

Education Policy Centers Network

<http://lepc.objectis.net>

NEWSLETTER
Issue 8, April 2005

EDITORIAL

Inside this issue:

Editorial

The Theory of Policy Attraction at Work

News from

Countries:

- Georgia
- Montenegro
- Romania
- Turkey

International Organizations

- OSI
- European Commission
- UNESCO
- World Bank

New projects & initiatives

EPC Under the Spot Light
PRAXIS CENTER FOR POLICY STUDIES

Donors, Financial & Professional Opportunities

Publications

Editorial Board:

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

Virginija Budiene, **Lithuania**
vbudiene@osi.hu

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

Jana Huttova, **OSI ESP**
juttova@osi.hu

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

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

EPC Newsletter Editor:

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

The Theory of Policy Attraction at Work

By **Otilia Stefania Pacurari**

Head of Training and Consultancy Department.
Center Education 2000+

In *The Global Politics of Educational Borrowing and Lending* edited by Gita Steiner-Khamsi at Teacher's College, Columbia University, New York in 2004, David Phillips writes about the catalysts that bring about "cross-national attraction" that eventually result in policy borrowings. The present paper aims to give particular examples, which can provide the initial stimulus for the complex process of cross-national attraction.

Convergence in international educational policy making is an important approach to the analyses of the educational systems in the block of countries that belonged to a political system with similar ideologies and socio-economical conditions as the process of emulation proves to be one tendency with powerful international impact. Therefore, a number of countries that have piloted the implementation of various projects and programs to deal with the restructuring of the in-service training are comparatively analyzed in terms of solutions to commonly identified problems. The countries the analyses refer to are: Romania, Ukraine, Lithuania, Mongolia, Russia, Armenia, and Slovakia.

Major challenges in the educational sectors across the region were analyzed and in terms of similarity it should be stated that the transition (between 1990 and 2000) from the socialist political system with a controlled economy to the new free-market economic conditions caused major education policy changes and imposes on new mechanisms for methodological implementations.

This period was marked by the worsening of the socioeconomic status of the citizens, the increase of crime rate, immigration, rural exodus to the cities in search of employment, and recently migration towards the EU countries for labor. The educational sector had to face certain problems connected with the sharp decrease of enrollment rates, closing of vocational schools in rural areas, lack of school facilities, poor funding and problems in the employment of teaching staff.

In the area of basic education the decline in enrollment ratio can be accounted for by several reasons: changed perception of education – it is no longer perceived as something that would secure a better living in the long run; poverty of the population, which on the one hand reduces the availability of school costs, on the other hand, pushes young people to work; unqualified and non-motivated teaching staff; problems connected with poor funding. As a result, many youths leave school after the end of compulsory period, at the age of 14–16 to seek earnings elsewhere. As for secondary education, here the decrease is dramatic (as shown above).

On the contrary, in higher education enrollments increased during the above mentioned period as the labor market does not absorb high school graduates. It is worthwhile pointing to an important feature within these changes – the great increase of part-time studies enrollment. This shows that a lot of people started to re-train themselves and stands to evidence that life-long education began to be perceived as an asset in the transforming socioeconomic situation.

At present teacher's professional development is one of the issues that attract the attention of most governments of the so-called transition countries. Starting with the 1990s the decentralization of the educational system, increased evaluation and accountability for schools and a tendency towards more technologically and scientifically oriented the reforms in education. While educators are confronted with these challenges directly, policy makers develop plans to cope with these challenges through large-scale reforms often inspired by lessons learned in other countries.

The World Bank, UNESCO, OECD and other international organizations dealing with standardized comparative research, is internationally promoting the new orientation. One of the major dimensions of the reforms in the different countries is in-service teacher training. Important reforms and changes in policy have been introduced in different countries that went through common stages in the reform implementation processes.

From the 'natural' flow of reform changes, I chose three potential models that can make the teacher professional development operational and set up the attraction scheme for the specific economical, social, political and educational context of the transition countries. The common feature of these models, which focuses on the voucher-based teacher training system implemented in Samara region, RF, teacher qualification levels introduced in Lithuania, and credit-based system initiated in Mongolia could indicate convergence in the education policy developments within the specific countries mentioned above and establish landmarks for the divergent educational issues.

	Samara model	Lithuania model	Mongolia model
Accreditation	Curriculum and trainers approved by the Expert Council, DOE.	Certificates approved by Ministry of Education	Partner with an accredited university
Incentives	Free 144-hour training	-Qualification level – salary increase -Improved working conditions	Credit accumulation for degree (MA, PhD, etc.)
Finance	Voucher	-Government (budget for national projects) -"Student basket"	-Fee -Government budget
OSI spin-off involvement	Yes	Yes	Yes

In accordance with this analyses, there result a number of lines of action for the countries that face transition in teacher professional development Based on the international current situation the analyses of models and experiences of different countries show the following systemic features that assist the improvement and advancement of policies related to teacher professional development in the countries.

- The potential to establish a system that distributes or provides information regarding service providers, courses, etc., in order to equip teachers with the necessary tools for their selection. Options to consider can be an information center or circulations such as newsletters and brochures.
- It can provide incentives for being involved in professional development programs. These can be a salary increase (as in Lithuania) or credit accumulation towards educational degree (as in Mongolia).
- It targets the necessity to establish a healthy system for financing teacher professional development. According to the laws in different countries teacher education should be provided free of charge. Although it is a favorable condition for teachers, it might also be a hindrance for them on the other hand. It blocks non-traditional providers such as NGOs from entering the market resulting in low competitiveness and low quality.
- It gives background to the creation of a competitive environment for professional development providers. Related to the previous recommendation, this is a crucial aspect in the development of the modern lifelong learning system. Competitiveness can bring quality into the system and replace the over centralized state mechanisms that are still at place and do not permit the development of an authentic educational market

In this respect, there is a need for flexible entities opened up to the demand-led in-service activities located in schools. However, if the governmental education policies do not stipulate specific issues related to international tendencies such as: decentralization, a large variety of educational service providers located near the teaching environment (school-based training approaches), the equal role of local, public and non-public providers it is very difficult to strengthen the value added by the NGOs as well as by the teacher professional unions, pedagogical movements, cultural organizations and civil society organizations.

At present, the main difficulties remain with the involvement of the political reasoning that once infused in the educational policy the developmental processes are very much slowed down. The under-funded, rigid and largely public system of in-service training faces political discontinuities and governmental policy ambiguities. For this reason, internal and international support should be given to newly created entities to get to function as legitimate in the process of modernization of the educational system.

NOTE. There is much potential in the testing of the three models to contribute to the sub-sector policy discussions in the countries that underwent severe changes since 1989. The research for this sample paper has been done under the supervision of Mrs. Gita Steiner-Khamsi in a team work with the master degree students at Columbia University Batjargal Batkhuyag and Leah Mason.

For more info on this topic, please contact **Otilia Pacurari** opacurari@cedu.ro

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

GEORGIA

EDUCATION: A DRAG ON GEORGIA'S REFORMS

Georgi Kandelaki
A EurasiaNet Commentary

The ongoing controversy surrounding plans to introduce national tests for university admission in Georgia could prove to be a litmus test for the Saakashvili government's reform capabilities. The exams stand at the core of a law on higher education adopted in December 2004 that aims to establish national admission and curriculum standards for universities.

This March, students from Tbilisi State Medical College launched hunger strikes and street protests to overturn the law. The school, effectually a junior college, had traded guaranteed placement as university juniors in exchange for fees. The government says that under the new system, money alone will not ensure admission.

It would be easy for the government to compromise on this point; however, this is no standard campus protest. The fight to reform higher education in Georgia is part of the larger fight against corruption. Lose on this front, and you stand to lose the next generation of leaders on which democratic Georgia will depend.

Corruption has long dogged education in Georgia. A recent report from the government statistics department indicated that bribes paid in Georgia's state universities total as much as 20 million lari or \$10.9 million per year. Estimates recently compiled by Tbilisi State University's student government projected that at most 20 percent of the university's students managed to pass the school's entrance exams without paying bribes.

For many, higher education has proven a booming business. Georgia now has more university diploma and doctorate holders than a decade ago, thanks to a dramatic increase in the size and number of private and state-run institutions. But government data states that only three to four percent of graduates from state universities can find jobs within a year of graduation. "Primarily, this is because these young people have nothing to sell on the market," said former Kmara activist Tea Tuberdize.

Experts and reform activists outline four key reasons for the near-collapse of Georgia's higher education system:

- Outdated Curricula and Methodology of Instruction
- Limited Flexibility in Career Choices
- Corruption
- Underfunding

To read the entire article please [click here](#)

MONTENEGRO

- On 25 April, Agreement on loan was officially signed between Council of ministers of Serbia and Montenegro and the World Bank. The World bank has approved a five million USD loan to Montenegro for education reform that is underway in Montenegro. The official signing of the Agreement was preceded by preparations and negotiations between the Montenegrin Ministry of Education and Science and the World Bank, in duration of several months. The main aim of the WB developmental loan is to increase the quality of teaching and learning in schools. Means provided from this loan will be allocated primarily for creating necessary environmental conditions for 27 Montenegrin primary schools that are entering education reform in the next school year and following years (2005-2009). These means will be allocated for: developing new textbooks that are adopted for new school curricula and programs. Free textbooks will be provided to children who come from poor and disadvantaged background and ethnic minorities (eg. Roma children). Part of the loan will cover teacher training, training of school directors, developing system for quality assurance, ICT in schools. Special emphasis will be given on school infrastructure, renovating and furnishing schools, providing equipment and school materials in order to meet the challenges of a modern reformed school system.

For more info on this topic please contact Milena Roganovic [milenar@mn.yu]

- On the World Day of Roma, 8th April 2005, Government of Montenegro has launched National Action Plan of "Decade Roma Inclusion 2005-2015". The National Action Plan is based on the Development and Poverty Reduction Strategy Paper, Agenda of Economic Reforms and Children National Action Plan. The main goal of the project is to contribute to the full and complete integration of Roma children in education and society as well. Montenegrin Government assumed responsibility to work actively in order to reduce discrimination, to improve living conditions and health care of Roma people. In the field of education, priority objectives are defined in order to provide Roma children with equal access to education, to reduce the high rate of illiteracy, to decrease number of drop-outs from school, to give them equal opportunities for employment and better living standard etc. The National Action Plan will provide mechanisms and activities to be undertaken for full inclusion of Roma children in education system and society as well. Relevant ministries, together with international organizations and funds, will implement it.

For more info on this topic please contact Milena Roganovic [milenar@mn.yu]

ROMANIA

Quality Teaching for Quality Learning: Education for Critical Thinking

The **Faculty Development Center of the Babes-Bolyai University Cluj-Napoca**, in partnership with the **Romanian Reading and Writing for Critical Thinking Association**, announces a conference, which aims to promote active learning and critical thinking across the curriculum. Thinking critically involves self-analysis while reasoning, starting with the honest evaluation of the alternatives with the purpose of constructing informed opinions and guiding action. It is an interactive cognitive process and can be consciously developed. We invite you to participate in the Quality Teaching for Quality Learning: Education for Critical Thinking international conference and share your experiences and knowledge in the field.

This four-day conference (**5-8 May 2005**) will take place in the city of **Cluj-Napoca, Romania** and will allow educational scientists and practitioners to share good practice in teaching for active learning in university education and to advocate a quality teaching with a focus on the development of critical thinking skills. The conference will bring together policy-makers, practitioners and researchers in education interested in making teaching in pre-university and university education more interactive.

- Teaching for critical thinking
- Critical thinking and democratic society
- Reading and writing for critical thinking
- Competence based curriculum and critical thinking
- Pedagogical evaluation of critical thinking skills
- Critical thinking and knowledge based society
- Critical thinking and efficient learning
- Critical literacy
- Educational policy and public discourse
- Changes in university pedagogy
- Universities and critical judgment
- Use of technology in critical thinking education
- The critical thinking and the labor market
- Life-long learning and critical thinking

For more info, please contact Simona Bernat, [simonabernat@yahoo.com]

New curricula for the 4th grade

The education and research minister approved the new curricula for the 4th grade which are to be applied from 2006 – 2007. In the school year 2005 – 2006, the curricula for the 4th grade approved in 1998 and simplified in 2001 are still valid. The curricula for the 4th grade may be divided based on the changes which occurred in two categories:

- Curricula with a completely new approach: geography, history and natural sciences
- Curricula which maintained their initial structure, suffering only reformulations, re-correlations between their objectives, learning activities and contents: Romanian, mathematics, physical education, musical education, practical education, technologies, civic education and foreign languages.

Reasons sustaining the complete change of the curricula:

a) The new geography curricula, pupils begin the systemic approach of the geographic area, starting from the every day life of the pupil (from their native settlement to the whole planet). In this way, emphasis is shift from acquiring information related to the Geography of Romania, to a structural approach based on successive levels and systems: geographic characteristics of the local environment, general geographic characteristics of Romania and its regional particularities and the place of Romania in the European continent and in the world.

Also, the new curriculum will develop the social dimension of geography and appeals to elements, phenomena and information relevant to the every day life of the pupil. Thus, acquisition of information without relevance to the 4th grade pupil is avoided.

b) If the former curriculum used a strictly theoretic approach of Romanian history, local history being ignored, the current curriculum proposes an learning path which allows pupils to become familiar to the past starting from current situations (aspects belonging to the local history or topics relating to childhood now and in the past), followed by those remote in time or space. In other words, the aim of studying history at the 4th grade will be to make pupils acquainted to topics related to the recent or remote past of their native settlement, of Romania and Europe, using means adequate to their age, while the contents will be organised based on fields relevant to the pupil and representatives from the point of view of science and contemporary society demands.

c) Over the last years, an increasing number of pupils has been reported with difficulties in understanding and applying knowledge in the field of natural sciences (physics, biology, chemistry), resulting in reduced interest in their study. Therefore, competences intended to be developed through the new curriculum of the subject Natural sciences refers to communication, individual study, understanding and using information, relation building in the natural and social environment. Besides these, attitudes such as care for nature, interest in logical consideration and argumentation, curiosity and concern for the environment, independence of thought and creativity are also envisaged.

The list and the entire contents of the new curricula for the 4th grade are available on www.edu.ro
For more info please contact gpataki@cedu.ro

TURKEY

International Conference on Curriculum Reform and Implementation in the 21st Century: Policies, Perspectives and Strategies June 8-10, 2005 Istanbul

The Board of Education within the Turkish Ministry of National Education is hosting an **International Conference on Curriculum Reform and Implementation in the 21st Century**, mainly oriented towards European and Central Asian countries, together with Education Reform Initiative of the Istanbul Policy Center, the Delegation of the European Commission to Turkey/Support to Basic Education Programme and the World Bank.

The conference will take place in Istanbul on 8-10 June 2005. It is planned to start in the evening of June 8th and end in the afternoon of June 10th.

The objective of the conference is to provide an opportunity for countries modernizing their curriculum objectives and programs at either the primary or secondary levels (or are planning to do so) to share their experiences, lessons, questions, problems, and concerns, as well as visions, expectations and success stories with one another. It is meant to be focused on countries engaged or about to engage in this process, and not all the countries in the region. The organizers are interested in how to "translate" a new curriculum into classroom practice and student learning.

The conference will seek to generate discussion and inform policy dialogue in the region with respect to the following issues:

- Social Change and Curriculum Reform
- Skills for the Knowledge Economy: The Role of the Curriculum
- Implementing the New Curriculum: How to Translate Curriculum into Teaching and Learning
- Curriculum reform, school supervision and selection exams

This conference primarily targets individuals involved in formulation, implementation and monitoring phases of policy-making. Accordingly, interested policy-makers, analysts, scholars, experts and NGO representatives are welcomed to participate in the conference. Information regarding the conference, including registration, accommodation, costs, etc., will be made available at www.erg.sabanciuniv.edu/curriculumconference on May 1, 2005. Official languages of the conference will be English, Russian and Turkish. Simultaneous translation in these languages will be provided.

For more details please contact Batuhan Aydagül [baydagul@sabanciuniv.edu]

Education Reform Initiative continue its advocacy campaigns

EU Gender Project: The consortium of Mother and Child Education Foundation (AÇEV), Education Reform Initiative, and the Association for Supporting Women Candidates (KA.DER) was awarded a European Commission grant on integration of gender issues in development co-operation. The project, launched in January 2005, aims at reducing gender disparity in education and increasing women's social participation through functional and political literacy, parent training, collective action and advocacy. Education Reform Initiative will contribute to the project mainly by undertaking activities to improve local and national policy formulation, dialogue and monitoring in the area of gender disparity in education.

Religion and Education: In 2004, Education Reform Initiative has initiated a collaborative process among various stakeholders from different backgrounds and with different opinions to discuss the emerging need for reform on religion and education. Consensus on principles and recommendations regarding reform has been reached through meetings and preparations that lasted for nine months. Using this final declaration, Education Reform Initiative is now actively advocating for these principles and recommendations among the stakeholders. Education Reform Initiative values the process of consensus building as much as the final declaration. This is a good example of how collaborative thinking at the grassroots level could promote consensus building among stakeholders on sensitive issues such as religion and education.

For more details on these topics please contact Batuhan Aydagül [baydagul@sabanciuniv.edu]

OPEN SOCIETY INSTITUTE

Conference: Education and Open Society A Critical Look at New Perspectives and Demands

Location: Budapest, Hungary

Event Date(s): June 30, 2005 - July 2, 2005

Registration: This conference is an invitation-only event. Registration is available on a [separate website](#).

Over the last few years the OSI education network has extended, transformed, and adapted to different environments and changes. A number of Soros foundations have spun off their education programs, an [Education Policy Center](#) network has emerged, and links have been forged with a wider circle of educators and education institutions. To respond to these developments and to suggestions made at the [OSI Network Education Program Coordinators Meeting 2004](#), ESP has designed its 2005 education conference to be more outward-looking and involve a wider range of participants. It is expected that more than 120 participants from some 30 countries will attend the conference.

Objectives

The conference aims to improve cooperation among OSI and partner education networks. Specifically, participants will:

- discuss education from a number of different perspectives, including international trends, the role of civil society, human rights, diversity, the value of social responsibility and regional perceptions of democracy;
- consider the implications for the work of OSI and partner education networks, NGOs, and civil society in the region;
- generate and allow the exchange of new ideas within OSI and partner education networks and open new perspectives; and
- build on the existing capabilities and expertise of these education networks and generate additional momentum.

Information about the 2005 education conference will be regularly updated on a separate website. [Visit the website](#).

For additional information, contact Katalin Geher at kgeher@osi.hu.

EUROPEAN COMMISSION

Commission takes stock of education's role in Lisbon strategy

A Commission staff working paper published on 11 April has confirmed five core areas as requiring urgent attention in the drive to make the EU the world's most dynamic and knowledge-based economy by 2010.

- Council target to reduce school drop-out rate from 16% in 2004 to 10% in 2010.
 - Council target to increase science graduates by 15% by 2010 and encourage more women to take up science subjects.
 - Council target of a 12.5% (9.4% in 2004) rate of adult participation in education and training.
 - Ageing teaching profession means that the EU needs 1 million new teachers between 2005 and 2015.
 - The average of 1.3 and 1.6 foreign languages per pupil taught in lower and upper secondary education in 2002 is well below the aim of a European average level of 2 languages.
- Education and Culture Commissioner Ján Figel will be unveiling a communication entitled 'Mobilizing the brainpower of Europe: enabling universities to make their full contribution to the Lisbon Strategy' on April 20.

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

Commission wants closer university-industry links

Under funding and inflexible systems are so acute in some countries that they impede the reform process at universities, says the Commission in a communication on how to make European universities contribute fully to the Lisbon strategy.

Encouraging closer links between universities and industry, the Commission proposes tax incentives (initially at least) as a way to promote these partnerships. The Commission laments the fact that EU countries spend on average just 1.1% of GDP on higher education, on a par with Japan but much less than Canada (2.5%) and the US (2.7%). It estimates that an investment of 2% of GDP is the minimum needed for knowledge-intensive economies.

Education and Culture Commissioner Ján Figel is arguing for in-depth revision of curricula to ensure the highest level of academic content but also to respond to the changing needs of labour markets.

In the communication, the Commission calls on the Council to adopt a resolution for a new type of partnership between the state and universities and for sufficient investment to make it possible to modernise the higher education system.

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

UK report calls for more emphasis on adults in EU lifelong learning programme

A House of Lords EU committee report published on 14 April argues that the Grundtvig programme for adult education is the "acid test" of the Commission's commitment to genuine lifelong learning.

But to do so the report urges the Commission to consider more innovative use of information and communications technologies and distance-learning packages to help adults (especially disadvantaged learners) participate in the programmes.

Unconvinced that the new Grundtvig programme does enough for older learners, they want an increase in the currently proposed 3% of the programme's budget to be allocated to Grundtvig.

The report also:

- complains that bureaucracy has been the "Achilles heel" of the present programmes.
- urges the Commission to work towards a more systematic qualitative as well as quantitative analysis of the benefits and shortcomings of all the programmes.
- points out fewer British students are studying in Europe under the Erasmus programme because they lack proficiency in European languages. It says that this could severely hamper the country's ability to protect and promote its interests in the single market and beyond.

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

UNESCO

Aid to education: new 'school report card' out

April 20, 2005 - A new "school report card", just released by the Global Campaign for Education (GCE), ranks countries on their aid to education. This second report "reveals that 100 million children are still out of school because G7 and other rich countries are simply failing to provide the funding needed for a quality education," says the GCE. The report grades countries on the quantity and quality of education aid they provide to poor countries. Norway scores at the top of the class with an A, followed by Netherlands, and "B" ranked Sweden, Ireland and the UK. Most donor countries are failing to deliver: five of the G7 rank in the bottom half of the class, with a combined grade of 'D', and the US comes bottom with an 'F'.

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

NEWS & EVENTS

WORLD BANK

Turkey: World Bank Supports Secondary Education

Ankara, March 15, 2005 – The World Bank approved a EURO 80 Million (US\$ 105 million) Secondary Education Project Loan (SEP) for Turkey. The main development objective of the project is to improve the quality and economic relevance of secondary education in Turkey. In line with the focus of the World Bank's assistance program in Turkey, which revolves around sound macroeconomics, effective governance, and equitable human development, the project will support:

- Curriculum reforms in general and vocational education, including the increasing the use of information communication technology to meet the needs of Turkey's emerging economy.
- Strengthening career guidance and counseling programs to help students place themselves effectively in Turkey's labor market and learn effective skills to cope with life's challenges.
- Assessing and benchmarking Turkey's education programs and institutions to national and international norms to improve the quality and relevance of secondary education in Turkey.

"This important project will help secondary school staff, students and parents improve educational achievement and quality, which are crucial requirements for Turkey heading to join the EU," said Andrew Vorkink, Country Director for Turkey. "A key challenge facing Turkey today is preparing graduates to compete in the domestic and international labor markets of tomorrow. This project will help produce such graduates." For more information about this project, [click here](#)

NEW PROJECTS & INITIATIVES

East East Program: Partnership Beyond Borders Program Subprogram for European Integration

The Subprogram for European Integration will prioritize cooperation among the new EU member states, candidate and potential candidate countries and the EU eastern neighbors. Specifically the Subprogram seeks to leverage and maximize EU accession experiences in Central Europe to future EU member countries and EU eastern neighbors as follows.

(i) Knowledge Transfer

The Subprogram will prioritize initiatives fulfilling an open society agenda addressed to

- preparations for European integration
- cooperation between civil society and public administrations
- civil society monitoring of democracy development as a precondition for European Integration

(ii) Coalitions/Consortia/Advocacy Networks

The Subprogram will prioritize cross-border/trans-national initiatives addressed to

- the mobilization of civil society and the public to participate in policy dialogues related to European integration
- the mobilization of governments in European integration processes and the promotion of an open and inclusive EU toward its neighbors
- invigorate public interest in the new member states in developing closer relations with candidate countries and EU eastern neighbors
- the establishment of civil society consortia to facilitate access to EU funding related to the goals of European integration

(iii) Public Awareness

The Subprogram will prioritize initiatives addressed to

- civil society engagement to promote public awareness on the challenges and opportunities of European integration
- dialogue on the meaning of Europe in today's world and the implications of EU membership
- stimulate public debate in the new member states regarding future EU enlargement and relations with neighbors

The Subprogram will seek to discover and inspire the new vision and energy required to address civil society collaboration between the new EU member states, future member states and the EU eastern neighborhood, specifically to leverage and share experiences between new EU member states and the new neighborhood.

The Subprogram is open to Albania, Armenia, Azerbaijan, Belarus, Bosnia and Herzegovina, Bulgaria, Czech Republic, Croatia, Estonia, Georgia, Hungary, Kosovo, Latvia, Lithuania, Macedonia, Moldova, Poland, Romania, Russia, Serbia and Montenegro, Slovakia, Slovenia, Turkey and Ukraine.

Subprogram activities will be overseen by Andre Wilkens, Executive Director, OSI-Brussels, and Mary Frances Lindstrom, Program Director, East East Program: Partnership Beyond Borders Program and an advisory committee of Mall Hellam, Open Estonia Foundation; Arcadie Barbarosie, Institute for Public Policy, Chisinau; Jakub Boratynski, Stefan Batory Foundation (Poland), Pavel Demes, German Marshall Fund, Bratislava; David Darchiashvili, Open Society Georgia Foundation; Hryhoriy Nemyria, International Renaissance Foundation (Ukraine); and, Hakan Altinay, Open Society Institute Assistance Foundation Turkey.

Applications

The Subprogram will be facilitated through the East East Program: Partnership Beyond Borders program network. For further details, please contact your national Soros Foundation.

PRAXIS CENTER FOR POLICY STUDIES

Address: Estonia, Tallinn 10143, Estonia Avenue 5A, Estonia

Phone: +372 (6) 409 000

Fax: +372 (6) 409 001

Email: praxis@praxis.ee

Website: <http://www.praxis.ee>

Director: Urmet Lee

Coordinator: Tiina Annus

Governance

Ülle Madise: Chair of the Supervisory Board Adviser, Head of Secretariat, Constitutional Committee of Riigikogu

Wolfgang Drechsler: Board member, Professor and Chair of Public Administration and Government, University of Tartu

Daniel Vaarik: Board member, Managing Director, Hill and Knowlton Estonia

Tiina Randma-Liiv: Board member, Head of the Department of Public Management ad Interim, Senior Research Fellow, Department of Public Administration, University of Tartu

Ruta Kruuda: Health Policy Expert

Year established

2000

Mission/scope:

The mission of PRAXIS is to improve public policy in Estonia by identifying crucial public policy problems in the society, carrying out innovative and quality policy analysis and research, building policy making capacity within public sector institutions, fostering public policy debate and civic participation.

Activities

PRAXIS focuses primarily on social and economic research. Our Public Policy Program includes high Public Policy Analysis on a particular issue, development of policy recommendations, and dissemination of the results to different target groups by using newspaper articles, media appearances, round-table debates, seminars, conferences and private briefings.

Main research areas of Education Policy Program

Compulsory Education and Dropouts

Forecasting and Planning Educational Training Needs, Anticipation of Skills Needs

The Effectiveness of Investment in Education

Education Strategies in Central and Eastern Europe

RECENT EDUCATION PROJECTS WITHIN

Policy Analysis, Monitoring and Research:

Study on Training Needs in Food Processing Industry (2003)

Forecasting and planning educational training needs for Estonia (2002)

Planning of state order on problematic training fields (mechanics and metal, electrical engineering and energetics, electronics and automatics, building construction) for using EU structural funds to meet the need of economy (2003)

Arrangement of the Vocational Education and Training Network with respect to regional aspect of specialization (education needs – 2003)

The study on Estonian General Education Schools Network (2004-2005)

The methodology for anticipating the training needs over different sectors of economy in Estonia: employment and key occupations (2004-2005)

The comparison of income of third level graduates and drop-outs on the basis of income tax data (2005)

The status of graduates on the labor market (2005)

The optimal pattern for organizing applied higher technical education in Southern Estonia (2005)

CONCENTRATION OF EFFORTS (%)

Publications (3%), Consulting (5%), Advocacy (5%), Conferences/ seminars/ workshops (10%), Public discussions, campaigns (10%), Education and training (2%), Policy analysis, monitoring and research (65%).

Conferences/ seminars/ workshops

2 seminars took place one in September and one in November for the Arrangement of the Vocational Education and Training Network Project;

3 seminars organized regarding the study on Training Needs in Food Processing Industry.

Education and training

Study visit for Jordan key stakeholders in Estonia (6–8 October, 2003)

Publications

Tiina Annus 'A Basic Education in the Third Millennium'; The Journal of Estonian Parliament – RiTo, no 7; July 2003.

PARTNERS

Local

- Estonian Ministry of Education and Research
- Ministry of Economic Affairs and Communications
- School Network Bureau
- Foundation Vocational Education and Training Reform (mainly Estonian National Observatory)
- Estonian Chamber of Commerce and Industry
- Estonian Qualification Authority
- Tartu University
- State Examination and Qualification Center
- OÜ Consulting and Training Center Geomedia
- OÜ Research Center Faktum

International

- Cedefop
- European Training Foundation

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

European Commission DG Education and Culture - YOUTH - Support Measures

Application deadline: June 1, 2005

Support Measures aim to help all those involved in youth activities, or interested in youth matters to prepare and develop projects and initiatives related to the YOUTH programme objectives or Actions.

Support Measures are Action 5 of the YOUTH programme. This is the EU's mobility and non-formal education programme targeting young people aged between 15 and 25 years.

The YOUTH programme consists of 5 Actions:

1. Youth for Europe (Action 1) supports group exchanges of young people aged 15 to 25;
2. European Voluntary Service - EVS (Action 2) supports voluntary service for individuals aged 18 to 25;
3. Youth Initiatives (Action 3) supports initiatives, which are led by young people themselves;
4. Joint Actions (Action 4) offers the opportunity to develop projects linked to the Community Programmes of Leonardo da Vinci (training) and Socrates (education);
5. Support Measures (Action 5) is targeted at people working with young people and offers a package of possibilities for support measures to develop new YOUTH projects and to improve their quality.

Countries eligible to apply:

- o Member States of the EU
- o EEA countries: Iceland, Liechtenstein and Norway
- o Candidate countries: Bulgaria, Romania, Turkey
- o Other countries also referred to as 'third countries', can participate in activities supporting Youth for Europe and European voluntary service actions, and projects must involve at least two EU Member States. A list of third countries can be found on: http://europa.eu.int/comm/youth/program/guide/other_countries_en.html.

More information

Website: http://europa.eu.int/comm/youth/index_en.html http://europa.eu.int/comm/youth/program/guide05_en.pdf

http://europa.eu.int/comm/youth/program/guide/action5_en.html

http://europa.eu.int/comm/youth/program/lsp_action_5_en.html

Email: youth@cec.eu.int

European Parliament - Traineeships and Study Visits at the European Parliament

Application deadline: June 1, 2005

The European Parliament offers different traineeships within its Secretariat in order to contribute to the vocational training of young citizens, and to the understanding of the working of the institution. General conditions:

- o be citizen of a Member State of the EU, or of an applicant country;
- aged between 18 and 45 years;
- have a thorough knowledge of one of the official languages of the EU, and a good knowledge of a second;
- not have been awarded any other (paid/unpaid) traineeship by or paid employment of an institution of the EU.
- a small number of citizens of third countries may be awarded traineeship in the European Parliament.

Criteria:

- have a university degree after a course or study of at least three years' duration;
- submit written reference from university lecturer;
- work-experience at STOA: candidates may be from any branch of the natural sciences or technology as well as mathematics, philosophy of science, technology assessment and science and technology policy studies.

Paid traineeships shall be awarded for a period of five months. The deadline for applications are fixed each year on 15 October (for traineeships starting 15 February) and 15 May (for traineeships starting 15 September).

Each traineeship has its own specific criteria which can be found in the regulations.

More information

Website: http://www.europarl.eu.int/stoa/scholars/default_en.htm

http://www.europarl.eu.int/stages/default_en.htm

Email: stages@europarl.eu.int

The EU-Canada Cooperation Programme in Higher Education and Vocational Education Training 2001-2005.

Call for Proposals 2005

The European Commission announces a call for proposals under the EU-Canada cooperation programme in higher education and vocational training.

The lead institution in the EU and the lead institution in Canada must submit **the common proposal** to DG EAC and HRDS. EU lead institutions should apply to the Commission for funding covering expenses incurred by the lead and partner institutions.

The EU lead institution must submit **an electronic copy by email to eac-3C-cooperation@cec.eu.int** as well as the **original and four (4) copies** of the EU application forms, which include the common proposal, to DG EAC in any of the official languages of the European Community.

All applications for funding must be submitted by **31 May 2005** by registered post and by e-mail to the address mentioned below:

European Commission

Directorate General for Education and Culture

Unit: "Tempus Programme—Erasmus Mundus"

Attention: Mr. Augusto Gonzalez, Office: B7 6-65

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Education Policy Centers

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

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

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

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

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

[Center for Policy Studies PRAXIS](#)
Estonia

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

[Center for Educational Policy Analysis](#)
Hungary

[Education Policy Analysis Center](#)
Kazakhstan

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

[Public Policy Center](#)
Kyrgyzstan

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

[Center for Public Policy PROVIDUS](#)
Latvia

[Center for Education Policy](#)
Lithuania

[Institute for Public Policy](#)
Moldova

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

[Center Education 2000+](#)
Romania

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

4th Global Conference Monday 8th August - Wednesday 10th August 2005 CERGE-EI, Prague

This inter-disciplinary and multi-disciplinary conference aims to provide a vigorous forum for the examination and evaluation of higher education and the contexts where higher education is delivered. The project is committed to the tradition of liberal education, the inherent value of the pursuit of learning and the principle that knowledge must be an end in itself. In particular, the project will explore the nature and aims of higher education, its guiding principles, its practical functions, and its role in society. Papers, reports, presentations, and workshops are invited on any of the following themes;

1. The Nature and Purpose of Higher Education
2. Virtual Learning and Higher Education
3. Society, Culture and the of Places of Higher Education
4. Democracy and Education
5. Assessment, Audits, and Funding
6. Intellectual Capital and Property
7. Emerging Trends within Higher Education

These are indicative themes. Papers are welcome on these and related themes. 300 word abstracts should be submitted by Friday 20th May 2005. If the abstract is accepted for presentation, an 8 page draft paper should be submitted by Friday 15th July 2005. 300 word abstracts should be submitted to both the Organising Joint Chairs; abstracts may be in Word, WordPerfect, PDF or RTF formats.

The conference is sponsored by Inter-Disciplinary.Net, Learning Solutions, and BRG as part of the 'At the Interface' programme of Higher Education projects. It aims to bring together people from different areas and interests to share ideas and explore various discussions which are innovative and exciting. For more details please write to:

[Dr Rob Fisher](#) Email: rf@inter-disciplinary.net

[Dr David Seth Preston](#) Email: david-preston@blueyonder.co.uk

AEGEE - AEGEE Summer University Application deadline: May 4, 2005

AEGEE - Association des Etats Generaux des Etudiants de l'Europe (European Students' Forum) is a student association. It promotes the idea of a unified Europe, cross-border co-operation, communication, integration among students and strives to create an open and tolerant society of tomorrow.

Each year 'Summer Universities' are held by most of the AEGEE local groups (called antennae) in order to promote the inter-cultural understanding. Students can travel to an antennae in another country, where the host students teach them their language and culture.

The summer university contains different kinds of programmes: language Course; language Course Plus; Summer Course; Summer Course Plus; Travelling Summer University; Summer Event. The activities of all antennae are co-ordinated by the European Board (Comite Directeur).

The procedure for applying online for the Summer University:

1. Connect to AEGEE's [homepage http://www.aegEE.org/su](http://www.aegEE.org/su)
2. Find the AEGEE antennae nearest to you and become a member
3. Contact the local antennae. You will be familiarised with the AEGEE and assisted to choose up to three destinations. You may then submit your application.

The duration of the Summer University varies between 1 and 4 weeks and the fees between EUR 100 and 240.

A list of the member countries are available at: <http://www.karl.aegEE.org/aeg-home.nsf/HT/BodyLookup>

More information

<http://www.aegEE.org> Email: info@aegEE.org

Alliance of Universities for Democracy - 2005 AUDEM Conference, October 23 – 26, 2005, Yalta, Ukraine Application deadline: May 28, 2005

Host Institutions: National Technical University 'Kharkiv Polytechnic Institute', Dnipropetrovsk State Financial Academy, Yalta University of Management, Consortium for the Enhancement of Ukrainian Management Education - CEUME

Theme: Educating for Democratic Citizenship in a Globalizing and Changing World

The Alliance of Universities for Democracy (AUDEM) will hold its Annual Conference in Yalta, Ukraine from 23 to 26 October 2005. This year's Conference promises to be one of the best ever. We invite papers and presentations from colleagues in the USA, the Baltic States, Central Europe, South-Eastern Europe, Russia, Belarus, Ukraine, Moldova, Georgia, Central Asia and other newly independent states. Some funding may be available to support participants from AUDEM member universities in Eastern Europe. The funding will be very limited; all participants are encouraged to seek funding from their universities and other sources.

The Conference is held in English. It is desirable but not required that presenters bring copies of their presentation or a substantial abstract. Overhead projection and power point will be available. Time allotted will be about 20 - 25 minutes for each paper plus a limited time for questions.

Colleagues may submit one or more presentation proposals. Requirements for submission: A one-page abstract as follows: (a) name(s) of presenter(s); (b) title of presenter; (c) department or faculty and name of university and country; (e) e-mail address, FAX number, mailing address; (f) title and abstract; (g) please indicate under which track or tracks you are submitting the paper. Proposals will be directed to Mr. Gabor Czeh at the University of Pecs.

More information: Website: www.audem.org Email: audem@ki.pte.hu

DONORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Education Policy Centers

[Center for Educational Policy Studies](#)

Russian Federation

[Educational Forum](#)

Serbia

[Education Reform Circles](#)

Serbia

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

Slovakia

[Slovak Governance Institute](#)

Slovakia

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

Slovakia

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

Slovenia

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

Tajikistan

[Turkey Education Reform Initiative](#)

Turkey

[Educational Studies Center](#)

Ukraine

[International Centre for Policy Studies](#)

Ukraine

[Center of Educational Policy](#)

Ukraine

Center on Philanthropy and Civil Society - Senior International Fellows Program 2005

Application deadline: May 15, 2005

The Center on Philanthropy and Civil Society's Senior International Fellows Program provides professional development training for Third-Sector practitioners from outside the United States who are at an advanced stage in their careers. The program is designed to help build Third-Sector capacity in the Fellows' home countries.

Fellows are based at The Graduate Center of The City University of New York, where they attend weekly seminars, learn about the work of key agencies and foundations, meet with nonprofit representatives, and study U.S. and international community foundation models.

Fellows will participate in a 1-month seminar on the U.S. and international voluntary sectors. The program will run from October 17, 2005 through November 11, 2005. Based on the seminars, readings, discussions with leaders in the field, and the Fellows' own experiences, each Fellow will produce a position paper with recommendations for the development, adaptation or expansion of community foundations in his/her country or region. It is expected that these recommendations will draw from the variety of existing community foundation models and will reflect the political, social, economic, and legal frameworks in the Fellows' home countries. The Fellows will also attend a relevant conference.

Each fellowship covers the cost of tuition and includes a \$1,300 stipend to cover living expenses. The Center will also provide suite accommodations proximate to The Graduate Center on 34th Street, as well as round-trip air tickets for travel to and from the United States. Please note: travel dates conform to the beginning and end of the seminar.

A limited number of unsubsidized tuition-based appointments may also be made, pending approval by the selection committee. Tuition information is available upon request. Special thanks to the Charles Stewart Mott Foundation for support of this program.

Eligibility and Selection

The program is open to senior-level practitioners over the age of 35 who are citizens of countries other than the United States. Applicants must speak and write English fluently. Candidates must have a strong institutional base and a clear interest in working with the community foundation model.

More information

Website: www.philanthropy.org Email: CPCS@gc.cuny.edu

PUBLICATIONS

Draft of World Development Report 2006 Posted Online

A draft of the WDR 2006 on 'Equity and Development' has just been posted online, building on the outline prepared in July 2004. The draft reflects comments received at consultations held in various locations as well as through an e-discussion held in late 2004. To download the draft, and view other information on the upcoming report, please visit <http://www.worldbank.org/wdr2006>. Comments on the draft are welcome, and may be sent to wdr2006@worldbank.org

New sourcebook on learning to do in technical and vocational education

A new sourcebook provides information on how to teach values for learning and working together in a globalized world. It is designed for educators and trainers of technical and vocational education and training (TVET). Its emphasis is on the integrated development of the whole person within the context of lifelong learning and TVET, in preparation for life and the world of work. The Sourcebook is entitled Learning to Do: Values for Learning and Working Together in a Globalized World- An Integrated Approach to Incorporating Values Education in Technical and Vocational Education and Training. It is published by UNESCO-APNIEVE (Asia Pacific Network for International Education and Values Education) in partnership with the UNESCO-UNEVOC International Centre for Technical and Vocational Education and Training (UNEVOC). Download the sourcebook [here](#)

School factors related to Quality and Equity

School Factors related to Quality and Equity uses PISA 2000 data to analyse the effect the structure of schooling has on the performance of 15-year-olds. It looks at the grouping of students, segregation of schools, management and financing, school resources and instructional climate and the possible effects these have on performance. Download the publication [here](#)

World Development Indicators 2005

World Development Indicators (WDI) is the World Bank's premier annual compilation of data about development. The 2005 WDI includes more than 800 indicators in 83 tables organized in 6 sections: World View, People, Environment, Economy, States and Markets, and Global Links. Data are shown for 152 economies with populations of more than 1 million and 14 country groups, plus selected indicators for 56 other smaller economies. Indicators are shown for the most recent year or period for which data are available and, in most tables, for an earlier year or period (usually 1990 in this edition).

Related links to WDI material:

[WDI 2005 full text](#) [Errata](#)

[WDI 2005 data](#) for selected indicators and years

[MDG website](#) with WDI 2005 data

For full time series database access, subscribe to [WDI Online](#). The 2005 version of the [WDI CD-ROM](#) will be available soon from [Publications](#). [Press release text](#) of the press conference.

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 June 2005 to: gpataki@cedu.ro

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