

Network of Education Policy Centers

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NEWSLETTER
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EDITORIAL

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Foreword

By Lana Jurko

Executive Director, Network of Education Policy Centres (NEPC)

As we are approaching the end of the first year of NEPC formal existence it seemed an appropriate time to reflect on how well we have fulfilled the expectations of our members and our donors as well as the major challenges which NEPC will face in the near future.

Membership in NEPC should offer significant advantages to its member institutions. The potential of NEPC, however, can fully be exploited only if the members', strategic goals and their programs, experts and expertise are well known to the entire Network. Therefore I would like to encourage you all to participate in our **mapping project** that will commence within the next few days. This should help us all know more about each other and, as this information will be available on our web, the world to know more about us.

It could be said that my goal as a director and the vision of NEPC as we all see it will only be achieved if all members at any time they consider new projects, should ask themselves: "Would it bring added value if we were doing this in co-operation with our NEPC partner/s?"

The potential of this Network depends basically on the involvement of the staff at member institutions and the members' feeling of ownership in NEPC projects and other activities. I expect a real impact only if a critical mass, in terms of number of persons participating and number of cooperative programmes joined, is reached. Secondly, I think direct personal communication is necessary. Although most of the cooperation is now being realised through electronic communication, this cannot replace face-to-face discussions and physical presence. So I encourage all our members to attend the **2nd NEPC General Assembly** that will be held in Baku, Azerbaijan in early December 2007, the invitations will be out shortly.

We have started the year enthusiastically with **Educating Divided Citizens project** development, you would have received the invitation to join the project recently and we hope for numerous applications. This is the 3rd edition of our **Newsletter** and here let me ask you to send our editor any news that you would like to share with the rest of the network. We are also starting with our staff exchange programs and are planning a Summer school in 2008. It is important that we keep this dynamic atmosphere going. Therefore I will briefly describe the type of projects NEPC board plans to support in the next period. Let me also encourage all members to approach the Board or me personally with any ideas, suggestions or general comments on the functioning of our Network.

The NEPC Board has discussed several options in which it can run projects that will initiate an entrepreneurial climate within the Network, as well as create a dynamic and innovative space for its members. In these discussions the Board came up with several different models described below.

MODEL A – Network wide project. This is a scheme that would involve as many members from the Network possible; covering a theme selected in the GA. Due to large numbers of members and difficulties that come with running such a project it is a scheme that will not be used every year. In this first year of its formal existence NEPC will however use this approach to continue cooperation and collaboration of its members and in order not to lose the momentum of the previously acquired modes of operating. Therefore the Educating Divided Citizen project will use this model.

MODEL B – Lump sum. This is a scheme that would encourage topic based pilot projects addressing concrete issues of educational systems under discussion and that would aim at improving practices and policies through an active process multiplying positive experiences.

MODEL C – Multiplying effect. This is a scheme that would encourage topics that have been successfully approached by some members to be extended to other educational contexts/countries. In order to start this model NEPC Board suggests the use of one of the experiences already researched with the network - the Private Tutoring Monitoring project.

MODEL D – Annual priority topic/product. This is a scheme that would be based on the selection of the priority topic around which case studies could be carried out and published in an annual issue. The scheme would start in 2008.

MODEL E - Launching interesting topics. In every GA the NEPC Board will take an initiative to launch new topics that might be of interest to the Network. For 2007 GA we suggest the theme MUSEUM PEDAGOGY. The Board will take upon itself to look for an international expert that would be a Key Speaker at the GA where we would also organize a round table on the theme, which might result in a possible network project.

Management of the projects:

Regardless of the model all NEPC projects should be structured in the following manner:

Research Committee team will be selected by the Board (3 members)

Advisory Board selected by the Board (3members)

The whole process will be monitored by the NEPC **Executive Director**, while the administrative support will be provided by the **NEPC Secretariat**. For more info, please contact **Lana Jurko**, ljana@idi.hr

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Private Tutoring for All or Shadow Education dilemmas

By **Elmina Kazimzade**, Center for Innovations in Education, Baku Azerbaijan

A Private Tutoring phenomenon is becoming popular subject of educational debates in many countries. Why Private Tutoring is getting been more and more influential in education? What are differences occurred in international comparative studies on tutoring? What are policy makers' responses? These questions and many other were in the focus of IIEP Policy Forum "Confronting the Shadow Education System: What Government Policies for What Private Tutoring?" held in July 4-5th 2007 in Paris. More than 50 researchers, policy makers and planners from ministries of education, parents and practitioners from the world were invited to take part in Policy Forum to deliberate nature, scale and causes of tutoring from international perspectives, and analyze effective and/or inadequate policy solutions adopted by governances.

The metaphor of shadow as appropriate symbol of Private Tutoring was used to describe and interpret main aspects of Private Tutoring discussed in Policy Forum.

- Private supplementary tutoring only exists because the mainstream education exists.
- As the size and shape of the mainstream system change, so do the size and shape of supplementary tutoring.
- In almost all societies much more public attention focuses on the mainstream than on its shadow.
- The features of the shadow system are much less distinct than those of the mainstream system.*¹

About IIEP Policy Forum initiative and its leadership role

IIEP organizes regular Policy Forums which bring together academics, policy-makers, practitioners and other stakeholders. Those traditional events have cross-national foci, and usually address themes which are relevant to both industrialized and less developed countries. The Policy Forum on private tutoring was fit within main purposes of the Forums. The theme is especially pertinent to the IIEP mission because much private tutoring maintains or exacerbates inequalities. The International Institute for Educational Planning (IIEP) has been at the forefront of conceptualization and analysis in this field. In 1999, IIEP published in its flagship series, *Fundamentals of Educational Planning*, a booklet by Mark Bray entitled *The Shadow Education System: Private Tutoring and its Implications for Planners*. The booklet was the first to present a cross-national analysis of the phenomenon from the perspective of planning and policy-making. Four years later, IIEP published a second booklet by Mark Bray in the series 'Ethics and Corruption in Education'. It is entitled *Adverse Effects of Supplementary Private Tutoring: Dimensions, Implications, and Government Responses*.²

Open Society Institute as a contributor

Since 2005 Education Support Program of OSI has established successful partnership with IIEP that helped in professional exchanges and effective networking between two organizations. Recent joint activity related to a book titled *Education in A hidden Marketplace: Monitoring of Private Tutoring* published by ESP and Network of Education Policy Centers. The book is a product of NEPC Private Tutoring Monitoring Project implemented in nine countries (Azerbaijan, Bosnia and Herzegovina, Croatia, Lithuania, Mongolia, Poland, Slovakia, and Ukraine) and *led* by Virginia Budiene. The book edited by Iveta Silova and Mark Bray is a first attempt in post-socialist space to monitor and interpret the general characteristics of private tutoring, including its scale, cost, geographic spread, and subject matter; the main factors are underlying the demand for private tutoring; and the educational, social; and economic impact of private tutoring on the education. Four members of OSI Education Network have participated in Policy Forum to present this Private Tutoring study, including follow up monitoring in Kazakhstan, Kyrgyzstan, and Tajikistan. OSI Involvement in the Policy Forum gave an opportunity to share results of monitoring studies with worldwide education audience and to bridge a educational gap related to "closed former socialist societies".

Many participants' comments on the pleasure of the international mix, of which the "OSI Group" was an important component! –
(*quota from conversation among conference participants*).

Private Tutoring Mapping exercise

The Forum was opened by Professor Mark Bray who has outlined main directions of two days work and facilitated introductory part of the meeting. In the inaugural session were discussed the observable trends, patterns and factors as they are documented and known today. It allowed initiating the mapping of the implications of private tutoring, whether in terms of teachers' management, school management, financing issues and searching for policy solutions. The overview of recently done studies and findings showed impressive statistics: In Japan 24% of elementary school pupils and 60% junior secondary attend private tutoring classes. In Hong Kong 45% of primary, 35% of lower secondary and 70% of upper secondary education students are clients of private tutor. 73% of primary students in South Korea take private lessons. Private tutoring "champion" among countries is Mauritius which was presented by former Ministry of education and former member of National Parliament. In this country Public debate about declined Education quality and decreased demand and provision for Private Tutoring is continuing last two decades that caused great national political crisis. If we could color world map by private tutoring presence in education, only few countries (Scandinavian) would be indicated as "free tuition" zone. In this mapping exercise East Asia countries where private tutoring have been vigorous and well spread out should be colored most intensive rather other countries. Lower numbers of Private tutoring scale but also deep roots are characterized Eastern Europe. In Africa this phenomena is in the initial stage and looks as a new comer in Education arena. The tuition is also emerging in Western Europe, Australia and North America. The study on tuition conducted by Canadian government discovered predicted expansion of the tutoring sector in this part of the world as well.

¹ Mark Bray, (2007), Private Supplementary Tutoring: Patterns and Policy Implications IIEP Policy Forum "Confronting the Shadow Education System: What Government Policies for What Private Tutoring?" July 4-5th 2007, Paris.

²Information note, IIEP Policy Forum "Confronting the Shadow Education System: What Government Policies for What Private Tutoring?" July 4-5th 2007, Paris

Impact of Private Tutoring on Mainstream School

The different parts of mainstream education system are impacted by Private Tutoring which could be evaluated positively or adversely by different types of tuition in a range of settings. Private tuition is a for-profit industry where parents send their children for extra tuition so they could have supplementary education to mainstream schooling. It is self-evident that prosperous families can afford great quantities and superior qualities of tutoring. Middle-income families may also choose to invest in tutoring in order to keep up in competitive environments; but poor families inevitably get left behind. Tutoring tends to be more an urban than rural phenomenon, and may also have gender imbalances. The cost of tutoring is not only financial, it is also social cost. Insofar as tutoring is more common in some countries and cultures than others, it may also maintain and exacerbate inequalities at the global level.³ In Forum were asked whether ministries of education should respond to the equity issues and, if so, how?

South African case is good example of how tuition was effectively used in state education strategy. In this country the review of supplementary tuition was requested by the government not for regulating but for the purposes to use this sector to help low achievers to pass entering exams within sciences and technical careers after schooling. "It might seem as a contradiction that government is supporting the "shadow system" rather than mainstream system. In the mainstream education system there is vicious cycle – very few quality graduates from the schooling system proceeding to the tertiary sector for scientific and technical careers or becoming science teachers (which could ensure a higher quality teaching in schools). Thus government has to find innovative ways to break this cycle".⁴

Private Tutoring and Quality

The quality of tutoring has impacted by many factors, including teacher proficiency, institutional management, and recourses. In some cases tutor is still using individual form of teaching, but in some countries, as in Turkey, private tutoring has institutionalized and functioning as nationwide schools network. Information technologies are applied as effective tuition form that allows providing private lessons over the internet. What are policy makers' reactions? Should they concern about the quality of tutoring? If so, how can this be achieved? Australian Tutorial Voucher Initiative could be showed as comprehensive example how government used good quality one-to-one tuition through voucher scheme. The scheme enabled parents of low achieving children to access one-to-one tuition in order to improve benchmarks in literacy and numeracy. This type of private tutoring paid by governments gave students an opportunity to learn without fear of embarrassment and encouraged increased self esteem. Nationally 6 200 students and 2 632 tutors took part in this voucher initiative which was considered as significant success. "Strong local school involvement to promote the initiative and secure the engagement of parents and local teachers as tutors was a key factor for success".⁵ In England based on this best practice was launched a new pilot Making Good Practice aimed to assist pupils progress impacted by used individual tutoring. Who are private teachers paid by government and how the quality of work evaluated? All tutors must have teacher qualification, but child's class teacher also could be a tutor, or any teacher employed by local authority or private organizations. The quality of teaching and learning is evaluated through the sampling of tuition session and Individual Tuition plan by local Authority. Engagement strategy taken by policy makers and planners in Australia, US (Chicago), England is one of the new trends in Shadow Education that could be considered as successful scenario how to benefit from private tuition.

Different cultures, different stories, different views

Private tutoring is to some extent shaped by diverse cultural and historical factors. To what extent should policies vary in different parts of the world? Can different policies devised to target consumers (parents/students) and providers (individual tutors, school teachers, commercial companies)? In what circumstances should policy makers actively encouraging private tutoring and how? In what circumstances should policy makers discourage tutoring, and how?⁶

Social, psychological and ethical aspects of Private Tutoring were reviewed in presented sociology research on French culture analysis. In France are two different forms of private tutoring. The first one is out of school tutoring activity where the parents pay for one, two or three hours a week and primary schoolchildren do their homework with individual tutor at home or in private tutoring company. The second form of private tutoring provided by volunteers or by groups of citizens, and social workers as well. It's free service coordinated by governments locally or nationally. Most children from low income families attend second type of private tutoring which more oriented to the training for passing exams. Individual private teaching tended to be more interactive innovative oriented to student personality. The government is considered different types of private tuition as influencing factors related to inequality. How to ensure that state schools them could provide assistance to students within existing capacity? This issue is in the stage of political debates caused by Government concerns on inequity and inequality related to private tutoring but there are no comprehensive solutions yet.

The main reason is improve school achievements due to high stake examinations, to face the challenges of competitive scholarship system. Another reason related to the nature of complex child-parent relationship. "...homework tending to become, in some families, "a locus of tension" between the parents and their children (especially when they are teenagers). Consequently, sending one's child to private tutoring centre – or to third party able to help with school work – is way to remove the tensions away from house thereby contributing to the pacification of relationships among family members."⁷

Sociological interpretation of tuition as shared communication responsibility between parents and children allowed understanding of cultural determinants and complexity of private tutoring in education and society.

For more info on this topic please contact **Elmina Kazimzade**, ekazimzade@educationforward.org.az

³ Timetable, IIEP Policy Forum, "Confronting the Shadow Education System: What Government Policies for What Private Tutoring?" July 4-5th 2007, Paris.

⁴ Vijay Reddy (2007), Engaging the Shadow: Supplementary Tuition to Achieve Equity and redress in South Africa. , "Confronting the Shadow Education System: What Government Policies for What Private Tutoring?" July 4-5th 2007, Paris.

⁵ Louise Watson (2007) , Private Tutoring in Australia. A Preliminary analysis, same

⁶ Timetable , same

⁷ Dominique Glassman (2007), Tutoring for the rich, Tutoring for the poor? Short notes from France, same

Africa: "The challenges of the Educator today"
By Amadi-Ihunwo UB. MBA (Educational Management)

In this article, I will attempt a holistic overview of some of the challenges facing African teachers by examining them regionally to capture this prevailing contemporary crisis in education. I will examine these challenges as they apply to both secondary and primary school teachers in Africa. Related literature will be used to defend the emanating arguments. Being a teacher in Africa is fraught with dilemmas and problems that do influence the profession and its professionals. African teachers like every other teacher in the world are idealistic, have high standard for themselves and high expectations for their jobs. The challenges within and outside the school environment shatter these visions and present them as unrealistic optimism, leaving them disappointed and discouraged with the profession.

According to Nwora (2005), teachers in the past pride themselves in their enthusiastic trainings of people's children. Those days, they were happy and contented with knowing that *'their rewards are in heaven.'* Today, some people may represent these teachers as now distracted, wanting to be rich like everyone else. The proponents of these representations conclude that teachers have become traders and contractors. Their students too, have learnt to be impatient (Nwora 2005). My contention to these presentations arose from wondering if the teachers live in a different world. If their children attend different schools: a school with good standard, where fees are not paid or are paid according to their salaries? Are house rentals and purchases based on the salaries of the teachers? Are they given different concession in Africa for being teachers? The fact is that teachers in Africa have been condemned to a life of poverty in a society where costs of living advances on a minute bases. Who would want to become a teacher and not be able to pay for their children in the same school they teach? The answer is as my son will always tell me, *'Mum, very soon, robots will become teachers'*. The result is attrition and we cannot get rid of teacher's attrition if teaching profession is not made attractive in every way possible. Recently, the UK government has started giving teachers and other key workers an interest free equity loan of 50,000 pounds to enable them to buy their own houses. One can at least see the visible efforts the UK government is making in order to encourage and motivate teachers. What efforts do African governments make to better their teachers status?

As though poor salaries are not enough challenge, the delays in getting paid in some African countries are also worrisome. Nwora (2005) wrote that having endured long periods of mockery, and having been the objects of jokes and ridicule, usually bothering on how they use rulers to measure yams, and also how they must endure delayed gratification and wait for their rewards in heaven, they feel sad that they have to beg for their salaries to be paid on time, they wait and eventually get tired, of waiting to receive their rewards in heaven, they have families to feed, rents to pay and life to enjoy. They then resort to doing other *'Kyeyo'* to make these ends meet. Looking after themselves by taking care of some business on the side to make ends meet is not necessarily sacrificing the core values of their profession as Nwora's article remarked.

African countries have made substantial progress towards widening access to primary education over the last decade. Regionally, the Gross Enrolment Rate (GER) increased from 78% in 1998 to 91% in 2002. While we rejoice with this achievement in Africa, the teacher's enrolment rate is a source of concern. The bigger challenge is how much investment has Africa made in getting enough teachers to handle this increase? In East Africa, the introduction of Universal Primary Education (UPE), gave rise to high enrolments that have stretched the capacity of schools to the limits. Many schools cannot just cope, as they do not have adequate physical facilities and teachers to handle the large number of pupils. Across the region, it was a case of teaching large numbers of pupils with little or no amenities such as few classrooms, few teachers and teaching and learning materials. This obviously contributes to teacher burn out. In Tanzania, there was a shortfall of 30,000 classrooms at the end of 2004 (UNESCO 2004). This report also indicated that other than Kenya, where pupils now have a book ratio of one to three in lower primary or one to two in upper primary school, in Tanzania and Uganda, as many as 10 children have to share one book. This makes it difficult for the children to do private studies or their homework effectively and additional burden on the teacher who has to shoulder the responsibilities of making sure that these learners will do well in national examination. While teaching in Uganda, the commonest discouraging slogan of the teachers was *'when the children do well, they are bright. But when they do not do well, the teacher is poor'*. This slogan obviously represents the level of regards and appreciation accorded to the teachers in East Africa region.

Reports from the other African regions do not indicate any better treatment for the teacher. Afe (2006) in his inaugural lecture at the University of Benin, Nigeria on *'becoming a teacher and the challenges'* stated that African nations are still grappling the controversy trying to conceptualise teaching as a profession. According to him, the question of whether teaching is an occupation, a vocation, a calling, a semi-progression or a profession has further complicated the situation to the extent that members of the public have accorded low status and recognition to teachers. This denies them pride in their career like other professionals. The big question here is; could the teacher's social status of entrants, standard, control or legalisation entry into the profession, morale and job satisfaction in Africa when assessed, qualify them to be truly called professionals?

The importance of HIV/AIDS for teachers should not be underestimated. Across Africa, Bennel et al (2002) in allAfrica.com reviewed on 17th May 2006, estimated that of 260, 000 teachers, 9.4% of the total employed in 1999, could die of AIDS related illness over the next decade. In South African, teachers' HIV/AIDS ranks most in their challenges presently. McElligott, of allAfrica.com, reported that more than 4,000 South African teachers died of HIV/AIDS-related complications in 2004, and in 2006, 12.7% of the teacher work force in South Africa (about 45,000 people) are HIV positive, according to a survey released in March by the Human Sciences. The survey which was commissioned by the Education Labour Relations Council titled *'Study of Demands and Supply of Educators in South African Public Schools'* also found that about 80% of teachers who died of HIV/AIDS-related complications were younger than age 45 and about 33.6% were between the ages of 25 and 34 (Kaiser, 2006).

Hemson (2005) identified that conflicts in schools over race, fees or language frequently make headlines in South Africa. Such conflicts reflect the multifaceted issue of learner diversity, encompassing racial, class, gender, religious, linguistic, physical and other differences. The need to handle such differences in equitable ways poses new challenges for teachers and teacher education. How are teacher education institutions preparing students for teaching in schools that are different from the ones they experienced as learners? What kinds of skills are they providing to enable teachers to deal with diversity and difference amongst learners? Hemson queried.

In the Middle East and North Africa (MENA) region, Wikipedia.com narrated that the teaching profession is not based on selecting teachers according to their competence, creativity and teaching performance. Teachers are rather compensated on grounds of their educational attainment. Moreover, salary scales do not importantly differ between different levels of experience. This very fact has discouraged proactive improvement of teaching and subsequently reduced the quality of teaching in general.

The deplorable state of African rural areas has created a delirious challenge to the education sectors and more to the teachers. While many African countries face challenges of teacher supply, there is equally serious and inexhaustible challenge of teacher deployment. This has led to oversupply of teachers in the desirable areas, and a shortage in the less desirable areas. Generally, teacher's deployment system in Africa is not functioning equitably. Teachers do not want to be posted to the rural areas because of rational reasons such as; quality of life (quality of accommodation, classroom facilities, school resources and access to leisure activities), poor health facilities, fewer opportunities for professional advancement, opportunities to engage other development activities, or in national consultation or representative organisations, and securing entitlement from regional educational administrations (ADEA, 2006).

Although less teaching is done in rural areas for unexplainable reasons, getting deployed to the rural area is considered a local, vil-lage and uncivilised outlook for any teacher and family. These days, no one wants to raise his/her children in a rural area. But the rural children need education and the teachers must teach them. The biggest question here is how can the African governments who struggle to pay the teachers or pay them late be able to motivate teachers to teach in the rural areas? The failures of African leaders are grossly reflected in the state of rural areas in Africa. It has become a place for the poor and urban rejects to go and start life from. There are further deployments within the provinces or the states in Africa, making deployment a harder nut to crack by the government. This is because the more rural an area is, the poorer life becomes in Africa. No teacher wants to go there and teach. Deployment challenges are further complicated by gender, banking system, language, marital status, poor school management and cultural diversities.

Poor management and policy implementation in African schools is another challenge facing the teachers. We are in the era where policies are made by politicians and those 'selected' for the job. In most cases, these 'selected' have never seen the face of classroom but they are chosen to design policy and implementation guidelines. As a result, most of these policy documents become void of the actual challenges of the teachers in their school environment. While this article is conversant with the fact that there are other issues considered in selecting the policy designed, it is more concerned with policies that lack adequate contribution by the practicing teachers. This did not only make their jobs difficult but added yet another challenge to the existing ones.

Most African parents do not necessarily feel a part of school culture, especially the working class parents. If they do more to understand what is happening at school, then the more respect they will have for the teachers. Parents lack respect for the teachers for several reasons including their inability to parent. Most of them leave their parental roll for the teachers because of work-related stress. Gone are the days when teachers are held in very high regard by parents. Nowadays, teachers are seen and treated as the children's nannies instead of partners in raising the children. The school has become dumping site for the children while parents do over time at their work places.

In the case of technology, most African teachers entered the work force with less if at all experiences of the current technologies they are expected to use, unlike the new teachers that entered with very high knowledge of information technology. Majority cannot assess these new technological innovations to teaching and so unable to lighten and bring to global standard their teaching methods and other pedagogical contents. In few schools where there are computers, getting them trained add to the existing academic stress and challenges. Those who came with high knowledge are frustrated by lack of computers or modern equipment like the ones they are trained with. In Africa, the definitions of what characterise a technological component vary widely among countries and teacher education instructors. In a country, it may consist only of a one-day lecture on technology use, both theory and practice, in another, it may consist of individual attempt to learn this technology on their own. Such schools may have received good will donations of computers without instructors. Despite these variations, however, it is still far to assume that African teachers (both old and new) educating in this competitive world full of computers will need these technological innovations to advance the learners and self.

In the African countries where these technologies are provided, conflicts are most likely to occur. If these-eager-to-learn and upgrade teachers sense opposition to these aspirations, either through obstacles resulting from difficulties assessing the resources in any way, such as power cuts, they may lose interest to use them. This will lead the old teachers to resigning to '*after all we have been teaching without it*' mentality at the detriment of the learners and their advancement. For the new teachers who know more before entering into the profession, it will frustrate them more since being new sometimes means not being able to speak up immediately in the new job. These new teachers enter into the school system eager to implement new technology strategies and expect to find resources and equipment similar if not better than the ones they were used to. According to Kellner (2005), <http://www.thejournal.com/magazine/vault/A4677.cfm> in the school system does not have adequate resources, and this often results in new teachers foregoing their part of training and reverting to traditional methods of teaching.

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NEPC

PRAXIS Center for Policy Studies wishes to inform the network about the following issues:

1. In summer, PRAXIS completed an impact assessment of the second phase of the Socrates and Leonardo European education programmes. Commissioned by the Estonian Ministry of Education and Research through Archimedes Foundation the assessment was carried out from April to June covering 50 interviews with programme beneficiaries, policy makers and programme managers. In addition, the assessment sought to collect feedback from the programme beneficiaries through two web surveys and two Erasmus student focus groups.

Evidence from the assessment indicates that the programmes have been rather successful in Estonia, providing remarkable benefits both on individual and organizational levels. In some cases, impact has been observed on sectoral level (e.g metal industry). Impact on the national level was rather difficult to ascertain as the financial scope of the programmes has been, compared to the overall scope of the education system, rather limited. Still, Comenius, for instance, has been able to reach approximately a quarter of Estonian general secondary schools whereas almost 70% of the Estonian higher education institutions have entered an institutional contract of Erasmus. Based on the assessment, the report concluded that the programmes have been valuable in opening up Estonian education sectors and linking Estonian participants with their European counterparts. The programmes have been important in facilitating the capacity to participate and carry out European projects. Having been provided first participation experience for many, the next phase of the programme offers an opportunity to initiate even more ambitious projects.

The assessment concluded that despite successful implementation, the programmes have potential to be even more effective. So far the programmes have not been visibly tailored to particular national needs as no clear national goals have guided the selection process of projects.

2. PRAXIS Center for Policy Studies leads a consortium to assist the compilation of the next national integration programme. PRAXIS together with its partners the University of Tartu, Institute of Baltic Studies, Hill & Knowlton Ltd Estonia and Geomedia Ltd won a public procurement to compile together with the state level partners the next national integration programme 2008-2013. This task includes formulating a new integration strategy and an implementation plan. Various feasibility studies and needs assessment analyses are part of this process also. The studies would be carried out in many fields, e.g education, local government, tolerance and intercultural dialogue, naturalization and citizenship identity, social risk groups, and the labor market.

In regard of education the analysis to be carried out would, in addition to language learning issues, center on two important aspect that have not received significant attention in the integration process so far:

- How to transform the teaching of history and social studies so that it would facilitate multiculturalism and active citizenship?
- How do extracurricular and out of class activities support the development of state identity, active citizenship and intercultural dialogue? What are the contacts of Estonian and Russian language schools?

The previous integration programme has been overly emphasizing the aspect of language learning of minorities and has paid no or marginal attention to other critical aspects facilitating integration. Consequently, the analysis to be done aims to analyze the nature of the contacts of various Estonian and Russian language schools and what could be done to facilitate greater contacts and more intense relationships. What is more, teaching of history and social studies plays an important role in forming identities and therefore deserves greater attention, especially as studies indicate that Estonians and non-Estonians have largely divergent understandings in these aspects. Bringing together history experts and teachers to brainstorm about this last issue is expected to contribute to new ideas and ways forward.

For more info on this topic please contact **Laura Kirss**, Laura.Kirss@praxis.ee

EUROPEAN COMMISSION

Why Europe's universities should be reformed
Source: Euractiv.com

European universities trail far behind American ones in terms of their performance, something which is mainly due to insufficient spending and lack of autonomy in most European countries, argues a policy brief from the Brussels-based think tank Bruegel. The recent [Shanghai ranking of the top fifty universities in the world](#) – a well-respected index for monitoring the research performance of universities around the world and which Bruegel used as a basis for their cross-country comparison - listed only nine European ones (mostly from the UK) compared with 37 from the US. Among the top ten, only Oxford and Cambridge managed to break into the American-dominated list.

According to Bruegel, this fact is largely due to a large discrepancy in public and private spending for the universities in Europe and America. Whereas European countries on average spend only 1.3 percent of their GDP on higher education, the US invests 3.3 percent of its GDP in this area.

In terms of expenditure per student, the contrast is even starker, with average annual expenditure of €8,700 in the EU versus €36,500 in the US. This lack of funding coincides with the much lower degree of autonomy for European universities compared with their American counterparts.

The picture brightens a little bit for Europe when one enlarges the numbers of universities considered. Whereas American universities dominate in the top tier (Top 100), Europe has many good universities in the lower tiers (Top 100-500). Switzerland, the UK and Sweden do particularly well in the second tier (100-200), which the authors attribute mainly to better funding and a smaller-sized universities (up to 25,000 students) than the European average.

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

Teachers need good education too!

The Commission proposes to improve the quality of teacher education in the European Union

To prepare their pupils for the EU's increasingly knowledge-based society, teachers are called upon to teach a new range of skills, which often require new teaching methods. Moreover, teachers are increasingly called upon to teach classes that have pupils from different cultures, mother tongues, ability levels and levels of special needs.

However, many teachers report that they are uneasy about using new technologies in the classroom. Furthermore, analysis by the European Commission shows that **current systems for teacher training and education in the Member States are often failing to give teachers the training they need.**

Indeed, in some Member States there is little systematic coordination between different elements of teacher education, which leads to a lack of coherence and continuity, especially between teachers' initial professional education and their subsequent induction, in-service training and professional development.

Further, the Commission's analysis reveals that investment in continuous training and development of the teaching workforce is low. For example:

- In-service training is compulsory in only 11 Member States;¹
- Where in-service training exists, training generally amounts to less than 20 hours per year, and is never more than five days per year;

Only half of the countries in Europe offer new teachers any systematic kind of support (e.g. induction, training, mentoring) in their first years of teaching;

The European Commission is working closely with the Member States to improve the quality of teacher education in the EU, as part of an **overall process of policy cooperation** in the field of education and training that encourages and supports national reforms. This cooperation has led to the present Commission Communication. It outlines a common framework for policies to improve the quality of teacher education. The document responds to a request, expressed in the 2004 Council and Commission *Joint Report on Progress Towards the Lisbon Objectives in the Fields of Education and Training*, that a set of common European principles be developed to improve the competences and qualifications of teachers and trainers.

The Communication provides Member States with a number of **broad orientations for developing policies and practices.** These include:

- ensuring that all teachers have access to the knowledge, attitudes and pedagogic skills that they require to be effective;
- ensuring that provision for teachers' education and professional development is coordinated, coherent, and adequately resourced;
- promoting a culture of reflective practice and research among teachers;
- promoting the status and recognition of the teaching profession; and supporting the professionalisation of teaching.

For further info on this topic please [click here](#)

Improving the Quality of Teacher Education EC-Communication

There are around 6.25 million teachers (full time equivalents) in Europe. Teachers play a vital role in helping people develop their talents and fulfill their potential for personal growth and well-being, and in helping them acquire the complex range of knowledge and skills that they will need as citizens and as workers. It is school teachers who mediate between a rapidly evolving world and the pupils who are about to enter it.

The profession of teaching is becoming more and more complex. The demands placed upon teachers are increasing. The environments in which they work are more and more challenging. Many Member States are reviewing the ways in which teachers are prepared for the important tasks they perform on behalf of European society.

The purpose of this Communication is to assess the current situation in the European Union as regards the education and training of teachers, and to propose a shared reflection about actions that can be taken at Member State level and how the European Union might support these.

Changes in education and in society place new demands on the teaching profession. For example, as well as imparting basic knowledge, teachers are also increasingly called upon to help young people become fully autonomous learners by acquiring key skills, rather than memorizing information; they are asked to develop more collaborative and constructive approaches to learning and expected to be facilitators and classroom managers rather than ex-cathedra trainers. These new roles require education in a range of teaching approaches and styles. Furthermore, classrooms now contain a more heterogeneous mix of young people from different backgrounds and with different levels of ability and disability. They are required to use the opportunities offered by new technologies and to respond to the demand for individualized learning; and they may also have to take on additional decision-taking or managerial tasks consequent upon increased school autonomy.

Please read the [EC-Communication here](#)

¹Austria, Belgium, Germany, Estonia, Finland, Hungaria, Lithuania, Latvia, Romania, Malta, United Kingdom

European school spending more efficient than in US

American education standards are the most disappointing in terms of monies pumped into schooling systems, while countries such as the Czech Republic and Finland fare much better despite spending considerably less, according to a report by the Organisation of Economic Co-operation and Development.

The OECD's annual [Education at a Glance](#) report, published on 18 September, praises the 7% rise, over the past ten years, in the number of people that finish higher secondary education (now 82% in the 'club' of the world's 30 most-industrialised countries) and the 12% increase in those that successfully complete a university-level course (now 36% of the population).

The development of higher education goes hand in hand with "more prosperous economies", according to the organisation, which adds: "In all countries, the penalties for not completing upper secondary education are significant. On average, unemployment rates among people who do not complete high school are five percentage points higher than people who complete upper secondary education and seven points higher than people with university degrees."

The report, however, stresses that most governments could still make improvements to their education systems, explaining that, although school spending is currently higher than ever, "the results gained from that investment are far from maximised".

The United States, for example, is the second-highest spender on education within the OECD, but, according to the report, very little of this money actually reaches the classroom.

While Italy joins the US as one of the worst performers, the report finds that other EU countries such as Finland, the Czech Republic, the Netherlands, Poland and Hungary spend significantly less per student, while scoring better in international tests.

The OECD suggests that education expenditure could be cut by up to 30% without having an impact on results, if more efficient teaching methods were introduced. And, if all schools performed as well as the best, learning standards could be increased by as much as 22%, without any additional spending.

Lastly however, the report points to large disparities remaining in education systems, where, in countries like Germany, Austria, France and Portugal, children whose parents are manual workers have up to 57% less chance of attaining higher education, thereby deteriorating their labour-market situation. Ireland and Spain emerge as the countries in which socio-economic background has the least impact on access to higher education.

For more info please [click here](#)

THE WORLD BANK

Global Symposium - Education: A Critical Path to Gender Equality and Women's Empowerment

In most societies women tend to have fewer choices or opportunities in life than men because they have less access to resources, rights and voice. This disadvantage translates into in a vicious cycle of social and economic deprivation and lack of empowerment that has to be arrested for countries to reach their full potential. Investment in education has been found to be the best way to do so.

Promoting gender equality in education has therefore been a key area in global development discourse and actions. New and innovative policies, strategies and practices have been tried out in various countries and much is now known about what works and what does not work in educating girls. For example, conditional cash transfers, when targeted at specific groups such as the poor or the marginalized, have been shown to encourage girls' school enrolment and retention (Filmer and Schady 2006, Chaudhury and Parajuli 2006).

In spite of progress made over the past 15 years, the disheartening reality is that universal primary education and gender parity remain a dream in many countries. Approximately 77 million children are still out of school, 57 percent of them are girls and roughly 70 percent of out of school children are from Sub-Saharan Africa and South Asia (UNESCO, 2006). Moreover, there are emerging challenges such as the feminization of HIV/AIDS that threaten progress towards universal education and gender equality.

The symposium builds on lessons learnt over the past decade and also on the World Bank's Gender Action Plan – "[Gender Equality as Smart Economics](#)", which seeks to advance the economic empowerment of women and promote shared growth. While the plan focuses on economic sectors, it is widely accepted that one of the critical pathways to achieving women's economic empowerment is through education. Education gives women the skills and competences that lead to increased participation in the labor market, increased earnings, faster economic growth and the reduction of poverty. The economic empowerment of women is not only smart economics because of the income that is generated consequently but also because it helps to break the vicious cycle of poverty particularly for the next generation.

The symposium will take place on October 2 – 3, 2007 in Washington DC.

For more info please [click here](#)

DONORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Call for Applications: Central Asia Research and Training Initiative

The Central Asia Research and Training Initiative (CARTI) is accepting applications for its Junior and Senior Fellowship programs.

CARTI is a regional program that promotes the development of indigenous capacities for original scholarly and academic work and internationalization of scholarship in the region of Central Asia including, but not limited to, the post-Soviet states of Central Asia and Mongolia. In working to enhance independent research of university-based academics, CARTI is committed to innovation in, and enrichment of, university teaching in the humanities and social sciences, and emphasizes the role of research in the development of academics as scholars in the classroom.

CARTI provides advanced training and networking opportunities, and supports innovative scholarly work of motivated young academics in their home academic environment. With CARTI support, fellows engage state-of-the-art resources, theories, methodologies, and approaches to research and teaching in the subjects and areas of importance to the scholarly and social development in the region, and develop positions of academic leadership in the region.

For more details and an application form, please [click here](#)

Call for Proposals: HESP Regional Seminar for Excellence in Teaching

OSI's International Higher Education Support Program (HESP) invites concept proposals for the Regional Seminar for Excellence in Teaching (ReSET).

ReSET aims to develop and nurture teaching excellence at the undergraduate university level. The program establishes a framework for the long-term collaborative development of scholarly teaching in areas important to the region's undergraduate humanities and social sciences curricula.

While ReSET projects address diverse subjects, fields and disciplines, they share the same approach based on:

- developing reflexive scholarly and innovative undergraduate teaching;
- critical rethinking of the subject, drawing on the best and most current international scholarship;
- a collaborative structure fostering peer exchange and learning among the regional and international faculty.

Rooted in the concept of continuous development and self-renewal of university academics, ReSET creates opportunities for qualified and dedicated regional and international faculty to make a substantial contribution to the revision and advancement of teaching and learning in their subjects and fosters their leadership in the process of educational change in the region.

Program Participants and Activities

ReSET projects involve groups of junior faculty participants from the region and international teams of resource faculty; all participating academics have current teaching positions and are dedicated to the advancement of undergraduate teaching in the region. Resource faculties are recruited for their qualities as "master teachers," expertise on the subject and involvement in international scholarship. Long-term commitment of the participants and core resource faculty to the projects is essential.

The program activities focus on development of scholarly teaching through critical and creative inquiry into the state of the art of the scholarship and undergraduate curricula in the subject area and development and practice of effective and innovative approaches in the classroom in light of the most progressive scholarship on the subject. Participants and resource faculty engage as academic peers in a continuous program which includes regular seminar sessions (typically summer sessions of 2-3 weeks in length, and shorter, more focused or smaller group meetings in the interim) and inter-session project activities tailored to the project's agenda and the needs and capacities of the collaborating academics. The project group as a whole participates in the planning and direction of the project as it proceeds past the initial stage. ReSET projects originate within the region's higher education community and actively enjoy its support and all ReSET-funded project activities are hosted in the region.

For further information and an application, please [click here](#)

Call for tender EAC 34/2007 - Study on European terminology in adult learning and monitoring of the sector Deadline: 5 November 2007

The overall objective of this contract is to support the European Commission in monitoring and analyzing the adult learning sector in Europe by improving the quality and comparability of data.

In order to monitor the multiplicity of adult learning, reliable data are required. Compared with school- and higher education, data on adult learning are limited, not least because providers are dispersed, of different natures and often operate outside the public sector. In addition, it is characterized by its diversity and by the ultimately voluntary nature of participation. Research and analysis are needed in making use of the statistics available and on improving the harmonization of concepts and definitions.

The specific objective of this contract is therefore twofold: (1) establish a European glossary on terminologies agreed by Member States used in the adult learning sector Europe-wide; and (2) explore the feasibility of developing, on the basis of agreed definitions and terminology, a set of core data for monitoring the adult learning sector, which should be linked to the Council conclusions on Indicators and benchmarks.

For more info please [click here](#)

Medium-term forecast of skills supply in Europe

Cedefop: AO/A/AZU/Skillsnet-Supply/010/07

Deadline: 15 October 2007

Cedefop is seeking to conclude a contract with a researcher or research team to develop and carry out a medium-term forecast/projection of the supply of skills (based on available data covering all 27 EU Member States, plus Norway and Switzerland) and a comparison with the medium-term forecast of occupational skill needs at European level.

This call has been published in the Supplement to the Official Journal of the European Communities 2007/S 167-205958 of 31.08.2007.

Deadline for submitting tenders: 15.10.2007 (17h00 local time for hand-delivered tenders).

For more details, please visit [Cedefop's website](#)

Public open tender no.EAC/33/2007 - Survey on the Erasmus Programme and its impact on excellence in Higher Education in Europe

Deadline: 12 October 2007

The overall objectives of the study to which the present call for tender relates, are to assess the various ways and means whereby Erasmus may have contributed to higher education excellence in Europe, and to formulate recommendations on how this contribution could be further maximized in the future.

In pursuit of the overall objective set out above, the specific objectives of this project are as follows:

- to identify the extent and nature of the contribution of the Erasmus programme – through both its mobility and its inter-university cooperation actions – to the excellence of HEI and to excellence in higher education in Europe in general;
- to verify whether and how Erasmus has contributed to the modernisation of universities by triggering reforms in student services, professionalizing interuniversity cooperation and initiating the formalisation of European and international cooperation strategies etc;
- to identify the contribution of the Erasmus programme to the modernization of curricula, improving the quality of teaching and creating a more stimulating learning environment for students. Questions to be raised here might include, for example, the extent to which both students and university teaching staff are asked to report systematically on their experiences with regards to teaching or learning methods to their peers after their return. The growing use of ECTS as a tool in the review process for courses and programmes should also be examined in this context;
- to identify further the contribution of Erasmus actions to developing a stronger European dimension to higher education in all the 31 countries which participated in the Socrates/Erasmus programme, with particular attention to the partnership and network effects that have been triggered between HEI and the added value this may have generated. Questions to be asked might include to what degree Erasmus has increased the interaction of individual HEI with HEI in other participating countries and given rise to possible network effects, to investigate the contribution of Erasmus to a European identity of the HEI involved, and to what degree the Erasmus mobility actions targeting students and teachers have influenced their identity perceptions and thus may have contributed to European citizenship among the higher education community.

For more details please [click here](#)

NEW PROJECTS & INITIATIVES

Public consultation "Schools for the 21st century"

This public consultation addresses all those interested in the development of school education in Europe. The Commission's consultation document raises a series of issues that are deemed to be crucial for schools in Europe (such as schools and key competences, schools and social inclusion and the role of teachers, among others) on which contributions are sought.

Member States are responsible for the organisation and content of education and training systems, and the role of the European Union is to support them, for example through the new Lifelong Learning Programme or the 'Education and Training 2010 Work Programme', which facilitates the exchange of information, data and best practice through mutual learning.

Education lies at the centre of efforts to improve the Union's competitiveness and social cohesion. Some of the most important questions and challenges which have the greatest significance for the well-being of individuals and the good of society relate to the quality of initial education and training.

It is against this background that the European Commission has decided to launch this public consultation to identify those aspects of school education on which joint action at European Union level could be effective in supporting Member States in the modernisation of their systems.

If you wish to make a contribution to this consultation please [click here](#)
[Consultation document](#) (pdf format)

NEW PROJECTS & INITIATIVES

English Language Teachers' Association Conference

Location: Omsk, Russia

Event Date(s): November 6, 2007 - November 7, 2007

The [Omsk English Language Teachers' Association](#) in Russia launched a two-year project, "Empowering English Language Teachers for Education Policy Development," in September 2006 with funding from the Education Support Program's [Resourcing Education: Fund for Innovations and Networking](#) (RE:FINE) grant program.

The goal of the project is to establish a proactive, cross-regional network of English language associations that advocate for the needs and rights of English teachers. It promotes higher teaching standards through the effective use of resources, accumulated in the course of English language reform activities in participating countries (Azerbaijan, Kazakhstan, Uzbekistan, and Russia).

The project has already produced English language teaching materials designed by professionals from four associations of the network. Best-practices seminars have been held in several Russian cities including Omsk, Novy Urengoy, and Noyabrsk. As the result of the project, participants will publish a feasibility study for a quality-assurance program.

On November 6-7, 2007, the Omsk English Language Teachers' Association will hold an international conference, with the support of the Open Society Institute and Omsk State Teacher Training University, titled "The Learning Environment for English Language Teaching."

The conference objectives are as follows:

- to share best practices;
- to explore field teachers' role in education policy;
- to promote networking, exchange, and communication among specialists in different regions and countries.

The organizing committee invites proposals for presentations and workshops at the conference.

For more details please [click here](#)

NEW PUBLICATIONS

Education at a Glance 2007

Education at a Glance is the OECD's annual round-up of data and analysis on education, providing a rich, comparable and up-to-date array of indicators on education systems in the OECD's 30 member countries and in a number of partner economies. The main areas covered are:

- Participation and achievement in education
- Public and private spending on education
- The state of lifelong learning
- Conditions for pupils and teachers

The 2007 edition investigates the effects of expanding tertiary education on labour markets. Graduation rates from higher education have grown significantly in OECD countries in recent decades, but has the increasing supply of well-educated workers been matched by the creation of high-paying jobs? Or will everyone with a university degree some day work for the minimum wage? Using recent data and indicators comparable among OECD countries, Education at a Glance 2007 finds that the expansion of tertiary education has had a positive impact for individuals and national economies, and that there are, so far, no signs of an inflation of the value of qualifications.

Please visit the Education at a Glance 2007 [web page here](#)

Cross-border tertiary education

Source: The World Bank

Cross-border tertiary education has received growing attention in recent years as more and more students choose to study abroad, enroll in foreign educational programmes and institutions in their home country, or simply use the Internet to take courses at colleges or universities in other countries.

This trend has led governments and education stakeholders to reconsider many aspects of their tertiary education systems and strategies. While many countries focus on the possible benefits of exporting education services, they often overlook the potential benefits of importing such services as a complement to existing domestic tertiary education offerings; importation of education services can help strengthen or accelerate national development goals. An import strategy for tertiary education considers the use of foreign education services, and encourages the outward mobility of domestic students and scholars or the inward mobility of foreign educational programmes and institutions. Governments are often ill-prepared to reap the benefits of cross-border tertiary education, as well as to assure education quality.

In this publication, the World Bank and the OECD combine their experience and knowledge to explore ways in which cross-border tertiary education could benefit developing countries' efforts to build capacity; the book also seeks to guide policy efforts related to the areas of quality assurance and trade negotiations. Internationalization is indeed leading countries to revisit the spectrum of their tertiary education policies. Accordingly, donor countries should revisit their development aid agenda in the light of these new trends and opportunities. This publication provides valuable insights on cross-border tertiary education and capacity development for policy makers, stakeholders, donor agencies and recipients, and opens up new areas for research.

To read this publication please [click here](#)

Center For Democratic
Education (CDE)

Albania

Center for Innovations in
Education

Azerbaijan

ProMENTE

Bosnia and Herzegovina

Institute of Technologies
and Development

Bulgaria

Center for Educational
Research and Development
(CERD)

Croatia

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PRAXIS

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Center for International
Education

Georgia

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for Education Policy and
Management

Georgia

Center for Educational Policy
Analysis

Hungary

Education Policy Analysis
Center

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(KEC)

Kosovo

Center for Public Policy

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Policy Studies

Russia

Education Reform Circles

Serbia

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Slovak Governance Institute

Slovakia

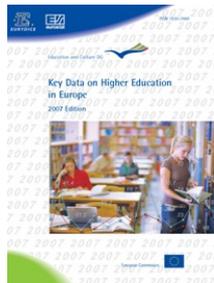
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Slovenia

Education Reform Initiative

Turkey

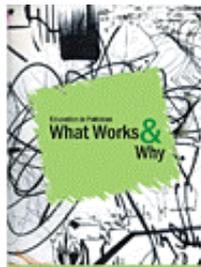
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**Key data on higher education in Europe
2007 Edition—Indicators and Figures**
Source: Eurydice

How does one gain access to the various courses of study in higher education? What proportions of students are enrolled in the public and private sectors? Who is enrolled in educational provision at this level and in what types of programme and fields of study? What is the situation regarding doctoral students? What are the levels of public and private investment in higher education? What contributions are students asked to pay and what types of support do they receive? What percentage of students study abroad and how far is this kind of mobility facilitated? What is the distribution of graduates by age, sex, type of course and study programme? The first edition of this subject-based volume of Key Data on higher education provides some insight into these and other questions.

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



Education in Pakistan: What Works & Why
September 2007
Campaign for Quality Education
Source: [OSI-ESP](#)

Over the past two years, a diverse group of concerned educators in Pakistan have attempted to highlight the issues of quality education by studying some of the better schools and school systems catering to low-income groups. An important aspect of the study was a shift in emphasis from an overwhelming number of doomsday descriptions for education in Pakistan toward search for the positive that would connect with possibilities of reform. In addition to this, the study aims to help inform policy-making by providing actionable recommendations.

OSI sponsored this collaborative project between the Education Support Program and a coalition of Pakistani NGOs and other organizations. *Education in Pakistan: What Works and Why* is published by the Campaign for Quality Education. The complete report is available for [download here](#)



**U sjeni: privatne instrukcije u obrazovanju Hrvatske
In the Shadow: Private Tutoring in Croatian Education – in Croatian**
September 2007
Boris Jokić & Zrinka Ristić Dedić
Center for Educational Research and Development, Institute for Social Research Zagreb

The book is a product of research conducted within the International project "Private Tutoring in Secondary Education" in 9 countries, members of Network of Education Policy Centers and supported by OSI – Education Support Program. Within the RE: fine project for the advocacy campaign for the above motioned project the Croatian team decided to write a book.

The book explores the assumption that private tutoring is a complex educational, social and economic phenomenon and describes in detail the social and educational context which encourages the phenomenon in Croatia. Private tutoring is seen as a "shadow of the mainstream education" that can tell us a lot on the quality and functioning of the educational system itself. The research results show that private tutoring is a relevant educational issue that has serious consequences on the educational outcomes, achievements of students and schools and influences not only the educational system but a society as a whole. The book presents the results of the research and offers recommendations for subduing negative effects of the phenomenon.

To purchase the book or contact the authors please contact cerd@idi.hr .

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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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