

Annual Report 2001

Educational Co-operation with

Central and Eastern Europe

Bureau CROSS

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Central and Eastern Europe
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Foreword

Foreword

We hereby present the Annual Report 2001 of Bureau CROSS. This report provides a review of the activities carried out in the field of education co-operation with Central and Eastern Europe in 2001, under the auspices of Bureau CROSS.

The accession of the 'pre-accession countries' to the European Union (EU) is already having an effect on educational co-operation with the Central and East European region. Accession formed the background to the development of a multinational programme for educational co-operation with Hungary, Poland, Slovenia and the Czech Republic in 2001. The Accession-oriented Dutch European Proficiency Training (ADEPT) programme, which Bureau CROSS implements for (semi-) government officials in the region on commission from the Ministry of Foreign Affairs/Matra, was also intensified substantially in 2001. The State Visit by Her Majesty Queen Beatrix to the Russian Federation in June 2001 also merits a special mention. This visit once again underscored the desire of both governments to promote co-operation.

Bureau CROSS was able to perform its extensive assignment successfully, thanks to the assistance of many parties, both in the Netherlands and in the Central and East European region. A special word of thanks is due to the educational specialists for their expertise and hard work, as well as to the Dutch Ambassadors and their staff, including the Consul-General in St Petersburg, and to the Central and East European Ambassadors and their staff in The Hague for their welcome support for the work of Bureau CROSS.

T.J. Siskens
Director Bureau CROSS

The Hague, 12 March 2002

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Introduction

Introduction

Educational co-operation with the Russian Federation was the first task that Bureau CROSS was assigned when it was established in 1992. In 1994, responsibility for educational co-operation with Hungary was added. The Memoranda for co-operation with Russia and Hungary were both renewed for a five-year period in December 1997. 2001 was the second to last year of the validity of the current Memoranda. Three-year Work plans were agreed with both countries for the 2000-2002 period. The Dutch-Russian Work plan was ratified on 15 January 2001 in Moscow by the Russian Education Minister V.M. Filippov and by H.M. Ambassador to Moscow, T.P. Hofstee, on behalf of the Dutch Education Minister L.M.L.H.A. Hermans. The Work plan for bilateral co-operation with Hungary was signed on 25 January 2001 in The Hague by Minister Hermans and the Hungarian Ambassador to the Netherlands, A. Gergely.

During the year under review, the implementation of both Work plans was developed to the full. New orders were assigned for the 2001-2002 period in some fields during the past year, in compliance with the Work plans. Some of the programmes started in the preceding period were completed in 2001, or came close to completion. In some cases, provision has been made for dissemination activities as a follow-up to the completed work. For example, the results of the Dutch-Russian programmes in the field of vocational education (which is implemented on a multinational basis) and education management will be disseminated to other regions of the Russian Federation. Support for the International Institute for Educational Innovation (IIEI) at Herzen State University, set up for the consolidation and dissemination of Russia's international education activities, will be continued. Russia, the Netherlands, Austria, the UK and, since 2001, Finland work together in this Institute. The results of Dutch-Hungarian co-operation will also be disseminated to other interested parties, in this case to other countries in the region. The bilateral programme in the field of higher education (policy) issues, for example, was quickly expanded with experts from Poland, Slovenia and the Czech Republic. This form of co-operation consequently became a forerunner of the multinational co-operation programme that was institutionalised with the above four countries in 2001. Memoranda of Understanding for educational co-operation in a multinational context were agreed with these countries, and were ratified in The Hague on 31 October 2001 by Minister Hermans and the four Ambassadors to the Netherlands: Mrs. M. Wodzynska-Walicka for Poland and Messrs. B. Frlec for Slovenia, A. Gergely for Hungary and P. Kubernát for the Czech Republic.

In 1999, Bureau CROSS received the prestigious assignment from the Ministry of Foreign Affairs/Matra to develop and implement a series of 'tailor-made' courses for (semi-) government officials from the pre-accession countries, to prepare them for working under the rule of the *acquis communautaire* after their countries actually join the EU. Since then, valuable courses have been realised in many priority areas of public administration, in co-operation with the Dutch Ministries and training institutes. Examples of the areas covered include agriculture/the environment, water management/the environment, social affairs, transport/infrastructure, public health and the Structural Funds. Central and East European government officials showed considerable interest in and appreciation of the courses offered.

In 2001, the ADEPT programme was substantially intensified, enabling a total of more than 750 (semi-)government officials from the region to be trained in the 1999-2001 period. During the year under review, the target group of countries was expanded to include Turkey and Croatia. The ADEPT-programme is part of the set of Ministry of Foreign Affairs/Matra instruments aimed at facilitating accession. These instruments have placed the Netherlands firmly on the map with our future EU partners.

The administrative structure of educational co-operation with Central and Eastern Europe

1 The administrative structure of educational co-operation with Central and Eastern Europe

1.0 *The management of Bureau CROSS*

Bureau CROSS is part of the International Policy (IB) Directorate of the Ministry of Education, Culture and Sciences. The bureau is supervised by the IB Director, A. IJzerman. The relationship between Bureau CROSS and the IB Directorate is laid down in the Management Agreements document, which was signed on 23 June 1999 by the Directors of the IB and Bureau CROSS. In compliance with the Management Agreements, the feasibility of the agreements was reviewed in 2001. Both parties took a positive view of this. At the Management Council level, Director-General H. Borstlap holds the International Policy portfolio and as such, is responsible for Bureau CROSS. Every few months, IB-CROSS talks are conducted with the decision-makers that steer Bureau CROSS.

1.1 *Joint management of Dutch-Russian educational co-operation*

The Joint Executive Group (JEG), consisting of Dutch and Russian senior government officials, was installed for the joint management of Dutch-Russian educational co-operation. The JEG met informally on one occasion in 2001, on 3 September in Moscow. The talks were dominated by the preparations for a visit by Minister Hermans to Moscow. This visit is expected to take place in the course of 2002.

The (informal) JEG meeting was attended by:

For the Netherlands:

A. IJzerman	Chairman of the Dutch delegation.
J.W. Rienks	IB Co-ordinator/Ministry of Education, Culture and Sciences.
T.J. Siskens	Director, Bureau CROSS.

For the Russian Federation:

N. Dmitriev	Chairman of the Russian delegation.
M. Losev	Ministry of Education, International Relations department.
Ms I. Arjanova	Ministry of Education, International Relations department.

1.2 *Joint Dutch-Hungarian educational co-operation*

The Dutch-Hungarian Education Mixed Sub-Commission, which is part of the Commission responsible for the implementation of the Cultural Treaty between the two countries, is responsible for the joint management of educational co-operation. The members of the Mixed Sub-Commission are:

For the Netherlands:

A. IJzerman	Chairman of the Dutch delegation.
J.W. Rienks	IB Co-ordinator/Ministry of Education, Culture and Sciences.
T.J. Siskens	Director, Bureau CROSS.
Ms L.E. Beijlsmit	Senior Consultant, Bureau CROSS.

For Hungary:

G. Náráy-Szabó	Chairman of the Hungarian delegation.
F. Rudan	Ministry of Education, International Relations department.
Ms D. Szentirmai	Ministry of Education, International Relations department.

The meeting planned for 18 December 2001 in Budapest had to be postponed until early 2002. Ms Beijlsmit maintained contacts with the Hungarian delegation in 2001 in connection with a number of monitoring activities.

1.3 *Joint management of multinational educational co-operation*

The Memoranda of Understanding for multinational co-operation signed with Hungary, Poland, Slovenia and the Czech Republic provided for the installation of a Joint Commission responsible for monitoring the multinational programmes. The Joint Commission met for its first monitoring session on 30 November 2001 in The Hague.

The members of the Joint Commission are:

I. Czinege, Chairman	Advisor of the Minister van Education, Hungary.
P. Cink	Director of International Relations and European Integration, Ministry of Education, Youth Affairs and Sport, the Czech Republic.
Ms V. Lukas	Head of International Relations, Ministry of Education and Sport, Slovenia.
Ms M. Mažinska	Director of International Relations, Ministry of National Education, Poland.
T.J. Siskens, Secretary	Director, Bureau CROSS.

The meeting on 30 November was attended by the Dutch programme managers and a Central European expert or participant for each programme.

1.4 Bureau CROSS

The Bureau directs some 45 co-operation programmes in the field of education. A total of 15 courses were also organised in 2001 as part of ADEPT. The preparation of the Memoranda of Understanding for multinational co-operation and starting up the programmes in this regard demanded a great deal of attention from CROSS. A great deal of work was performed for the ADEPT programme: the definition of needs in the regional capitals, the preparation, implementation and completion of the courses and the many evaluation meetings with participants some six months after the end of the courses, in order to assess their significance in working practice. The settlement of 'old' outstanding advances also required a great deal of attention.

The current staff of Bureau CROSS is as follows:

T.J. Siskens	Director.
Ms L.E. Beijlsmiit	Senior consultant.
Ms I.S. Souch	Consultant ¹ .
Y. Renema	Junior consultant.
Ms J.H. Nannings-Stiefel	Financial controller.
Ms M.G.H. van Haastert	Management assistant.
Vacancy	Management assistant.
P. Kuzmin	Local assistant, H.M. Embassy in Moscow.

A.A. Gorsen (VL/Ministry of Education, Culture and Sciences) is responsible for the financial administration of Bureau CROSS on a part-time basis, in relation to the management of the Ministry's GEFIS system for Bureau CROSS.

¹ Ms Souch was seconded to the Centre for Higher Education Policy Studies (CHEPS, UT) from 1 February until 31 December 2001.

Co-operation programmes with the Russian Federation

2 Co-operation programmes with the Russian Federation

2.0 Introduction

The following sections provide a review of progress with the programmes implemented as part of Dutch-Russian educational co-operation.

2.1 Management in education

2.1.1 Management in education (Phase I)

Objectives

The objective of the programme is to develop and strengthen management in education at the regional, local and institutional levels in the Novgorod region, with a view to dissemination to other regions in the Russian Federation. This objective applies for the regional and local educational administrators, school administrators and 'clients' of schools or interested parties such as employers' organisations and trade unions. The programme covers all management levels. The reform of primary vocational education (pre-vocational education) in the entire region constitutes the case study on the basis of which the programme is implemented. This programme was initiated by the federal Ministry of Education as a pilot scheme for a large-scale 'Leaders of Education' programme to be funded by the World Bank. The programme is being implemented in two phases.

Programme management

For the Netherlands:

P.N. Karstanje (Programme Manager), Dutch School for Education Management (NSO).
K. Visser, Centre for Innovation in Vocational Education (CINOP).
A.W. van der Meer, Curriculum Development Foundation (SLO).

For the Russian Federation:

V. Averkin (Programme Manager), Chairman of the Novgorod Regional Education Committee.

All local education departments and their job centres, the heads of all 22 primary vocational education schools and representatives of employers also take part in the programme.

The Russian participants work together in 'zone committees', four of which were formed during the programme. The zone committees cover the entire region. The programme was launched in 2000 with two of the four zones. A specially selected team of representatives of the regional and local educational administrations and the school heads (the dissemination team) then implemented the programme with the two new zones, with the two zones trained earlier contributing to the dissemination in order to gain experience in this field. The experience with dissemination was the main focus of the programme in 2001. In addition to dissemination to the last two zones in the Novgorod region, the team made a start on dissemination to the Pskov region in 2001. Dissemination continued in the Management in Education II programme.

Activities

The first seminar was devoted to dissemination, focusing on the dissemination team. Issues covered included coaching techniques, providing for good feedback and working methods for training courses. Talks were conducted with the regional administrations for Pskov concerning their wishes for the programme. A preference was expressed here for the same theme as in the Novgorod region, i.e. the restructuring and modernisation of primary vocational education. The dissemination team organised four seminars in the Pskov region for all heads of primary vocational education schools, representatives of the municipal authorities, employers and those involved in the regional management of vocational education. An average of 60 participants attended each seminar. The Dutch experts coached the dissemination team in the preparation, implementation and assessment of the activities.

The following seminars were held:

- 'Techniques and mechanisms of dissemination' (February in Novgorod).
- Participation in the 'International Partnership in the Field of Education in Russia' donor conference organised by the IIEI in February.
- A kick-off conference (April in Pskov).

Results

The programme led to a change in the allocation of tasks to the schools in the field of primary vocational education. The courses were adapted more closely to developments in the labour market. Four zone committees were formed to make strategic decisions in co-operation with local administrators, school managers, the private sector and regional administrators. The municipal authorities were assigned a more important role in education policy and the relationships between the different management tiers became clearer. The experiences of the two 'old' zones were disseminated to the two 'new' ones. A large number of management techniques and tools were discussed and applied, including:

- Strategic policy methods, such as mission development, SWOT analysis and planning techniques (project management).
- Operational techniques, such as systematic problem-solving, brainstorming, Pareto analysis, group decision-making and reducing problems to the essential points.
- Policy organisation and communication between different policy tiers.
- Marketing and public relations.
- Monitoring and evaluation.
- Dissemination.

The dissemination team published a manual on strengthening project management at the regional, local and institutional level ('Management v Obrazovanii'). This serves as a support tool for dissemination to the Pskov region.

2.1.2 Management in education (Phase II)

Objectives

This programme is a follow up to the Management in Education (I) programme. The aim is to disseminate the results of the first programme to the Pskov region, with the objective of further development and reinforcement of management at the regional, local and institutional levels in the region. A dissemination team implements the programme.

Programme management

The dissemination team has seven members, who are regional and local administrators or school heads. The team manager is Ms T. Alexieva, Deputy Head of the Education Committee for the Novgorod region. Programme Manager P.N. Karstanje of NSO and Mr A.W. van der Meer of SLO provide coaching for the team.

Activities

After the kick-off conference in Pskov, which took place as part of the Management in Education (I) programme, three seminars were organised:

- Formulation of mission and objective and SWOT analysis (June).
- Strategic management and project management (September).
- Follow-up to project management and evaluation and preparation of the study trip to the Netherlands (November).

During the seminars, activities were performed in working groups and were followed up in the form of assignments/agreements implemented in the region in the period between two seminars. At the following seminar, participants reported on the results and the processes or activities in the region, the dissemination team gave feedback and new management techniques were taught and practiced on this basis.

The seminars were prepared by the dissemination team in consultation with the Dutch consultants, who also provided feedback for the team.

In December, the team took part in the conference on 'International Projects as Change Agents in Development of Education Management' organised by the IIEI in St Petersburg.

Results

The results are:

- A well-trained and experienced dissemination team that has acquired skills for the provision of management courses in Russian regions.
- An infrastructure in the Pskov region for further development of primary vocational education, with zone committees in which school heads, local administrators and employers work together and in which strategic decisions are taken on primary vocational education.
- Experience in applying management skills such as strategic management, project management, evaluation and various other management techniques. This experience is available at the regional and local administration level and at the school management level.
- The manual for strengthening project management at the regional, local and institutional levels ('Management v Obrazovanii') is used in the programme.
- Involvement of the municipal level (for the first time) in primary vocational education.

2.2 ECODROME

Objective

The programme has a dual objective: firstly to advise the Russian authorities and experts on the development and establishment of an ECODROME in Moscow (i.e. a modern educational presentation of current ecological problems in Russia), and secondly to develop the interactive software required for this, in co-operation with the Russian educational institute that has been assigned that task. In addition to the general Russian public with an interest in ecology, the target groups are primary and secondary school pupils and their teachers.

Programme management and partners

The programme managers are E. Nozhin (Lomonosov State University in Moscow) for the Russian Federation and J. Mulder and J. van Dijk (ECODOCET Foundation) for the Netherlands. The Moscow Children Centre (MCC) was appointed as the educational institute and co-operation partner for the Russian Federation, and was made responsible for the development of the programme. A consortium was also formed, consisting of 17 (state) museums and national parks. The members of this consortium are also involved in the further development of the programme. The consortium will share the support for the Moscow ECODROME.

Activities

In 2001, changes took place in the management of the MCC. Among other things, this led to restructuring of the existing educational supply in the field of ecology. In the past year, the educational software that will be used in the MCC and in the museums and parks forming part of the consortium was developed in the Netherlands, on the basis of the main structure designed for this in 2000. This software is compatible with the programmes used in the Russian educational institutes in the field of nature and environmental education.

Results

Although most of the advice for the Russian authorities was provided in 1999 and 2000, some support was still provided in 2001. At present, the Russian partners (via the well-known World Trustee Fund) are contacting donor organisations with the request for financial support for the realisation of an ECODROME in Moscow. ECODOCET is taking a cautious line at present, pending the outcome of these requests. For the time being, the Dutch institution regards the advisory part of its objective as complete. With the completion of the educational software in 2001, the second part of the objective is also in its final stages. The discussion of the concept with future users is still to come. After additions and amendments have been made, the translated version will be tested and the programme can be installed at all users.

2.3 Vocational education and training in the North West region of the Russian Federation (co-ordinated by the European Training Foundation)

2.3.1 General

The 'VET Reforms in North West Russia' programme involves a multinational partnership of the Russian Federation, the Netherlands, Finland, Flanders, Sweden and Austria. France and the UK also joined recently. The West European co-ordinator is T. Kuusela of the European Training Foundation (ETF), and the co-ordinator for the Russian Federation Ms G. Borisova of the North-West Agency of International Projects, St Petersburg. The programme was implemented in two phases, in 1996-1998 and 1999-2001. 2001 was therefore the final year of the current programme. The following Russian regions took part in the programme: St Petersburg, Leningrad, Novgorod, Karelia, Pskov and Murmansk. The aim of the programme was to modernise Russian vocational education and improve its correlation to the labour market.

The main activities in 2001 were aimed at:

- Work in the 4 economic sectors: transport and logistics (the Netherlands and Flanders), tourism and hospitality (the Netherlands and Flanders), wood processing (Finland) and telecommunications (Finland).
- Teacher training courses, school administrators (Finland).
- Adult vocational education (Sweden).
- Regional policy and management of vocational education (ETF, France, the UK and Finland).
- The Inter-Sectoral Working Group on Curriculum Development (ETF).
- Consolidation of the 'Training Firms' project (Austria and the Netherlands).

In the 2002 to mid-2003 period, the partners will work on consolidating the results and on dissemination within the regions involved at present and to a number of other Russian regions. They will work with the Kaliningrad and Smolensk regions (participants in a successful TACIS Bistro project²) and with Chuvasia, Samara and Yaroslavl (pilot regions in a World Bank project).

The steering group for the programme was chaired in 2001 by E. Butko, Head of Primary Vocational Education at the Ministry of Education of the Russian Federation, and A. Vos of ETF. T.J. Siskens represents the Netherlands in the steering group. The steering group met twice during 2001, in St Petersburg in March and in October.

² TACIS: Technical Assistance Commonwealth of Independent States. Bistro: the Russian word for 'fast'. This therefore involves small projects that can be implemented quickly.

2.3.2 Transport and logistics sector

Objectives

The objectives of the programme are:

- To realise adequate curricula, based on European standards, in the mechanics, driving, water transport and logistics sub-sectors.
- To create and maintain consultative structures between Russian businesses, schools, education authorities and institutions.
- To disseminate the results of the 1st and 2nd phases to the partner schools.
- To provide an incentive for investments in hardware, so that the curricula can actually be implemented at the student level.

Programme management

In Western Europe, the Netherlands works with Flanders on this programme. The persons/institutes involved for the Netherlands are: J.J.M.T. Scheeren, Gilde Opleidingen and A.W. van der Meer, SLO. The programme is implemented under the ETF umbrella. The overall Programme Manager is T. Kuusela. The Sector Manager for the Russian Federation is I. Merchasin, head of one of the pilot schools. He plays a co-ordinating role in the programme for the pilot and partner schools and the regions.

Activities

The following activities took place in 2001:

- Participation in sector management talks set up by the ETF.
- Monitoring of pilot schools (7) and partner schools (9).
- Curriculum development or modification, manual for teachers and teaching materials for the various subjects, including mechanics, logistics, transport of hazardous substances, marine and inland shipping and computer education.
- Workshop on transport of hazardous substances (ADR) for 20 teachers at pilot and partner schools.
- Three platform meetings to intensify co-operation between schools, businesses and local authorities.
- A study visit by three heads of pilot schools, concerning management in schools, took place in co-operation with Flanders at the explicit urging of the ETF.
- Participation in the closing conference, where the programme results were presented and a teaching materials fair was also organised.
- Dissemination of the manuals to other schools.
- Dissemination of results to follow-up schools by each pilot school.

Results

The various evaluations showed a notably high level of appreciation for the overall programme and this sector in particular. The Russian Ministry of Education wants the results to be disseminated to other regions, including the Smolensk, Samara, Pskov and Yaroslavl regions, which have shown considerable interest and wish to contribute. Particularly good progress was made with co-operation between institutes, businesses and authorities, with a major contribution from the Labour Market Assessment (LMA) and Curriculum Development working groups. It should also be noted that many manuals have been developed (in the fields of mechanical engineering, water transport, logistics and computers). Most of these were also approved by the Russian methodology institute.

2.3.3 Tourism and hospitality sector

Objectives

The programme aims to modernise and where necessary, to redesign vocational education in the tourism and hospitality sectors in the North West region of Russia. The objective was to conclude the programme at the end of 2001 with a number of concrete, identifiable published products that could be used throughout Russia.

Programme management

The programme managers in the tourism sector were E. Wage of NHVT, Breda and E. Collette of the Hotelschool Hasselt for Western Europe and Ms E. Vasina, Deputy Head of the Petrovsky College pilot school, for the Russian Federation. The pilot schools taking part were Petrovsky College, St Petersburg, St Petersburg Tourism Lyceum of Restaurant and Hotel Service and Vocational Lyceum No. 30 in Vyborg. Six partner schools took part in the sectoral activities: St Petersburg (1), Petrozavodsk (2), Kingisepp (1), Valdai (1) and Novgorod (1). Schools from Kaliningrad and Smolensk took part through the TACIS Bistro project. Where appropriate, the partners worked with other partners in the vocational education programme, particularly with Sweden and Finland.

Activities

The pilot and partner schools took part in horizontal activities organised by the ETF. The main focus in 2001 was on sectoral activities, unlike in earlier years, when there was a greater emphasis on horizontal activities:

- The Tourism, Hospitality, Social Partnership, Information Technology in Tourism and Hospitality and Foreign Languages in Tourism and Hospitality working groups set up within the sector worked intensively to develop curricula, teaching materials and teaching methods, and to prepare the products they developed for printing.
- The partners also worked on further updating of the sectoral resource centre.
- Mr Wage paid working visits to pilot and partner schools.
- Mr Wage gave a presentation on the content and results of the programme at the St Petersburg Tourism Exhibition.
- In order to further develop ties with the tourism industry, two meetings were held with the Consultation Committee.
- Application meetings were held for students with training placements in the tourism industry.
- Co-operation with federal, regional and locale authority and employment organisations was maintained and strengthened where possible. With one exception, good co-operation was realised.
- Regular contacts were maintained with the Flemish partners to co-ordinate activities.

Results

The following results were realised:

- During 2001, each individual school prepared an LMA for its sector. The working groups co-ordinated curricula, teaching methods and teaching materials with the results. These materials were prepared for presentation in December.
- Formal and informal meetings revealed that closer ties had developed with the tourism industry, and increased mutual respect. This was reflected in higher industrial participation in training placement activities, and improved regulation of these placements.
- Increased labour participation by graduates was also observed.
- Improvements of school management, labour relations and teaching methods at school level.
- Educational standards were developed for primary, secondary and higher vocational education in tourism and hospitality.

2.3.4 Training firms

Objectives

The Training Firms programme in St Petersburg is a follow-up to the TACIS-PCP³ project known as 'VET - Curriculum reform and training for market economy by establishment of training firms in the region of St Petersburg'.

The objectives are:

- To reinforce the network of training firms in St Petersburg so that they can continue to contribute towards Russian education. The programme also works to strengthen the position of the Central Office as the manager of the network and as an advisor for the schools taking part.
- The dissemination of the training firms concept to other institutes (expanding the network and internationalisation).
- Submission of an application for a TACIS Bistro project.

Programme management and participants

Programme Manager: J. Lindner, KulturKontakt/ACT, Austria.

Dutch Programme Manager: L. van den Broek, SLO/Educaplan.

Ms G. Borisova, North-West Agency of International Projects, Russia.

Ms E. Ivanova, University of Economics and Finance, St Petersburg, Russia.

J. Treytel, ACT, Austria.

M. Pötsch, ACT, Austria.

Ms M. Boering, Simnet, the Netherlands.

Nine schools in St Petersburg, Russia.

Activities

A preparatory meeting was held in Vienna in September. In November, a survey was conducted of the experiences of the schools taking part with the training firms concept and their training requirements for further development of the concept.

³ TACIS-PCP: Technical Assistance Commonwealth of Independent States – Partnership and Co-ordination Programme.

Results/products

The result is a Working Plan with the following activities:

- A survey among the schools taking part.
- Organisation of internal workshops for further development of the Central Office (including the preparation of a business plan) and future trainers from new schools wishing to take part in the network with a training firm.
- Organisation of upgrading workshops for the current training firm instructors and future trainers.
- Organisation of intensive seminars for new training firm instructors.
- Organisation of a round table meeting with stakeholders.
- Preparation and submission of an application for a Bistro project.
- Delivery of the research report on the experiences with the training firms concept of the schools taking part and the training requirements of the training firm instructors.

2.4 Relationship between general secondary and vocational education and their relationship with the labour market

Objectives

The objectives of the programme are to exchange experiences and to realise innovations in the forms of education with both a general and a vocational component. The relationship with the labour market is a guiding element here.

Programme management

In this programme, R.J. Schurink, Programme Manager, of the Municipal Lyceum in Enschede and A.W. van der Meer of SLO work together with five pilot schools in the Pskov district (Programme Manager: Ms L. Vasilieva).

Activities and products

In March and November, the Dutch programme managers paid three-day monitoring visits to Pskov. The main activities during these visits were:

- Discussion of the present position and development progress with the Russian programme management.
- Visit to the pilot schools with the core profiles in the third phase (2000-2002) of the programme, where talks were conducted with the management and the teachers concerned, and lessons were attended and discussed.
- Discussion of the implementation and dissemination process with the directors of the Education Department of the Pskov district.

The main points for attention in the talks with the Russian programme management and the Education Department directors were:

- The need to include the results of the programme in the teacher training curriculum in Pskov.
- The need for the Pskov Institute for Teacher Upgrading Training to develop adequate upgrading programmes to strengthen dissemination.
- Strengthening relationships with the regional labour market and employers.
- Organising further dissemination throughout the Pskov region.
- Seeking synergies through co-operation with other vocational training programmes in the North West region.

In September, ten teachers from pilot and follow-up schools in the Pskov region made a five-day visit to Enschede. They attended lessons at different locations of the Municipal Lyceum, conducted talks and took part in evaluation meetings.

In the course of the year, the Russian programme management and teachers from the pilot schools organised seminars on each profile, at which new lesson series and the teaching approach were demonstrated to the follow-up schools.

Some strengthening of the material basis was realised for the budgets for the mechanics, electrical engineering, trading, administration and care profiles.

Preparations were made for the third programme publication, which will be presented at a closing seminar in May 2002.

2.5 Higher education (policy) themes

The last in the series of seminars/workshops organised in this programme by the Centre for Higher Education Policy Studies (CHEPS, University of Twente (UT)) was a workshop on Student Financing in Russia, held in March 2001 in Moscow. See also § 2.17 on Student Financing.

2.6 Comparative history

Objectives

The aim of the programme is to give Russian historians an opportunity to learn about new methods and theories in the field of comparative history. The programme is aimed primarily at university historians, with the explicit intention that they will not only use the knowledge they acquire in their own teaching activities, but will also encourage its application in other educational sectors. With that aim in mind, Russian historians are given an opportunity to visit the Netherlands. Dutch historians will also provide a number of seminars in Moscow and St Petersburg. Finally, Russian translations will be made of relevant literature, some of which will be written for this programme.

Programme management

For the Netherlands:

R.T. Griffith, History Course, State University of Leiden.

For the Russian Federation:

Ms N. Selounskaja, History Faculty, Moscow State University.

Activities

During 2001, Mr Sergeev visited Leiden on two occasions to work with Mr Griffiths on their book on the economic growth of Western Europe after the Second World War, in comparison with economic developments in the former Soviet Union after the fall of Communism. Messrs Griffiths and C. Quispel visited Moscow in early December for talks with the Russian partners.

Results

The above guide will be completed in January 2002. The book can then be expected to become available to Russian students in the autumn of 2002. During the visit to Moscow, useful contacts were made with representatives of the Moscow State Institute of International Relations, which could form a basis for future co-operation.

2.7 Innovative didactics and ICT

Objectives

The aim of this programme is to contribute towards the debate on the form and content of education in an information society. The programme focuses primarily on teacher training courses, as ICT will play an increasingly important role in teacher training. A number of example projects are being developed and implemented in the programme. The purpose of these projects is to stimulate debate on features of education in an information society from a Russian perspective.

Institutions and persons involved:

For the Netherlands:

Ms J.M. Voogt and T. Plomp (programme managers), Faculty of Applied Educational Science, UT.

B. Landheer and W.J. Bustraan, Education Faculty, Amsterdam.

A.W. van der Meer, SLO.

For the Russian Federation:

Y. Gorokhovatski, Physics Faculty, Herzen State Pedagogical University (HSPU).

V. Fradkin, Teachers' In-Service Training Institute (HSPU).

Ms N. Pourycheva, Faculty of Physics Education Methodology, Moscow State Pedagogical University.

V. Alexandrov, Centre of Informational Pedagogical Technologies, Moscow State Pedagogical University.

A. Skuratov, State Institute of Information Technologies and Telecommunications, 'Informika', Federal Ministry of Education.

Six secondary schools.

Activities

Preparation and completion of publications.

Results

The results are:

- Course and lesson materials for the use of ICT in physics education for a variety of subjects (in Russian, with some sections in English).
- A publication (together with IDI-Hungary): Ms Voogt and Mr Plomp (2001): 'Innovative Didactics with ICT. Russian-Hungarian-Dutch Collaboration in Teacher Training'. Enschede, University of Twente (UT).

- A publication (together with the IIEI): G.A. Bordovsky, Y. Gorokovski and N. Gorokovatskaya (2001). 'Primenie novich informatsionno-kommunikatsionnich technologii w prepodavanii' (Examples of New ICT in Teacher Training). St Petersburg, HSPU.

2.8 Management training/business schools

Objectives and background

The objective of the Dutch study and training placement programme for young Russian managers is:

- To support the President's Programme in Russia.
- To develop lasting and mutually productive relationships between the Netherlands and Russia.
- To strengthen Russian business schools through associations with similar Dutch institutions via the programme.

The President's Programme was set up some years ago at the initiative of President Yeltsin and offers some 5,000 young Russian managers additional training each year, in order to prepare them for work in a market-oriented society. About half of the 5,000 candidates qualify for a follow-up course in another country. The Netherlands is one of ten countries offering such courses. The VNO-NCW International Human Resources Development Foundation in The Hague is responsible for the design and implementation of the study and training placement programme in the Netherlands. The emphasis in the courses and training placements lies on improving knowledge and skills in the management and marketing fields, and on developing entrepreneurial skills.

Programme management

Bureau CROSS, the Ministry of Economic Affairs and the Ministry of Transport and Public Works take part in the programme for the Netherlands. D. Hauwert, the Programme Co-ordinator at the offices of the implementing foundation in The Hague, is responsible for the day-to-day programme management. His counterpart for the Russian Federation is Ms M. Larionova, Head of the Secretariat of the Federal Commission responsible for implementing the 'President's Programme'.

Activities

The Russian managers are offered a six-week study and training placement programme. The programme starts with a training and selection week in Russia itself, with training provided by a mixed Dutch-Russian team. During this theoretical section, the candidates are introduced to common management and marketing techniques, financial management and personnel policy in the Netherlands. Attention is also devoted to socio-economic and cultural differences between the Netherlands and the Russian Federation. About four weeks after the introductory course in Russia, the candidates travel to the Netherlands for a supplementary 10-day course followed by a three to four-week training placement at a Dutch company. The programme concludes with a feedback and joint evaluation session covering several days. The Russian managers finally receive a personal development plan to help them put the knowledge and skills they have acquired into practice on their return to Russia.

Results

During 2001, a total of 51 Russian managers, in two groups, took part in introductory training courses in Moscow and St Petersburg. Ultimately, 40 of them took part in the study and training placement programme in the Netherlands. Lecturers from the TSM Business School, Nijenrode University and the Erasmus University in Rotterdam assisted in the training section. The 40 training placements were made available by a total of 36 Dutch companies.

In general, the Russian managers regarded the programme as an effective way to acquire more insight into modern management and the development of entrepreneurial behaviour. During the course and training placements, many candidates were able to improve their passive and active mastery of English. Thanks to the presence of the Russian trainees, the Dutch companies taking part were able to learn more about conditions in Russia and more specifically, about developments in sectors of the Russian economy that were attractive to them. A number of companies recruited Russian trainees for their own activities and/or establishments in Russia.

The Business School of the Higher School of Economics in Moscow and the Higher School of Economics of St Petersburg State University of Economics and Finance assisted in the organisation and content of the introductory training weeks in Moscow and St Petersburg. Russian lecturers were also involved in the courses in these two cities.

Educational co-operation

In earlier years the educational section was provided by the TSM Business School. During 2001, Nijenrode University and the Erasmus University were also involved, significantly broadening the basis for educational co-operation and exchange in the programme.

Lecturers from the three institutes took part in the training courses in Russia and in the Netherlands. Representatives of the above two Russian institutes also made working visits to the Netherlands. This form of educational co-operation and exchange has the following positive effects:

- Co-operation with Russian educational experts provides a better view of the ‘baggage’ the candidates carry from their education in Russia.
- A more specific response, based on greater insight, can be made to intercultural aspects.
- The Dutch business schools involved can form a clearer picture of the position in various sectors of Russian higher education and smooth the way for more extensive co-operation with the Russian partner institutes.
- Through the co-operation and exchange, Russian institutes become familiar with the content and methods of Dutch commercial management education.

2.9 Innovations in teacher training II

Introduction

Part I of the Innovations in teacher training programme (‘Guiding Reflective Learning’) began in 1998 and concluded in 2000. A follow-up programme began in November 2000 (Innovations in teacher training II). Both Russian universities developed a powerful learning environment here for the training placement part of the curriculum (‘Improvement of School Practice’) through a number of pilot projects to be implemented at the training placement schools. This builds on Part I of the programme. Part II is also designed for further implementation of this concept in both Russian universities.

Objectives

The objectives of the programme are:

- To train instructors in guiding reflective learning (train-de-trainers level).
- To develop theoretical and experimental approaches to improve school practice and to implement these in pilot projects in training placement schools in Moscow and St Petersburg.
- An exchange of information on developments in Russian teacher training courses with Dutch colleagues during a large national congress (VELON, March 2002).
- To hold a conference on the overall results of the programme (Parts I and II) in Moscow and St Petersburg, in order to further spread the concept.
- To write a book (Moscow and St Petersburg together) incorporating the results in the form of theories, designs, materials and recommendations (dissemination).

Programme management

For the Netherlands:

A.J. Frik, Faculty of Education, Arnhem and Nijmegen College of Higher Education.

For the Russian Federation:

V.A. Terekhov, Moscow State Pedagogical University (assisted by Ms E. Solovova) and Ms A. Triapitsina, HSPU, St Petersburg (assisted by Ms I. Botchkareva).

Activities

The following activities took place:

- Training for trainers: eight trainers were trained in January for four days, by employees of IVLOS (University of Utrecht).
- In April, four Russian programme participants held talks with representatives of Dutch universities and colleges of higher education that are undergoing change.
- In October, extensive monitoring was performed by the Dutch programme managers at both Russian universities.

Results

The results of the programme are:

- Eight instructors were very successfully trained. The students and training placement supervisors (school teachers) were not only enthusiastic about the new approach, but were also extremely well prepared for it.
- A detailed project plan was described and explained in phases.
- The monitoring results were recorded in writing, and conclusions and recommendations were described. The overall conclusion of the monitoring report was that the programmes in St Petersburg and Moscow can so far be described as successful. This applies for the development of the concept, the dissemination of the ideas and the development of the training skills.

2.10 The Witsen project

Objective

The objective of the project is a scientific re-issue, by one Dutch and two Russian teams of scientists, of 'North and East Tartar (1705)', Nicolaas Witsen's extensive study of the northern regions of Russia and Asia.

Programme management

For the Netherlands:

B. Naarden, General Project Manager, Eastern Europe Institute, University of Amsterdam.

For the Russian Federation:

Ms N.P. Kopaneva, Head of the Russian research teams, Russian Academy of Sciences, St Petersburg.

N.M. Rogozjin, Institute for Russian History, Russian Academy of Sciences, Moscow.

Activities

The Russian participants were able to start their research in 2000, when they received the full Russian translation of North and East Tartar. The first research results were discussed at a conference of the Russian and Dutch project participants, held in September in St Petersburg. At this conference, the Institute for Russian History of the Academy van Sciences accepted responsibility for the Russian publication of Witsen's book. The approach to the remainder of the project was discussed and new tasks were assigned. Progress with the project will be discussed again at a conference for all contributors in September 2002 in Moscow. The Netherlands Organisation for Scientific Research (NWO) was asked to provide further subsidies to finance the Russian research. This request has now been granted.

Results

The fully corrected Dutch text of North and East Tartar was completed in digital form in 2001. The Faculty of Spiritual Sciences provided a subsidy for assistance with the co-ordination of the project. NWO provided a subsidy for the study of the passages on Georgia and the Georgian lexicon.

2.11 International Institute for Educational Innovation at Herzen State Pedagogical University, St Petersburg

Objectives

The objectives of the centre are:

- The development, in an international setting, of a reservoir of knowledge on educational innovation.
- Consolidation and dissemination of the results and products of the international co-operation programmes between the Russian Federation and countries in Western Europe in the field of educational innovation to the Russian education system.
- To act as a forum for cross-fertilization between Russian and West-European experts in the field of educational innovation, to their mutual benefit.
- To develop experimental teaching materials for innovations in school subjects.
- To identify and initiate international co-operation programmes with a multinational character in the field of education (donor co-ordination).

Programme management

The Russian Federation and the Netherlands jointly set up the centre. Austria followed as a partner in September 1995. The UK and Flanders have also been full partners since 1 January 1998. Finland has since joined as a partner. The centre is managed by a Governing Board with the following members:

- G.A. Bordovsky, Rector of the HSPU.
- A. IJzerman, the Netherlands.
- A. Dobart, Austria.
- Ms E. Lenskaya, UK.
- Ms J. Palojärvi, Finland.
- V. Bolotov and Ms I. Arjanova, Russian Federation.

The Director of the centre is Ms N. Gorokhovatskaya. A.W. van der Meer and Ms U. Mauritz co-ordinate the Dutch and Austrian activities.

Activities

The following activities took place:

- Core seminars at the IIEI:
 - . 'Regional Academic Partnership', UK (January).
 - . 'Centralized System of Testing', UK (February).
 - . 'Social Emotional Development', the Netherlands (October).
 - . 'Educational Management', Finland, Austria (December).

- Activities aimed at development of teaching materials:
 - . 'Motivation in the Field of the Natural Sciences', the Netherlands and Austria (May, October).
 - . 'Civics education', Austria (March, December).
- Follow-up seminars in the regions:
 - . 'Social Partnership and Tolerance Education' (Volgograd), UNESCO (June).
 - . 'Federalism in Education' (Irkutsk), Council of Europe (September).
- Workshops and conferences:
 - . 'Donor Conference', Federal Ministry of Education of the Russian Federation (February).
 - . 'New Textbooks', UK (February).
 - . 'Dissemination' ETF, Finland (February).
 - . 'Project Management in Technology Education', UK (May, September).

Results

All activities were well-attended by the target groups: lecturers, trainers, managers and retraining instructors. The publications of the core seminars were disseminated to the regions in issues of 1000. In line with the centre's mission, a number of development activities were once again performed for the Civics education and Motivation for science learning' programmes in 2001. A federal donor conference was held in February under the auspices of the centre. The aim was to define international co-operation programmes that are consistent with the priorities of the federal education policy.

2.12 Civics (in co-operation with the Council of Europe)

Objectives

The Council of Europe co-ordinates this programme, which is aimed at training retraining instructors and educators in civics. The programme is implemented in the Kaluga, Samara, Bryansk, Krasnoyarsk and North West regions. The objective is to evaluate an education dossier developed by Russian experts and to implement it in these regions. On the basis of the dossier, civics curricula are developed for in-service institutes and teacher training courses. The curricula are tested in pilot schools and courses taking part in the experiment.

Programme management

In addition to the Russian Federation, the following countries take part in this programme: the Netherlands, Flanders, Austria and the UK. Each of these countries supports the experiments in one or more regions. The Netherlands opted for the Kaluga and Bryansk regions.

The Programme Managers are:

- Ms T.V. Bolotina, Russian Academy for Retraining.
- Ms A. Garabaggio, Council of Europe.
- A.W. van der Meer, SLO, the Netherlands.
- H. Anconé, SLO, the Netherlands.

Activities

The following activities took place:

- Training seminars on the education dossier in Kaluga and Bryansk, co-ordinated by the SLO.
- Participation of a delegation of civics experts in the Civics Education seminar organised by Austria at the IIEI in St Petersburg for the North West region.
- Participation in the federal conference on Civics Education organised by the Russian Ministry of Education.

Results

The following results were realised:

- Implementation of the two experimental civics education curricula at primary and secondary education level.
- Implementation of the Civics Education training course for the regional retraining institutes.
- A first step towards policy recommendations on civics education for the Russian Federal Ministry of Education.

2.13 Education in multicultural regions as a tool for strengthening social cohesion

Objective

The general objective of the programme is to contribute towards social cohesion in the Krasnodar region via education. The programme teams work on this objective through the development of three concrete instruments:

- A monitor for social policy.
- An approach for language policy in schools that does justice to the cultural diversity of the pupils.
- A description of teaching methods for extra-curricular activities and a description of the job profile for social teachers in schools.

Programme management

For the Netherlands:

K. Broekhof, Sardes.

F. Teunissen, Sardes.

A.W. van der Meer, SLO.

For the Russian Federation:

Ms I. Badajan, Sochi Education Department (SED).

Ms N. Agakhajan, Sochi Education Department (SED).

Activities

The following activities took place:

- Presentation of the three draft instruments for (1) social policy, (2) language policy in schools, (3) extra-curricular activities for the schools taking part in Sochi, through lectures and workshops in February.
- Application of parts of the instruments by the schools taking part in Sochi (February – May).
- Study visit to the Netherlands by the heads of the schools taking part, and discussion in workshops to refine the instruments. Visits by Russians to institutes to see how the principles of the instruments can be applied in practice (May).
- Transfer conference organised by SED for programme participants who took part in the study visit to the Netherlands (June).
- Application of new parts of the instruments by the schools taking part, to prepare for refinement of the instruments (May – October).
- Monitoring visit to Sochi (October).
- Preparatory activities for the production of instruments and presentation at the conference in Sochi in 2002.

Results/products

The results of the programme are:

- Modified draft instruments for the three topics distinguished.
- Assignments developed by the Russian partners for further development of the instruments.
- Russian reports on the study visit to the Netherlands.
- Report on monitoring visit in October 2001.

2.14 Motivation for science learning

Objectives

The objectives are:

- To increase the motivation of secondary school pupils for exact subjects by developing and applying activating working forms. The approach is 'bottom up', with the class situation serving as the point of departure. The universities provide support.
- To realise a description of good practice and to present this via a CD-ROM programme suitable for teacher training courses and in-service teacher training in the countries taking part.

Programme management

The programme is implemented under the responsibility of the IIEI (HSPU in St Petersburg) and involves co-operation between three countries: Russia (Programme Co-ordinator: V. Solomin, Vice Rector of HSPU), Austria (H. Stadler, University of Vienna) and the Netherlands (W.J. Bustraan, Education Faculty, University of Amsterdam). In addition to those with primary responsibility, the programme is implemented by six schools (eight teachers) in two regions (two sub-programmes in each region) with support from the educational experts of HSPU (Co-ordinator: Y. Gorokhovatski) and Yaroslavl State Pedagogical University (Co-ordinators: Ms I. Irodova and E. Smirnov).

Activities

During the study visit to Vienna in March 2001, the preliminary programme (1999-2000) was concluded and the proposal for the follow-up programme was discussed with all participants. At the PSME conference in Yaroslavl in June, the programme group reported on the programme at a presentation and in a discussion group meeting. The first version of the CD-ROM programme (with recordings from earlier years) was presented at a seminar in October and a structure was agreed. Agreements on each party's contribution were recorded. In the periods between the programme meetings, the programme groups record examples of good practice on video and design guidance texts and background information.

Results/products

The results of the programme are:

- Reports on the first programme, primarily covering objectives (1) and (2). These relate to the working methods, the educational theory and ideas and the teaching materials developed.
- Video recordings of example lessons from the four sub-programmes.
- CD-ROM prototype.

In the period from October 2001 to February 2002, the groups recorded examples of good practice. The final recordings were to be made during the monitoring visit in February. The first version, with possible additions made in the meantime, is expected to be ready in June 2002.

2.15 Capacity development among the staff of the Centre for Comparative Educational Policy (CCEP)

Objectives

The objectives of the programme are:

- Introduction of the CCEP in international networks.
- Support for the development of the mission, objectives and methodology of the CCEP.
- Arrangement of direct contacts with partner institutes.

Programme management

For the Netherlands:

G.H. van den Hoven, Director of the General Pedagogical Study Centre (APS), Utrecht.

For the Russian Federation:

V. Tchistokhvalov, Director of the CCEP, Moscow.

Activities

The following activities took place:

- Programme development for the period from January 2001 to July 2002 was completed and approved.
- An English-language CCEP brochure was realised.
- A website was realised (<http://www.ccep.ru>) and is now operational.
- A workshop with Dutch universities (Twente, Nijmegen, Amsterdam and Utrecht) was held in the Netherlands.
- The Director of the CCEP, coached by R. de Bruïne and G.H. van den Hoven, took part in the American Educational Research Association (AERA) 2001 and was introduced to various university representatives and to networks.

- V. Tchistokhvalov provided reports on the AERA 2001 for the Russian institutes and institutions. The Russian government will add a number of its own participants to the delegation to the AERA 2002, funded from its own budget.
- The CCEP compiled a review document entitled 'Development of Education in the Russian Federation: National report to be submitted to the 46th session of the Unesco 'International Conference on Education'.

Results/products

The following results were realised:

- The Centre for Comparative Educational Policy brochure.
- The website at <http://www.ccep.ru>.
- National Report entitled 'Development of Education in the Russian Federation.
- Report on AERA 2001, G.H. van den Hoven and R. de Bruïne.

2.16 Progress In Reading Literacy Study (PIRLS)

Objective

PIRLS is an international comparative study of the International Association for the Evaluation of Educational Achievement (IEA). The aim of the study is to obtain representative information on the level of reading skills among pupils in primary education in this project for the Russian Federation. As in earlier years, Bureau CROSS provided support for the Russian Academy for Education Sciences (1) for the costs of participation in international project meetings and other IEA-meetings, and (2) by paying the IEA contribution for the Russian Federation.

Programme management and institutes involved:

For the Netherlands:

T. Plomp, Faculty of Applied Educational Science, UT, Enschede.

For the Russian Federation:

Ms G. Kovalyova, Russian Academy for Education Sciences, Moscow.

Activities and results

Data collection took place in 2001. The international instruments (developed in 2000) were translated and printed. A representative sample of schools and pupils in 45 regions was chosen and assessment managers were trained for the various regions at a meeting in Moscow. The data were then gathered, a database was built up and preparations were made for the data analyses.

2.17 Student financing

Objectives

The objective of the programme is to increase insight into issues relating to student financing, grants, study insurance and the like among policymakers in this field in the Russian Federation. The accessibility of higher education is an important condition here.

Programme management

For the Netherlands:

J.J. Vossensteyn, CHEPS, University of Twente (UT).

For the Russian Federation:

V.G. Knjazev, Vice Rector, Plekhanov Russian Academy of Economics (in the first instance).

P.E. Kondrashov, Ministry of Education (in the second instance).

Activities and results

In 2001, Mr Vossensteyn worked on two Bureau CROSS projects in the field of student financing. The first involved the organisation of the Student Financing in Russia workshop, part of a series of workshops organised by CHEPS. This was a seminar on study fees and student financing in Russia, held in Moscow on 19 and 20 March 2001. During the seminar, a number of Russian representatives gave presentations on Russian initiatives on student loans provided by the Sberbank, on minor insurance schemes in which parents can pay study fees before their children go to university, and on the plans of the Russian Ministry of Education. International experiences were discussed on the basis of presentations by C. Ward (Student Loans Company Ltd, UK) and Mr Vossensteyn. J.M. File (CHEPS) chaired the seminar together with his Russian counterpart, V.G. Knjazev. Mr File also organised a simulation game in which the participants in the seminar had to make all sorts of choices in the case of changing socio-economic backgrounds, study fees and the availability of loan facilities. The seminar formed the basis for continuation of co-operation in the field of study fees and student financing.

Further to these activities, Mr Vossensteyn led a second project in co-operation with Ms I.S. Souch, on Student Financing in Russia. This project will continue until the spring of 2002. After extensive preliminary talks between CHEPS and Mr Kondrashov on the development of the project, a kick-off meeting was held on 28 September 2001 in Moscow. The following Russian representatives attended this meeting: Mr Kondrashov, J.V. Chebotarevsky (Saratov State University), J. Zachrov (Kemerovsky State University) and Mr Knjazev.

The objective of the project was formulated as the development of more concrete co-operation relating to study fees, student financing and access to higher education.

On the basis of a number of government documents on the future of Russian education, it was agreed that the partners will work on a concrete project. This involves the preparation of a background report for a Russian proposal to set up a State subsidies system for secondary vocational education and higher education.

The proposal is intended to offer interest-free loans (which could become non-repayable if students accept a job in a certain field or region after they graduate) to low-income students that have to pay study fees to a public institution. J.V. Chebotarevsky submitted a basic proposal for this. Mr Vossensteyn and C. Salerno of CHEPS provided comments. The State subsidies proposal was then discussed at a meeting on 19 November in Enschede, attended by Mr Kondrashov, Mr Chebotarevsky, I.N. Frolov (Ministry of Education, Russian Federation), Mr Vossensteyn, Mr Salerno and Ms Souch. It was agreed at this meeting that Mr Vossensteyn and Mr Salerno would provide detailed comments on the proposal in January 2002, including some relevant international experiences. The comments would then be translated into Russian and another Russian document would appear in the spring of 2002, to which CHEPS would respond.

2.18 Improving the system of self-evaluation and external assessment at higher education institutes in the Russian Federation

Objective

The main objective of this programme is to contribute towards improvements in the Russian quality assurance system by introducing elements of institutional self-evaluation into the existing accreditation system.

Programme management

For the Netherlands:

Ms M. Jeliaskova, CHEPS, UT.
D.F. Westerheijden, CHEPS, UT.

For the Russian Federation:

V. Navodnov, National Accreditation Centre (NAC).
Ms G. Motova, NAC.

Activities and results/products

The following activities and results were realised:

- Preparation of the final version of a 'Guide for Institutional Self-Evaluation', to be used in the pilot evaluations in the next phase of the programme. This involved an extensive exchange of drafts for the Guide between CHEPS (Ms Jeliaskova and A.C.L. Verkleij) and the Russian partners (Ms Motova and Mr Navodnov of NAC, and N. Prouss of the Tatar Institute for Promotion of Business (TISBI) in Kazan. The final version of the Guide was compiled in English and Russian in June 2001.
- Selection of a new pilot higher education institute to replace the University of Novosibirsk, which declined further participation in the programme: ultimately, the St Petersburg Electrical Engineering University (LETI) was selected.
- A two-day workshop to secure the commitment of LETI: Mr Verkleij and Ms Jelizakova visited the institute for this purpose in April 2001. The workshop covered the following topics:
 - Objectives and progress with the programme.
 - Position regarding quality control in LETI.
 - Main themes of the Guide for Institutional Self-Evaluation.
 - Definition of the requirements and expectations of all parties concerned.
- A training workshop on self-evaluation: the workshop programme for self-evaluation was discussed with Mr Navodnov and Ms Motova. The workshop was prepared in the May to June period, in close co-operation with all parties and with their active input. As a result of Mr Verkleij's departure from CHEPS, he was replaced in May by Mr Westerheijden. The training workshop was held from 14 to 18 July at UT. Participants from both higher education institutes (TISBI and LETI) and from NAC attended presentations, held discussions and performed assignments and exercises in order to simulate a realistic self-evaluation process. During the workshop, agreement was reached with all parties on the following phases of the programme (i.e. the self-evaluation and external evaluation).
- Self-evaluation report.
The higher education institutes involved began implementing the agreements in the September to December period, leading to a self-evaluation report from TISBI in December 2001 (to be translated into Russian in early 2002).
- Guide to Institutional Self-Evaluation.
NAC incorporated elements of the Guide to Institutional Self-Evaluation in its own accreditation guide in the July to October period. As a result, interim programme results are already widely circulated and impact on quality control practice in Russian higher education.

Because of the delay caused by the unexpected withdrawal of the University of Novosibirsk, part of the programme implementation was carried over to 2002, in consultation with Bureau CROSS. Agreement was also reached on the concluding programme activities in 2002, with the aim of securing the dissemination and impact of the programme that the Russian partners keenly desire.

2.19 Adaptation of the curriculum of the Moscow State Engineering Institute (MEPhI)

Objectives

The programme is designed to modernise the engineering courses at MEPhI through the introduction of project-driven education (PLE) and the incorporation of entrepreneurial skills in the curricula.

Programme management

For the Netherlands:

L.C.J. Goedegebuure, General Director, CHEPS.

Ms I.S. Souch, Programme Manager, CHEPS.

For the Russian Federation:

A.B. Hmelinin, Vice Rector, MEPhI.

A.V. Simakov, Head of International Relations, MEPhI.

Activities

The first half of 2001 was dominated by preparations for and implementation of a joint workshop on the main themes of the programme. In February, Ms Souch visited MEPhI to discuss the objectives of the workshop and the members of the Russian delegation with her counterpart. The workshop was held at UT in May. The Russian group consisted of four Professors and four trainee assistants. The participants, divided into two sub-groups, worked on the themes of PLE and 'enterprise in networks'. On the basis of the workshop results, the partners worked on a number of pilot activities in the second half of the year. The results were presented in December at the closing conference in Moscow. The conference was attended by the Vice Rectors, lecturers and students of MEPhI, representatives of MEPhI affiliates and the Dutch experts.

Results

Within the PLE project, students of the Faculty of International Relations developed an International Business Law course. A new team of students was trained to develop this course further as a PLE activity. The development of an international law database was incorporated in this process. A student team in the engineering course was trained to implement a work assignment based on the PLE principles, entitled Establish an Information Net for the Department. The intention is to include both activities in the curricula of the Faculties concerned and to disseminate the PLE method within MEPhI.

Products

The enterprise project led to the formation of a 'Student Initiatives Breeding Ground' based on the MEPhI Technopark. Here students and trainee assistants can realise innovative projects under supervision, on the basis of the business plans to be developed. The model is based on the student enterprise programme developed at UT, which was transferred to and modified in line with the MEPhI setting in the course of the programme. The materials developed in the programme will be published in the spring of 2002.

2.20 Accounting, auditing and financial management II

Introduction

The Faculties Association/Accounting, Auditing and Financial Management departments and the Russian government have consented to a new standard for higher and university education in these fields. The Russian and Dutch partners had already collaborated closely in an earlier programme to develop and win acceptance for this standard. The current programme focuses on gradual implementation of the standard in education.

Objectives

The objectives of the programme are:

- To contribute towards the implementation of the new standard for higher and university education in the accounting, auditing and financial management fields, aimed specifically at Part 4 of the new standard (specialised subjects/disciplines).
- To set priorities (because implementation requires a range of organisational, professional and educational choices) regarding:
 - Modules to be developed.
 - The design of the modules.
 - Train-the-trainer programmes.
- To contribute to the professionalisation of future practitioners in the above specialised fields by realising the above objectives.

Programme management

For the Netherlands:

T. Busstra, Amsterdam Academy for Banking & Finance (AA).

For the Russian Federation:

V. Getman, Inter-University Working Group Finance Academy, Moscow.

Further assistance is provided in the Netherlands by:

- Post-doctoral accountancy course of the Free University, Amsterdam.
- Academy for Accountancy, Economics & Mathematics (Hogeschool Holland unit).
- KPMG.

Activities

The following activities took place:

- Outline design of Accounting and Auditing modules.
- Feedback and talks on the outlines.
- Development of training structure for the Accounting module.
- Development of Accounting module (English-language).
- Translation of the Accounting module from English into Russian.
- Organisation of the main points of a train-the-trainers programme in 2002.

Talks were conducted in Moscow for this purpose in April, October and November/December.

Products/results

The following results were realised in the programme in 2001:

- Training structure for the Accounting module.
- Fully developed Accounting module.
- Translation of materials into Russian.

2.21 Financial MBA

Introduction

From 1995 to 1998, the Amsterdam Academy (AA) and the Higher School of Economics/Banking Institute (BI) developed and organised a bank management course. The Financial MBA programme was defined and approved as a follow-up, in order to secure the results of the programme and incorporate them in a training structure on a permanent basis.

Objectives

In a general sense, the objective of the programme is:

To enable employees and managers of banks and other financial institutions to professionalise their knowledge and skills to a financial MBA level in a developing market economy, through combined forms of learning (classical, at work and at a distance).

In specific terms, the objective of the programme is:

The design and development of a financial MBA consisting of the following modules and a graduation assignment:

- Strategic management of banks and financial organisations (AA).
- Marketing of financial services (including sectoral or branch management) (AA).
- Financial markets (including risk management) (BI).
- International bank operations (BI).
- Management of insurance and pensions (AA).
- Financial management (including controlling) (BI).
- Management information systems (AA).

The aim is to implement some of these modules (approximately three) in a pilot version.

Programme management

For the Netherlands:

T. Busstra, Amsterdam Academy for Banking & Finance.

For the Russian Federation:

V. Solodkov, Higher School of Economics/Banking Institute (V. Krasavin deputised until the summer).

Assistance was provided in the Netherlands for the design and development work (AA modules) by employees of the following institutions:

- Academy for Accountancy, Economics & Mathematics (Hogeschool Holland unit).
- The Economics Faculty of the Free University of Amsterdam.

Assistance was sought and provided in Russia, primarily in order to obtain a clear picture of training requirements, by:

- Gazprom Bank/Inter-regional training institute.
- Vnesheconombank.
- Sberbank.
- Nikoil.

Activities

The following activities took place:

- Outline design of modules.
- Feedback on the module outlines from four Russian companies that will provide trainees for the pilot version.
- Modification of the module outlines.
- Development of training structure (qualitative and quantitative design).
- Development of four modules, i.e.:
 - Strategic management.
 - Marketing of financial services (including sectoral and branch management).
 - International banking operations.
 - Financial management (including risk management).

Meetings were held in Moscow in April, October and November/December to realise the above. In July a meeting was held in Amsterdam.

Results/products

The programme produced the following results/products in 2001:

- Modules:
 - 7 outline designs.
 - 4 detailed modules (including materials and assignments/cases).
- Training structure.

2.22 Development of appropriate procedures for mutual recognition of diplomas

Objectives

Through this programme, the partners aim to realise clear and uniform agreements on the mutual recognition of higher education diplomas in the Russian Federation and the Netherlands, in as far as this is not satisfactorily covered by international (more) general agreements in this field (e.g. in the 1977 Lisbon Convention of the Council of Europe/UNESCO).

Programme management

For the Netherlands:

A.A. von Balluseck, Nuffic, Department of Diploma Recognition and Educational Comparisons.

Ms K. Wigleven, Nuffic, Department of Diploma Recognition and Educational Comparisons.

For the Russian Federation:

N.I. Zverev, contact official, Federal Ministry of Education.

V.V. Galaktionov, Vice Rector of the Moscow Technical University of Power Engineering.

Activities

In 2001, the partners met three times to inform each other about existing problems in the mutual recognition of higher education diplomas:

- The Dutch delegation visited Russia at the end of April.
- The Russian partners made a first visit to the Netherlands in mid-June for an extensive introduction to Dutch higher education.
- A second Russian visit to the Netherlands took place at the end of November, including a visit to the Ministry of Transport and Public Works, which provided a great deal of input for discussion.

During all the visits, the emphasis in discussions and visits to institutions lay on the subjects that have so far given rise to the greatest number of problems in the recognition of diplomas.

Results

The main results of the programme so far are the outcomes of:

- Analyses of Russian and Dutch reference materials.
- Discussions conducted during the above visits.

Products

At the end of the programme, an '*objective report on the findings during the programme activities*' will be produced. In view of the autonomy of Dutch universities and colleges of higher education in relation to recognition of diplomas – neither the government nor Nuffic have a formal role in this – at the end of the programme, a report will be produced on the results and will be circulated to the institutes of higher education and to a number of (government) institutions. There will be no formalisation in the form of e.g. (recognition) recommendations from the programme partners or an agreement or convention between a Russian and a Dutch party. However, the report will show:

- How Nuffic assesses Russian higher education diplomas in Dutch terms.
- How the Russian Federal Ministry of Education assesses Dutch higher education diplomas in Russian terms.

2.23 ICT for teachers in rural schools

Objectives

In the programme, the possibilities for providing support for the professional development of teachers in rural schools with the aid of ICT are reviewed. A pilot programme aimed at physics teachers is being implemented.

The physics teachers are supported in the integration of ICT in physics education via a web environment. The objectives of this programme are:

- To jointly review and implement the possibilities for upgrading teachers (in rural schools) provided by the World Wide Web
- To develop and make available teaching materials on the use of ICT in physics education (via the Web)
- To develop the knowledge and skills of rural teachers with regard to the use of ICT in their professional activities.

Institutes and persons involved

For the Netherlands:

Ms J.M. Voogt, Programme Manager, Faculty of Applied Educational Science, University of Twente.

R. Almekinders, Faculty of Applied Educational Science, University of Twente.

W.J. Bustraan, Education Faculty, University of Amsterdam.

A.W. van der Meer, SLO.

For the Russian Federation:

Y. Gorokhovatski, Physics Faculty, HSPU.

Ms N. Pourycheva, Faculty of Physics Education Methodology, Moscow State Pedagogical University.

A. Skuratov, Federal Ministry of Education, State Institute of Information Technologies and Telecommunications 'Informika'.

N. Haplanov, Federal Ministry of Education, State Institute of Information Technologies and Telecommunications 'Informika'.

V. Jakovlev, Ministry of Education, semi autonomous Republic of Chuvasia.

Four secondary schools.

S. Shukin, Department van Education, Yaroslavl District.

Four secondary schools.

Activities

The following activities took place in the period from January to June:

- Acquisition and installation of the hardware in the schools.
- Training in basic ICT skills for the teachers involved, provided by the regional retraining institutes.

In March, the programme managers in Enschede further developed the programme and a first practice session in the use of the web environment took place. The website was modified again on the basis of this experiences.

Two short workshops were held for the teachers involved in Yaroslavl in May. The first workshop was provided by the Russian counterpart and covered the possibilities of ICT in physics education on the basis of a presentation of the materials for the Innovative Didactics with ICT programme. The second workshop, on Innovative Didactics in Physics Education, was provided by Russian and Dutch experts.

A workshop based on concrete teaching materials in the use of ICT for optical sciences and electricity was held with the teachers concerned in St Petersburg in September. The teachers practiced use of the website.

In the September to December period, the teachers took part in the first communications round via the website, on the implementation of the teaching materials on optical sciences and electricity. A new website functionality was developed, providing for a search and upload facility for documents (e.g. teaching materials).

Finally, a workshop was organised in St Petersburg in December, at which the use of the website and experiences with ICT in education were evaluated. The next phase of the programme was also prepared: the development of individual teaching materials for teachers, and communications on these materials with fellow teachers and experts, via the web.

Results

The following results were realised:

- Development of the website used in the programme (<http://db.informika.ru/id/>).
- Initial experience with the use of the website for communications between teachers, and between teachers and experts.
- Sample teaching materials on ICT in physics education.

2.24 Development of monitoring capacity in the Russian education system

Objectives

The programme initially focused on the development of a centre for monitoring international education projects for the Confederation of Independent States (CIS). In the course of 2001, the programme was modified. It now focuses on the development of monitoring capacity in the Russian education system, partly in view of the reform processes that will take place in Russian education in the coming years.

Programme management

For the Netherlands:

T. Plomp, Faculty of Applied Educational Science, University of Twente.

For the Russian Federation:

A. Kozlov (initially), Director of the CIS Centre.

M. Agranovitch (at present), Head of the Centre for Educational Monitoring and Statistics, Ministry of Education.

Activities

Two activities were planned and implemented in 2001:

- Assistance in the development of a policy plan and an operational working plan for the CIS Centre (March).
- A seminar for the staff of the centre on the methodology of project monitoring (May).

Results

When the Centre failed to comply with the agreements made, the programme was discontinued on the instructions of Bureau CROSS. Following talks with the Russian Ministry of Education, which revealed a substantial need for the development of qualified monitoring capacity in the Russian education system, the Bureau decided to capitalise on the investments made by Netherlands by repeating the seminar in 2002, this time for a large group of Russian officials who are or will be involved with monitoring (change) projects. Mr Agranovitch holds primary responsibility for this in the Russian Federation.

2.25 Educational statistics II

Objectives

The purpose of this programme is to contribute towards the improvement of educational statistics in Russia, in order to meet political requirements more effectively for sound, up to date and relevant information that is comparable with that of other European countries. The programme builds on the first Educational Statistics programme conducted with Russia in 1999.

Programme management

For the Netherlands:

R.R.G. Abeln, Financial and Economic Affairs Directorate, Ministry of Education, Culture and Science.

For the Russian Federation:

M. Agranovitch, Head of the Centre for Educational Monitoring and Statistics, Moscow.

Activities/results

The Dutch Programme Manager performed the necessary preparatory work in 2001. An action plan was drawn up and a start was made on implementing the first phase of the plan. On the basis of the evaluation of the Educational Statistics I programme, an analysis was conducted of other activities now being undertaken in this field by organisations such as Unesco with the World Education Indicators Project and the World Bank. The desirability of co-operation will be investigated. A first mission to Moscow is planned for March 2002 in order to realise a joint action plan.

2.26 Special education

When he stepped down as Inspector-General of Education, F.J.H. Mertens requested that any gifts be donated to the Institute for Deaf-and-Blind Children in Sergiev Posad (formerly Zagorsk).

J.P.M. van Dijk, a leading expert who was formally affiliated to the Institute for the Deaf in Sint Michielsgestel, was prepared to acquire key equipment for the Russian Institute from the available budget, in consultation with the management of the Institute. Part of the budget was spent on hearing testing equipment. In the past decade, audiological examination techniques have been developed that make it possible to reliably measure the residual hearing capacity of deaf and deaf-and-blind children. On the basis of the examination data, a hearing aid can be prescribed. The testing equipment purchased for the Institute is extremely important for this process. The Institute also decided to acquire a digital video camera, which is an important tool for the analysis of self-injury behaviour. Mr Van Dijk also offered to assist the Institute in setting up a therapy for this.

During his visit to Sergiev Posad (October 2001), Mr Van Dijk also conducted a workshop on the analysis and treatment of serious problem behaviour. Bureau CROSS is currently considering the possibilities for Mr Van Dijk to provide an upgrading programme for the Institute staff in 2002, as part of Dutch-Russian educational co-operation.

Co-operation programmes with Hungary

3 Co-operation programmes with Hungary

3.0 Introduction

The following sections provide a review of progress with the programmes implemented as part of Dutch-Hungarian educational co-operation.

3.1 Hungarian Studies in the Netherlands (documentation)

Objectives

The aim of the programme is:

- To support Hungarian Studies at the University of Amsterdam.
- To maintain and operate the information and documentation activities of the East European Studies Chair/Eastern Europe Institute (OEI) of the University of Amsterdam in the field of current developments in Eastern Europe in general and in Hungary and Central Europe in particular.

Programme management

The Hungarian Information and Documentation Centre is located in the OEI.
The Programme Manager for the Netherlands is L.K. Marác.

The participants for Hungary are:

G. Éger (Programme Manager), László Teleki Foundation, Central Europe Institute.

G. Tverdota, International Centre for Hungarian Studies, Budapest.

G. Balázs, Institute for Hungarian Language and Literature Studies, ELTE University, Budapest.

F. Gereben (to be succeeded by Ábrahám Barna in 2002), Catholic University Pázmány Péter, Budapest.

Activities

The following documentation and information activities took place:

- Documentation for the two-monthly periodical *Ablak* and the systematic catalogue of the OEI.

- Mr Marácz visited Hungary in May and November for talks with the partners. The third (English-language) part of a series of compilations on Hungarian minorities, national, ethnic and religious identity and regionalism was completed in co-operation with Mr Gereben and Á. Barna, affiliates of the Humanities Faculty at the Catholic Péter Pázmány University of Budapest. This team prepared the contents for the fourth part of the series, which will appear in 2002 and covers identities in Central Europe and the Balkans.
- J. Róka, affiliated to the Institute for Hungarian Language and Literature of the ELTE University of Budapest, visited the East European Studies Chair group in December 2001 for talks on media and communications in the Netherlands.

Results

The following results were realised:

- The systematic catalogue of titles for Eastern Europe was expanded with relevant titles in the fields of political, economic and social developments in Hungary and the country's international relations.
- Part 3 of the series of compilations on the theme of Hungarian minorities, national, religious and ethnic identity and regionalism in Central Europe was published in co-operation with the Humanities Faculty of the Catholic Péter Pázmány University of Budapest: 'Hungarian Minorities and Central Europe Regionalism, National and Religious Identity, Publications of the Research Group of Regional and Minority Cultures, Mr Gereben (Ed.), Pázmány Péter Catholic University, Faculty of Humanities, Piliscsaba, 2001, ISBN 963 9296 40 6, 320 pp'.

3.2 Assessment of educational progress in compulsory education in Hungary

Objectives

The aim of the programme is to support the Budapest Institute for Education (BIE) in realising the following objectives:

- The realisation of a monitoring system, involving the development of assessment subjects, tests and evaluation procedures to assess the progress of pupils under the old curriculum and that of pupils following the new National Core Curriculum (NCC).
- Dissemination of knowledge relating to the assessment construction, sampling and monitoring techniques among evaluation experts and teachers/educators in the Budapest region and beyond.

(Dissemination beyond the Budapest region is therefore planned, but for the time being remained confined to a one-way information flow via a publication and a one-day conference).

Programme management

For the Netherlands:

J.J.E.A. Noijons, Cito Group.

For Hungary:

Ms I. Répás, Budapest Institute of Education (BIE).

Activities

The closing conference of the programme was held in Budapest in May 2001. F. Lander, former advisor of the Dutch Minister of Education, Culture and Science, evaluated the programme on the instructions of Bureau CROSS. On the basis of his findings and recommendations, the Hungarian Ministry of Education identified the main group of actors and stakeholders in Hungary. They will take part in a series of workshops initiated by the Cito Groups and the Hungarian National Centre for Educational Assessment and Examination (OKÉV).

Results/products

The programme led to a two-part final report, with a general section and a technical section. The general section is available in Hungarian and English, the technical section in English only.

As part of a follow-up programme for national dissemination of the programme results, a plan was drawn up for a number of workshops to be held in 2002. The results of the programme will be disseminated at the workshops and possibilities for monitoring education will be discussed. This will lead to recommendations to the Hungarian Ministry of Education. OKÉV will organise the workshops, the first of which will be held in early March 2002.

3.3 European accreditation of the post-secondary programme Catering Budapest Business School

Objectives

The objective of the programme is to win European Foundation for the Accreditation of Hotel Management Programmes (EFAH) accreditation for the post-secondary catering programme of the Budapest Business School (formerly KVIF) in 2002.

Programme management

For the Netherlands:

J. Paulussen, International Relations Manager, Institute for Service Management, Northern Netherlands Protestant University

H. Bruins, Senior Consultant, Institute for Service Management, Northern Netherlands Protestant University

For Hungary:

Z. Sipos, Deputy Director, Budapest Business School

Ms K. Schmidt and Ms C. Petyko, lecturers at Budapest Business School

Activities

During 2001, the partners continued work on compiling the visitation report for the post-secondary catering programme. A trial visitation was held in Budapest in November. In the course of the year, the Hungarian partners also expressed a wish for visitation and accreditation of the tourism section of the programme. Contacts were made with the EFAH to determine whether this was possible. EFAH saw possibilities for compiling a mixed visitation committee that could assess both the post-secondary catering programme and the tourism programme. Bureau CROSS consented to the expansion of the programme in mid-2001. The Dutch Programme Manager and programme worker visited the Budapest Business School in February to co-ordinate the content of the visitation reports with EFAH's requirements. The draft versions were sent to the Netherlands in July. In August, the self-evaluation reports were sent to the members of the trial visitation commission. The trial visit was made in November by H. Otting, co-ordinator of the CHN Graduate School of Studies and former deputy director of the Hotel Management School Leeuwarden, W. Zwaal, senior consultant of the CHN Careers Development Centre and O. Green, dean for academic affairs of the CHN Global Campus in Port Alfred, South Africa. The committee's general impression was positive. It reported that a clearer definition of the position of the courses in the Business School was advisable, and that changing the name of the catering programme in line with EU terminology could be considered.

Results

The following results were realised:

- Self-evaluation reports on the tourism and catering post-secondary programmes.
- Feedback report on the trial visitation.

3.4 Special education II

Objectives

Dutch-Hungarian co-operation in the field of special education concentrates on an exchange of views regarding the integration of children with learning difficulties in regular education. The first phase (1998-2000) primarily involved the views of educational specialists. In the follow-up programme (2001-2002), the emphasis lies more on the experiences and opinions of practical expert (teachers).

The objectives of this follow-up programme are:

- To contribute to the debate in Hungary on the form and content of guidance for children with special educational needs towards regular education.
- To contribute to the debate in the Netherlands on the form and content of guidance for children with special educational needs towards regular education.
- To provide publications for use in the training of Hungarian and Dutch teachers.

Programme management

For the Netherlands:

E. Kool, Municipal Pedological Institute, Amsterdam.

For Hungary:

S. Illyés (until his death in early October 2001), ELTE Bárczi Gustáv Faculty for Special Education, Budapest.

Ms M. Zsoldos (from October 2001), ELTE Bárczi Gustáv Faculty for Special Education, Budapest.

Activities

As part of the exchange of expertise between practitioners, a Hungarian delegation of teachers paid working visits to Dutch regular schools that also teach children with special educational needs. Dutch teachers visited Hungarian regular schools where handicapped children stay. In preparation for these working visits and as part of a report to be drawn up, four of the schools involved described their working methods in the form of self-portraits.

Results

As part of the conclusion of the first phase of the programme, a book was published in the Netherlands, entitled 'Special Education in Hungary' (Ed.: Sándor Illyés and C.M. van Rijswijk). In January 2002, the same editors will publish a book in Hungary on special education in the Netherlands.

3.5 Innovative didactics and ICT II

Objectives

The aim of the programme is:

- Further development of an Innovative Didactics with ICT module for the teacher-training course, in which trainee teachers provide innovative lessons with pupils and teachers, using the materials they have developed.
- Development of a framework for application of the World Wide Web in education (on the basis of a review of literature and existing projects).
- Development of a (re-)training course to familiarise trainee teachers and teachers with searching for and assessing web-based information and applying this in education.
- Broadening the programme to additional subjects (including mathematics) and to Hungarian participants who teach the lower classes in secondary education (mathematics and chemistry).
- Dissemination of the results to target groups in Hungary and the Netherlands.

Programme management/Participants

For the Netherlands:

T. Plomp, Programme Manager, Faculty of Applied Educational Science, UT.

W.J. Pelgrum, Faculty of Applied Educational Science, UT.

Ms M. Cornelisse (Content Co-ordinator), General Pedagogical Study Centre.

M. Koolstra, Ms K. de Haan and K. Schoenmaker, teacher-training lecturers, Windesheim College of Higher Education.

For Hungary:

Ms Y. Schuchmann, Programme Manager, Ministry of Education, Budapest.

T. Demeny, Teacher Training College, Catholic University Pázmány Péter.

M. Riedel, A. Főző, A. Roká, G. Tanko and Ms K. Munkacsy, Eötvös Loránd University, In-Service and Teacher Training Institute, Budapest.

Activities

The following activities were undertaken in 2001:

- Revision and repetition of the Chemistry modules.
- Meeting of programme co-ordinators in Hungary.
- Review of projects and literature on 'web-based information retrieval' and the development of a conceptual framework.
- Working conference to prepare the revised module and the incorporation of the conceptual framework. At the same time, new participants in the Netherlands and Hungary.
- Preparation for the implementation of the training programme in the participating countries.
- Equipment of an electronic working area for storage of training materials and communication between the participants.
- Preparation of evaluation activities.
- Start of module implementation.
- Visit by chemistry students to Hungary to prepare for the co-operation programme.

Results

The activities undertaken in 2001 led to the following results:

- Literature review of web-based learning.
- Conceptualisation of relevant terms in the field of web-based learning (typing, web use and didactic concepts).
- Modified English and Chemistry modules for trainee teachers, with assignments for student in both countries to provide web-based (mini-)lessons in schools.
- New Mathematics module.
- Modified electronic working area.
- Evaluation design.
- Programme for the training conference planned in Warsaw.

3.6 Qualification structures / vocational education II

Objectives

The programme is aimed at obtaining an insight into and improving:

- National and international transparency of professional qualifications.
- Dynamic requirements for skills (e.g. ICT).
- Labour market-relevant development of qualifications.
- Curricula, examination and quality control.

Three sectoral pilot projects build on the results of the earlier programme on qualification structures (1999-2000).

Programme management

For the Netherlands:

H.F. Hoekzema, (general co-ordination), Euformation.

Ms H. van Oostrom, Ecabo, national organisation for the banking and insurance sector.

Ms M. de Jong, Vapro, national organisation for the process industry.

D. Platier, VEV, national organisation for electrical engineering.

For Hungary:

T. Köpeczi Bócz, NSZI and partners from the banking and insurance sector, electrical engineering and the process industry.

Activities

The Dutch partners held three co-ordination meetings in April, September and December. It was agreed that the programme would be linked to the multinational 'Qualifying for Europe' programme (see § 4.2). In May, Mr Hoekzema visited the Hungarian Ministry of Education, the National Institute for Vocational Education (NSZI) and the National Institute for Quality Control and Examination. The Dutch partners paid a working visit to the Hungarian partners in September.

Results

In 2001, a product of the previous phase of the programme appeared: a Hungarian version of the Vapro teaching materials for training of process industry operators.

3.7 Training for higher education management in Hungary II

Objectives

The programme is designed to develop management capacity in the field of higher education in Hungary. The focus is on a carefully selected group of 18 talented managers in Hungarian higher education. In the workshops, the emphasis lies on both higher education policy (implemented by CHEPS) and on management development (implemented by IVA). The purpose of this combined approach is to make a significant contribution to capacity and insights of the participants regarding:

- Management skills and approaches that are relevant to higher education (IVA).
- Systematic methods for understanding key higher education issues, international trends and findings relating to Hungarian higher education, and in particular, the plan to increase the participation of the relevant age group by 50% in the next ten years (implemented by CHEPS).

Programme management

Co-ordinating organisations:

- Centre for Studies Higher Education Policy (CHEPS, UT).
- Institute for Social Policy Research and Advice (IVA, Catholic University of Brabant).

Co-ordinators of the workshop series:

For the Netherlands:

J. File, Director of Education, Training and Advice, CHEPS.

M. Vermeulen, Senior Researcher/Education and Culture Consultant, IVA.

Ms J. Vermaas, Researcher/Policy and Strategy Consultant, IVA.

For Hungary:

I. Bilik, Secretary-General of the Confederation of Hungarian Conferences on Higher Education, Budapest.

Activities/results

The following workshops were held in 2001:

- 19 – 20 April: IVA workshop in Budapest.
- 04 – 07 July: CHEPS workshop in Pécsvárad.
- 22 – 27 October: CHEPS and IVA workshop/working visit*.

* After the first two workshops, it was agreed that CHEPS and IVA would co-organise the other workshops in order to realise an interesting and integrated approach.

In addition to the workshops, Mr Vermeulen had a meeting with Mr Bilik in March 2001, at which they completed the overall plan for the workshop series and provided advice on the choice of participants. On 3 and 4 July, just before the Pécsvárad workshop, Mr File visited the University of Debrecen to interview a number of key institutional managers in order to gain an impression of the problems of higher education managers in Hungary.

The subject of the first workshop in Budapest was ‘Interaction Between the Organisation and its Environment’. How can Hungarian institutes of higher education determine their scope in terms of opportunities and threats? The participants worked with estimation models and theories, developed a strategic analysis of their own environments, worked with scenario-design as a method for dealing with future uncertainties and practiced strategic decision-making with the aid of a management game. In order to obtain more information on the Hungarian higher education system, two participants produced a case study of their institute. The number of case studies that can serve as examples will grow as more workshops are held in the future.

The subject of the second workshop in Pécsvárad was ‘The Massification of Hungarian Higher Education’, specifically in relation to institutional management and planning. The topics covered included institutional autonomy, decentralisation of decision-making within institutes, the diversification of income sources and the need for institutes to respond to external changes. The topics were addressed through a number of presentations by experts from different countries (the Netherlands, Spain and the UK), activities in small groups and a simulation exercise on planning registrations and the financial consequences. The evaluation showed that the participants were extremely satisfied.

The subject of the third workshop, held in the Netherlands, was ‘Management of a Reactive University: Searching for Dutch Practical Examples’. The objectives of the workshop/working visit were:

- Further development of the general concept that Hungarian higher-education institutes must become more flexible and receptive, and able to adapt if they wish to succeed in a fast-changing environment.
- To increase the participants’ insight into the challenges presented by the dynamic environment in the field of institutional management, particularly in areas of financial management, including the diversification of income sources and human resources management.
- To offer the possibility to study some modern Dutch higher education institutes and their practices in this field, and the opportunity to apply good examples at the Hungarian institutes. These insights were strengthened through a broad business plan based on a two-year case study for Hungarian institutes of higher education.

3.8 Art education - ‘WATER MUSIC’

Artistic co-operation with the Franz Liszt Music Academy in Budapest

Objectives

The objectives of the programme are:

- An exchange of experience in implementing practice.
- Encouraging young talent to gain stage experience.
- Research into teaching methods to guide young talent.
- Research into teaching methods in the field of school music.

Programme management

For the Netherlands:

K.J.B. Mulder, Programme Manager, Manager Contract Activities, Contract Group Holland (CGH)/Hogeschool Holland, Diemen.

Q. Bunschoten, Management Secretary, Contract Activities, Amsterdam Conservatory.

P. Scholcz, Chairman of the Netherlands Franz Liszt Circle Foundation.

For Hungary:

Ms F. Ispán, Training Director, Franz Liszt Music Academy, Budapest.

Activities

The Amsterdam Conservatory took part in the following activities in Budapest:

- From 28 January to 2 February, J. Slothouwer led a piano accompaniment workshop piano for the opera class.
- The Van Dingstee Strijkkwartet, consisting of Ingrid (1st violin), Marjolein (2nd violin) and Ewout van Dingstee (cello) and Heleen van Tongeren (viola), students of the Amsterdam Conservatory, followed a course in ensemble playing with Sándor Devich from 30 April to 7 May.
- In the period from 10 to 20 September, Jan Wijn worked for a number of days with piano students, in addition to his role as a jury member of the International Liszt Piano Concours.

The Franz Liszt Music Academy took part in the following activities in Amsterdam:

- Nora Hlubina and Zoltán Széplaki, two Hungarian recorder students, studied with Walter van Hauwe from 17 to 22 January. They were advised to continue their studies at Groningen Conservatory.
- Orsolya Horváth and Tamás Sándor, two violin students, registered with the Amsterdam Conservatory to take part in István Parkányi's violin class for one year.
- Flute teacher Lorant Kóvacs led a flute master class from 4 to 9 April.
- György Nádor, piano teacher, led a piano master class from 26 to 29 April.

Small-scale concerts at Cristofori, Amsterdam

In 2000 – 2001, the Amsterdam Conservatory and CGH organised four chamber music evenings in the co-operation with PricewaterhouseCoopers. Two performances were given in 2001:

- 7 February: The Tagore Strijkkwartet, consisting of Christianne Stotijn (1st violin), Eke van Spiegel (2nd violin), Annemarie Konijnenburg (viola) and Saartje van Camp (cello), students at the Amsterdam Conservatory, performed works by Lekeu, Dvorak and Beethoven.
- 15 May: Hungarian pianist Péter Köcsky, a 5th year student at the Liszt Music Academy, performed a programme devoted entirely to Franz Liszt. The recital was recorded and broadcast on the Amsterdam Concert channel.

3.9 Educational management in Hungary

Objectives

This programme is a follow-up to the co-operation programme performed earlier, which led to the formation of the Hungarian Netherlands School for Educational Management (HUNSEM), an alliance of three Hungarian universities and the University of Amsterdam. HUNSEM provides programmes in the field of educational management in Hungary. The number of participants in these programmes is so high that the staff trained in the previous programme were unable to meet the demand. Furthermore, developments in Hungarian education have raised new issues that require the expansion of the management training programme.

The objectives of the current programme are:

- To select new trainers for HUNSEM and train them in the content and working methods of the HUNSEM educational management programme.
- To develop instruments, a training module and an implementation strategy for appraisal interviews in Hungarian primary and secondary schools.
- To develop an educational management training programme for local managers.

Programme management

For the Netherlands:

P.N. Karstanje, Netherlands School for Educational Management.

For Hungary:

T. Barath, HUNSEM.

Activities

The following results were realised:

In January, intensive preparatory talks were held with the programme management in Budapest. The draft programme was discussed with the HUNSEM Board in Budapest in May. The activities were prepared during the second half of the year. Concrete programme activities will start in January 2002.

Results

- A training programme for local managers.
- Further development of the programme activities.

3.10 Testing academic skills and competencies

Objectives

The objective of the 'Testing Academic Skills and Competencies' (TASC) programme is to develop testing instruments that provide reliable information on the skills and competencies of prospective university students. In addition to the final examinations, these instruments can provide information that can serve as a basis for advising and selecting future students.

Programme management/participants

The Cito Group in Arnhem is responsible for the Dutch management of the programme. The Programme Manager is Ms A. de Knecht-van Eekelen.

The Institute for Teacher Training (ITT) of the University of Pécs (Director: M. Koscis) is responsible for the Hungarian management of the programme. The ITT works with the National Institute of Public Education Research Centre (NIPE) in Budapest. Ms M. Nagy (NIPE) is the Programme Co-ordinator. The Education Departments of five Hungarian universities (Budapest, Debrecen, Szeged, Pécs and Miskolc) are represented in an advisory group for the programme.

Activities

Three groups were formed to implement the programme: a research group, an advisory group and a working group. The research group met twice (in April and June), the advisory group met in July and the working group in December. The research group defined the competencies that can be included in the test and the conditions that the test must satisfy. This was presented to the advisory group for further discussion. On the basis of the outcomes of these talks, the groups worked on a competencies test consisting of the following sections: a test for language skills in the parent tongue, a test for skills in a modern foreign language (English), a test in logical thinking, using mathematical assignments, and a self-evaluation. In addition to these tests, a questionnaire was developed to define the socio-economic background of the students.

Results

A blueprint for a competencies test was developed. The test sections were established. Tasks and assignments that could form part of the test were collected and produced. This material will be translated, so that Dutch, English and Hungarian versions become available, from which a choice can be made to complete the test.

3.11 Dutch-Hungarian Conference on intercultural linguistics and intercultural communication

Objectives

The title of the Dutch-Hungarian conference to be held in 2002 is 'Social Cognition and Verbal Communication: Cultural narratives and linguistic identity/identities in a period of social transition'. Cognition, interaction and communications are interrelated rational activities that require many skills. These skills develop through both natural and institutional learning processes.

Because most of the world's educational systems must address the challenge of increasing internationalisation, the development of open, flexible, dynamic and competition-oriented learning environments and teaching practices is a crucial and unavoidable task for institutes of higher education. The aim of the conference is to create awareness of non-trivial aspects of the phenomenon of intercultural communication. In this field, and in that of applied reasoning theory, scientific research has intensified considerably in recent years. The increasing broadening of education requires more and more interdisciplinary knowledge and understanding of intercultural and multicultural communications. Modern visions of pragmatics, reasoning theory and verbal interaction permit an integrated approach to cultural narratives and verbal communication. The conference will consist of a number of keynote lectures, three presentation sessions and two workshop sessions over three days, and a visit to a Roma village, as well as an excursion and a social programme. Ten Dutch and ten Hungarian scientists will be invited to speak or lead a workshop.

Programme management

For the Netherlands:

J.L. Mackenzie, English Language and Culture Course, Humanities Faculty, Free University of Amsterdam.

Ms A. Windgassen, (Assistant), student of Dutch Language and Culture, Free University of Amsterdam.

For Hungary:

L.I. Komlósi, English Language Department and Graduate Course in Applied Languages, Humanities Faculty, University of Pécs.

Activities

From November 2001 (the commencement date of the project), the work on the programme for the Netherlands has so far consisted mainly of recruiting Dutch conference participants. The Dutch organisers have so far recruited seven candidates who have submitted proposals. These proposals are almost all interesting and relevant to the objectives of the conference. The final selection will be made in the near future.

Multinational programmes

4. Multinational Programmes

4.0 Introduction

The kick-off conference for a new multinational co-operation programme in the field of education, between Hungary, the Netherlands, Poland, Slovenia and the Czech Republic, took place in The Hague in October 2000. Five themes for the partnership were identified at the conference. In the course of 2001, programmes were prepared and launched for these themes in the course of 2001. The following sections report on progress with the programmes. As noted in the Introduction, the partnership is formally established in four Memoranda of Understanding. See also § 1.3.

4.1 Quality assessment in primary and secondary education

Objectives

After intensive talks between the participants in the kick-off conference (March 2001, Prague), consensus was reached on the approach to be followed. The programme will take the form of an exchange and discussion of the input that data obtained from different information sources, such as international comparative research (Pisa, Timms etc.), national examinations, inspections and benchmarking studies could provide on the quality of education systems in the countries taking part. A separate meeting will be devoted to each of these topics. A meeting on school self-evaluation will also address the issue of how data gathered at the macro level can be made applicable for individual schools (meso level) and vice versa. The intention is that this programme should contribute towards 'capacity building' of the experts taking part, and to the discussions between policymakers on the value of quality control instruments.

Programme management

For the Netherlands:

A. Moelands and J. van Weerden are responsible for the management of the programme and H. Moelands for school self-evaluation. All three are members of the Cito Group in Arnhem.

Central European Co-ordinators:

Czech Republic: Ms I. Kramplova (UIV, Institute for Information on Education, International Research Department).
Ms O. Novotna (Education Inspectorate).

Hungary : Z. Bogdány (Ministry of Education) and P. Vári (Káokszí-ék).

Poland : K. Kosela (University of Warsaw).
S. Drzazdzewski (Ministry of National Education).

Slovenia : Ms A. Slavec and F. Kranjčević of the National Examinations Centre (RIC).

Activities

The following activities were performed in 2001:

- A kick-off conference in Prague (March), at which the lines for the other programme meetings were agreed.
- An initial working group meeting in Budapest (May), on the theme of the use of data from international comparative studies for quality assessment of education systems.
- A second working group meeting in Ljubljana (October) on the theme of national examinations and their significance for quality assessment of education systems.
- Recording of the activities in 2001 at the monitoring meeting in The Hague.

Results

The activities in 2001 produced the following results:

- Exchange and discussion of the use of data from the various information sources for quality assessment.
- Framework for discussion and reporting on the various subjects.
- Capacity building of the participants.

4.2 Qualifying for Europe ‘Q4EU’

Objectives

The programme is dominated by the accession of the candidate member states to the EU. It aims to familiarise and increase the understanding of civil servants and experts in the field of vocational education and training regarding various aspects of professional qualifications in the European context. In particular, the programme focuses on:

- International comparison of qualifications.
- Mutual recognition of qualifications.
- Public and private responsibilities in the field of vocational education and training.
- Assessment of competencies and previously acquired knowledge.
- Demand-driven qualifications and curricula.

Programme management

For the Netherlands:

H.F. Hoekzema, Programme Manager, Euformation.

Central European Co-ordinators:

Czech Republic: P. Vicenik, National Institute for Technical and Vocational Education (NUOV).

Hungary : Ms L. Papp, National Institute for Vocational Education (NSZI).

Poland : Ms E. Tytz-Lemieszek, Ministry of National Education.

Slovenia : Ms D. Starkl, Centre for Vocational Education.

Activities

To prepare the programme, the Dutch Programme Manager paid visits to the Czech Republic, Hungary, Poland and Slovenia in the first half of 2001. The kick-off conference was held in September in Budapest. The theme was International Comparison of Qualifications. The second training seminar, on Mutual Recognition of Qualifications, was then held in Ljubljana in November.

Three experts in the relevant field were selected from each country for the entire programme. Peer groups of key figures in vocational education were also set up in each country. The participants form a European network of experts who share the results of the seminars with their peer groups. These groups, in turn, provide feedback on the possibilities for incorporating the main elements of the seminars in the different countries. The training materials developed for the seminars are available to a broader public. The ETF's interest in Qualifying for Europe 'Q4EU' promotes further development of dissemination activities.

4.3 Ethnic and cultural minorities in education

Objectives

The general aim of the programme is to exchange experiences in the education of ethnic and cultural minority groups in Hungary, the Netherlands, Poland, Slovenia and the Czech Republic, in view of the developments that can be expected in this field when the above four Central European countries join the EU.

The concrete objectives are:

- To collect and circulate examples of good practice.
- To develop a language tool that can be used in the development of language policy at the national and local levels.
- To make recommendations on accountability and monitoring of migrant flows in education.
- To set up a conceptual and analytic framework for national and regional policy on ethnic and cultural minorities.

Programme management

For the Netherlands:

J.J.J. Kloprogge, Sardes.

Central European Co-ordinators:

Czech Republic: Ms A. Karásova (Ministry of Education, Youth Affairs and Sport).

Hungary : L. Aáry-Tamás (National Ombudsman for Education).

Poland : Ms A. Dybowska (Ministry of Education).

Slovenia : Ms A. Pavlovec (Ministry of Education, Science and Sport).

Activities

The following activities took place:

- Meeting in Utrecht (April) to discuss the country reports, set priorities and draw up a plan of activities.
- Preparation of a basic document for the follow-up to the programme, as a result of the above meeting.
- Study visit to Prague (September): presentations and discussions, visit to a 'good practice site' aimed at languages education and preparation of a study visit to Poland.
- Presentation of the progress report to the Joint Commission.

Results

The following results were realised:

- Agreement between the countries taking part on the programme, the approach and the plan of activities.
- Basic document for further implementation of the programme.
- Developed plan for study visits as part of the programme.
- Descriptive framework for 'good practice sites'.
- Description of 'good practice site' in the Czech Republic.
- Draft content of conceptual and analytical framework for policymakers.
- Progress report, November 2001.

4.4 Current policy issues in the field of higher education in Europe

Introduction

The objectives of the programme were drawn up during the 'Towards a Multinational Co-operative Programme in Education' conference organised by Bureau CROSS in The Hague in October 2000, by representatives of the five countries taking part (the Czech Republic, Hungary, the Netherlands, Poland and Slovenia). The participants wanted to co-ordinate the programme with a series of earlier higher education workshops in which all five countries participated during 1999 – 2000, in order to secure the emphasis on mutual benefit and avoid repetition.

Objectives

The co-operation programme is intended to lead to the following concrete products:

- The creation of a new network with assurances of continuity.
- Development of a higher education management training programme aimed at the national level and sustainable beyond the end of this programme.
- Dissemination of the results of the two workshops on policy issues in higher education in the five countries taking part.
- Four PhD graduates in higher-education policy from the Czech Republic, Hungary, Poland and Slovenia. At present, there is no course that provides training for this in these countries.

Programme management

For the Netherlands:

J.M. File, Director of Education, Training and Consultancy, CHEPS, holds full responsibility for the implementation of this co-operation programme. CHEPS works closely with Bureau CROSS and with the national co-ordinators from the partner countries.

Central European Co-ordinators:

Czech Republic: Ms H. Sebková, Director, Higher Education Studies Centre.

Hungary : I. Bilik, Secretary General of the Confederation of Hungarian Conferences on Higher Education.

Poland : P. Wach, Rector of the Technical University, Opole.

Slovenia : Ms D. Vrečko, Advisor, International Co-operation Department, Ministry of Education and Sport.

Activities/Results

Policy workshop

31 October – 4 November (Prague)

Subjects:

- Trends in institutional management and administration.
- Towards a responsive university.
- New steering methods.
- Implementation of higher education master plan.
- 'Lump sum' financing.

The questionnaire completed by 18 of the 24 participants showed that the participants were very satisfied with the results achieved. The questionnaire covered the quality of the overall organisation, the quality of the subjects chosen, the presentations and the extent to which the objectives were realised.

National training workshop

14 – 18 November (Portorož, Slovenia)

Subjects:

- International trends in higher education.
- Internationalisation of higher education and the Bologna Declaration.
- New steering systems in higher education.
- Trends in institutional management and administration.
- Towards a responsive university.

The workshop had 140 participants, including experts from CHEPS and from the Slovenian partners. The questionnaire that participants received during the workshop showed that everyone was very satisfied with the results.

After the successful completion of the first series of policy workshops, Bureau CROSS approved a follow-up programme with the aim of broad dissemination of the results. Agreements were reached in 2001 on the basis of a detailed plan for the production of a series of national reports on higher education in the four countries taking part (publication planned for the spring of 2002). This will be followed by a book with editorial chapters covering the significance of the subjects discussed in the workshops.

4.5 Use of the World Wide Web in education

Objectives

- Capacity development in teacher training courses for training (trainee) teachers in the use of the World Wide Web in (secondary) education.
- Contribution to the development of national portals providing relevant information for education (and more specifically, for the training programme).

Programme management

For the Netherlands:

W.J. Pelgrum, Programme Manager, Faculty of Applied Educational Science, University of Twente (UT) .

T. Plomp, Programme Manager, Faculty of Applied Educational Science, UT.

Ms M. Cornelisse, General Pedagogic Study Centre.

Ms K. de Haan, Hogeschool Windesheim.

K. Schoenmaker, Hogeschool Windesheim.

Central European Co-ordinators:

Hungary : I. Szabo, Ministry of Education .
T. Demeny, Catholic University of Pázmány Péter.
A. Főző, Eötvös Loránd University.

Poland : W. Kranas, Computer Assisted Education and IT Centre.
W. Jochemczyk, Computer Assisted Education and IT Centre.
E. Gajek, Computer Assisted Education and IT Centre
D. Plaskacz, Computer Assisted Education and IT Centre.

Activities

The following activities were performed in 2001:

- Kick-off conference (UT, May).
- Development of the training programme.
- Preparation of training conference for teacher trainers (Warsaw, January 2002).
- Preparation of the implementation of the training programme in the countries taking part.
- Equipment of an electronic working area for storage of training materials and communication between participants.
- Preparation of evaluation activities.

Results

The activities undertaken in 2001 produced the following results:

- Conceptualisation of relevant terms relating to 'learning with the Web' (types of web use and didactic concepts).
- Web assignments that are suitable for pupils, trainee teachers and teacher trainers.
- Electronic working area.
- Training manual.
- Evaluation design.
- Programme for the training conference in Warsaw.

External assignments – multinational programmes

5 External assignments – multinational programmes

5.0 Introduction

This section provides a review of the activities performed for external parties (legal person: the Dutch government).

5.1 Accession-oriented Dutch European Proficiency Training (ADEPT)

Client: Ministry of Foreign Affairs (Matra/DZO-UM Department).

Bureau CROSS has implemented the Accession-oriented Dutch European Proficiency Training (ADEPT) programme on assignment from the Ministry of Foreign Affairs since 1999. The programme is one of the Ministry's five Matra pre-accession programmes⁴.

The purpose of the programme is to train (semi-)government managers from 12 countries in the Netherlands in the implementation of the *acquis communautaire*. The trainees will come from Central European candidate member states (the Czech Republic, Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Rumania, Slovakia, Slovenia) and from Turkey and Croatia, which do not yet have the status of candidate member states. The secondary objective of the programme is to realise 'East-West' and 'East-East' networks.

The themes for the courses will be based on demand in the candidate-member states and will be determined by agreements with the Dutch Ministries involved. In principle, courses will be repeated (after evaluation and if necessary, consequent modification) in order to realise critical mass in the countries concerned. Each course will be organised for some 50 participants, divided into two groups. In principle, the two groups follow the course simultaneously. (However, in some cases this took place consecutively in 2001).

2001 can be described as a hectic, but also very satisfactory year. Firstly, two countries were added to the original group of ten candidate member states: Croatia, which does not yet have the status of a candidate member state, and Turkey, which does have such status, although no negotiations have started yet on the 31 chapters of the *acquis communautaire*. Croatia and Turkey registered for all courses organised from August 2001. Turkey made particularly active use of this opportunity. New courses were developed and current courses were evaluated and modified. A total of 14 courses were organised in 2001, including five new ones. Not all these courses were organised for a group of 50 participants. The total number of participants in 2001 was 507.

⁴The other programmes are:

- The Matra pre-accession projects programme implemented by SENTER.
- The IMPACT training placements programme co-ordinated by NUFFIC.
- The PUA-programme (secondment of post-active civil servants) co-ordinated by the Netherlands Management Cooperation Programme (NMCP).
- The Municipal Co-operation with Accession Countries (GST) programme, implemented by VNG-International.

A review of the courses provided in 2001 follows below.

Environmental Issues and European Policies on Water Management and Environmental Issues and European Policies on Agriculture

Project Manager: M. Staljanssens, International Agrarian Centre (IAC).

The two courses developed in November 1999, *Environmental Issues and European Policies on Water Management* and *Environmental Issues and European Policies on Agriculture* were repeated in November 2001. Both courses were provided under the auspices of the International Agricultural Centre in Wageningen, in co-operation with the Agricultural University Wageningen, of which the centre forms a part. During the course, the participants learn to draw conclusions from the progressive developments in European legislation in the environmental field. They gain an insight into the effectiveness of environmental policy instruments, the various actors ('stakeholders') and their perceptions and priorities. The ultimate aim is that the participants become able to conceive strategies and solutions that apply in their countries of origin. The courses were provided in the form of lectures, plenary discussions and group assignments. Working visits were also organised, to Brussels, the Gelderland and Limburg provinces and the Ministry of Transport and Public Works, among others.

Social Affairs/Employment

Project Manager: R. Boudewijn, Netherlands Institute for International Relations Clingendael.

In January and October 2001, the Institute for International Relations Clingendael once again organised the *Social Affairs/Employment* course. The Amsterdam Institute for Advanced Labour Studies (AIAS) and the Labour Law and Social Insurance Law Department of the Law Faculty at the Catholic University Brabant also provided assistance for the course. The main objective of the course is to prepare the participants from the candidate-member states for the implementation of the *acquis communautaire* in the field of social affairs and employment. The participants also receive help in developing the necessary skills to be able to play an active and participative role in the development of national and European social policy. The Dutch *Polder Model* is discussed in detail as an example of a socio-economic policy with a far-reaching influence on the social dialogue in the EU. The following points are covered during the skills training sessions:

- International negotiations.
- Making an analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT analysis).
- Presentation techniques.
- The composition of a policy paper.
- Individual assessment.

Working visits were organised to support the theoretical component. Visits were made to:

- The Ministry of Social Affairs and Employment.
- Brussels.
- The Centre for Labour Relations with Government Personnel (CAOP).
- The Social and Economic Council (SER).
- Fort Abcoude.

The last visit, to the national employment project of the Recovery Foundation in Abcoude, appeared to make a particularly indelible impression on all participants.

Food Safety First

Project Manager: J. van der Linden, Inspectorate for Consumer Goods

The *Food Safety First* course was organised under the auspices of the Inspectorate for Consumer and Veterinary Goods in January 2001 and August 2001. In view of the many problems in the field of food safety, this is an important and exceptionally current issue. The Veterinary Affairs, Foods and Environment Department of the Ministry of Agriculture, Nature Management and Fisheries and the National Institute of Public Health and Environmental Hygiene (RIVM) also assisted in the course programme.

The objective of this course is to provide both veterinary surgeons and non-veterinary surgeons with an insight into European law in the field of food safety. Like the other ADEPT courses, this course consisted of three components:

- Theory relating to the *acquis communautaire*.
- Practical skills training, including e.g. presentation techniques, negotiating skills and change management.
- Working visits.

Working visits were also paid during the courses to e.g. a veal abattoir in Apeldoorn, the RIVM, a meat processing company, the Inspectorate of Consumer Goods in Groningen and the International Inspection Unit in Rotterdam.

Public Health in the European Community

Project Manager: P. van Arkel, Netherlands Institute for Public Health (NSPH)

The *Public Health in the European Community* course was again given in June 2001. The course was organised by the NSPH in co-operation with the Ministry of Public Health, Welfare and Sport. Although there is more of a '*soft aquis*' in the public health field than extensive EU legislation, Brussels does pay explicit attention to public health in the candidate-member states. This is poor in the candidate member states, often for economic reasons. After all, the Communist regime provided state care 'from the cradle to the grave', which is not feasible now, for financial reasons. The course therefore devotes close attention to the different systems within the EU.

Participants also worked in smaller groups on writing policy documents. Various skills were trained, including negotiating techniques and change management. Working visits were paid to organisations including the Ministry of Public Health, Welfare and Sport, the register of pharmacists, physicians, physiotherapists, health care psychologists, psychotherapists, dentists, midwives and nurses (the BIG Register) of the Public Health Inspectorate, Parliament and the Groene Hart Hospital in Gouda.

Towards Effective and Efficient Planning and Realisation of Infrastructure

Project Manager: R.P. de Leeuw van Weenen, NEA Transportonderzoek en -opleiding B.V.

In March 2001, September 2001 and December 2001, NEA Transportonderzoek en – opleiding organised the new *Towards Effective and Efficient Planning and Realisation of Infrastructure* course, focusing on the European Instrument for Structural Policies for Accession (ISPA) programme, for groups of 25 participants on each occasion. The Ministry of Transport and Public Works played an important role in this course. The main objective was to familiarise the participants with an integrated approach to infrastructural projects for which subsidies can be obtained from the European ISPA programme. Many different points are covered, including risk analysis, cost-benefit analysis, tendering and co-operation between the public and private sectors. The trainers worked with the participants on a ‘back-home action plan’. Working visits were paid to the Ministry of Transport and Public Works, the Northern Ring Road, the Delta Works and Brussels. The NEA recorded all the information provided during the course on CD-ROM, an initiative that was highly appreciated by the participants.

Chain Management in Agriculture

Project Manager: J.J.A. Helder, IAC.

This new *Chain Management in Agriculture* course, developed by the IAC in co-operation with the Ministry of Agriculture, Nature Management and Fisheries and the Agri Chain Competence Foundation (ACC), began in September 2001 for a group of 23 participants, and was repeated in November for a group of the same size. The core idea is a relatively new concept. The course is divided into two themes and sub-themes:

1. Marketing & Investment Policy
 - Chain management.
 - Common Agricultural Policy (CAP)/ WTO.
2. Agricultural Services
 - Services.
 - Food safety.

Training was provided in the form of lectures, plenary discussions and group assignments. An international workshop was organised, which was welcomed by the participants. Working visits were also organised, to the Ministry of Agriculture, Nature Management and Fisheries, Brussels and AHOLD in Zaandam, among others.

River Basin Management

Project Manager: M. Staljanssens, IAC.

This course, developed in co-operation with the Department of Public Works, the RIZA and the Ministry of Agriculture, Nature Management and Fisheries, started in September for the first group of some 25 participants. (The second group was scheduled to start the course in January 2002). The main theme of the course is the European Framework Directive on Water. The fields identified in this Directive are addressed separately:

- Surface waters.
- Transitional waters.
- Coastal waters.
- Ground water.

The course was provided in the form of lectures, plenary debates and group assignments. An international workshop, which was much appreciated by the participants, was also organised. Working visits were arranged, including a visit to the Rijnland Higher Water Control Corporation and the Dommel Water Control Corporation.

Structural Funds

Project Manager: M. Hollanders*, Netherlands Economic Institute (NEI).

The Dutch Economic Institute (NEI) organised the new *Structural Funds* course in October 2001, covering a field that is extremely important for the candidate member states. The course programme consists of seven different modules:

- EU institutions and recent developments.
- Strategic planning and programming.
- Project implementation.
- Financial management and control.
- Monitoring and evaluation.
- Management of the Structural Funds.
- Skills training: negotiation, partnership and lobbying.

These modules jointly constitute a coherent framework (policy life cycle) and are based on the same principles, such as the logical framework principle. The programme also includes a number of working visits. Visits were made to Brussels (Regional Directorate General) and to the NUTS I regional authority in Flevoland, which provides a striking example of a large-scale project financed via the Structural Funds.

* Sadly, this highly respected young Project Manager died in a car accident in Australia after the end of the course.

Drugs Policy in the European Context

Project Manager: F. Trautmann, Trimbos Institute.

In November, the Trimbos Institute and the Jellinek Clinic organised the *Drugs Policy in the European Context* course in close co-operation with the three government departments involved (the Ministry of Public Health, Welfare and Sport, the Ministry of Justice and the Ministry of the Interior and Kingdom Relations). The EU drugs strategy (2000-2004) serves as the point of departure. The course takes a cyclical approach. The aim is to inform candidate member states in three steps about the background and position of the European approach to the drugs problem and the development, implementation and evaluation of national policy. This is then related to national drugs policy. This is then translated in terms of policy and practice at the regional and local levels. In addition to skills training, working visits are organised. During this course, visits were made to the Ministries, Europol, Parliament, a penitentiary institution and the Mozeshuis in Amsterdam. Unfortunately, a planned visit to Schiphol had to be cancelled for security reasons as a result of the events of 11 September.

Summary:

A large number of (semi-)government officials from Central and Eastern Europe once again received training in 2001 in a number of areas that are important for accession. The evaluations that Bureau CROSS systematically performs in the countries concerned showed considerable appreciation of the quality and relevance of the material offered. The Dutch initiative is welcomed. The Scientific Council for Government Policy specifically referred to the importance of government training in the candidate member states in its report *Towards a Europe-Wide Union*. Via the ADEPT programme, the Ministry of Foreign Affairs provides a structural and generally appreciated contribution to this, which even has some (unexpected) spin-offs. The Estonian delegation to the *Public Health in the EU* course, for example, took the opportunity of a three-week period together to formulate a national policy plan, and as a result of the *Drugs policy in the European Context* course, Hungary invited the Netherlands to take part in a Twinning project. Talks with participants also show that good progress is being made with network creation, the secondary objective of the ADEPT programme. A regular exchange of information and experience takes place between the various countries. Turkey, for example, formulated parts of its National Programme for the Adoption of the Acquis (NPAA) in accordance with the Polish NPAA as a result of contacts made during the ADEPT courses.

5.2 Departmental Initiatives Pre-accession (DIP)

The Ministry of Foreign Affairs makes 'DIP' funds available to government departments each year for activities that support the accession process for the EU pre-accession countries. Bureau CROSS organised or provided for six activities in this respect during 2001.

In early 2001, a workshop was organised in Eger for Hungarian officials involved with the European regional Structural Funds, or who will be so in the future. The following persons took responsibility for the programme:

- W. Bruinsma, Ministry of Economic Affairs: The Netherlands, Regional Policy and the Structural Funds.
- J.D. van den Brink-Rozendaal, Flevoland Provincial Authority, Programme Manager: The Flevoland project.
- K. Suijker RA, Flevoland Provincial Authority, Controller: the Flevoland Project, Financial Management.
- M.P.C.M. van Schendelen, Erasmus University, Rotterdam: Lobbying in the EU.
- P.W. Meerts, Clingendael Institute: The Danubia Case.

The participants at the workshop included E.F.C. Niehe, H.M. Ambassador to Budapest, and J. Rapcsák, the Hungarian State Secretary responsible for European Integration.

As part of the multinational 'Ethnic and Cultural Minorities in Education' programme (with Hungary, Poland, Slovenia and the Czech Republic), an extra 'meta-instrument' activity was performed. The purpose of this activity was to develop a meta-instrument that could serve as a framework for the language instrument and the examples of good practice that the programme also provides.

Through identification missions to the Czech Republic, Hungary, Poland and Slovenia. H.F. Hoekzema (Euformation) developed national project structures with the relevant Education Ministries in the first half of 2001. In each country, two vocational training experts were selected and peer groups of stakeholders were formed, under the supervision of national authorities. Apart from the representatives of the Education Ministries, these groups of key figures also included representatives of the Ministries of Labour/Social Affairs, Chambers of Commerce, employment services, employers' organisations and trade unions. The diversity in policies and infrastructure for initial vocational education, worker training and training of job seekers was taken into account in the selection of experts. This laid the foundation for the multinational Qualifying for Europe 'Q4EU' programme (see § 4.2), which began with the 'International Comparison of Vocational Training' conference (19-21 September in Budapest). In each of the participating countries, the national peer group of stakeholders discussed the results of the kick-off conference, which served as input for the Q4EU-training seminar on recognition of qualifications (26-28 November in Ljubljana).

At the request of N. Beets, H.M. Ambassador to Riga, an expert from the Transport and Logistics Course (H.A.J. Konings) provided a course in October in co-operation with the Latvian Ministry of Transport, to nine Latvian officials in the field of transportation of hazardous substances. The framework for the course was provided by European law on this issue.

In June 2001, CHEPS organised a workshop on 'Current Policy Issues in European Higher Education' for participants from nine candidate member states (the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland, Rumania, Slovakia, Slovenia, and—unfortunately, the Bulgarian delegation was unable to attend).

The objectives of the workshop were:

- To introduce a model to the participants for systematic consideration of institutes of higher education and the specific challenges that these institutes face.
- To offer the participants an opportunity to form a view of the challenges and context of the various educational institutes in relation to the changing higher education field, with an emphasis on curriculum reform, quality assurance, improved international co-operation and relationships with the private sector.
- To identify the main challenges for each system, and the extent to which these problems are shared by the different systems.

The participants were very satisfied with the programme. The (five) countries taking part in the CHEPS workshops for the first time (Estonia, Latvia, Lithuania, Rumania and Slovakia) did feel that they needed a catch-up drive to reach the same level as the participants from Hungary, Poland, Slovenia and the Czech Republic.

In order to meet this need, CHEPS organised another workshop on Current Policy Issues in European Higher Education in December 2001, this time tailored for representatives from Bulgaria, Estonia, Latvia, Lithuania, Rumania and Slovakia. The topics covered were:

- Quality assurance and accreditation: Europe and the Progress of the Bologna Declaration.
- Financing of higher education: Student Financing and Financial Management of higher education institutes.

This catch-up drive made it possible to create a homogeneous group of ten Central European partner countries, which can work together on the above theme.

Promotion of expertise, publications, conferences, missions etc.

6 Promotion of expertise, publications, conferences, missions etc.

6.0 Introduction

This chapter reviews the activities developed in 2001 for the promotion of expertise, participation in conferences, missions and the like. From the very start, Bureau CROSS has devoted close attention to the issue of promoting expertise. In order to operate effectively in the complex world of Central and Eastern Europe, Dutch participants in CROSS programmes must be well-informed about the society, history, culture, education, sciences etc. of the partner countries.

6.1 Prospekt

Prospekt is a two-monthly magazine produced by the OEI at the University of Amsterdam on assignment for Bureau CROSS. The magazine aims to inform workers on the CROSS programmes and other interested parties about the Russian Federation and other CIS member states. Special attention is devoted to developments in the field of education, science and technology policy. The aim is also to develop the journal into a public magazine on the region concerned. R.A.H. Does is the Editor of Prospekt. Six issues were published in 2001. Editorial, technical and organisational co-operation with the affiliate magazine ABLAK (a magazine on Central Europe and the Balkans) was also strengthened. This co-operation resulted in a joint issue with a special theme: 'Eastern Europe and the EU' (ABLAK/Prospekt, Volume 2001, No. 6).

6.2 ABLAK

On assignment from Bureau CROSS, the OEI at the University of Amsterdam publishes the magazine ABLAK, which covers developments in Central Europe and the Balkans in the fields of politics, economics, education and culture. The magazine also covers the history of the region. The Editor is L.K. Marącz. Six issues appeared in 2001, the last of which was the above co-production of Prospekt and ABLAK.

6.3 Conferences, seminars, workshops

Ms L.E. Beijlsmit attended the training course on regional training for the Structural Funds in Eger from 1 to 3 March 2001 (see also § 5.2).

Mr T.J. Siskens was one of the speakers at the 'International Partnership in the Field of Education in Russia' conference held on 22 and 23 February in St Petersburg. This was the third in a series of international donor conferences held at the initiative of the Russian Ministry of Education.

On 19 and 20 April, the kick-off conference for the multinational 'Ethnic and Cultural Minorities in Education' programme was held in Utrecht. Mr Siskens took part in the conference on behalf of Bureau CROSS.

Ms Beijlsmit took part in the workshop on higher education organised by CHEPS from 8 to 13 July. Experts from Australia, the UK, the Netherlands, the US and South Africa contributed to this workshop. The following themes were discussed in detail:

- The 'stakeholder society'.
- Globalisation and internationalisation.
- New technologies, new providers, new products.
- Modes of co-ordination.
- Strategies for an 'adaptive' university.

On behalf of Bureau CROSS, Mr Y. Renema took part in the kick-off conference for the multinational Qualifying for Europe 'Q4EU' programme, held in Budapest on 19 to 21 September. The theme of this conference was 'International Comparison of Vocational Training'.

A conference was organised in Berlin on 29 and 30 October for the partners of Russia in the Presidential Programme for training of Russian managers, at the initiative of the German Federal Ministry of Economic Affairs and Technology. The theme of the conference was 'Sustainability of the Advanced Education Programme for Managers'. The Dutch participants in the conference were D. Hauwert of VNO/NCW and Mr Siskens.

H.M. Embassy in Ljubljana organised a year market under the heading 'The Netherlands and Slovenia 2001, a Bilateral Focus' from 3 to 17 December. Ms Beijlsmit and Mr Renema represented Bureau CROSS in the delegation consisting of representatives of the Ministry of Foreign Affairs (L.P.M. van Geel, Matra), the Ministry of Economic Affairs (K. Bosse), PUA (J.P. Heck) and Senter International (Ms A.M.E. Groot). During talks at the Government Office for European Integration, a presentation was given of the various Dutch pre-accession instruments, including the ADEPT training programme, which Bureau CROSS manages on assignment for Matra.

6.4 Missions etc.

Ms Beijlsmit represented Bureau CROSS in the delegation consisting of representatives of the Ministry of Foreign Affairs (L.P.M. van Geel, Matra), the Ministry of Economic Affairs (Ms A.S. Jansen), PUA (J.P. Heck) and Senter International (Ms P.J. Grollé) that visited Ankara from 3 to 4 May to explain the Dutch pre-accession instruments. As Turkey now has official status as a candidate member state, all pre-accession programmes are available.

Although Croatia does not yet have the status of a candidate member state, Matra decided to open the ADEPT and PUA programmes to Croatians now. In view of this Ms Beijlsmit and Messrs. Heck (NMCP/PUA) and D. Vooijs (NMCP/PUM) visited Zagreb from 14 to 16 May to inform the Croatian government about both programmes.

Financial Review

7 Financial Review

A review of the Bureau CROSS programme expenditure in 2001 is presented below.

7.1 Russian Federation	x NLG 1,000
1. Co-ordination/programme preparation/evaluation	13
2. Mutual knowledge of education systems	9
3. Higher education (policy) themes	18
4. Russian participation in the Third IEA International Mathematics and Science Study	3
5. Euroclio – history education	6
6. Management in education (II) (§ 2.1.2)	180
7. Vocational education and training in the North West region of the Russian Federation (§ 2.3.2 and § 2.3.3)	265
8. Training firms (§ 2.3.4)	80
9. Relationship between general secondary and vocational education and their relationship with the labour market (§ 2.4)	50
10. Innovative didactics and ICT (§ 2.7)	4
11. Management training/business schools (§ 2.8)	180
12. Innovations in teacher training II (§ 2.9)	80
13. The Witsen project (§ 2.10)	99
14. IIEI at HSPU, St Petersburg - operation (long-term) (§ 2.11)	137
15. IIEI at HSPU, St Petersburg - programmes (§ 2.11)	110
16. Secondment of A.W. van der Meer to SLO (§ 2.11)	166
17. Education in multicultural regions as a tool for strengthening social cohesion (§ 2.13)	150
18. Motivation for science learning (§ 2.14)	85
19. Capacity development among the staff of the Centre for Comparative Educational Policy (CCEP) (§ 2.15)	153
20. Progress In Reading Literacy Study (PIRLS) (§ 2.16)	10
21. Student financing (§ 2.17)	50
22. Improving the system of self-evaluation and external assessment of higher education institutes in the Russian Federation (§ 2.18)	25
23. Accounting, auditing and financial management II (§ 2.20)	160
24. Financial MBA (§2.21)	70
25. Development of appropriate procedures for mutual recognition of diplomas (§ 2.22)	80
26. ICT for teachers in rural schools (§ 2.23)	189
27. Development of monitoring capacity in the Russian education system (§ 2.24)	63
28. Special education (§ 2.26)	15
29. Prospekt (§ 6.1)	182
Total Russian Federation	2,632

7.2 Hungary	x NLG 1,000
1. Co-ordination/programme preparation/evaluation	12
2. Hungarian Studies in the Netherlands (documentation) (§ 3.1)/ABLAK (§ 6.2)	225
3. European accreditation of the post-secondary programme Catering at the Budapest Business School (§ 3.3)	28
4. Special education II (§ 3.4)	50
5. Innovative didactics and ICT II (§ 3.5)	100
6. Qualification structures / vocational education II (§ 3.6)	204
7. Training for higher educational management in Hungary II (§ 3.7)	50
8. Series of workshops on higher education management and (policy) issues for Hungarian higher education managers II (§ 3.7)	225
9. Educational management in Hungary (§ 3.9)	100
10. Testing academic skills and competencies (§ 3.10)	100
11. Dutch-Hungarian conference on intercultural linguistics and intercultural communication (§ 3.11)	27
Total Hungary	1,120

7.3 Multinational programme	x f 1.000
1. Co-ordination	18
2. Quality assessment in primary and secondary education (§ 4.1)	140
3. Qualifying for Europe 'Q4EU' (§ 4.2)	50
4. Ethnic and cultural minorities in education (§ 4.3)	105
5. Current policy issues in higher education in Europe (§ 4.4)	150
6. Use of the World Wide Web in education (§ 4.5)	130
Total multinational	593

7.4	ADEPT (§ 5.1)	x NLG 1,000
	1. Agriculture/Environment IV, Water Management/Environment IV courses	539
	2. Social Affairs/Employment II course	568
	3. Social Affairs/Employment III course	536
	4. Food Safety First II course	290
	5. Food Safety First III course	325
	6. Public Health I course	45
	7. Public Health II course	513
	8. Infrastructure I course	59
	9. Infrastructure II course	521
	10. Infrastructure Workshop	10
	11. Chain Management I course	576
	12. River Basin Management I course	583
	13. Structural Funds I course	598
	14. Drugs Policy I course	590
	15. Bureau CROSS personnel and materials	93
	Total ADEPT	5,848
7.5	DIP-activities (§ 5.2)	x NLG 1,000
	1. Regional Policy (HU) course	41
	2. Meta-instrument for Ethnic and cultural minorities in education (CZ, HU, PL, SI)	50
	3. Project planning for Qualification structures (CZ, HU, PL, SI)	50
	4. Road transportation of hazardous substances course (LV)	11
	5. Higher education (policy) workshop (BG, EE, LV, LT, RO, SK)	90
	6. Bureau CROSS materials	9
	Total DIP	251
7.6	General Total	x NLG 1,000
	Total Russian Federation	2,632
	Total Hungary	1,120
	Total multinational	593
	Total ADEPT	5,848
	Total DIP	<u>251</u>
	General Total	10,444