

Education Policy Centers Network

NEWSLETTER
Issue 12, December 2005

<http://epc.objectis.net>

Inside this issue:

Editorial

Identity and Globalization-An introduction by Monica Dvorski

News from

Countries:

- Kyrgyzstan
- Romania
- Slovakia
- Uzbekistan

International Organizations

- European Commission
- OECD
- OSI ESP/NEPC

EPC Under the Spot Light

Center for Educational Policy Studies (CEPS)- Slovenia

New projects & initiatives

Donors, Financial & Professional Opportunities

Publications

Editorial Board:

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

Virginija Budiene, **Lithuania**
virginija.budiene@fsf.vu.lt

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

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

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

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

EPC Newsletter Editor:

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

EDITORIAL

Identity and Globalization-An introduction

By Monica Maria Dvorski

Programs Director
Center Education 2000+, Romania

The volume "Acta of International Colloquium **Identity and Globalization**" (Bucharest, 2005) represents the first of the three publications produced in the framework of the project "Cultural differences, identity building strategies, intercultural policies". The project is promoted by Center Education 2000+ (Romania), the University of Bucharest- Faculty of Psychology and Sciences of Education and is co-financed by the Romanian Government – the Department for Interethnic Relations – and the Open Society Foundation Romania.

Implemented in 2005, the project aimed at building a scientific rationale for elaborating a consistent intercultural policy adapted to the Romanian environment. During the project, a consistent field sociological research was developed in multicultural regions (Mures and Sibiu). The main results of this research were discussed by both international and Romanian scientists and representatives of governmental and non-governmental organizations.

The International Colloquium Identity and Globalization organized in Bucharest (June 1-3, 2005) facilitated the analysis of concepts „identity” and „globalization” from different perspectives and considering various disciplinary and inter-disciplinary approaches inviting the participants to reflect on the impact of the globalization process on identity building strategies of different actors in contemporary Europe, on value hierarchy which offers the fundament for identity development. The modality in which the educational and political systems influence the construction of cultural identity of the social actors was under the main focus of debates.

The first part of the volume presented here gathered ethno-anthropologic studies analyzing from an interdisciplinary and comparativistic perspective the main categories under discussion. The study „**Crucial Points in the Transmission and Learning of Intangible Heritage**” of Professor Christoph Wulf (Free University of Berlin) framed the general context of discussion: „For intercultural learning the impossibility of getting behind the individual, non-identity, the void in the individual, plays the crucial role. It points to the openness required for encountering the other person. Therefore, intercultural learning must not be limited to the acquisition of capabilities for dealing with minorities. The confrontation with different cultures, the other person in one’s own culture and in the individual himself is constitutive for education. The confrontation with differentness in one’s own and different cultures takes on new meaning and must gain a new quality. It is given in the fact that intercultural education must be conceived from the perspective of the different, other person. Within the framework of such a procedure, the focus is on the development of heterological thinking. (...) .With its results anthropology can contribute to a better understanding of the tensions between cultural heritage and the dynamics of change, aiming for creative solutions. Those can never last forever; they have to be related to the particular historical and cultural context and its particular values and perspective. The more homogeneity of human development is aimed at, the more cultural diversity will spread. There is no universal way out of the problem. Knowing this is already an important contribution to the handling of the controversy and to the transmission of intangible heritage.”

For further details related to this project, please contact Monica Dvorski:

mdvorski@cedu.ro
www.cedu.ro

The above-mentioned publication is available in French by request (only printed).

OSI related professional and regional education networks

Education Policy Centers Network

Contact person: Virginija Budiene
virginija.budiene@fsf.vu.lt

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

Kyrgyzstan

\$15.5 Million Grant to Help Improve Basic Education in Kyrgyz Republic

Source: The Asian Development Bank

The Asian Development Bank has approved a US\$15.5 million grant for a project that will help deliver better education to children in poor areas and from disadvantaged families in the Kyrgyz Republic. Building on the achievements of the first ADB-financed Education Sector Development Program, the project will help the Government modernize the country's basic education curriculum, including an improved learning assessment system and new textbooks.

It will also upgrade facilities and educational equipment for 90 schools in rural areas, and strengthen in-service teacher training and provide financial incentives for rural teachers.

"The project will help develop a general education system that is more responsive to the needs of a modern, market-oriented economy and more focused on poorer areas of the country," says Raikhan Sabirova, an ADB Project Specialist. Major problems in the Kyrgyz Republic's education sector arise from the current curriculum, the state of the teaching profession, and limited access to education in rural areas. The curriculum, while somewhat different from the Soviet one, continues the tradition of heavily content-based subjects.

ADB's first education project addressed an urgent textbook shortage problem by procuring 3.35 million textbooks and teachers' guides. Now, a new curriculum requires a new generation of textbooks and learning materials. Current learning assessment strategies, which rely on student grades to judge the quality of education provided by the school, need to be upgraded, and the shortage of qualified teachers needs to be addressed. Access to education in the rural areas also remains a problem. About 50,000 students and 1,500 teachers should directly benefit from improved learning environments as a result of the project. Nationwide, more than 1 million students will benefit from an improved curriculum and better learning materials.

ADB's grant, which will finance 71% of the project's \$21.85 million cost, comes from its concessional [Asian Development Fund](#). The Government will shoulder the balance. The Ministry of Education is the executing agency for the project, which is due for completion in June 2011.

The Asian Development Bank, based in Manila, is dedicated to [reducing poverty in the Asia and Pacific region](#) through pro-poor sustainable economic growth, social development, and good governance. Established in 1966, it is owned by 64 [members](#), with 46 from the region. In 2004, it approved loans and technical assistance totaling \$5.3 billion and \$196.6 million, respectively.

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

Romania

Education Vision Exercise in Romania

Center Education 2000+, Bucharest (Romania), in partnership with the Romanian Ministry of Education, the National Curriculum Board – Romania and UNESCO – International Bureau of Education, Geneva, *organised the International Colloquium "Current and Future Challenges in Curriculum Development: Case Studies and Networking for Change"*. The event has been held in Sinaia, Romania, in November, 17 to 20, 2005.

The project was funded by the Open Society Foundation (Romania) through the East-East Program „Partnership Beyond Borders" and Center Education 2000+ (Member of the Soros Open Network – Romania).

Center Education 2000+ is an independent think tank in the domain of educational policy, consultancy and services. The Center – one of the key players of the sector in Romania - currently implements educational programs and offers Technical Assistance for educational change in Romania and abroad. The Center is a member of the Education Policy Centers Network funded by the Open Society Education Support Programs.

Participation

The international colloquium on curriculum involved key-experts such as Mrs. Dakmara Georgescu (UNESCO – International Bureau of Education – Geneva), Mrs. Irmeli Halinen (National Board of Education – Finland), Mrs. Mari Bogner (the National Institute of Public Education of Hungary), Mrs. Virginija Budiene (University of Vilnius – Center for Education Policy), Mrs. Firuta Tacea (President of the National Board of Curriculum in Romania), Mr. Gaby Hostens (Director of Secondary Education – Ministry of Education – Flemish Community – Belgium), and Mr. Alexandru Crisan, Executive President, Centre Education 2000+, representatives of Ministries of Education and policy-making institutions, researchers and practitioners in curriculum development and implementation from the region. The event aimed to relaunch the public and expert-type debate in the region on educational policies with a focus on curriculum development. Discussions will be focused on general and secondary education (grades 1 to 11/12).

A number of 40 experts participated at the conference. Out of them 18 represented external organizations, mainly Ministries of Education, national institutes or agencies working in the domain of educational change, NGO's from Central, Eastern and South-East Europe and Central Asia (among others Croatia, Georgia, Hungary, Kazakhstan, Latvia, Lithuania, Moldova, Poland, Serbia and Montenegro, Tajikistan, Turkey, Ukraine), involved in education and curriculum planning in their countries. Last but not least, the Colloquium has been attended by a consistent group of Romanian experts in curriculum development including representatives of the NBC, universities, academic sphere, and practitioners.

Goals

The purpose of this Colloquium were:

- To identify existing conceptual approaches and policy-making initiatives, procedures and institutions in curriculum development area as implemented in the region over the last years
- To initiate professional and policy dialog on curriculum development mechanisms and practices.
- To initiate and encourage the functioning of a space for communication and cooperation based on / in the framework of the International Bureau of Education's (IBE) initiative concerning the creation of a *Global Network of Curriculum Developers* with active nodes in different regions of the world (in this context, a „Bucharest node“ will be initiated and interested countries invited to join it).

Country Presentations

The country presentations have shortly approached the following areas:

- Conceptual aspects of developing National Curriculum.
- Institutional arrangements for developing and implementing curriculum.
- Strategies for developing and implementing curriculum.

Target groups

Policy-makers in education sector, curriculum developers, representatives of NGOs working in the field of education.

Outcomes

The Colloquium has had the following results:

- A set of examples of “what works” and “what does not work” in developing educational policy with special focus on curriculum development;
- Shared experiences among key-experts and policy-makers in the region;
- A better understanding of the role of long-term policy for the development of educational systems in a national and international changing context
- A regional network of curriculum developers as part of the IBE initiated Global Network of Curriculum Developers.

Long-term benefits

The project aimed:

- To build a bridge between the NGO's and governmental organization from the countries in the region, a long-term strategy consolidating the quality of their collaboration for the benefit of their educational systems;
- To enhance the quality of cooperation between policy-making NGO-s in the region in their effort to support the changing process in education.
- To enhance networking and cooperation among countries in the region in matters concerning curriculum development.

In order to have more information about this event, please go to the Centre Education 2000+ web page at the address www.cedu.ro

For more info on this topic, please contact:

Alexandru Crisan, Ph.D. Executiv President, Center Education 2000+, acrisan@cedu.ro
Eugen Palade, Head of Department, Center Education 2000+, epalade@cedu.ro

Slovakia

Recent issues in Higher Education

The Slovak government agreed in December to grant a subsidy of EUR 0.5 million to private universities. First time ever, public funds went to private universities in Slovakia. The sum will constitute only a small percentage of private universities budgets and is also negligible when compared to the volume of state subsidies to public universities, currently around 260 mil EUR.

As expected, public universities loudly protested against the government decision, arguing about a better position of private universities thanks to charging tuition fees and coverage of most attractive study fields only. However, charging unofficial tuition fees is a hidden practice of several public universities. Current government was repeatedly unsuccessful in passing the bill enabling even the public universities officially charge tuition fees. It also failed to enforce granting per-student subsidies also to private universities.

In December, a recently established NGO Academic Ranking and Rating Agency should announce the comparison of universities' quality. It will not much contribute to the public-versus-private-universities debate, since only one private university in Slovakia already has its graduates - others are too young. Yet, it should bring about the overview of the most important quantitative indicators about universities (such as quality of research and teaching, graduates unemployment, spending of universities, etc.) and include the views of employers about the quality of graduates. Several university representatives hope that the ranking can push the Ministry of Education into a more differentiated funding of universities based on their quality.

For more info on this topic, please contact Martina Kubánová, kubanova@governance.sk

Uzbekistan

Government of Japan allocates new grants for US\$411,900

The Government of Japan will grant US\$411,900 no-string aid to grassroots projects in Uzbekistan. The corresponding contracts will be signed in Tashkent on 16 December. In particular, the funds of the grants will cover the procurement of school equipment for secondary school No. 7 of the town of Asaka of Andijan region for US\$67,642.

The grants will be allocated to projects for the procurement of medical equipment for the clinic of Andijan City Medical Institute in the amount of US\$87,250, the regional hospital in the city of Ferghana in the amount of US\$85,700, the central city hospital of the city of Tashkent in the amount of US\$88,670, and the city children's hospital of the town of Bekabad of Tashkent region in the amount of US\$82,638.

The no-string aid programme for grassroots projects is administered with the aim of bettering the living conditions and raising the level of medical services as well as strengthening the social status of women.

Due to the fact that the current year (2005) is declared a Year of Health, the Government of Japan has paid great attention to the implementation of projects related to improvements in the healthcare sector.

Since 1 January 2005, the Government of Japan has already allocated more than US\$1.4 million for the implementation of 21 projects dedicated to the Year of Health, 12 of which have been awarded to educational institutions and 9 - to medical institutions.

In addition to grassroots projects in the sphere of healthcare the project on improving medical education is also being conducted at the present moment, which aims to raise the quality of medical services. Nine Japanese volunteers-nurses are engaged in the project and participate in the exchange of knowledge and skills.

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

European Commission

Council reaches partial agreement on lifelong learning package

EU education ministers agreed on 15 November to the content of the Commission's proposed lifelong learning programme 2007-13. Among other things, UK Education Secretary Ruth Kelly said that it would promote further exchanges between schools and universities as well as contribute to economic growth and productivity in the European Union.

In a first reading vote on 25 October, the European Parliament called for 14.377bn euros for the programme where the Commission proposes 13.62bn euros. Ministers are not expected to return to discussions about the financial aspects of the programme before the financial perspective has been agreed. As part of the education and training work programme 2010 (see [14 November 2005](#) for latest EurActiv story on this), they called for the Commission to set up a cluster of those member states wishing to develop peer-learning activities on sectoral skills.

Erasmus is a key success story for the EU, providing students with some financial support to carry out studies in other countries. During the press conference after the Council meeting, EU Education Commissioner Jan Figel pointed to the success of Erasmus as real EU added value, "noting that Spain and France had become the most popular destinations for Erasmus students". Ministers also agreed to the content of the Commission's youth in action programme. They suggested a 'youthpass' as one way to encourage the recognition of non-formal and informal learning for young people and those active in youth work and youth organisations. They say the Commission and member states should consider including it in the Europass.

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

Figel stresses need for action on language learning and teaching

The concept of multilingualism covers translation and interpreting services as well as language learning. It is particularly dear to the Commission given that the treaty refers to the respect of cultural, linguistic and religious diversity as one of the core values of the EU. The Commission is keen to anchor the principles of multilingualism within the European Union as a whole.

Unveiling the Commission's thinking on multilingualism in its first ever communication on the issue, Commissioner Jan Figel is urging member states to "take their responsibilities for language learning and teaching". He also stressed that, in the context of the Lisbon agenda for growth and jobs, languages were an important factor in "employability", i.e. helping citizens to secure and hold down jobs.

He referred to a new instrument being developed by the Commission, and known as 'European Language Indicators', that is designed to help member states assess their citizens' language skills. In addition, he pointed to the [eight key competences for lifelong learning](#), a recommendation from the Commission to help promote lifelong learning in Europe, a specific outcome of the Education and Training 2010 work programme. Two of them are about communication in the mother tongue and communication in foreign languages.

Mother tongue plus two languages aim

Figel said that the fact that 50% of EU citizens can speak a foreign language showed "good progress" towards the goal, set by member states, of "mother tongue plus two foreign languages" for EU citizens. However, he added that there were "huge differences" between member states, ranging from some 90% of citizens of a country being able to speak a foreign language to a third of citizens of another country being able to speak a foreign language. A high level group on multilingualism, made up of a group of independent experts, would "hopefully" be set up "within the next year", said Figel.

Broadly speaking, he indicated that the Commission was moving from its focus on language teaching and language learning, where it has spent 30m euro on LINGUA for example, to a more "horizontal" approach in the next seven year period, ie 2006 to 2013.

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

Top priority for EU is jobs, say young Europeans

The current EU Youth programme providing EU funding for exchanges and volunteering runs until 2006. The Commission has proposed a budget of 915 million euro for its replacement, to run from 2007-13, called [Youth in Action](#). In November 2005, ministers reached a political agreement on this programme (the exact budget still to be negotiated).

The European Youth Week has put young Europeans centre stage throughout the EU from 5 to 11 December 2005. In Brussels, participants have spent the week working in both plenary and working groups as well as being given the opportunity to voice their opinions in a hearing by the European Parliament.

On 5 December, a Eurobarometer on young EU citizens' expectations for the future of the EU was released. It will provide invaluable information for Commission and member state policy-makers.

The three highest priority areas that young EU citizens want the EU to tackle are, in order, fighting unemployment (52%), fighting poverty and social exclusion (45%) plus maintaining peace and security in Europe (30%), says a Eurobarometer on young EU citizens and their expectations for the EU.

As many as 68% of young Europeans in the new member states want the fight against unemployment to be the EU's top priority.

Fears of jobs being transferred to other member states

Two thirds (68%) of all young Europeans fear the transfer of jobs to other member states, as compared to 72% of all EU citizens. The concern is more widespread among young Europeans living in the 15 'old' member states than among those living in the 10 'new' member states.

Skills needed to find a job

Education (54%), professional experience (42%) and language skills (30%) were the three most frequently chosen assets that young citizens said needed emphasis to find a job today. They were asked to choose two from a list of six. The other three assets were computer skills, ability to adapt and willingness to work abroad.

Active citizenship through participation

The survey says that young Europeans are less likely to be interested in and to feel well informed about politics and current affairs than their older counterparts. It also says that, in terms of participation, the last 2004 European elections were "disappointing" with only one third of people aged 18 to 24 taking part (compared to 45.6% on average).

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

European Educational Research Association

The next European Conference on Educational Research (ECER 2006) will take place at the University of Geneva. The Post-Graduate and New Researchers' Pre-Conference, which is free of charge, will be held on 11th & 12th September. The Main Conference will follow from 13th - 16th September.

The conference will be jointly organised by the European Educational Research Association (EERA), the Section of Educational Sciences, University of Geneva and the Swiss Society for Research in Education (SSRE/SGBF).

The Conference Theme is "Transforming Knowledge". The Keynote Speakers will be:

1. Prof. Christiane Perregaux, University of Geneva
Provisional title: "Knowledge Transformation and the Question of Multiculturalism and Multilingualism in Europe"
2. Prof. Yrjö Engeström, University of Helsinki
Provisional title: "The Transformation of Knowledge in Co-configuration Work: Object-orientation and Negotiation"
3. Prof. Els Boshuizen, Open University of the Netherlands
Provisional title: "A Cognitive Perspective on Expertise Development; Effects of School Learning and Experience"
4. Prof. Gunther Kress, the Institute of Education, University of London
Provisional title: "Shapes of Knowledge and Potentials for Learning: Rethinking Pedagogic Resources for Digital Environments"

The full Call for Proposals is available on the EERA website on the following link: <http://www.eera.ac.uk/web/eng/all/annual/2006/index.html>

A Word version of the Proposal submission form, which you should use to enter, edit and save your proposal details, will appear on this webpage soon.

In order to evaluate the scientific quality of proposals, this year's proposal submission form will require you to provide information on description of the proposal, methodology, conclusions and references. You are also asked to specify if your proposal is part of a master or doctoral thesis and if it is intended for publication. Please ensure that you read the criteria for submission carefully before submitting your proposal. To facilitate the processing and review of your proposal, please complete all sections of the proposal form as fully as possible.

Please send one copy only of your proposal form by e-mail to eera@strath.ac.uk by the submission deadline of WEDNESDAY 1ST FEBRUARY 2006.

OECD

[Call for Tender for an international contractor for the implementation of the PISA 2009 cycle](#)

23-Nov-2005

The Call for Tender for an international contractor for the implementation of the PISA 2009 cycle has just been released (CFT N° OCDE/EXD/PCM/EDU/IA/05/148). The deadline for submission of tenders is: 10:00 AM (Paris time), 31st January 2006.

For further information, please send your questions to the following address: nicolas.ferre@oecd.org

Call for Tender available in French on request: nicolas.ferre@oecd.org

The online registration for the International Conference on Values and Ethics: Managing Challenges and Realities in Higher Education, Paris 11-13 September 2006 is open.

This conference is organised by the Programme on Institutional Management in Higher Education (IMHE). The 2006 IMHE General Conference will focus on the challenges of managing issues involving ethics and values in higher education. Policy-makers, institutional leaders and managers, researchers are invited to respond to this announcement and present their findings and share their ideas and experiences.

A frequent subject of debate in economic circles, these two notions have been brought into greater prominence by the shifting environment and the changes under way in higher education. Rapid changes in technologies, research and the role of higher education in society raise a range of issues which concern complex concepts of freedom, responsibility, truth, control, limits and which have practical implications for governance, policy and management of higher education institutions.

The 2006 Conference will provide a forum for participants to explore these issues in concrete terms, informed by current research and practice.

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

Network of Education Policy Centers

OECD Global Forum on Education: The Challenges for Education in a Global Economy

Santiago de Chile: 24-25 October 2005

Feedback on conference by Alexandru Crisan, Executive President, Center Education 2000+ (Bucharest – Romania)

The first *Global Forum on Education (GFE)* organized by the *Organization for Economic Cooperation and Development (OECD)* took place in Santiago de Chile on 24 and 25 of October 2005.

Fifteen Ministers and State Secretaries for Education, more than 100 representatives of 40 countries and 15 international organizations as well as 120 delegates from Chile took part at the Forum. The Open Society Institute education network was represented by Terrice Bassler-Koga (Director, Education Support Programs for South East Europe, Ljubljana, Slovenia), NEPC representatives sponsored by OSI/ESP- Batuhan Aydagul (Education Reform Initiative – Istanbul, Turkey), Nina Bagdasarova (Open Society Institute – Bishkek, Kyrgyzstan), and Alexandru Crisan (Executive President – Center Education 2000+; Bucharest, Romania). Elena Lenskaya, the Chairman of the Education Sub-Board of the Open Society Institute also participated as a representative of the British Council – Russia.

The key question that may arise is: *Why the First Global Forum on Education was organized by OECD and why this important meeting took place in Chile?*

As it is well known, currently, OECD is one of the most relevant international organizations that work in the domain of education policy analysis and development. For many years now, OECD offers general directions and specific recommendations for education policies in 30 member states and 70 other countries assisting them to achieve high quality lifelong learning for all that contributes to personal development, sustainable economic growth and social cohesion.

Currently, the *strategic objectives* of OECD are: Promoting lifelong learning and improving linkages with other socio-economic policies; Evaluating and improving outcomes of education; Promoting quality teaching; Rethinking tertiary education in a global economy; Building social cohesion through education; Building new futures for education. All these are carried out in a large variety of activities clustered into the following areas: Education and Training Policy; Indicators of Education Systems; Program for International Students Assessment (PISA); Program on Institutional Management in Higher Education; Cooperation with Non-Member Economies.

These all explain why OECD was the organizer of the first Global Forum in Education. And why the event was held in Chile? The explanation is simple: Chile currently displays one of the most challenging education reforms internationally. In terms of education policy development and underlying implementation Chile education is an example of best practices for many domains of education: curriculum, assessment, textbook development, teacher training, relations education – labor market, adult education etc. The lessons of the “Chilean education boom” could be relevant for most of our countries.

Aims of the GFE

As defined by the organizers, the aims of the GFE were: (1) To share experience on best practices in education systems: what works and what doesn't work; (2) To take stock on what we know and what we do not know in the domain of educational change; (3) To debate on what needs to be done in assuring a good balance between quality and equity; personal development and social cohesion; quality of offer and personal barriers to learn; global, national and personal challenges etc.; (4) To restructure and refine information and data on the education systems for an better evidence-based policy making.

Key Areas and Topics Approached by GFE

Based on these aims the following areas have been approached by the participants: the main issues of the global politics of education; the main challenges for educational development in a global knowledge economy; the actions that are/should be undertaken in order to face these challenges.

The sessions of the GFE have been organized around the following six topics: (1) Assuring access to lifelong learning for all; (2) Quality and equity: challenges for education and training in a global perspective; (3) Quality in education in an open society: lessons from the PISA perspective; (4) Special education needs: towards inclusive education; (5) Higher education in a global world; (6) Teachers matter: attracting, developing and retaining effective teachers.

In order to cover the topics, ministers, representatives of OECD, other international organizations, outstanding international experts have been invited to held general Education Policy presentations, sector-wide analyses as well as country or sector-based case studies. Based on the debate a number of general and specific conclusions have been drawn.

Main Issues

As follow the main issues reported and debated during the topic-based sessions will be shortly presented.

(1) Life Long Learning (LLL)

The concept and Philosophy of LLL are currently leading the most relevant educational developments and education policies. This is why drafting national education policies should be part of / should include complex LLL policies and strategies. In this context, partnership among Governments, civil society, employers etc. is of utmost importance.

In terms of vision the LLL concept stresses the idea that learning never ends: it starts in kindergarten and it continues over life; this is why all learning in school, i.e. in a formal setting should actually foster the so-called *LLL skills*: active/procedural knowledge ('know how'); flexible skills; self-motivation for learning, active and participatory citizenship. In this vision education has the role to build up a personality with questioning attitude, ready to accept challenges and to learn all life. It is a real need for a curriculum vision that develops career guidance and self-guidance mechanisms and skills for the young generation in order to meet the challenges of current day society.

(2) Quality and Equity

Quality in education is a dynamic concept that reflects the relation among educational objectives – resources – mechanisms – actions and outcomes. The ultimate measure of quality is "students' real outcomes", seen mostly as concrete social outputs of learning. Important is what graduates really know, and can do with what they know and how do they behave as active members of our societies, and especially how do they practice their new status of "global citizens". This is why it is essential to move from the input-based towards the output-based educational vision.

Quality in education is under the influence of many factors; however, the most important is the quality of learning in which a series of key aspects are embedded: the quality of the learning environment, the human resources, the partnership with all stakeholders etc.

Assuring quality education to all seems to be the biggest challenge of the century. In order to improve quality internal and external factors of schooling are equally important. At the same time, checking on the quality of students' performance seems to be the best way in improving education policy.

(3) Special Needs

Special Needs Education (SNE) and *Inclusive Education* seem to be an important topic of current day discussion in education. In fact, the underlying Philosophy in approaching SNE is the inclusive education. Real inclusion would mitigate exclusion, decrease prejudice, and allow more effective and efficient use of resources. However, in order to accomplish this, there is a need for legal and policy framework in many non-member countries.

An important fact is that evidence from PISA suggests that the SN children perform rather well in terms of their attainments and therefore they can contribute to the economy and society and not be a financial burden. However, school systems should be aware of the fact that inclusion means other types of school and learning arrangements. New ways and classroom strategies to support inclusive education should be encouraged: multi-level instruction, cooperative learning, individual learning modules, activity-based learning, and peer tutoring.

(4) Higher Education Challenging Globalization

The GFE made clear that *universal elementary and secondary education* will drive up the demand for higher education and improve access ratio. There is a clear process of "globalizing" higher education and the signs for this are among others the Bologna Process, the international mobility etc. The most important challenges for the domain were considered: increasing public and private investment in higher education; encouraging high quality domestic private institutions; assuring transparency and efficiency in accrediting and regulating higher education; strengthening Open Distance Learning; establishing easy financing schemes for student loans; introducing multiple and alternative scholarship schemes for the meritorious and needy.

(5) Teachers Matter

Based on the recent OECD research, *Teachers Matter*, the following directions have been approached by the session: General features of a policy framework for the teaching profession and practices; Making teaching and attractive career choice; Developing teachers knowledge and skills as a challenge for the domain; Recruiting, selecting and employing teachers; Retaining effective teachers; Developing and implementing teacher policies.

In order to develop teachers' knowledge and competencies, clear teacher profiles should be designed. Better selection into initial teacher education as well as flexible initial teacher education system is necessary. In order to make the teaching professions a thoughtful knowledge-rich profession, the following are needed: accrediting teacher education programs; certification of new teachers based on clear standards; strengthened induction programs; professional development throughout career; increased provision of professional development.

Certain conclusions were clearly stated during the GFE. When talking on teachers, the issues of recruitment, development and retention are interrelated. At the same time, teacher policies are closely related to other policies in the system. On another scale, internationally, differentiated approaches are necessary in order to take account of country differences.

Challenges for Non-member States (Developing Countries)

For the Non-member states a number of challenges have been mentioned:

- Globalization is a reality and development countries cannot avoid it;
- Relatively small economies depend not only on open borders and fair trading rules but on the abilities/skills of the population to make, sell and service products needed by the rest of the world;
- Globalization includes more than economics and competitiveness; it also means justice and relationship between Democracy – Human Rights – Economic and Social Development – Security;
- Globalization should become the opportunity of learning about one another, comparing ways of doing things;
- “Globalization in education” is not only about lessons, best practices and techniques but about building a common citizenship and solidarity which brings out the best in all of us;
- Globalization and education go together: the idea is not providing uniform pattern but one that respects diversity; that encourages the openness to the world.

What Countries should do in order to meet the Challenges of Globalization (B. Hugonnier)?

At the end of the GFE, Bernard Hugonnier – Deputy Director of OECD Directorate for Education highlighted some of the main steps countries are recommended to undertake in education in order to meet the challenges of *globalization*:

- Changing/improving curriculum to integrate the skills required by the knowledge economy;
- Adjusting educational systems to reflect that working relationships are increasingly based on networking, partnership, autonomy and accountability and less on hierarchy, command and control;
- Adjusting the labor force to the increasing economic interdependence and the competition of emerging economies such as India and China;
- Improving the equity of education by limiting the impact that socio-economic background can have on students performance;
- Raising the interest of students in areas where there is an announced shortage of competencies, i.e. science and technology;
- Facilitating the cooperation of all ministries having a stake in education to ensure the implementation of a genuine lifelong learning policy;
- Ensuring the financing of tertiary education and adult learning in view of necessity to increase national education attainments and help individuals to change jobs;
- Ensuring that adult training is benefiting first low-skilled workers, migrants and unemployed;
- Adjusting educational systems to the needs of an increasingly multicultural society;
- Ensuring the compatibility between education and migration policies;
- Enhancing the autonomy of higher education institutions and improving their governance;
- Raising the awareness of people on issues which are now of global concern and are therefore the responsibility of everyone (environment; AIDS);
- Strengthening international cooperation and networking to ensure a high level of quality in cross-border higher education to limit brain drain;
- Assisting developing countries in establishing institutions and regulations regarding quality assurance, accreditation and recognition of qualifications.

Lessons

Analyzing global educational trends, education systems, and change processes internationally and at the level of different countries a series of lessons for current day and emerging education reforms are to be drawn; in this sense, it seems that for the success of any education change process there is a real need for:

- Long term vision in any education reform
- Consensus – political and public
- Coherence in policies and programs
- Public debate – consultation – communicating reform
- Evidence based policy design and implementation
- Partnership in planning and implementing
- Monitoring implementation
- Balance of demand and supply, support and accountability
- Capacity building – human and others
- Political timing (cycles) – of 4/5 years - do not match with the normal cycle of an education change (6 – 7 – 9 ... years).

The last statement means that politicians should understand that a single policy cycle is not enough for accomplishing an overall education change process. This is why what one expects from politician is mostly a long term vision and a general commitment for sustainable change than a continuous implementation into the systems of “short term visions and outlooks” that are meant to make successful the term between two elections.

Conclusions

The main conclusions of the GFE go towards a set of ideas that encourage international cooperation and networking for change as prerequisites of a *global world* and a *global education*. As a matter of fact, international cooperation and comparison are important for all countries as “borrowing and lending” are relevant processes in current education change. When planning reforms, international experience should not be copied but matched with national realities and challenges of education. In reality, *globalization* and “*localization*” should be correlated for the success of the change processes.

For more info on this topic, please contact Alexandru Crisan, acrisan@cedu.ro

Consultative meeting of the Network of Education Policy Centers

“Education policy transformations and the role of education policy centers”

The Consultative meeting of the Network of Education Policy Centers was organized November 11-12, 2005 by the Education Policy Center at Vilnius University (EPC VU), Lithuania. The event was supported by OSI Education Support Program, OSI East-East Program ‘Partnership beyond Borders’, the Ministry of Education and Science of the Republic of Lithuania, and Vilnius University.

Representatives from Education Policy Centers, researchers, policy makers, representatives of partners and stakeholders were invited to participate at the meeting.

The consultative meeting aimed to provide platform for discussions and experience sharing on the role of Education Policy Centers and other think-tanks in education policy monitoring and advocacy. Key findings and lessons learned from joint international monitoring initiatives on drop-outs and private tutoring were presented. Meeting aimed at building effective partnership between Education Policy Centers and researchers for policy analysis, development of alternative approaches, public awareness raising and advocacy. Planning and development of new joint initiatives on anti-corruption in education and curriculum development policies for social cohesion was an important task for the participants.

During the meeting participants benefited from:

- Discussions on global tendencies and local contexts of education policy;
- Discussions and presentations on the context of education policy transformations and roles of stakeholders.
- Presentations of key findings and recommendations of joint monitoring initiatives.
- Sharing the experiences of the centers on their newest projects and initiatives.
- Planning of new joint initiatives.
- Discussions on strengthening added value of networking and development of further strategies for partnership.
- Acquaintance with education policy transformations in Lithuania.

The *first day* of the meeting was devoted to discuss global tendencies and local contexts of education policy and sharing the experiences, activities, projects, and problems of the centers and joint initiatives. On the *second day* participants focused on discussions on further advocacy of the recommendations from joint initiatives and future cooperation, and worked in parallel groups on development of new of joint projects design and further agenda of the EPC Networking. The Interim Board for NEPC strategy development was elected. On the third day (optional) two short parallel training workshops were offered on the topics of “Mapping corruption: theory and methodology” and “How to become a better policy adviser. Case of strategy development”. On the *third day* the newly elected Interim Board for NEPC strategy development had its first planning meeting.

Context of education policy transformations and agents for change. The event aimed to further strengthen the networking of Education Policy Centers and encouraging wider partnerships of policy makers, researchers and NGO’s with the aim to strengthen capacity of stakeholders for analysis, advocacy for the improvement of education policy. The main theme for discussions was around the interplay of global and local contexts and how this power field does influence and shape education policy and behavior of stakeholders. Globalization for some can mean localization and marginalization for others: how education policy transformations can approach this problem was debated by key presenters and panelists. It was concluded that the implementation of education policy changes based on the values of open, democratic, sustainable development of societies on local, regional and global scale is a big challenge for policy makers and active and wide stakeholder participation is necessary to be initiated. The participants made conclusion that one of the main missions that Education Policy Centers as NGO’s, is stakeholder involvement into participatory education policy development.

Presentations of key findings and recommendations of joint monitoring initiatives. International summaries of key findings of international education monitoring projects on Drop-outs and Private Tutoring by the Network of Education Policy Centers were presented. Participants discussed lessons learned from joint education monitoring projects. Groups started development of country, regional and international advocacy plans of key findings and recommendations for Drop-outs and Private Tutoring monitoring initiatives with the aim to improve equity of access to open and fair and quality education. The further dissemination of key findings and advocacy activities on is planned for the next year.

Exchange of experience as added value for EPCs. Exchange of experience of involvement of the participating education policy centers in and impact on education policy development was considered as important added value that networking brings and was rated as very valuable outcome of networking and partnership. (Presentations from the Centers can be found on the Internet at www.epc.objectis.net, look for *Resources*). Participants of the meeting joint three major activities: sharing experience, participatory consultations in different areas and planning new joint projects.

For more info on topic, please contact Virginija Budiene, virginija.budiene@fsf.vu.lt

CENTER FOR EDUCATIONAL POLICY STUDIES (CEPS)

Name of host institution: Faculty of Education, University of Ljubljana

Address: Kardeljeva Ploščad 16, 1000-SI, Ljubljana, Slovenia

Phone: + 386 1 589 23 44

Fax: +386 1 589 23 45

Email: ceps.ljubljana@uni-lj.si

Website: <http://ceps.pef.uni-lj.si>

Director: Prof. Dr. Pavel Zgaga

Coordinator: Igor Repac

Year established

2000

Activities

The Center is active in the field of Educational Policy Studies. It participates in national and international activities in this field, particularly in research, development and consultancy projects.

RECENT EDUCATION PROJECTS

International projects:

- South East European Educational Cooperation Network (2001–2004)
- Report on the Bologna Process Follow-up Activities (2001–2003)
- Education for Democratic Citizenship: From Policy to Effective Practice through Quality Assurance – (2003–2005)
- Mapping of Research in European Social Sciences and Humanities (2003-2004)
- Enhancing Professional Development of Education Practitioners and Teaching / Learning practices in SEE countries (2005-2006)

National projects:

- Standardisation of Roma Language in Slovenia and Inclusion of Roma Culture into Education System
- Concepts of Quality in Education and Possible Factors of Quality in Preschool, Primary and Secondary Education
- Concept of Citizenship and Development of the Subject and its Contents for Cross-Curricular Citizenship Education
- Evaluation of descriptive assessment in the first triade of primary school
- Educational systems, textbooks and knowledge-based society: limits of market regulation in small language communities
- Educational Policy in the Contemporary European Context (2002-2004)
- Teachers' Education and Training in the Contemporary European Context (2004-2006)

Conferences, seminars and workshops:

- Several regional seminars within the project South East Europe Educational Cooperation Network (SEE-ECN) (For more details please see: <http://www.see-educoop.net/about/workshops.htm>)
- Once per month the Center organizes research seminars ("School Field Seminar") with Slovenian and international researchers (For more details please see: <http://ceps.pef.uni-lj.si/1semin.html>).

Education and training:

Organization of several cross border study visits, seminars, workshops etc. Co-operation in Socrates-Erasmus projects and networks (e.g. Eudora – Doctoral Studies in Teacher Education). The Centre supports teaching in learning at the Faculty of Education, Ljubljana University (undergraduate and graduate students).

Publications

- J. Krek, et. al: Citizenship and Education in twenty eight countries; (Ljubljana, 2001) – English language
- P. Zgaga: School Field. Themes in Philosophy of Education and Educational Policy; (Ljubljana, 2002) – Slovenian language
- M. Kovač Sebart: Self-image of School: Conceptualization of Nine-year Compulsory School; (Ljubljana, 2002) – Slovenian language
- P. Zgaga, et. al: Drafting new Curricula in South East Europe; (Geneva, 2003)
- M. Kovač, et al: Textbooks and Knowledge Society; (Ljubljana, 2004) – Slovenian language
- P. Zgaga: Bologna Process. The Emerging European Higher Education Area; (Ljubljana, 2004) – Slovenian language
- P. Zgaga: The Importance of Education in Social Reconstruction. Six Years of Enhanced Graz process: Developments, Current Status and Future Prospects of Education in South-east Europe; (Ljubljana, 2005) – English language
- J. Krek, et. al: Tool for Quality Assurance of Education for Democratic Citizenship in Schools; (Paris, 2005) – in English language

PARTNERS

Local: All major education related organizations and institutions in Slovenia.

International: CEPS is running the SEE-ECN, whose partners are all SEE Ministries of education and several educational institutions, NGOs, Schools, Universities, etc. from the region, and some major international organizations.

For detail information, please open http://www.see-educoop.net/portal/id_members.htm

MEMBERSHIP IN NETWORKS/ASSOCIATIONS

SEE ECN - South-East European Educational Cooperation Network

TUNING – Tuning Educational Structures in Europe

TEN-10 – Teachers Education in Europe until 2010

Number of institute staff members: 3

NEW PROJECTS& INITIATIVES

Call for Proposals: Resourcing Education—Fund for Innovations and Networking

November 29, 2005

The Education Support Program (ESP) is accepting proposals for [RE:FINE](#), an education fund established to support projects in the general education sector that further open society goals in identified priority areas. It provides strategic grants for networking opportunities between NGOs and other organizations that support gains already made in the education sector in order to maximize impact and enhance capacity of civil society actors in bringing about school reform.

Funding objectives include the following:

- to promote networking for enhanced impact, promote exchange of local knowledge, and foster collaboration between civic organizations that support open society goals in education within and between countries, and across geographic regions;
- to build capacity and resources in the region, to promote open society goals in the general education sector in the targeted countries;
- to promote civil society involvement in education change in partnership with governments and other local players transnationally and locally;
- to strengthen advocacy within the priority areas of RE:FINE.

RE:FINE supports initiatives in countries where OSI is involved in education, including countries in South Eastern Europe (SEE), the Caucasus, Central Asia, Mongolia, Russia, and Ukraine. **Deadline:** March 14, 2006.

For more information, view the [RE:FINE guidelines](#).

DONNORS, FINANCIAL& PROFESSIONAL OPPORTUNITIES

European Parliament - Traineeships and Study Visits

Application deadline: February 1 and June 1, 2006, (for unpaid traineeships), 15 May (for paid traineeships starting 15 September)

Traineeships

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:

- 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.

Paid Traineeships:

1. Robert Schuman scholarships, general option (primarily economics, law, political science etc)
2. Robert Schuman scholarships, journalism option

Criteria:

- Have a university degree after a course or study of at least three years' duration
- Submit written reference from university lecturer or from a professional person.

Paid traineeships shall be awarded for a period of five months. Each traineeship has its own specific criteria which can be found in the regulations.

Unpaid Traineeships are for a duration of one to four months. It offers young citizens the opportunity to complete a traineeship:

- As part of their course at university or equivalent institution
- Of a high-level vocational training organised by a non-profit-making body
- Of a requirement for access to a profession.

Study Visits

The study visits are intended to provide citizens of the European Union with opportunities for more detailed study of specific subjects relating to European integration, either through consultation of documents in the European Parliament's libraries or archives or through contacts with MEPs or specialist officials. Maximum duration of the study visit is one month.

More information

Website: http://www.europarl.eu.int/pdf/traineeships/general_rules_en.pdf
<http://www.europarl.eu.int/parliament/public/staticDisplay.do?id=147>

E-mail: stages@europarl.eu.int

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

ASO Ljubljana and ASO Sofia - Research Cooperation and Networking between Austria, Slovenia, Bulgaria and South Eastern Europe

Application deadline: February 15, 2006 (date of postmark)

The Austrian Science and Research Liaison Offices Ljubljana/Slovenia and Sofia/Bulgaria (ASOs) announce a Call for proposals for projects in Research Cooperation and Networking between institutions in Austria, the ASO countries Slovenia and Bulgaria and South Eastern Europe (Albania, Bosnia-Herzegovina, Croatia, FYR of Macedonia, Romania, Serbia (including Kosovo) and Montenegro).

The call wants to intensify the short-term cooperation in the scientific field of 'Contribution of Science to the EU-integration of South Eastern Europe - Research on the Education - Society Nexus and on the Science - Society Nexus' with the aim to support the development of long-term scientific collaboration. Funding is provided by the Austrian Federal Ministry for Education, Science and Culture (bm:bwk) in the framework of its South Eastern European science cooperation initiative.

The project activities must be implemented after signing the contract and before May 2007.

The funding available is 118.000 Euro and it is envisaged to support around 10 projects following this call. The allowable funding per project depends on the content, duration and number of teams involved. For projects with higher than average financial costs, cofinancing is expected.

The funded activities shall enable scientists from Austria, Slovenia, Bulgaria and other South Eastern European countries to work together on mutually beneficial projects. The main goal is to promote networking, the exchange of research results and know-ho, comparative studies and know-how exchange on European standards and practices in the specified areas. The activities should build on already existing scientific results.

Eligible participants are universities, non-university research institutions and tertiary education organisations. The consortium composition must include one partner from Austria, one partner either from Slovenia or Bulgaria and at least one partner from Albania, Bosnia-Herzegovina, Croatia, FYR of Macedonia, Romania, Serbia (including Kosovo) and Montenegro.

More information

Website: <http://www.aso.zsi.at/en/all/aussschreibung/303.html>

E-mail: aso@zsi.at (Austria)

aso-ljubljana@zsi.at (Slovenia)

aso-sofia@zsi.at (Bulgaria)

Associations of Institutions for Feminist Education and Research in Europe - Gender and Citizenship in a Multicultural Context, August 31 – September 3, 2006, University of Lodz, Poland

Application deadline: February 1, 2006

The conference is a triennial event organized by the Association of Institutions for Feminist Education and Research in Europe (AOIFE). Previous European Feminist Research Conferences were held at the universities of: Aalborg (1991), Graz (1994), Coimbra (1997), Bologna (2000) and Lund (2003).

Continuing this tradition, the 6th European Gender Research Conference plans to be a high-level, interdisciplinary event focused on gender research in a wide but well-defined range of thematic areas:
changing concepts and practices of citizenship in relation to gender issues in Europe
interrelations between concepts and structures of citizenship and European multicultural contexts defined as intersections of race, ethnicity, sexuality, class, nationality, religion, etc.
gender, science and technology and global citizenship
gender and participation in political and economic processes.

More information

Website: <http://www.gender2006.pl/>

E-mail: gender2006@uni.lodz.pl

A New European Erasmus-Mundus Master Programme in Education Policy and Management:

see www.dpu.dk/mall/. Scholarships available for candidates outside the European Union.

Erasmus-Mundus Master Programmes are joint programmes from several European universities. A consortium of The Danish University of Education (coordinator; Copenhagen/Denmark), Institute of Education (London, UK) and University of Deusto (Bilbao, Spain) will offer the programme in liaison with three other teaching institutions: University of Ljubljana (Slovenia), University of Gothenburg (Sweden), and University of Groningen (The Netherlands).

Non-EU students are eligible for a support from EU Commission (a scholarship amounts to 21.000 Euro per one academic year; 42.000 for two years):

- 12 scholarships are reserved for students from non-EU countries,
- 12 scholarships are reserved for Asian students (Afghanistan, Bangladesh, Bhutan, Burma, Cambodia, China, East Timor, India, Indonesia, Laos, Malaysia, Maldives, Mongolia, Nepal, North Chorea, Pakistan, Philippines, Sri Lanka, Thailand, and Vietnam).

Further information and application forms are available from the website.
Please note that DEADLINE for applications is 1st January 2006!

Contact address: Copenhagen University of Education, Prof. Søren Ehlers, ehlers@dpu.dk

DONNORS, 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

Open Society Institute, London - East East Programme: Partnership Beyond Borders Application deadline: at least three months before a project is planned to begin

The East- East Program: Partnership Beyond Borders is one of the initiatives implemented by the Open Society Foundation in London (a registered UK charity). The program supports international exchanges that bring together civil society actors to share ideas, information, knowledge, experiences, and expertise and to support practical actions that result from that networking.

The East East Program: Partnership Beyond Borders provides financial and human resources that enable civil society actors to:

- Build and/or strengthen resources and expertise
- Share best practices/lessons learned in social transformation
- Collaborate on innovative solutions to common challenges
- Create and/or strengthen international advocacy coalitions.

The program gives priority to long-term initiatives with clear goals and realistic potential for effecting positive change, for example, by:

1. Empowering marginalized and/or vulnerable sectors of society;
2. Promoting cultural, ethnic, and social diversity;
3. Managing the impact of social, economic, and political change;
4. Making information accessible and available to the public;
5. Encouraging public engagement and empowerment in civic dialogue.

The program responds to the needs of people in many diverse societies and empowers them to work beyond borders to achieve shared goals and leverage international experiences and perspectives to promote an innovative social agenda.

The East East Program: Partnership Beyond Borders is implemented by the Soros foundations. Applications are received and reviewed by these foundations.

In 2005 the East East Program: Partnership Beyond Borders launched a Subprogram for European Integration. This subprogram will prioritize cooperation among new EU member states, candidate and potential candidate countries, and the EU eastern neighbours. Specifically, the subprogram seeks to leverage and maximize EU accession experiences in Central Europe to future EU member countries and EU eastern neighbours. The subprogram will seek to discover and inspire the new vision and energy required to address civil society collaboration among new EU member states, future member states, and the EU eastern neighbourhood. 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.

More information:

Website: <http://www.soros.org/initiatives/east/about>

E-mail: geszti@soros.hu (Geszti Judit, Program coordinator)

PUBLICATIONS

Education For All Global Monitoring Report 2006 Published Date: November 29, 2005

This fourth edition of the EFA Global Monitoring Report focuses on literacy. The report measures the world's progress towards achieving the six Education For All goals, and especially the neglected one of universal literacy. It stresses the urgency of devoting increased policy attention and resources to literacy, emphasizing the profound benefits it confers on individuals, communities and nations. The main argument of the report is that literacy is essential not only for achieving Education For All, but also for reaching the overarching goal of reducing human poverty.

Authors: EFA Global Monitoring Report Produced by: Education for All, UNESCO (2005)

Click [here](#) to read the report

[The 2005 edition of Education at a Glance: OECD Indicators](#)

The 2005 edition of Education at a Glance: OECD Indicators enables countries to see themselves in the light of other countries' performance. It provides a rich, comparable and up-to-date array of indicators on the performance of education systems. In doing so, it represents the consensus of professional thinking on how to measure the current state of education internationally.

The indicators look at who participates in education, what is spent on it and how education systems operate, and at the results achieved. The latter includes indicators on a wide range of outcomes ranging from comparisons of student performance in key subject areas to the impact of education on earnings and adults' chances of employment.

EDITOR'S NOTE

This issue of the Newsletter is based on the information, submitted by the Education Policy Centers.

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

The Editorial Team wishes Happy Holidays to all the readers and contributors.