

## EDITORIAL

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Center Education 2000+

### Education System Financing and Reform in Tajikistan

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The main reason for reforming the mechanism of financing secondary education is the fact that government funding is the basic source of finance for the general education schools in the Republic of Tajikistan. Thus, out of 3729 general education institutions only 119 (these are mainly gymnasiums and lyceums which account for only 3.1 % of the total number of general education institutions) use alternative sources of funding on the legal ground. These are funds coming from various enterprises, commercial companies, parents' funds and other sources.

	2001	2002	2003	2004
Total government spending on education in local currency	60,737,027	87,000,000	111,000,000	175,534,000
Government spending per student in a general education school ( in somoni)*	25,8	35,7	43,9	67,6
Number of students in general education schools	1,501,400	1,556,700	1,659,900	1,659,900
Increase of the number of students in absolute figures	39,700	55,300	59,200	44,000

\*Average government spending on secondary education is 74% of the overall government spending on education

Other government general education institutions also use alternative sources of financing which is not contrary to the Law of the Republic of Tajikistan "On Education". This is revealed by the survey conducted by experts from the Education Reform Support Unit (ERSU) in 2001. Out of 243 school principals surveyed 86.4 % responded that the state budget remains the main source of financing. Alongside with that, 7.0 % of schools have other sources of financing, 30.0 % of schools use parents' funds in addition to the state budget, while 3.7 % of schools use assistance from NGOs and public organizations. However, since schools have no accounting departments of their own, attraction and utilization of financial resources is spontaneous and informal. In view of the above, on June 30, 2004 the country's government adopted a new plan of reforming the system of education for the years 2004-2009 according to which:

- As of September 1, 2004 new norms of teaching load were established for teachers: for teachers of grades 1-4 is 18 hours a week (used to be 16 hours), for teachers of grades 5-10 it is 16 hours a week (used to be 14 hours);
- In view of the changes in the teaching plans and increase of the teaching load, the wage rates of teachers in the general education institutions were increased by 25% as of September 1, 2004;
- Overall number of educators was reduced by 5%.

This plan is targeted at reforming the mechanism of financing general education schools of the Republic. To implement the above plan, the government has created a team of experts to develop a pilot model of *per capita* financing in such cities and districts as Kulob, Vakhdat, Yavan, Khojent and Kharog. If it proves efficient, this model will be used in all the cities and districts of the Republic.

In our opinion, financing per student should assure the following outcomes:

- Better efficiency and targeted use of budgetary funds;
- Increased competition among general education institutions;
- Ensure economic freedom of educational institutions;
- Develop and enhance rational organization of educational institutions' economy.

All this allows to state that regulated *per capita* financing is a tool to secure state guarantees in education based on funding per student of a corresponding level and learning. «On the strength of this, regulated financing is a tool of direct day-to-day management which assures optimal distribution and efficient use of limited state funds from the budget of a corresponding level».

However, we believe that there exist several issues to bear in mind when implementing a per capita financing model in the general education system of the Republic of Tajikistan. First, in accordance with the Regulations of the Ministry of Finance of the Republic, the norm of per capita funding for the general education includes wages, payments to the social fund and recurrent expenses directly related to the meeting of the state standard. Other budget costs, such as payment for checking test works and copy-books, capital construction, benefits, bonuses and costs of purchasing textbooks and learning materials are not included into the norm. In our opinion, all of these facts in the process of implementing a per capita financing model will lead to a lack of funds and to other challenges that will have a detrimental effect on the reform of the system of financing general education.

Secondly, as we have noted, the system of general education is funded mostly by the local budgets. In view of a continuing economic crisis many areas, in the mountains in particular, are unable to finance general education institutions on a regular basis and without delay. The proposed norms do not include subsidies from the state budget, while poor budgets of local khukumats (local governments) are practically unable to cope without them.

Thirdly, implementation of a per capita funding model will lead to closure of schools with small student population. In the context of Tajikistan where rural population constitutes more than 73% of the total population of the country, and nearly 13% of students attend schools with small student population, closure of these schools will lead to a dramatic drop in the number of students involved, which runs counter to the goals of reforming the system of financing general education. We believe that it is unfeasible to use the experience of regions in the Russian Federation or of the USA, because in the Republic of Tajikistan it is virtually impossible to solve this issue by implementing programs like «School buses » and «Restructuring of rural schools » in view of the lack of infrastructure in the education system and in the economy in general. All this points to the fact that local context has to be taken into account when piloting any model of financing the system of general education.

International experience shows that reforming the mechanism of a government financing of the general education system can only be efficient if economy is strong. For many developing countries with a deficit of budgetary financing, especially the ones like Tajikistan, the role of attracting funds from off-budget sources acquires a particular importance. Educational institutions may attract additional off-budget sources of funding their activities in the form of revenue from independent activities. Legislation and the new plan of implementing the reform of education system for 2004-2009 has granted educational institutions an opportunity to engage in practically any kind of activities, except for those forbidden by the law. All this automatically precludes a creation of a sustainable system of funding for a long period of time. According to our analysis, the new plan of reforming the funding of the education system in the Republic of Tajikistan needs improvement. In our view, improvement of funding of general education system in the Republic of Tajikistan requires the following managerial decisions:

- Create conditions for financial and economic independence of educational institutions;
- Ensure transparency of budget decision-taking and access to accounts of monies use;
- Develop a system of funding formula coefficients taking into account differences of educational institutions;
- Develop a system of funding formula coefficients for rural educational institutions;
- Develop a plan of restructuring the network of educational institutions, taking into account local peculiarities, in order to ensure normal functioning of schools with small student population in the context of regulated *per capita* funding.

### Useful resources on financing education

- [School funding: A review of existing models in european and OECD countries](#)
- [Key topics in education in Europe, Volume 2: financing and management of resources in compulsory education. Trends in national policies.](#)
- [Financial flows in compulsory education in Europe \(diagrams for 2001\).](#)



### OSI related professional and regional education networks

#### Education Policy Centers Network

Contact person: Virginija Budiene  
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#### South East Europe Education Co-operation Network

Contact person: Igor Repac,  
[Ceps.Ljubljana@Uni-Lj.si](mailto:Ceps.Ljubljana@Uni-Lj.si)

#### Central Asian Education Co-operation Network

Contact person:  
 Evgeniy Melnikov,  
[melnikov\\_yevgeniy@hotmail.com](mailto:melnikov_yevgeniy@hotmail.com)

#### International Step by Step Association, ISSA,

Contact person: Sarah Klaus,  
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#### RWCT International Consortium :

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#### Debate association, IDEA

Contact person: Noel Selegzi,  
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#### Networks of OSI related programs and partner NGOs dedicated to education for social justice.

Contact person: Christina McDonald  
[cmcdonald@osi.hu](mailto:cmcdonald@osi.hu)

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

Contact person: Hugh Mclean,  
[mclean@osi.hu](mailto:mclean@osi.hu)



## POLAND

### Segregation processes at school

The Institute of Public Affairs analyzed the scale of the segregation process of children at the very beginning of their school education. The results has shown that there is a problem with social segregation of children at 20 percent of Polish schools, mostly urban. Based on their place of origin, social status and even, whether parents are employed or not, children are divided into 'better' and 'worse' classes at school. The directors explain that this is in order to better organize teaching activities, especially that some parents are willing to pay some extra money to the school for additional courses for their children, such as languages or computer classes.

The segregation process starting at the very beginning of the educational path closes the possibilities for a better life for many children from lower status families, often from rural areas. The report of the Institute of Public Affairs provoked a broad discussion in the educational environment and the media. The Polish Ministry of National Education and Sports has taken actions towards monitoring and preventing segregation practices.

For more info please email [edukacja@isp.org.pl](mailto:edukacja@isp.org.pl)

### Reconstruction of the national curriculum of general education

One of the elements of the educational system reform in Poland is an elaboration of the new national curriculum principles of general education. Research conducted last year by the Institute of Public Affairs in Warsaw showed a number of weaknesses of the existing national curriculum (1999). As a result, the Ministry of National Education and Sports commissioned an elaboration of the new programmatic principles to the Institute of Public Affairs.

There is no need for revolutionary changes. The novelty will be that the new national curriculum will precisely regulate and reserve 75 percent of the school time for the compulsory programmatic minimum and will leave 25 percent of the time to teachers' disposal and invention. The task of experts is to bring the document closer to the school reality, make it more clear, consistent and compatible with the existing educational law.

The proposals elaborated by the team of experts will soon become a subject to national discussion. The project has risen a great interest, but also a controversy in the educational environment and the media. For more info please email [edukacja@isp.org.pl](mailto:edukacja@isp.org.pl)

## ALBANIA

### A new vision for schools: new educational responsibilities for communities and schools themselves, in the whole region

Schools of Hope

*School Improvement Plan as a local initiative*

The Workshop from the regional countries in Albania, Durrësi on October 21-24 was organized by the Center for Democratic Education with support of the East-East Program and OSF Albania.

In the workshop were involved around 35 participants, representing education organizations from over nine SEE countries and two experts, respectively from the Netherlands representing APS International, Boudwijn van Velzen and from U.K, Scotland, Terry Wrigley representing University of Edinburgh.

***This event aimed to building a common vision for the future of our region, a new vision for schools, engaging schools with issues of democratic citizenship, critical thinking, creativity and community.***

Events like Schools of Hope workshop serve as learning experience, share ideas, discuss about Schools and Communities, where the school is consider a community within a community and it is emphasized *the school is a house of learning, where everybody is welcome and is accepted in his individuality.*

Discussions regarding to the main objective of the workshop raised the issue of the system management where in the center is *learning process* and other components like *curricula materials, time for teaching and learning, enhancement and results, more pupils and better prepared*, and one of the most important component is *family*.

In sense of sharing experiences it is worth mentioning the Romanian case, with the wonderful experience of Discovery Channel Global Education Partnership, What does the Partnership do? A-building and developing Learning Centers, B-training programs which provide training and monitoring at each Learning Center, focusing on the use of television and video in the classroom and as a community resource and C-Video Programming, by providing the complete Discovery Channel Global Education Partnership Library of programming and ongoing delivery of new programs.

The workshop focused on "practical work" and the participants were challenged to think and reflect on both general guiding principles of common work in education and specific, continuously changing contexts they have to deal with in different countries.

For more info please contact Bardhyl Musai, [bmusai@cde-ct.org](mailto:bmusai@cde-ct.org)

### UKRAINE

#### 1. Implementation of the Evaluation course in Ukrainian University

Representatives from local Soros Foundations and NGOs staff members graduated distance-learning course of the Columbia University/ESP-Budapest "Evaluation of International Education Projects" in 2003 - 2004.

The cooperation the ESP-Budapest with the Columbia Teacher's College offers a unique opportunity to develop evaluation capacity in the region and initiate teaching of evaluation courses in the local higher education institutions.

The course alumni from different countries starting or plan to teach this course in their local institutions or offer fee generating training in their countries, as well as make evaluation materials from the course available for researchers and practitioners.

For example, alumni from Ukraine Iryna Ivanyuk (Education Programs Manager of the International Renaissance Foundation) translated and adapted the course materials into Ukrainian language and added more theoretical materials about evaluation. Materials will be published as resource manual till December 2004. Iryna Ivanyuk taught the course from September to October 2004 for the MA students in the Education Management Department at the University of Economics and Law "KROK". The University Academic Council makes decision to include the course as obligatory to the curricula for the MA students from 2005.

Department of the International Economy of the Dnipropetrovsk State University was interested in organizing the training seminars for the MA students on the base of developed course "Evaluation of Educational Projects and Programs" in 2005.

#### 2. Implementation of the "European Studies" Educational Course in Ukrainian Schools

The "European Studies" Educational Course was developed and introduced to the curricula of Ukrainian Secondary School.

Materials of the integrated course including program, textbook for pupils, teacher's manual, methodical materials for the out-of-school activities was recommended by the Ministry of Education and Science of Ukraine in July 2004.

The course should correspond to the European Educational system's priorities: wider knowledge about Europe (history, culture, political and economical systems, etc), practical skills and life competencies. The module-based approach to the creation of the course allows teaching it not only as an optional course, but also as addendum to different subjects.

From September 2004, the course is being taught as an optional course at 154 Kyiv and regional pilot schools.

"European Studies", the Informational and Resource Center for "European studies" for teachers and pupils is established on the basis of the Kyiv School Heads Association. Due their support the project web-site was created [www.euro.lecos.org](http://www.euro.lecos.org)

Contact person: Iryna Ivanyuk, IRF Education Programs Manager, (38) 044 461 95 00, [ivanyuk@irf.kiev.ua](mailto:ivanyuk@irf.kiev.ua)

### GEORGIA

- **Special News!** The Parliament of Georgia successfully adopted the Law on Higher Education developed by the experts and headed by the International Institute for Education Policy, Planning and Management (EPPM) by first hearing on November 17, 2004. For more info please contact Tata Lortkipanidze, [tata@eppm.org.ge](mailto:tata@eppm.org.ge)

- **Tbilisi Education System Development Program**

On the basis of collaboration with the Tbilisi City Council, **EPPM** worked out a long-term program for the development of the education system in the capital (Tbilisi Education System Development Program). Tbilisi City Council has approved the program and committed 990.000 GEL (equivalent of approximately \$500,000) for the year 2005.

The program aims at improving the secondary education system in the capital, with a particular emphasis on two key priorities: Project for democratization and financial optimization of the education management system of the capital city; Project for development of school and professional-educational environment of the capital city;

The funds allocated from the Tbilisi City Council are not sufficient to launch all the program related activities. The **EPPM** strategy is to search donors, who will be interested to support different aspects of this particular project. Therefore, we would like to seek your assistance and advice in identifying the potential international donors for this program.

The detailed project description can be obtained through the following link: [www.eppm.org.ge](http://www.eppm.org.ge)

### LATVIA

**Centre for Public Policy PROVIDUS** on October 26<sup>th</sup> released the third report on education "Education Reforms in Latvia: Underpinning Integration and Prosperity. Annual Report on Education 2003/2004". This year the report is devoted to the processes of the decision making in the country and how that affects the success of implementation of different reforms in education. The report stresses the need to develop medium term (4-5) and a long term (7-10) education development strategy.

As usually, the report is available in both English and Latvian.

The report is available electronically [http://www.politika\\_real/files/lv/gada\\_pars\\_izgl2004\\_EN.pdf](http://www.politika_real/files/lv/gada_pars_izgl2004_EN.pdf) or in a hard copy.

For obtaining the hard copy, please contact Maria Golubeva [maria@providus.lv](mailto:maria@providus.lv)

### OSI- Education Support Program

#### Workshop on "Transparency, Accountability and Anti-Corruption Measures in Education", Bishkek, November 15-19, 2004

The Central Asian Education Co-operation Network, the Education Support Program (ESP) and the Higher Education Support Program (HESP) of the Open Society Institute (OSI), in co-operation with UNESCO's International Institute of Education Planning (IIEP) organized a workshop on 'Transparency, Accountability and Anti-corruption Measures in Education' in Bishkek, November 15-19, 2004. The workshop was a follow-up to the fact-finding mission undertaken in May 2004 by OSI and IIEP representatives in order to better understand the situation of corruption in secondary and higher education in Central Asian countries.

For more info please contact Virginija Budiene ([vbudiene@osi.hu](mailto:vbudiene@osi.hu)) from ESP and Voldemar Tomusk ([vtomusk@osi.hu](mailto:vtomusk@osi.hu)) from HESP

### World Bank

#### Donors Pledge to Improve Education for Europe's Largest Minority; Roma Education Fund Will Promote Access, Inclusion

PARIS, December 3, 2004 — Donors meeting in Paris pledged in excess of US\$ 41 million towards a decade-long program to expand educational opportunities for Roma communities in Central Europe and the Balkans. Of this total some \$30 million was pledged by the Open Society Institute. Some 70 representatives from international financial organizations, private foundations, governments, and Roma leaders took part in the meeting. The conference was co-organized by the World Bank, the Council of Europe Development Bank (CEB), and the Open Society Institute (OSI).

"The new Roma Education Fund will help break the cycle of social exclusion and discrimination from which the Roma have suffered for generations. This is the first time such an array of partners has convened to provide concrete support to improve the living conditions of Europe's largest and most excluded minority," said James D. Wolfensohn, President of the World Bank.

The pledges announced in Paris are a down payment that will allow the Roma Education Fund (REF) to start operating in 2005. Additional contributions are anticipated in due course. The fund will make grants to reform educational policies, increase access and improve schools. Projects and programs may be submitted to the fund by local, regional and national governments, private or non-profit entities, and public-private partnerships.

"Roma will never be full contributing members of society without access to education. This means preparing teachers for the particular challenges faced by Roma and engaging Roma parents in educating their children," said George Soros, Chairman of the Open Society Institute.

The Fund is a central pillar of the Decade of Roma Inclusion 2005-2015 which will be inaugurated by heads of government from eight countries of Central Europe and the Balkans at an event in Sofia, Bulgaria in February 2005. These countries — Bulgaria, Croatia, Czech Republic, Hungary, Macedonia, Romania, Serbia and Montenegro, and the Slovak Republic — are home to some 6 million of the estimated 7 to 9 million Roma living in Europe. Under the Decade, governments will put in place comprehensive plans to accelerate social inclusion and improve the economic status of Roma people in their countries. For more info click [here](#)

### European Union

#### Top EU countries outperform US in education survey

The latest PISA survey has revealed a widening gap between student performances in OECD countries. Finland once again tops the rankings.

Finland, the top performer in the last PISA (Programme for International Student Assessment) study, has managed to further improve its scores. The 2003 study, which tests learning skills among 15-year-olds in 41 countries, has put the country ahead of the top-ranking Asian schools systems in Hong Kong, Japan and Korea.

The focus of the 2003 survey was on mathematics, testing students' ability to develop and apply models to real-life situations. It also looked at problem-solving skills, science and literacy. In all areas, Finland either improved its performance or maintained the 2000 position. In maths, the Netherlands were also ranked among the top five.

While overall, wealthier countries tended to do better than poorer ones, the report showed that high education spending is not necessary to achieve high results. Many countries, including Belgium, the Czech Republic, Finland and the Netherlands, have managed to develop efficient education systems on a relatively low budget. Other 'big spenders' such as the US, on the other hand, have not been able to match their performance.

Click [here](#) for more on this topic

Please see also **TIMSS data release** - [click here](#)

## NEW PROJECTS& INITIATIVES

### OSI ESP- RE:FINE

In 2004 RE:FINE supported eight proposals that are to be implemented during next two years. They are as follows:

PROJECT TITLE	ORGANIZATION'S NAME	COUNTRIES INVOLVED	DURATION OF THE PROJECT
EDUCATION AGAINST CORRUPTION	RWCT International Consortium, Lithuania	Romania, Bulgaria, Armenia Georgia, Russia, Ukraine Kosovo, Lithuania, Azerbaijan	Jan 2005-Jan 2007
RAISING PUBLIC AWARENESS OF EDUCATION ISSUES	Transitions Online, Czech Republic	Southeastern Europe, Central and Eastern Europe, Russia, the Caucasus, Mongolia, Central Asia	Jan 2005-Dec 2006
STRENGTHENING THE SCHOOL DEVELOPMENT NETWORK	International Association interactive community schools (MIOS), BiH	BiH, Croatia, Serbia and Montenegro	Jan 2005- Dec 2006
ASSESSMENT AND EXAMINATION FOR INCREASING QUALITY, EQUAL OPPORTUNITIES AND ACCOUNTABILITY IN EDUCATION	Center for Educational Monitoring, Ukraine	Russia, Poland, Kyrgyzstan, Slovenia, Lithuania	Jan 2005-Dec 2006
FACILITATING CURRICULUM REFORM THROUGH STRENGTHENING CURRICULUM DEVELOPMENT AND WRITING SKILLS OF TEACHERS	Orava Association for Democratic Education , Slovakia	Georgia, Albania, Latvia, Czech Republic	Jan 2005- Dec 2006
ENHANCING PROFESSIONAL DEVELOPMENT OF EDUCATION PRACTITIONERS	Center for Education Policy Studies (CEPS) on behalf of SEE Education Cooperation Network, Slovenia	BiH, Bulgaria, Croatia, Kosova Macedonia, Moldova, Montenegro, Romania, Serbia, Albania	2 years
EDUCATION AND DEVELOPMENT JOURNAL	GESO - Society for the development of South Eastern Europe Affiliation office for BiH.	SEE countries	2005-2007
DEALING WITH POST SOCIALIST EDUCATIONAL REFORM PACKAGE FROM BAKU TO ULAN BATOR	International Institute for Educational Policy, Planning and Management - EPPM, Georgia	Armenia, Azerbaijan, Georgia, Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, Uzbekistan	September 2004-September 2006

For more info on this topic please contact: Natalia Shablya, [shablya@osi.hu](mailto:shablya@osi.hu) or visit <http://www.soros.org/initiatives/esp>

## Education Policy Center UNDER THE SPOT LIGHT

### This issue: Educational Reforms Support Unit (ERSU) "PULSE", Tajikistan

**Educational Reforms Support Unit (ERSU) "PULSE"** is a non-governmental, independent, non-commercial, voluntary public organization established to promote the reform and development of education system, to increase the role of society in the solution of social and economic problems, to support universal values and to encourage a healthy way of life. The centre is created on financial support of OSI - Tajikistan.

#### Mission:

- assistance in carrying out of scientific-analytical research on reforming and modernization of education system (ES);
- assistance in solving socio-economic problems in the education field;
- development and realization of various programs and projects on support of democratization of society, on carrying out reforms in education field and other corresponding spheres;
- assistance in strengthening the relationship between school and society;
- assistance in formation of public opinion;
- assistance in providing the education management with information



## 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

### Projects:

- Analysis of Secondary Education System in RT (2001-2002);
- Educational Reforms Support (2003-2005);
- Prospects of Higher Education Development (2004-2005);

### Joint Projects:

- Study of English Language Teaching at Schools of RT (2003-2004, OSI-Tajikistan and British Council);
- Central Asian Education Cooperation Network (2004-2006, OSI - ADB);
- Children in Cotton Fields (2004, International Organization for Migration)

### Publications:

- "Analysis of Situation of Secondary Education System in RT" (sociological and economic research), 2002;
- "National Model of Development of Education System in Tajikistan till 2010" (2002);
- "Statistical Analysis of Education System (manual for students and local specialists of education department), 2003;
- "Children in Cotton Fields", 2004;
- "I am the Citizen" (manual on civil education), 2004

### Periodical magazines:

- "School and Society" (a quarterly scientific and analytical magazine in Tajik and Russian);
- "Normative-Legal Acts in Education Sphere"

ERSU Director: Mr. Kodirov Shodibeg.

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**Web-site:** [www.ersu-pulse.by.ru](http://www.ersu-pulse.by.ru) <http://www.educasia.net>

## DONNORS, FINANCIAL&BUSINESS OPPORTUNITIES

### Resourcing Education: Fund for Innovation and Networking (RE:FINE), 2005 Call for Proposals

OSI– Education Support Program is pleased to announce the 2005 Call for Proposals for RE:FINE. The education fund supports special projects to further open society goals in four priority areas: accountability, equity, anti-corruption, and improvement of learning outcomes that support open society values.

RE:FINE provides strategic grants for networking projects that promote open society goals in education in countries of South Eastern Europe, Central and Eastern Europe, Russia, the Caucasus, Central Asia, and Mongolia. The fund also supports projects in countries where OSI is developing new partnerships.

The next deadline for submission of project proposals is April 10, 2005. Ideally, implementation of projects should be planned from autumn 2005 onwards.

To learn more about application procedures please contact: Natalia Shablya, [shablya@osi.hu](mailto:shablya@osi.hu) or visit <http://www.soros.org/initiatives/esp>

### Central European University -Summer University Hungary 2005

*A Program for University Teachers, Advanced Ph.D. Students, Researchers and Professionals in the Social Sciences and Humanities*

Course offerings cater for the various needs of academic and professional development across a wide spectrum of disciplines. These include anthropology, art history, environmental sciences, comparative religion, political science, public policy, international relations, legal studies, etc. The program encourages topics in newly emerging fields and transdisciplinary approaches. SUN courses are designed to assist in the developing and refining of participants' research and policy agenda, as well as in integrating the teaching of this agenda with innovative research.

Applications are invited from all countries worldwide on a scholarship or a fee-paying basis. CEU Summer University encourages all candidates to submit their application on-line at <http://www.ceu.hu/sun>

**Applications must be received by the CEU Summer University Office no later than February 14, 2005.**

## 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

## 2005 Fellowships For Threatened Scholars

### Scholar Rescue Fund Fellowships

The Institute of International Education's Scholar Rescue Fund provides fellowships for scholars whose lives and work are threatened in their home countries. These fellowships permit scholars to find temporary refuge at universities and colleges anywhere in the world, enabling them to pursue their academic work and to continue to share their knowledge with students, colleagues, and the community at large. When conditions improve, these scholars will return home to help rebuild universities and societies ravaged by fear, conflict and repression.

### How the Scholar Rescue Fund Works:

Academics, researchers and independent scholars from any country, field or discipline may qualify. Preference is given to scholars with a Ph.D. or other highest degree in their field; who have been employed in scholarly activities at a university, college or other institution of higher learning during the last four years (excluding displacement or prohibition); who demonstrate superior academic accomplishment or promise; and whose selection is likely to benefit the academic community in the home and/or host country or region. Applications from female scholars and under-represented groups are strongly encouraged. Universities, colleges and research centers in any country may apply to serve as hosts.

For more info please contact:

IE Scholar Rescue Fund Fellowships  
809 U.N. Plaza, Second Floor  
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## PUBLICATIONS

### OSI ESP- Directory of the Network of Education Policy Centers published

The first Directory of the Network of Education Policy Centers was published. Directory presents profiles of 25 centers and includes contact and staff information, summaries of the center's activities, recent projects, partners.

Directory was compiled by Education Policy Centers, published by Center for Educational Policy Analysis, Hungary. Publication was supported by Education Support Program of the Open Society Institute.

For further information regarding the directory, please, contact Virginija Budiene at OSI ESP ([vbudiene@osi.hu](mailto:vbudiene@osi.hu)).

### Materials on "Transparency, accountability and anti-corruption measures in education" available on Internet

Materials on the first sub-regional training workshop on "Transparency, accountability and anti-corruption measures in education" organized jointly by the International Institute for Educational Planning (IIEP) and the Open Society Institute (OSI), November 15-19, 2004 in Bishkek, Kyrgyzstan and CA ECN, are available in English and Russian on the Internet at [www.esblackboard.org](http://www.esblackboard.org)

### UNESCO Institute of Statistics

*Global Education Digest 2004: Comparing Education Statistics Across the World* is the second in an annual series of UIS global statistical reports that provides the latest key education indicators from early childhood to higher education. It is a fundamental reference work for a general readership interested in comparing education systems and trends across nations. This report also provides an additional analysis of school life expectancy, progress towards education goals and a survey of national compulsory education standards.

To download the document please click [here](#)

### Connecting the world

Organisations from Europe, Australia, Canada, Japan and the USA have recently announced a global alliance to make shared online resources available to educators and students around the world. To be known as the Global Learning Objects Brokered Exchange (GLOBE), the alliance will work collaboratively to share quality educational content. Initial work will concentrate on enabling searches across existing resources. See below for details of the participating organisations.

For more info click [here](#)

Editorial Team wishes you all Happy Holidays!

### 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 15 of January 2005 to: [gpataki@cedu.ro](mailto:gpataki@cedu.ro)