

Network of Education Policy Centers

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NEWSLETTER
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EDITORIAL

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Summary of 2nd Assembly of Network of Education Policy Centers (NEPC)

Baku, Azerbaijan, 2 – 3rd December 2007.

Prepared by NEPC

2nd Assembly of Network of Education Policy Centers (NEPC) was held on 2—3rd December 2007 in Baku, at Crescent Beach Hotel. Center for Innovations in Education (CIE) hosted the Assembly.

Opening Ceremony: Program manager of Center for Innovations in Education (CIE) Elmina Kazimzade welcomed the guests and wished success to the members of the Network in completion of 2-days intense program and introduction of new initiatives on the activities of the Network.

Director of Network of Education Policy Centers (NEPC) Lana Jurko presented the activity report of the Network during the year 2007. She stressed that 23 organizations from 21 countries are represented in the Network. Moreover, the Network has 3 individual members.

Lana Jurko touched upon current and future projects of the Network in her presentation. She stated that monitoring on 'Parental Informal Payment to Education Study', which was one of the biggest projects of the Network, has been completed and database for countries has been made up. The report will be completed by May 2008 based on the results of monitoring studies conducted in 7 countries. Publication of the report will be submitted to the members of the Network.

Elmina Kazimzade presented information on the results of the monitoring study 'Parental Informal Payment to Education Study'. She informed the members of the Network about the methodology and spoke about the scale, frequency, forms and reasons of informal payments in the countries where the studies were conducted. The monitoring study showed that informal payments made by parents exist in 7 countries. E. Kazimzade stated that contributions made by parents to schools are regarded as normal in international practice, but what is important here is the transparency of the process. Also, these payments must not cause disparity among pupils of different social status. In short, parents must know the purpose of the funds and how the school spends it.

It should be mentioned, that the next phase of the project is to give recommendations on making changes in education policy as well as reports on project status in every participating country.

Lena Lenskaya presented "Policy work in Russia" and stressed out that in Russia they are going from top-down reforms realizing that school based reform are important. Her presentation was focused on money given to education – she presented that they received funds from Federal Ministry of Education, some of the staff and alumni and other third party funding.

Suzana Gerzina, consultant working on the mapping of the experts and expertise within the network stressed the potential of education policy centers which are members of the Network, she presented experts specialized on different fields of education and introduced implemented educational projects to the participants of the Assembly. It became evident that organizations included in the Network conducted trainings for teachers, projects for reforming higher education (including Bologna process), anticorruption education, civil education and implemented projects on curriculum.

In her presentation Suzana Gerzina stressed the importance of conducting trainings on financial management, lobbying, advocacy, project development, project management and also on how to write policy documents and study proposals in order to ensure future development of education policy centers.

Alexandru Crisan, presented 'Summer School' initiative which will be offered to policy makers in the region. Support for the development of this initiative will be given by the board. He stated that the summer school is going to be organize in the fields of education policy planning and advocacy campaign.

Members meeting and elections of the new board member: In the course of the assembly program manager of Center for Innovations in Education (CIE) Elmina Kazimzade was elected as a new member of the executive board of Network of Education Policy Center (NEPC) by majority of votes. Lana Jurko introduced new board member Elmina Kazimzade and announced that the next GA venue will be in Romania hosted by CEDU 2000+.

Lana Jurko presented the financial report and stressed out that NEPC is still funded only by the OSI which is not good for sustainability of the organization. Lana Jurko presented the fundraising strategy for the next year.

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New projects and new initiatives were discussed at the Assembly. Projects to be implemented by the Network in the next year can be classified as follows:

Private tutoring

There are 10 countries that expressed their wish to participate in the project – 7 of them are the old one (already participated in the project) and there are 3 new countries in the project. In order to accommodate the needs of all participating countries the research is going to make baseline for the newcomers and it will again include the scope and the nature of the phenomenon. This project is going a step further than the first one and this additional step is upon all participating countries to determine.

The following has been concluded:

- since almost all countries (except Bosnia and Herzegovina) have, or are in the progress of introducing, the State Matura Exam, the project should take a look at the effects of PT in light of the high stake testing and connected issues like social equity, parental participation, equality of the access to the higher education.
- Clear and precise advocacy plan should accompany the research effort.
- In case of additional funds centers expressed readiness to conduct research in the elementary education focusing on profiling pupils who have problems with reaching certain educational standards.

The Research Committee will develop the project proposal in April / May 2008 and after that the project team meeting will be called.

DEDC project

Maria Golubeva chaired the meeting.

The documents for discussion were presented: the questionnaire for centers and for MoE, introduction of Research Committee members (Elmina Kazimzade and Anca Nedelcu), the agenda for the meeting and Project timetable.

This project will focus on following research components:

- Identifying the types and extent of segregation existing within the educational systems of selected countries and viewing them in comparative perspective;
- Identifying the internal (social and historical) mechanisms which generate different segregation patterns and their specific forms of manifestation;
- Exploring how segregation is experienced by those involved ;
- Investigating how it affects the in-built aspects of ethnic and linguistic conflict in cases of different civic enculturation of segregated groups;
- Looking at experiences of desegregation practices in comparative perspective – lessons learned.

The idea for DEDC project was initiated at last GA as it is known that children in different countries are educated separately (e.g. Roma, refugees, disabled persons etc.). The question is related to citizenship and the idea was to make a comparable study. For comparable framework additional data will be needed as well as meetings with MoE and questionnaires.

Maria Golubeva proposed a new topic for discussion – Focus groups. The aim of this proposal was to identify a tentative list of focus groups for each country participating in the project based on indicated country needs.

Representative of Kazakhstan stressed that divided education is not a civic enculturation problem and that this project should consider specific political climate in each country.

Deadlines:

- Reports on interviews with MoE finished by the end of January 2008;
- Country reporting by the mid February 2008;
- The results of Focus groups should be completed by 15th of March 2008.

Next DEDC country meeting will be announced in March 2008.

Second day of the Assembly was open by Lena Lenskaya presentation about "North Caucasus Initiative".

Tom Alexander presented "Student performance and socio – economic background" results from OECD Pisa.

EDITORIAL

Ana Bedalov presented “Science education through Museum Pedagogy”, Jennifer Rabley presented “Displacement: the impact of forced removal and memory”, Mira Francetic presented “Native Art Museum” and Danute Dura presented “Museum of Occupation”.

After presentations the round table “Museum pedagogy” was organized and it was chaired by Maria Golubeva.

In general, museum pedagogies is not a new approach in education. The authors of the presentations stated that this approach contributes to development of critical thinking in pupils, study of new concepts, development of skills to raise the right questions and getting familiarized with new cultures.

There was some general discussion that curriculum should be provided by museum administration and that schools should be involved into museum. Maria Golubeva talked about lack of trainings for museum educators.

As a conclusion following topics for research has been produced:

- Importance of museum educators,
- Evaluation of museums,
- What should be done with curriculum.

As to future initiatives, members of the Network stressed the importance of focusing on some aspects of education. These can be classified as follows:

- Improving school management
- Involving parents in education process
- Transparency and accountability in education
- Advocacy
- Self-evaluation of schools
- Identification of good lesson, good teacher, good school models
- Evasion from education

It was also stressed in the discussions, that formulation of education policy should not be limited by studies or preparation of documents, but it must be aimed at specific political activities. Members of the Network stressed the importance of realization of political studies and stated that education policy centers must carry out their activities in this direction in order to achieve concrete goals.

Closing of the GA: The NEPC Board thanked the host institution and to Elmina Kazimzade and her staff for excellent organization of the meeting and closed the GA.

For more info on this topic please contact **Lana Jurko**, iana@idi.hr

ARTICLES

UNESCO – IBE

7 Communities of Practice Regional Workshops on Inclusive Education

Eastern and South-eastern European Workshop on Inclusive Education (Sinaia, Romania, 14-16 June 2007)

Policy-makers, educators, and curriculum specialists from Albania, Bosnia-Herzegovina, Croatia, Georgia, Moldova, Montenegro, Romania, Serbia and Ukraine as well as representatives from international organizations (OCDE and Open Society Institute), UNESCO CEPES and Finland (as a reference country in regards to the development of good inclusive educational practices) attended the workshop (23 participants). It was co-organized by Center Education 2000+ (Bucharest, Romania), the Eastern and South-eastern Community of Practice in Curriculum Development and IBE.

The discussion was mainly focused on the need to broaden the concept of inclusive education overcoming the strong tradition of a medical defectology approach (i.e. residential institutions) and the circumscription of inclusive policies to students with special needs (prevalence of the integration model). Although there have been positive advances in terms of visions, strategies and practices, mainly by incorporating groups categorised as with cultural and social disadvantages (i.e. street and working children, Roma population), inclusive education is still not a high-level priority in the regional agenda. It is principally dominated by the objective of integrating students with special needs in mainstream schools. Common barriers of exclusion include a lack of systematic comparative data; diverse models and types of special schools segregated from the other ones; insufficient curricular integration and articulation between Primary and Secondary Education; overcrowded classes; untrained teachers and staff; strong communitarian and family opposition to the integration of students with special needs; lack of official effective policy design and implementation and an absence of public awareness about inclusive education.

A common challenge the region faces is that it is in its history to evaluate individuals not groups, so that the entire concept of inclusive education which hinges on including diverse groups introduces a new way of looking at things (i.e. the way of understanding the curriculum and the links between different sectors and branches, the approaches towards teachers education and the training of teachers). Many countries are in transition and this will undoubtedly impede large scale system change and education reform. Policy discontinuity is a core impediment to advancing in consensus building under a long-term vision. There needs to be a common, broad and shared definition of inclusive education for each nation that can be visualized as a step further in addressing the needs of students with diverse learning conditions and needs in mainstream schools (build upon what has been achieved with the integration models). UNESCO can play a key role in providing a comprehensive conceptual framework on inclusive education which extends beyond just special needs education and reflects the idea of social justice.

Based on the regional roadmap discussed during the workshop and jointly with the Open Society Institute we plan to implement advocacy and awareness raising activities around a broadened concept of Inclusive Education incorporating also the discussion around social inclusion. We also plan to promote the signing and ratification of the UN Convention on the Rights of Persons with Disabilities (2006).

Eastern and Western Sub-Saharan Africa Workshop on Inclusive Education (Nairobi, Kenya, 25-27 July 2007)

Within the seminar entitled "Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Quality Education for all in Eastern and Western Sub-Saharan Africa", policy-makers, directors of education, curriculum specialists and teacher trainers from Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda as well as representatives from ED/BAS, Nairobi Cluster Office and local UN Country team discussed around Inclusive Education during two days (23 participants). It was co-organized by Kenyan Ministry of Education, the Kenyan Institute for Education (KIE) and IBE.

The discussion was mainly focused on the need to broaden the concept and scope of Inclusive Education in at least three main aspects: (i) its links to EFA goals as education for all learners by addressing the needs of diverse social marginalised groups (i.e. girls, those affected by HIV and AIDS, nomadic population, orphans and street children, out of school youth); (ii) inclusive education is strongly associated with fostering an inclusive curriculum which means, among other things, the design of a common curriculum framework from Childhood onwards, the strengthening of Basic Education and emphasizing the need for early education interventions and the development of competency and life-skills approaches and (iii) a concerted effort to harness appropriate and relevant resources to provide a continuum of services and support based upon a multi-sectoral approach (conceptual and operational coordination of social policies), involving all types of schools. It was clearly acknowledged that a highly academic, heavily overloaded curriculum, with a strong division between Primary and Secondary Education, which is moreover exam oriented and far from responding to the needs and expectations of students, is a major source of exclusion. In a certain way teachers are delivering a curriculum that excludes more than it includes. Nonetheless, when participants referred to concrete practices on inclusive education, it is clear that the integration of children with special needs (mainly disabilities) into mainstream schools still remains the major policy framework and action.

The main challenges appear to be related to: (i) the need to develop an inclusive education policy which implies a paradigm shift from a narrow conception of disability with specific theories, practices and models to a broader conceptualization of inclusion to accommodate diverse groups of learners excluded from education; (ii) the struggle against poverty and all factors of marginalization, segregation and exclusion such as HIV and AIDS should recognize the crucial role of the curriculum in providing effective learning conditions and opportunities for all learners (reforms in curriculum approaches, structures, contents and strategies); (iii) the acknowledgment of cultural diversity and multiculturalism as both a right and a learning context; (iv) safeguarding the rights of all excluded groups and (v) utilization of existing institutions (i.e. NEPAD and ADEA) to drive the inclusive education agenda forward.

A consensual statement on Inclusive Education was elaborated by the participants and addressed to the African Union Meeting of Ministers (COMEDAF) that took place in Johannesburg, South Africa August 9-10. The objective pursued by the participants is to establish a Community of Practice on Inclusive Education in Africa to support Education For All (EFA) and MDG Goals. The regional roadmap as discussed during the workshop emphasizes the removal of barriers to participation and learning for girls and women, all disadvantaged and excluded groups, including children with disabilities and out of school children.

The Gulf Arab States Workshop on Inclusive Education (Dubai, United Arab Emirates, UAE, 27-29 August 2007)

Policy-makers, directors of education, educators, and curriculum specialists from Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, Yemen and United Arab Emirates as well as representatives from ED/BAS and Finland attended the workshop (25 participants). It was co-organized by GASERC (Gulf Arab States Educational Research Centre), the Gulf Arab States Community of Practice in Curriculum Development and IBE.

The discussion was also focused on the need to broaden the concept and scope of Inclusive Education linked to the current processes of educational and curriculum change. These processes mainly imply the strengthening of Basic Education (Primary and Secondary), the development of competency-based approaches and the improvement in the provision of learning resources (i.e. textbooks). The conceptual understanding and use of the term of inclusive education remains very much limited to special needs education and the focus is on integration in mainstream schools by mainly providing physical facilities, installing resources centres and diversifying learning strategies with an increasing focus on tailored approaches. Likewise it also seems that immigrants, guest workers and temporary residents have much difficulty in accessing the social welfare system; education may not be sufficient for girls, the poor and rural students. However, these issues appeared to be too sensitive and complex to be addressed under the public policy framework.

Several regional seminars were organized by the UNESCO office in Beirut regarding inclusive education. In 2005, the Dubai Municipality, the Arab Urban Development Institute and the World Bank organized a conference entitled "Urban Children and Youth in the MENA Region: Addressing Priorities in Education", leading to the "Dubai Declaration on Urban Children and Youth". The declaration mentions "inclusive education for all children and youth" as the first priority and states that "conference participants stress the importance of inclusive education and reaffirm their commitment to improve the well-being and quality of life for all children and youth, regardless of their age, gender, religion, ethnicity, disability, or social background."

The main challenges appear to be related to: (i) raise political awareness among different stakeholders around a broadened concept of Inclusive Education linked to the visualization of education as a right and to the attainment of EFA goals (participants agreed on this perspective and emphasized the need of a gradual strategy towards its fulfilment); (ii) disseminate the UNESCO vision on Inclusive Education (i.e. guidelines for inclusion) that is not very much known in the region, as a way of constructing institutional capacities towards the implementation of inclusive visions and practices at different levels of the educational system; (iii) inform, sensitize and train professionals on visualizing inclusive education as a core strategy to address diversity of learners' expectations and needs, and (iv) strengthen cooperation and principally communication between countries to really share what they are doing, learn from each other and set up regional agendas.

Based on the actions that were discussed during the workshop and that are to be taken within the Gulf Arab States Community of Practice in Curriculum Development and jointly with GASERC, we plan to implement advocacy and raise-awareness activities on positioning the discussion on Inclusive Education within EFA goals, on broadening its conceptualization and on linking it to educational and curriculum reforms currently underway.

International Workshop on Inclusive Education (Latin America, Southern and Andean Region, Buenos Aires, Argentina, 12-14 September 2007)

Governmental representatives, including Vice-ministers of Education (Argentina, Peru, Bolivia and Paraguay), policy-makers, consultants, scholars, researchers and educators from eleven Latin American countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guatemala, Paraguay, Peru, Uruguay and Venezuela) as well as representatives from ED/BAS, OREALC and IIEP-Buenos Aires, the Special Rapporteur on the right to education and COP Focal Points from Africa (Nigeria), Europe (Belarus, Finland and Romania) and Gulf Arab States (Bahrain) attended the International Workshop (48 participants). It was co-organized by ED/BAS, OREALC, Ministry of Education, Science and Technology of Argentina, University of San Andres (Argentina), the Southern and Andean Communities of Practice in Curriculum Development and IBE.

The discussion was mainly focused on the relationships between social inclusion and inclusive education, in at least two core dimensions: (i) the extent to which education, understood in a society of information and knowledge, within a new globalized capitalism and under the wave of neo-liberalism, generates exclusion and inequality, in a more powerful way than those generated by an industrial society and (ii) how schools are now moulded and defined according to a demand for schooling instead of responding to social and knowledge needs. The educational systems democratize the access by including social groups previously excluded but the gap outcomes are wider and feed exclusion from acceding to pertinent knowledge and core competencies.

The main challenges appear to be related to: (i) the development of policies aimed at reducing social inequality and poverty around a renovated concept of social justice and which society to pursue; (ii) avoiding the categorization of those who are excluded as this may have undesired effects of stigmatizing such groups within condescending educational patterns. (e.g. "...as they are poor we cannot educate them in the same way as the rich"); (iii) positioning the broad conceptualization of Inclusive Education within the governmental agendas taking into account the fact that it is a relatively new term and a challenge that may already be addressing similar challenges of equity and quality education (mainly the agenda of the nineties); (iv) to make educational institutions more heterogeneous including all socio-economic strata since, as of now, schools are not offering space for the others, and by stimulating socialization processes that involve living together within diversity as a way to recover the sense of public education (participants expressed their concern about the privatization process in Education and its consequences); (v) to strengthen promising inclusive initiatives such as the strengthening of intercultural bilingual education in the curricula of Basic and Youth Education, the expansion of Childhood Education through diverse formal and non-formal models and the pivotal role of the school in the articulation of social policies. A consensus was reached regarding the importance of addressing inclusion education not only within national frameworks but also within a global perspective of shared responsibility of the international community.

Within the Latin American and Caribbean Educational Project (PRELAC II) and under the coordination of OREALC, the workshop outcomes will be shared with Ministers aimed at discussing and agreeing upon a regional agenda on Inclusive Education that can be presented at the ICE 2008.

Session on Inclusive Education – Regional Workshop on “What Basic Education for Africa”? (Kigali, Rwanda, 27 September 2007)

Policy makers, directors of education, curriculum specialists and teachers trainers from 16 countries (Benin, Congo, Cote d'Ivoire, Democratic Republic of Congo, Ethiopia, Gambia, Ghana, Guinea, Kenya, Liberia, Malawi, Rwanda, Senegal, Sierra Leone, Tanzania, and Uganda) as well as representatives from ED/BAS, BREDA, Addis and Nairobi Cluster Offices, UNEVOC, the Association for the Development of Africa (ADEA), the African Development Bank (ADB) and the World Bank attended the workshop (115 participants). It was co-organized by ED/BAS, BREDA, Ministry of Education of Rwanda and IBE.

The reviewed concept of inclusive education was again introduced as a main strategy to attain EFA Goals. The main outcomes of the Nairobi workshop were presented by the Directors of Education of Kenya and Tanzania as part of the process of setting up an African Community of Practice in Curriculum Development focused on Inclusive Education. A document regarding the way forward to approaching inclusive education, summarizing the outcomes of the previous regional workshops as well as other relevant literature, was distributed to participants who were asked to discuss it by providing comments and suggesting missing points that should be considered as priorities.

The discussion was mainly focused on how to move forward on inclusive education. Participants considered that it might take a long time to achieve but that it is necessary to embrace if EFA goals are to be attained. Special attention should be given, among others, to girls (including those forced into prostitution), children with disabilities or special needs, street children and out-of-school children, child workers, socially stigmatized children (orphans, HIV and AIDS affected children, etc.), children belonging to nomadic and minority groups, post-conflict children. To meet the needs of these various groups, the adoption of alternatives were suggested. One can state: accelerated learning, mobile schools, rehabilitation, non-formal education models and community learning centres. In schools, teachers need to be re-trained so that they will acquire intellectual freedom as well as the necessary knowledge and skills to adapt their teaching approaches to children's needs.

The main challenges appear to be related to: (i) positioning a broadened concept of Inclusive Education, an inclusive curriculum and a renovated school model as the critical dimensions to expand and democratize Basic Education in Africa; (ii) development of a holistic, integrated and inclusive competency based curriculum framework relevant to the needs of children and youths in Africa for a minimum of 9 years Basic Education and (iii) raising awareness and convincing stakeholders that quality education cannot be achieved if teachers' motivation remains lacking. Participants strongly called upon governments and communities to create incentives regenerating teachers' social status. As in the other regions, advocacy campaigns about inclusive education were considered to be needed in order to sensitize all stakeholders, including policy makers, educators, communities and families.

Participants provided suggestions on actions to be taken towards an Inclusive Education in the region. Jointly with ED/BAS, BRENDA, Cluster and National Offices in Africa, the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB), we plan to develop a framework proposal for an inclusive curriculum framework for an expanded Basic Education in Africa

CIS (Commonwealth of Independent States) Workshop on “Inclusive Education: The Way of the Future” (Minsk, Belarus, 29-31 October 2007)

Ministerial representatives, policy-makers, and educators from Armenia, Belarus, Russia, Latvia, Kazakhstan, Ukraine, Kyrgyzstan, Moldova, Uzbekistan, as well as representatives of the IBE-UNESCO, UNESCO Office in Moscow, the Belarusian and Latvian National Commissions for UNESCO, the UNESCO Division for the Promotion of Basic Education (ED/BAS) and the Finnish National Board of Education attended the workshop (26 participants).

It was co-organized by the IBE-UNESCO, the National Institute of Education of Belarusian Ministry of Education, the UNESCO Moscow Office, and the CIS Council on Cooperation in Education.

The discussion mainly focused on nine CIS country presentations and their conceptions of inclusive education, as well as of their challenges and policy proposals. It revealed the prevalent understanding of inclusive education in the region: (i) special needs education based on a defectology background of theory and expertise (this was referred to as the narrow conception of inclusive education); (ii) educational integration without implying a systemic change of education structural components and (iii) a concept that has been mainly circumscribed to students categorized as having physical and/or mental disabilities.

The main challenges appear to be related to: (i) the need for creating awareness both in the education system and society about the importance and value of inclusive education; (ii) fostering teacher training at all levels with regards to inclusive education practices; (iii) the challenge of addressing multi-ethnic, multi-lingual and migration changes in their populations in relation to the aim of a right to education for all (e.g. Russia, Kyrgyzstan, Moldova, Uzbekistan); (iv) economic levels of the countries preventing from providing all the necessary facilities and professional staff training in relation to children with special needs (thus, as a default, they are in some cases integrated into mainstream schools); (v) the importance of providing and further developing early-childhood education with attention to pre-school education (pre-school institutions in the region were described as being in a very poor situation); (vi) the need for commitment from and coordinated involvement of other public sectors involved in social policy addressing children's development and welfare; (vii) understanding inclusive education as a flexible paradigm, not a limited unique model and (viii) the need to create awareness that inclusive education implies not only a reform of special schools but also of mainstream ones.

A regional roadmap was presented after three days of discussion and group work, combining the input of all CIS country representatives. The roadmap, encompassing the above mentioned challenges and proposals, became a regional declaration/final statement of actions and goals set in the context of a revised operational conception of inclusive education. The statement will be disseminated in the upcoming XIV Conference of the Ministers of Education of the CIS Member States taking place in June 2008, and it will also be presented as a regional document at the ICE 2008.

East Asia Workshop on Inclusive Education (Hangzhou, China, 2-5 November 2007)

Governmental representatives, policy makers, researchers and educators from China, Mongolia, Japan and Republic of Korea as well as representatives of the organizers, UNESCO Headquarters and UNICEF Beijing, regional experts invited by UNESCO Bangkok and UNICEF Beijing attended the workshop (25 participants). There were also about 20 local elementary and secondary school principals participating as observers.

It was co-organized by IBE-UNESCO, UNESCO Bangkok, UNESCO Beijing, UNESCO National Commission of China, and the Department of Education, Provincial Government of Zhejiang.

The discussions mainly focused on the definition of the term of “inclusive education” and the necessity of such a term. Until now, “inclusive education” has been limited to the domain of the traditional special needs education. There are also language barriers for widening the use of the term. All participants agreed that measures should be taken so that the new meaning of inclusive education can be disseminated. It is also suggested that a new term, such as “new inclusive education”, be created so that it will not be in conflict with the traditional meaning of inclusive education. Participants pointed out that in terms of equality, more social policy should be implemented to reduce social inequality and poverty levels at the regional and national levels. Cases of Child-Friendly Schools (CFS) in Mongolia, Thailand and China, advocated by UNICEF, were presented during the workshop as a good means of implementing the ideas of Inclusive Education. It is unanimously agreed that CFS is indeed a good means for IE.

The main challenges appear to be related to: (i) the concept of inclusive education being alien to Asia and thus difficult to adapt to the local conditions and its policy framework; (ii) misgivings of this new term seen as creating a completely new education system, which will cause uncertainty and disorder among the various stakeholders; (iii) some questioned the necessity of so many new terms and the confusion it might cause; (iv) the cost of inclusive education being major fear as it is deemed that including severely impaired children in different mainstream schools is more costly than concentrating them in a special institution; (v) the argument that under certain conditions, a special school can provide a better service; (vi) the fact that teachers should be given more training and incentive to training in Special Education Needs to better satisfy the needs of different groups of children with special needs, such as children with severe impairment, with single parent, etc.

A regional roadmap was constructed during the last session of the workshop, combining the inputs of participants, particularly the representatives from the four countries. The roadmap, as a regional strategy, encompassing the above mentioned challenges and proposals, addresses operational aspects of inclusive education in relation to curriculum development; improvement of teacher training (and particularly the training of head teachers) and schools as educational and social institutions; inter-sectoral legislation and inter-departmental cooperation covering all aspects of inclusive education; reallocation of public resources towards more equitable goals of social justice, such as tax-reduction for donations to education; and the role of UNESCO supporting the right for a quality education for all, life-long learning with the necessary skills to exercise freedom and increasing individuals' capacities to choose.

The workshop outcomes will be shared through the National Commissions with Ministers. It is proposed that national preparatory workshops be held to better prepare for the contribution to the 48th ICE.

For more info on this topic please contact Lili Ji, L.ji@unesco.org

ESTONIA

The Education Policy Program of PRAXIS Center for Policy Studies is at the final stage of completing the feasibility and needs assessment studies done in the framework of the new national integration program 2008-2013. The studies centered on three major issues:

- the transition of Russian language gymnasiums to teaching and learning in Estonian (starting 2007) – the various concerns, issues, expectations related to the transition;
- transforming the teaching of history and social studies so that it would facilitate multiculturalism and active citizenship
- extracurricular and out of class activities of schools – do these support the development of state identity, active citizenship and intercultural dialogue? What are the contacts of Estonian and Russian language schools?

PRAXIS presented a new initiative of school effectiveness indicators at the NEPC Baku General Assembly. The initiative evoked rather active feedback and interest from many network members. PRAXIS is proceeding with work on the initiative and is seeking for potential partners.

For more info on the above topics please contact Laura Kirss, laura.kirss@praxis.ee

KOSOVO

World Bank Approves Support for Kosovo in Education And Financial Sector

Source: www.worldbank.org

The World Bank's Board of Executive Directors approved \$12 million in support for Kosovo through two new education and finance sector projects, which will support the Bank's ongoing support strategy for Kosovo.

The Interim Strategy for Kosovo for Fiscal Year 2008 covers the period from July 1st 2007 to June 30th 2008, and is the latest update of the Bank's program of support, which dates back to 1999. The strategy, which was also discussed by the Board today, was prepared in partnership with the Provisional Institutions of Self Government and the United Nations Interim Administration Mission in Kosovo. The strategy will be financed by an IDA grant allocation of US\$12 million for the **Institutional Development for Education Project**, and the **Financial Sector Technical Assistance Project**.

The **Institutional Development for Education Project**, financed by a US\$10 million IDA grant, will support the government in its implementation of the Strategy for the Development of Pre-University Education in Kosovo as well as its Strategy for the Development of Higher Education. It will help to strengthen the organization and financing of the education system in Kosovo; build institutions and management capacities to promote quality improvements in primary and secondary education; create conditions to introduce efficient and appropriate designs, and reduce multiple shifts in Kosovo's schools; and strengthen the management capacity at system and institutional levels for higher education.

The **Financial Sector Technical Assistance Project**, financed by a US\$2 million IDA grant, will contribute towards greater financial sector stability and development by supporting stronger prudential regulation and supervision by the Central Banking Authority of Kosovo (CBAK) for bank and non-bank financial institutions; the institutional strengthening of CBAK; and the strengthening of the banking and microfinance industry through capacity building.

For more information, please visit the [Projects](http://www.worldbank.org/projects) website or contact Michael Andrew Jones at mjones2@worldbank.org

ROMANIA

Dispute over education reform, as new laws enter public debate

Source: 9 o' clock newspaper <http://www.nineoclock.ro/>

The Education Ministry launched for public debate the new pack of laws for education reform, in an event also attended by President Traian Basescu and Prime Minister Calin Popescu Tariceanu. The pack includes three major laws on the pre-university education, on the higher education and on the status of educational staff. The drafts are open for public debate for a month, during which they can be amended. The final variants will be submitted to Parliament.

In his speech, President Basescu heavily criticized the pack of laws for "not bringing any breath of fresh air," containing upsetting grammatical errors and lacking a status of the student. The President underlined that some provisions of the texts are in line with the recommendations of the presidential commission for education, but several others are in complete opposition with these recommendations.

Basescu also criticized the fact that the reform laws do not bring any "breath of fresh air." "If you read them, you have the same impression as when you read the education reform law written in 1995. It's like they are written by the same hand," he said. In this context, Basescu underlined that lawmakers, when they discuss the laws, will have to take into account the fact that Romania is now a member of the European Union, and said that families and communities should have been consulted when the drafts were developed. In the same line, the President criticized that the laws maintain some of the most criticized provisions of the education system, such as financing based on the number of students an institution has and the current decision-making system.

Another problem is that the three drafts are incoherent as a whole and many provisions can be found several times within the texts. The President reminded the audience that four parliamentary parties refused to take part in consultations and debates on education which were held recently by the presidential commission at Cotroceni and launched an appeal for a nation-wide involvement in finding a coherent, final version for the laws, so that they need not be changed every four years. A fact criticized by the Head of State was that the pack of laws did not include a status of students. "Maybe this is why the laws do not bring anything new. Adomnitei only proposed a status for teachers. Let us hope students will plead for finding a solution to their situation," said Basescu.

For more info on this topic please contact George Pataki gpataki@cedu.ro

SLOVENIA

Teacher Education Policy in Europe (TEPE) Conference 2008 Ljubljana, 12–13 February 2008

Conference Theme

The [Teacher Education Policy in Europe Network](#) (TEPE) was formally established at its inaugural meeting in Tallinn in February 2007 with an overarching aim to develop Teacher Education (TE) policy recommendations at institutional, national and European level. The coordinating institution of the TEPE Network is [University of Umeå, Faculty of Teacher Education](#). The TEPE conference 2008: Teacher Education in Europe: mapping the landscape and looking to the future will aim to address the central goals of the TEPE Network which relate to:

- Advancing research in and on TE
- Increasing mobility and extending the European Dimension in TE
- Enhancing quality through the renewal of evaluation cultures in TE

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

OECD's PISA survey shows some countries making significant gains in learning outcomes

Source: www.oecd.org

OECD's latest PISA survey of the knowledge and skills of 15-year-olds shows that some countries have seen significant improvements in student performance since 2000. Korea further increased its strong reading performance between 2000 and 2006 by 31 score points, the equivalent of almost a school year, mainly by raising the proportion of top-performers. Poland increased its reading performance by 29 score points over the same period. Mexico and Greece saw significant improvements in mathematics performance between 2003 and 2006. However, across the OECD area as a whole learning outcomes have generally remained flat, while expenditure on education in OECD countries rose by an average of 39% between 1995 and 2004.

The survey also revealed widespread pessimism among secondary school students about environmental challenges and limited enthusiasm for scientific careers.

Based on tests carried out among 400,000 students in 57 countries in 2006, the latest PISA survey focuses particularly on students' abilities in comprehending and tackling scientific problems. It also provides an update on performance in reading and mathematics compared with surveys in 2000 and 2003.

Launching the report at a press conference in Tokyo, OECD Secretary-General Angel Gurría emphasized the importance of education for the development of people and society. "Effective and innovative education policies open enormous opportunities for individuals", he said. "They also underpin healthy and vibrant economies." In the highly competitive globalised economy of today, quality education is one of the most valuable assets that a society and an individual can have."

While most students polled said they were motivated to learn science, only a minority aspired to a career involving science: 72% said it was important for them to do well in science; 67% enjoyed acquiring new knowledge in science; 56% said science was useful for further studies; but only 37% said they would like to work in a career involving science and 21% said they would like to spend their life doing advanced science. At a time when scientific and technological know-how is helping to drive growth in advanced economies, the results of PISA 2006 reveal wide variations in skills levels. Student attitudes to science will be crucial to countries' economic potential in tomorrow's world, and PISA 2006 gives a detailed picture of how well students around the world are prepared for the challenges of a knowledge society.

The top performer in science in PISA 2006 was Finland, followed by Hong Kong-China, Canada, Chinese Taipei, Estonia, Japan and New Zealand. Australia, the Netherlands, Korea, Germany, the United Kingdom, the Czech Republic, Switzerland, Austria, Belgium and Ireland, Liechtenstein, Slovenia and Macao-China also scored above OECD average. Data for science in PISA 2006 are not directly comparable to data in the previous studies as the nature of the tests has changed.

Students from families with a more advantaged socio-economic background were more likely to show a general interest in science, and this relationship was strongest in Ireland, France, Belgium and Switzerland. One significant feature of a student's background was whether they had a parent in a science-related career.

In Australia, Canada, Finland, Japan and New Zealand, at least one in seven students reached the top two levels of scientific literacy. In Greece, Italy, Mexico, Portugal, Spain and Turkey, by contrast, the proportion was lower than one in 20. On average across the OECD, students in private schools outperformed students in public schools in most countries. The picture changed, however, when the socio-economic background of students and schools was taken into account, with public schools taking the lead.

The survey identified considerable interest among students in some scientific issues. Most, for example, were aware of environmental issues such as forest clearing and greenhouse gases. However, they were generally pessimistic about the future, with fewer than one in six believing that problems such as air pollution and nuclear waste disposal would improve over the next 20 years. Those who performed better in science showed greater awareness of environmental issues but were also more pessimistic.

Please download the executive summary of PISA 2006 results [here](#)

EUROPEAN COMMISSION

Court rules against special schools for Roma

Head teachers in and around the northern Czech municipality of Ostrava routinely placed Czech nationals of Roma origin in so-called 'special schools', which were otherwise foreseen for children with learning difficulties who were unable to follow the ordinary school curriculum. The decisions were taken based on tests measuring the children's intellectual capacity.

A number of young people, born between 1985 and 1991, had complained to the Ostrava education authority about tests that had taken place in the second half of the nineties. However, the authority dismissed their complaints.

12 of the applicants appealed to the Czech Constitutional Court. They argued that their placement in special schools amounted to a general practice of segregation and racial discrimination by creating two autonomous educational systems, namely special schools for the Roma and 'ordinary' primary schools for the majority of the population. In 1999, their appeal was dismissed once again.

In 2000, they lodged an application with the European Court of Human Rights. They had to wait another five years before the notoriously overcharged Court declared their application partly admissible.

Finally, on 13 November 2007, the Court judged that they had been discriminated against on racial grounds and deprived of their basic right of access to education.

It held that the Czech legislation at the time had "a disproportionately prejudicial effect on the Roma community". Moreover, the Court mentioned that, according to reports from ECRI and the Commissioner for Human Rights, the Czech Republic was not the only country in Europe where Roma are being discriminated against with respect to education.

The Court pointed out, however, that, unlike some other countries, the Czechs have attempted to tackle the problem. In the meantime, special schools in the Czech Republic have been abolished and all children, including those with special educational needs and the socially disadvantaged, are being educated in ordinary schools.

Less than a week ago, Italy made the headlines after the country's centre-left government deported 38 Romanians of Roma origin, a decision which sparked a racist outbreak against the country's Roma population, led by xenophobic politicians including Lega Nord leader Gianfranco Fini.

To read more on this topic please [click here](#)

Member states trailing behind 'Lisbon' education objectives

Six million young Europeans left education systems prematurely in 2006 despite an EU goal, agreed in 2002, to lower the figure to two million, according to the Commission's [2007 progress report](#) on the Lisbon objectives for education and training.

Education and lifelong learning has been identified as a core element of the EU's growth and jobs strategy, also known as the 'Lisbon Agenda'. "Young people who leave school with only lower secondary education are at a disadvantage on the labour market in today's knowledge-based society," the Commission explained.

"On the two benchmarks which target participation in school education (early school leavers and completion of upper secondary education), strong performances are found in the new member states," the report found out.

For early school leavers, this includes Poland (5.6%), the Czech Republic (5.5%) and Slovenia (5.2%), the report said. By contrast, Malta and Portugal had the highest proportions of early school leavers in the EU (41.7% and 39.2% respectively). Bulgaria and Romania also scored relatively bad (18.0% and 19.0%).

Moreover, the number of Europeans aged 25 to 64 who take part in education and training activities has decreased in 2006. In order to reach the Lisbon target, eight million more adults would need to participate in lifelong learning, according to the Commission.

On the positive side, the report says member states have succeeded in meeting the target for students graduating in science, mathematics and technology. They have even exceeded the benchmark, with 860,000 graduates per year in total. The best performers are Ireland, France and Lithuania.

Each year, the Commission assesses the progress of member states in the area of education and training with regard to the Lisbon Strategy's goals. It uses 16 indicators, including participation in pre-school education, the number of higher education graduates, ICT skills, and investment in education and training with regard to five benchmarks agreed by member states and to be achieved by 2010:

- No more than 10% of students should leave school early (aged 18-24);
- A decrease of at least 20% in the percentage of underachieving pupils in reading literacy;
- At least 85% of young people should have completed upper secondary education;
- An increase of 15% in the number of tertiary graduates in mathematics, science and technology, with a simultaneous decrease in the gender imbalance;
- 12.5% of adults should participate in lifelong learning.

To read more on this topic please [click here](#)

FP 7- People

Co-funding of Regional, National and International Programmes (COFUND)

13 March 2008 at 17:00:00 (Brussels local time)

The Marie Curie co-funding action is a new implementation modality for individual fellowships. COFUND aims to increasing the trans-national mobility for training and career development of experienced researchers, in line with the objectives set out in the activity heading "Life-long training and career development" of the "People" Work Programme. The purpose of this action is to help regional, national or international fellowship programmes to increase the trans-national mobility of researchers and/or to improve the working and employment conditions of researchers. Programmes that apply for the COFUND action must comply with the concept of individual driven mobility, which means that researchers should be able to choose the research topic, destination, research group or supervisor of their fellowship freely. Programmes, which pre-define the fellow's research work at a given location, do not conform to this principle. In any case COFUND will not support "recruitment schemes" to fill regular research vacancies. The eligibility criteria for COFUND are described in the sections 2.2 – 2.4 of the Guide; for examples on the possible use of co-funding see sections 2.6 and 2.7. There is no minimum size for programmes applying for COFUND. The proposed programme should aim for funding a number of fellowships, which is appropriate for the size of the organisation/country/region or discipline(s) addressed. Applicants should further demonstrate that the proposed programme has sufficient impact in the specific scientific field(s) or geographical area. Given that the total available amount for this Call is 65 million EUR it is expected that the average Community contribution to a programme will be between 1 and 2 million EUR, with a limit of 5 million EUR for a single applicant entity. Applicants for COFUND will typically be single organisations established in a Member State or Associated Country. However, several organisations from one or different countries (see 2.2. Eligible organisations) can also propose a joint trans-national fellowship programme. In this case, the proposal must consist of a single joint programme managed centrally, with one organisation acting as the programme coordinator. In this case, only the programme coordinator will become the beneficiary of the grant agreement and will, as such, be responsible for the fulfillment of the contractual obligations toward

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

Erasmus Mundus - Call for proposals

Call for proposals - Academic Year 2008/2009

Deadline: 15 February 2008

Erasmus Mundus (covering the period 2004-2008) is the EU co-operation and mobility programme in the field of higher education which promotes the European Union as a centre of excellence in learning around the world. The Erasmus Mundus programme's overall aim is to enhance the quality of European higher education by fostering co-operation with third countries in order to improve the development of human resources and to promote dialogue and understanding between peoples and cultures.

The programme's specific objectives are to:

- Select high-quality integrated masters courses which are offered by a consortium of at least three higher education institutions in at least three participating countries (Action 1);
- Give scholarships to highly qualified graduate students and scholars from third countries to follow or participate in the selected masters courses (Action 2);
- Select high-quality partnerships between selected masters courses and third-country higher education institutions (Action 3);
- Select projects of at least three institutions in at least three participating countries aiming to improve accessibility and enhance the profile and visibility of higher education in the European Union (Action 4).

Who can apply: Universities

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

CEDEFOP - calls for proposal

The use of tax incentives to promote education and training in Europe

AO/A/PSZO/Tax-incentives/019/07

Deadline: 11 February 2008 at 17:00

The objective of the tender is to commission a study to analyse the tax treatment of education and training expenses under the existing income tax legislation in six selected EU Member States.

This call has been published in the Supplement to the Official Journal of the European Communities 2008/S 1-000070 of 03/01/2008. Deadline for submitting tenders: 11/02/2008 (17h00 local time for hand-delivered tenders).

VET financing mechanisms in selected EU member states

AO/A/PLI/VETfinancing/018/2007

Deadline: 01 February 2008

The purpose of this tender is to contract out a study to examine different instruments to finance VET (collective and co-financing mechanisms) in 12 selected EU member states. The study will provide relevant findings as to support evidence-based policy-making.

This call has been published in the Supplement to the Official Journal of the European Communities 2007/S 246-298983 of 21.12.2007.

Deadline for submitting tenders: 01.02.2008 (17h00 local time for hand-delivered tenders)

Please visit Cedefop's website <http://www.cedefop.europa.eu/>

DONORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

FOURTEENTH (14th) FOREIGNERS' FELLOWSHIPS PROGRAMME

ACADEMIC YEAR: October 2008 - September 2009

Deadline for Submission of Candidatures: JANUARY 31st, 2008

The Onassis Foundation announces the fourteenth (14th) annual Programme of research grants and educational scholarships starting on October 1st, 2008, which is addressed to non Greeks, full Members of National Academies, University Professors of all levels (Ph.D. holders), postdoctoral researchers (Ph.D. holders), artists, elementary and secondary school teachers of the Greek language as a foreign one, post-graduate students and Ph.D. candidates.

The Programme covers the following fields only:

- o Humanities: Philology, Literature, Linguistics, Theology, History, Archaeology, Philosophy, Educational Studies, Psychology
- o Political Science: Sociology, International Relations
- o Arts: Visual Arts, Music, Dance, Theatre, Photography, Film Studies

The decision to authorize each application for a grant or scholarship is left to the absolute discretion of the Board of Directors of the Foundation. The Board takes into account the recommendations of the Foundation's Scientific Committee, which is selected by the Board, but is not bound, by these recommendations. Furthermore, the Board of Directors can grant or not an application without communicating the rationale. All meetings of the Board and all recommendations of the Committee are confidential and under no circumstances will they be communicated to the applicants. The submission of an application equals acceptance of all the conditions of the Announcement.

For more info please visit www.onassis.gr or write to ffp@onassis.gr

140 Grants for Doctoral Studies, EUI

The EUI is one of Europe's leading academic institutions in postgraduate studies. The Institute is unique in its European, comparative and interdisciplinary focus, and offers up to four years scholarship to research students, leading to a doctorate.

Applications are invited for the doctoral programmes in:

- Economics
- History & Civilization
- Law
- Political & Social Sciences
- The Department of Law also offers a one-year LL.M. programme.

Deadline for the receipt of applications: 31 January 2008.

More information is available at <http://www.eui.eu/Servac/Postgraduate/>

Further inquiries should be addressed to applyres@eui.eu

CfA: 2009-11 Rotary World Peace Fellowships

Applications available for 2009-11 Rotary World Peace Fellowships.

The Rotary Foundation is now accepting applications for the 2009-11- Rotary World Peace Fellowship. Pursue a master's degree in international studies, sustainable development, peace, and conflict resolution at one of the six Rotary Center at: University of California, Berkeley; Duke University; University of North Carolina; University of Bradford; International Christian University; University of Queensland; Universidad Del Salvador. Applicants must be committed to peace and have a minimum of three years professional experience, be proficient in a second language and have demonstrated a commitment to world peace and conflict resolution.

For more information and to apply, visit www.rotary.org or email Laura Tell, laura.tell@rotary.org

CfA: Five college women research assistantships, MA

A collaborative project of Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts, the Center invites applications for its RESEARCH ASSOCIATESHIPS for 2008-2009 from scholars and teachers at all levels of the educational system, as well as from artists, community organizers and political activists, both local and international.

Associates are provided with offices in our spacious facility, library privileges, and the collegiality of a diverse community of feminists. Research Associate applications are accepted for either a semester or the academic year.

The Center supports projects in all disciplines so long as they focus centrally on women or gender. Regular Research Associate ships are non-stipendiary. We accept about 15-18 Research Associates per year.

Applicants should submit a project proposal (up to 4 pages), curriculum vitae, two letters of reference, and application cover sheet. Submit all applications to: Five College Women's Studies Research Center, Mount Holyoke College, 50 College Street, South Hadley, MA 01075-6406.

Deadline is February 11, 2008.

For further information please email to fcwsrc@fivecolleges.edu

Website: <http://www.fivecolleges.edu/sites/fcwsrc>

4-year PhD Scholarships in Political Science University of Dublin, Ireland

Scholarship / Financial aid: full

Date: 4 year programme starting October 2008

Deadline: April 1st 2008

Open to: graduates

Organized by University of Dublin, Trinity College Six Fully-funded Four-year Ph.D. Scholarships Department of Political Science, Trinity College Dublin is starting with October 2008, covering fees and stipends of up to €16,500.

The doctoral programme is designed to impart substantive knowledge about politics, and to train students in the techniques, including quantitative methods, necessary to recognize, design and implement cutting-edge research. The writing of a dissertation of original research follows a rigorous training in how to design and conduct research.

Prospective students are encouraged to consult the WebPages of members of staff (<http://www.tcd.ie>), and to email individual staff members who could be potential supervisors for their Ph.D. dissertations.

General enquiries may be directed to the Director of Graduate Studies, Dr. Robert Thomson (thomsor@tcd.ie).

NEW PUBLICATIONS

OECD- No More Failures: Ten Steps to Equity in Education

No More Failures challenges the assumption that there will always be failures and dropouts, those who can't or won't make it in school. In fact, initiatives in many countries demonstrate that it is possible to successfully tackle school failure and dropout rates – and to reduce the huge social cost of adults without basic skills. This book offers a valuable comparative perspective on how different countries have handled equity in education. Among the issues it explores:

- tracking, streaming and academic selection
- school choice
- secondary education structures and second chance programmes
- grade repetition
- links between school and home
- early childhood education
- resource allocation
- targets for equity
- the special needs of migrants and minorities

The book identifies three key areas for delivering equity in education: the design of education systems, classroom practices and resourcing. It proposes ten concrete policy measures, backed by evidence, on how to reduce school failure and dropout rates. It will be of special interest to policy makers, school leaders, teachers and parents.

Please download the executive summary [here](#)

ETF YEARBOOK 2007: Quality in Vocational Education and Training and Modern Learning Processes

The ETF Yearbook 2007 identifies qualification as the pivot connecting national qualification frameworks, schools, headmasters, teachers and trainers, and learning processes.

Different components of quality development are analysed in six chapters that assess how they contribute to increased quality learning:

- National qualification frameworks – facilitating policy learning in practice
- Vocational schools in transition
- Teachers and trainers in countries in transition
- National qualification frameworks: a tool for relating learning and employability in the MEDA region
- Fostering key competences
- The dichotomy between educational 'policies' and the reality of 'politics' in transition countries.

The ETF Yearbook 2007 links the (local and decentralised) organisation of learning processes to overall national qualification frameworks.

Available for [download here](#)

Career guidance in the Mediterranean region - Comparative analyses

This cross-country report – covering ten Mediterranean Partners (Algeria, Egypt, Israel, Jordan, Lebanon, Morocco, Syria, Tunisia, Turkey, and the West Bank and Gaza Strip) – was built upon previous experience with career guidance reviews of the OECD, the European Commission, Cedefop, ETF and the World Bank. The analysis developed further the research methodology by paying particular attention to the socio-economic and cultural context of the Mediterranean region and its impact and limitations on career guidance services. Based on the assumption that career guidance is not only important for individuals, but can contribute also to a number of public-policy goals in education and training, in the labour market and in social cohesion and equity, it further took into account the paradigm shift in career guidance that is emerging in the EU and OECD countries, from 'choosing a career' to 'constructing a career', from 'psychological testing' to 'tasting the world of work', and from 'external expert support' to 'career self-management skills'.

Download electronic version: [Career guidance in the Mediterranean region \(EN\)](#)

Services & Books

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EDITOR'S NOTE

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

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