teaching in the participants' region (Central Asia, the Caucasus, the Middle East). Due to budgetary considerations, preference will also be given to those who are able to travel inexpensively and conveniently from the region to the summer school. Applicants may submit up to three course proposals.

Remuneration: instructors will receive 900 USD/week, 100 USD a day for pre-program training, round-trip travel to Istanbul, and accommodation.

Applicants should submit syllabi and CV electronically to Alex Irwin, Deputy Director, Network Scholarship Programs, Open Society Institute, 400 West 59th Street, New York, NY, 10019, airwin@sorosny.org.

For more information about the Open Society Institute please visit:

www.soros.org, and for the Network Scholarship Programs:

www.soros.org/initiatives/scholarship.

Submission deadline: March 18, 2005.

Stanford Summer Fellows on Democracy and Development

The Center on Democracy, Development, and the Rule of Law (CDDRL) at the Stanford Institute for International Studies, Stanford University, California invites policy makers and activists from countries undergoing political, economic and social transitions to participate in its first annual summer fellows program on democracy, development, and the rule of law to be held from **August 1-19, 2005 at Stanford University** on its northern California campus.

Participants

This program is *aimed at early to mid-career policy-makers, academics, and leaders of civil society organizations* (such as representatives of trade unions, non-governmental organizations, the media, business and professional associations) who will play important roles in their country's democratic, economic, and social development. We anticipate recruiting a group of 25-30 individuals dedicated to democracy and development promotion within their home countries (particularly in, but not limited to, the regions of the Middle East, Northern and Sub-Saharan Africa, Afghanistan, Central Asia, and other parts of the former Soviet Union).

Funding: Stanford will pay travel, accommodation, living expenses, and visa costs for the duration of the three-week program for a certain portion of applicants. Where possible, applicants are encouraged to supply some or all of their own funding from their current employers, international non-governmental organizations, etc.

How to Apply:

For additional information about the mission of CDDRL, its faculty, and fellows go to <http://cddrl.stanford.edu>. Application materials are available by visiting this website and clicking on the tab marked "Stanford Summer Fellows on Democracy and Development." Applications sent by e-mail or fax are due on April 1, 2005. We welcome **applications sent by electronic mail as Microsoft Word attachments**. Emailed applications should be sent to: Ganka@stanford.edu. Airmailed applications should be postmarked by March 15, 2005. Decisions will be announced no later than April 30, 2005.

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

European Commission - Daphne II Programme Application deadline: March 4, 2005

Daphne is the Action programme which supports measures to fight against violence towards children, young persons and women. It supports their rights and protection, in particular regarding sexual exploitation and abuse. The total budget for the period 2004 -2008 is EUR 50 million. The annual budget for 2005 is EUR 10.2 million.

This programme aims to reach a high level of protection of physical and mental health by the protection of children, young people and women against violence, prevention of violence, and provision of support for victims of violence.

The specific actions and objectives are:

1. Identification and exchange of good practice and work experience: the objective is to support and encourage the exchange, adaptation and use of good practice for application in other contexts or geographical areas.
2. Mapping surveys, studies and research: the objective is to study phenomena related to violence.
3. Field work with the involvement of the beneficiaries: the objective is to actively implement proven methods in the prevention and protection from violence and in rehabilitation of victims.
4. Creation of sustainable multi-disciplinary networks: the objective is to support and encourage both non-governmental organisation and other organisations, including local public authorities (at municipality level) active in the fight against violence to work together.
5. Training and design of educational packages: the objective is to develop educational packages on the prevention of violence.
6. Development and implementation of treatment programmes: the objective is to develop and implement treatment programmes and support for victims and people at risk, such as children and young people who witness domestic violence. Equally, to develop treatment programmes for perpetrators with the aim of preventing violence whilst ensuring the safety of victims.
7. Awareness-raising activities targeted to specific audiences: the objective is to raise awareness and the level of understanding of violence against children, young people and women with the aim of promoting zero tolerance. Equally, to provide support to victims and groups at risk and the reporting of incidences of violence.

Eligible organisations: Public and non-profit making private organisations and institutions (local authorities at the competent level, university departments and research centres)

Eligible countries:

- 25 Member States
- EFTA/EEA countries - Iceland, Liechtenstein, Norway - in accordance with the conditions laid down in the EEA Agreement
- Bulgaria, Romania and Turkey. Specific conditions must first be met before organisations from these countries can be funded.

However, participation without funding from the European Commission is allowed.

For more info please visit: http://europa.eu.int/comm/justice_home/funding/daphne/funding_daphne_en.htm

PUBLICATIONS

Roma Children in the Education System

A new publication by SGI (Slovakia) **Roma Children in the Education System**, is mapping the state of research and the availability of facts in selected areas of the education of the Roma minority in Slovakia. Issues covered include: the current education policy concerning Roma children, summary of the sources of official data on Roma in the Slovak education system, estimates and prognosis the actual number of Roma children in the education system, efforts of the State School Inspection Agency concerning Roma children, the role of non-governmental organisations in solving Roma-related problems, a newly introduced funding system for local schools and its possible impacts on Roma children, present legal framework for solving problems related to the discrimination against Roma in the education system, the possibilities for using measures based on positive discrimination in order to solve the problems in question.

For more info please contact Martina Kubánová [\[kubanova@governance.sk\]](mailto:kubanova@governance.sk)

Religion and Schooling in Open Society: A Framework for Informed Dialogue by Zdenko Kodolja and Terrice Bassler

The final version of Religion and Schooling in Open Society paper, is now available. For a .pdf version or hard copy please send an email to Katja Debeljak, OSEP-SEE Administrative Assistant, kdebeljak@zavod-irc.si

EDITOR'S NOTE

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

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