

Annual Report 2002

Educational Co-operation with

Central and Eastern Europe

Bureau CROSS

Foreword

We hereby present the Annual Report 2002 of Bureau CROSS. This was a year on which the CROSS employees look back with mixed feelings. On the one hand, we take pride in the positive evaluation of our activities in relation to educational co-operation with Central and Eastern Europe. At the same time, we were very sorry that in the same year, Bureau CROSS Director Theo Siskens, decided it was time to resign. Theo worked with great enthusiasm for the Bureau, for Dutch-Russian educational co-operation and co-operation with Central and Eastern Europe in general for more than ten years. He therefore deserves a special word of thanks here.

This Annual Report provides a review of the activities carried out in the field of educational co-operation with Central and Eastern Europe in 2002, under the auspices of Bureau CROSS.

Bureau CROSS has been able to meet its extensive assignment successfully, thanks to the assistance of many different people, from both the Netherlands and from the Central and East European region. Particular gratitude is owed to the educational specialists for their expertise and efforts, as well as the Dutch Ambassadors and their staff, including the Consul-General in St. Petersburg, and the Central and East European Ambassadors and their staff in The Hague for their welcome support for the work of Bureau CROSS.

Linda E. Beijlsmit
Acting Director Bureau CROSS

The Hague, 17 April 2003

Contents

Introduction.....	1
1. The administrative structure of educational co-operation with Central and Eastern Europe	3
1.0 Steering of Bureau CROSS	3
1.1 Joint steering of Dutch-Russian educational co-operation	3
1.2 Joint steering of Dutch-Hungarian educational co-operation	4
1.3 Joint steering of multinational educational co-operation	4
1.4 Bureau CROSS	5
2. Co-operation programmes with the Russian Federation.....	7
2.0 Introduction.....	7
2.1 Ecodrome	7
2.2 Innovations in Teacher Training II.....	8
2.3 International Institute for Educational Innovation at Herzen State Pedagogical University, St. Petersburg.....	10
2.4 Education in multicultural regions as an instrument for strengthening cohesion.....	11
2.5 Motivation for exact science subjects (MISE)	12
2.6 ICT for teachers in rural schools	13
2.7 Self-injury in deaf and blind children.....	15
2.8 Comparative History	16
2.9 The Witsen Project.....	17
2.10 Vocational education and training in the North-West region of the Russian Federation, Co-ordinated by the ETF (Phase III)	18
2.10.0 Introduction	18
2.10.1 Transport and logistics sector	19
2.10.2 Tourism and hospitality sector	20
2.11 Training firms in St. Petersburg	21
2.12 Relationship between general secondary and vocational education and their relationship with the labour market.....	23
2.13.1 Competence in enterprise (pilot project).....	24
2.13.2 ICT in vocational training courses (pilot project).....	25
2.14 Management training / Business schools	26
2.15 Improvement of the system of self-evaluation and external assessment at higher education institutes in the Russian Federation	28
2.16 Study financing in Russia	29
2.17 Adaptation of the curriculum of the Moscow State Engineering Institute (MEPhI)	30
2.18 Accounting, auditing and financial management	31
2.19 Financial MBA	33
2.20 Educational Management II.....	34
2.21 Capacity Development among the Staff of the Centre for Comparative Educational Policy (CCEP).....	36
2.22 Progress in Reading Literacy Study (PIRLS).....	37
2.23 Development of monitoring capacity in the Russian education system.....	37
2.24 Educational Statistics II.....	38
2.25 Development of appropriate procedures for accreditation of qualifications.....	39

3.	Co-operation programmes with Hungary	41
3.0	Introduction.....	41
3.1	Dissemination of expertise in progress controls in compulsory education in Hungary	41
3.2	Special education (II)	42
3.3	Innovative didactics and ICT (IDI-2).....	43
3.4	Hungarian Studies in the Netherlands (documentation).....	45
3.5	Qualification structures in vocational training (II)	46
3.5.0	Introduction	46
3.5.1	National and international transparency in Hungarian economic and administrative qualifications (ECABO).....	48
3.5.2	Implementing labour market needs in vocational training in the process industry and laboratories	50
3.5.3	Infrastructure and methodology for examination and quality control in the electro-technical sector (IMEQ)	51
3.6	Accreditation of Post Secondary Hospitality and Tourism Programmes, Budapest Business School.....	52
3.7	Testing Academic Skills and Competencies (TASC).....	53
3.8	Series of workshops on management in the higher education for a group of Hungarian educational managers.....	55
3.9	Educational Management in Hungary	56
4.	Multinational projects	59
4.0	Introduction	59
4.1	Ethnic and cultural minorities in education	59
4.2	Use of the World Wide Web in education.....	61
4.3	Quality control in primary and secondary education (the JONAS project).....	62
4.4	Qualification structures/vocational education qualifying for Europe (Q4EU).....	64
4.5	Current policy issues in the field of higher education in Europe	66
5.	Third party assignments	69
5.0	Introduction	69
5.1	Accession-oriented Dutch European Proficiency Training (ADEPT)	69
5.2	Current policy issues in European higher education	75
6.	Promotion of expertise, publications, conferences, missions, etc.....	77
6.1	Prospekt	77
6.2.	ABLAK.....	77
7.	Financial review	79
	CROSS Publication Series, 1992-2002.....	81

Introduction

2002 was the final year of the period for which the Memoranda of Understanding or Agreements on Educational Co-operation with the Russian Federation (1997-2002), Hungary (1997-2002) and, in a multinational context, with Hungary, Poland, Slovenia and the Czech Republic (2000-2002) were effective. The vast majority of the co-operation programmes and projects with these countries aimed at on the basis of the Joint Working Plans for 2000-2002 were therefore in the completion phase during 2002.

The work of Bureau CROSS was dominated by the evaluations of educational co-operation with the above countries during the year under review. After all, the Memoranda of Understanding and Agreements with these countries provided for an evaluation of educational co-operation realised in the past five years (for the bilateral co-operation with Russia and Hungary) and in the case of the multinational agreements, during the past two years. On the basis of these evaluations, the partner countries would decide whether to continue co-operation, and on the modalities for this.

World Bank Lead Education Specialist Ms. M. Canning, and Irish independent research consultant Ms. S. Leigh-Doyle were willing to perform the evaluations, as independent external experts. Both evaluations were predominantly very positive. With regard to Russia, the evaluators recommended continuation of educational co-operation on a broad front, taking account of the opportunities for synergies with other Russian international activities in the field of education. With regard to Hungary, they recommended that co-operation be continued for a number of years in a limited number of fields that attract considerable interest, with the prospect of dissemination to other countries in the region.

The multinational co-operation was evaluated by the Joint Commission for Multinational Co-operation in Education, consisting of Education Ministry representatives from the countries taking part. This evaluation, too, was largely positive. The Joint Commission recommended that co-operation be continued, but in a broader context. The multinational co-operation should be broadened to the ten European Union (EU) candidate member states in Central Europe, on an *à la carte* basis. After all, a great deal of what has been raised with the above four partner countries in a multinational context is also relevant for the other six candidate member states (Bulgaria, Estonia, Latvia, Lithuania, Rumania and Slovakia). Co-operation in the field of higher education (policy), for example, has clearly shown the feasibility of this concept.

On 11 October 2002, a Round Table Conference was held in St. Petersburg, at which Russian and Dutch experts considered the outlines of Dutch-Russian educational co-operation in the coming years. Representatives of Finland and Austria and the Director of the European Training Foundation (ETF) also attended. It seems likely that a new Memorandum with the Russian Federation can be ratified in the early spring of 2003. Bureau CROSS opened an identification of requirements round on multilateral co-operation with the six 'new' candidate member states.

In addition to implementing educational co-operation with the above countries, as funded by the Ministry of Education, Culture and Science, Bureau CROSS also implements an extensive assignment for the Ministry of Foreign Affairs.

As part of this Ministry's Matra pre-accession programme, Bureau CROSS organises customised courses for (semi-) government officials from the pre-accession countries, to prepare them for work in the implementation of European legislation when their countries join the EU. This is the Accession-oriented Dutch-European Proficiency Training (ADEPT) programme, serving Croatia and Turkey as well as the above ten Central European candidate member states. The annual turnover of the programme, which Bureau CROSS has implemented since July 1999, is now almost EUR 3 million. A total of some 1,300 officials from these countries have been trained since 1999, in fields such as agriculture/environment, water management/environment, food safety, social affairs/employment, transport, infrastructure, the Structural Funds, drugs policy and public health. Two new courses were introduced in 2002: *How to operate in Brussels* and *Government Communications*. The large number of registrations and the systematic evaluations performed during and at the end of the courses showed that they were highly appreciated by the partners in Central and South Eastern Europe, due to their quality and relevance. This picture was confirmed by the evaluation interviews that Bureau CROSS conducted with former trainees on location about six months after the end of the courses, in which the relevance to their working practice was an important theme. The high attendance of the alumni meetings in different countries showed that these were also much appreciated.

Through the nature of its activities, Bureau CROSS has developed a wide network of working contacts: the Education Ministries in the Netherlands and Central and Eastern Europe, the education fields in the Netherlands and in Central and Eastern Europe, affiliate institutions in Western Europe, government departments or Ministries in the Netherlands and the candidate member states, the Dutch Embassies in the region and the Embassies of these countries in the Netherlands, the European Commission, including the ETF, the Organisation of Economic Co-operation and Development (OECD), the World Bank, etc. In more than ten years of operation as the Dutch government's centre of expertise, Bureau CROSS has built up a reputation for quality, reliability and effectiveness. The Bureau aims to build on this in the years ahead.

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

1.0 Steering of Bureau CROSS

Bureau CROSS is part of the International Policy (IB) Directorate of the Ministry of Education, Culture and Science. The bureau was steered by the IB Director, A. IJzerman, until 1 December 2002 and by T.H. Adams since then. The relationship between Bureau CROSS and the IB Directorate is laid down in the Management Agreements document signed by the IB and CROSS Directors on 23 June 1999. At the Executive Council level, Director General J. Vrolijk is responsible for Bureau CROSS, as holder of the International Policy portfolio. Every few months, IB-CROSS talks are conducted with the steering decision-makers for Bureau CROSS.

1.1 Joint steering of Dutch-Russian educational co-operation

The Joint Executive Group (JEG), consisting of Dutch and Russian senior officials, was appointed for joint steering of Dutch-Russian educational co-operation. The JEG met formally on one occasion in 2002, on 17 May in Zoetermeer.

The members of the JEG in 2002 were:

For the Netherlands:

A. IJzerman	Chairman of the Dutch delegation;
J.W. Rienks	IB Co-coordinator, Ministry of Education, Culture and Science;
T.J. Siskens	Director of Bureau CROSS;
I.S. Souch	Bureau CROSS Consultant.

For the Russian Federation:

E. Chepurnich	Chairwoman of the Russian delegation;
N. Dmitriev	Head of International Relations, Ministry of Education;
E. Solodova	Ministry of Education.

To prepare for the *Round Table Conference* on Dutch-Russian educational co-operation (held on 11 October in St. Petersburg), Mr. Rienks and Mr. Siskens conducted talks with Mr. P. Kondrashin, Mr. A. Talonov (Ministry of Education) and Mrs. Gorokhovatskaya of the International

Institute for Educational Innovation (IIEI) at Herzen University, St. Petersburg) on 9 June in The Hague and on 30 August in St. Petersburg. Mr. Vrolijk headed the Dutch delegation to the *Round Table Conference*.

1.2 Joint steering of Dutch-Hungarian educational co-operation

The Dutch-Hungarian Education Sub-Commission, which is part of the commission responsible for the Cultural Treaty between countries, is responsible for joint steering of educational co-operation. The Mixed Sub-Commission met on one occasion in 2002, on 3 April in Budapest. The membership of the Mixed Sub-Commission in 2003 was as follows:

For the Netherlands:

B.C. Zijlstra	Chairman of the Dutch delegation, IB;
J.W. Rienks	IB Co-ordinator, Ministry of Education, Culture and Science;
E.M. van Bostelen	IB policy assistant;
T.J. Siskens	Director, Bureau CROSS;
L.E. Beijlsmit	Senior Consultant, Bureau CROSS.

For Hungary:

P. Judák	Chairman of Hungarian delegation;
F. Rudan	Department of International Relations, Ministry of Education;
D. Szentirmai	Department of International Relations, Ministry of Education.

G. Náray-Szabó and K. de Rijk of the Dutch Embassy in Budapest also attended the meeting on 3 April.

1.3 Joint steering of multinational educational co-operation

A Joint Commission with representatives of the five Education Ministries was appointed to monitor multinational educational co-operation with Hungary, Poland, Slovenia and the Czech Republic. The Joint Commission met on one occasion in 2002, on 15 November in Győr, for a final review meeting on multinational co-operation programmes.

The members of the Joint Commission were:

I. Czinege	Hungary, Chairman;
J. Benes	Czech Republic, on behalf of P. Cink;
E. Susak	Poland, on behalf of H. Matuszak;
T. Jurkovic	Slovenia, on behalf of V. Lukas;
T.J. Siskens	The Netherlands.

Ms. Beijlsmit, editor of the evaluation report, the Dutch programme managers and a Central European expert for each programme also attended the meeting on 15 November.

1.4 Bureau CROSS

In 2002, the Bureau directed over 47 co-operation programmes in the field of education. In 2002, the evaluation processes demanded a great deal of the Bureau's attention. Intensive efforts were also required for the preparation, implementation and evaluation of the ADEPT courses, to ensure that these proceeded satisfactorily. A database of ADEPT trainees was set up (including all applicants). The Bureau also plays an advisory and monitoring role for Matra projects/project proposals relating to education.

At year-end 2002, the staff of Bureau CROSS was as follows:

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

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

¹ Ms. Souch was seconded to the Centre for Higher Education Policy Studies (CHEPS) at Twente University on a part-time basis from 1 January to 1 July 2002.

2. Co-operation programmes with the Russian Federation

2.0 Introduction

As already mentioned, Dutch-Russian educational co-operation in 2002 was dominated by the completion of current programmes, the evaluation by Ms. M. Canning and Ms. S. Leigh-Doyle and the preparations for co-operation in the coming years. For the evaluation, the Dutch project managers were asked to draw up a self-evaluation report in consultation with their Russian counterpart(s). These reports were compiled in a CROSS publication and served as input for the evaluation sessions held on 10-12 June 2002 in The Hague, in the presence of the evaluators. The evaluation report was presented in August.

L.M.L.H.A Hermans, the former Minister of Education, Culture and Science, visited Moscow on 5-7 June 2002 and conducted talks with his Russian counterpart, Prof. V.M. Filippov, on 7 June. The Ministers declared their intention to continue co-operation after 2002 and, in view of this, to provide for the organisation of a Dutch-Russian Round Table Conference of educational experts in the autumn. The Dutch Minister also offered two pilot projects in the field of ICT in vocational training and policy relating to vocational training.

Ms. M.J.A. van der Hoeven, the new Education Minister, warmly supported the Round Table initiative and the conference was held in St. Petersburg on 11 October. The Russian government's *Modernisation Plan* for Russian education in the years to 2010 and the recommendations of the evaluators provided key input for the conference.

In addition to representatives of the Ministry of Education, Culture and Science, the Dutch delegation also included experts from the higher education and secondary education sectors. The conclusions of the conference formed the basis for the priorities in a new Memorandum on Dutch-Russian Educational Co-operation.

2.1 Ecodrome

Objective

The project has two objectives. The first is to advise Russian authorities and experts on the development and establishment of an ECODROME in Moscow, for a modern educational presentation of current ecological problems in Russia. The second is to develop the required interactive software, in co-operation with the Russian educational institute appointed for that purpose. In addition to the broad Russian public interested in ecology, the target groups are primary and secondary school pupils and their teachers.

Project management

For Russia:

E. Nozhin

Lomonosov State University, Moscow.

Project management

For the Netherlands:

A.J. Frik Faculty of Education, University of Arnhem and Nijmegen (Project Manager).

The employees of the teacher training courses from Amsterdam, Nijmegen and Utrecht (IVLOS) also take part in the project.

For Russia:

V. Terekov Moscow State Pedagogical University (MSPU);

E. Solovova MSPU;

A. Trjapitsina Herzen State Pedagogical University (HSPU), St. Petersburg;

I. Botchkareva HSPU, St. Petersburg.

A further 200 members of the two Russian universities (students, mentors from the education system and project workers) were also involved in the implementation of the project.

Activities

The following activities were performed in 2002:

- The final monitoring process in St. Petersburg (March);
- Report on this project by a number of Russian project workers during the VELON conference in the Netherlands (March);
- Final conferences at both universities (May).

Results

The results of the project in 2000-2002 are recorded in the *Final Report CROSS Project 2000-2002 Dutch and Russian Teacher Training. Innovation in Teacher Training II: Improvement of School Practice*, published in Nijmegen by the University of Arnhem and Nijmegen, June 2002.

This report also compiles the most relevant products (project plans for each university, didactic developments, training objectives and working methods and evaluation reviews), as annexes.

In November 2002, an extensive Russian-language publication appeared, in which project managers and other participants from St. Petersburg and Moscow recorded their experiences with the entire project, from 1998 to 2002. This publication, *Innovations in Teacher Training*, consists of 26 articles written by 15 different authors.

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

The Russian Federation and the Netherlands set up the centre together. Austria followed as a partner in September 1995. Since 1 January 1998, the UK and Flanders have also been full partners.

The centre is managed by a Governing Board consisting of the following members:

G.A. Bordovsky	Rector of the HSPU;
T.J. Siskens	The Netherlands;
K. Wagner	Austria;
E. Lenskaya	UK;
J. Palojärvi	Finland;
V. Bolotov	Russian Federation.

The Director of the centre is N. Gorokhovatskaya.

A.W. van der Meer co-ordinates the Dutch activities.

Objectives of the institute

- 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.

Activities

Core seminars at the IIEI

- ICT in Rural Schools, the Netherlands (November);
- Motivation in Physical Sciences, the Netherlands and Austria (November);
- Key Competencies in Education, UK (November);
- Regional Educational Management, Finland (December).

Activities aimed at the development of teaching materials

- Motivation in Physical Sciences, the Netherlands and Austria (May, October);
- Civics education, Austria (March, December).

Follow-up seminars in the regions

- Social and Emotional Development of Pre-School Children (Sotchi), the Netherlands (September).

Workshops and conferences

- Donor Conference, Federal Ministry of Education (April);
- Round Table Conference on Dutch-Russian educational co-operation, St. Petersburg (October).

Results and products

All activities were well-attended by the target groups: lecturers, trainers, managers and teachers of retraining courses. Thousands of copies of the publications of the core seminars were circulated in the regions. In line with the centre's mission statement, a number of development activities were again performed for the Civics Education and Motivation in Physical Sciences projects in 2002.

2.4 Education in multicultural regions as an instrument for strengthening cohesion

Objectives

The general aim of the project is to contribute to social cohesion in the Krasnodar region through education. Work towards this objective takes place through the development of three concrete instruments:

- A monitor for social policy;
- An approach for language policy in schools, doing justice to the cultural diversity of the pupils;
- A description of teaching methods for after-school activities and a job profile for a 'social teacher'.

Project managers

For the Netherlands:

K. Broekhof	Sardes, Utrecht;
F. Teunissen	Sardes, Utrecht;
A.W. van der Meer	SLO, Enschede.

For Russia:

I. Badayan	Sotchi Education Department (SED);
N. Agakhayan	SED.

Activities

The following activities took place in 2002:

- Talks with schools on final versions of the three instruments for social policy and language policy at school and for after-school activities;
- Preparation of the final versions of the instrument (in the Netherlands);
- Design and printing of the instruments (in Russia);
- Presentation of the instruments via a plenary meeting and workshops at the annual Pedagogical Festival in Sochi (September).

Products and results

The project generated the following products:

- Final versions of three instruments, compiled the Russian partners in a summarised publication;
- Dutch/English version of the instruments (digital), for reference and possible use in the Netherlands.

2.5 Motivation for exact science subjects (MISE)

Objectives

The objectives of the project are:

- To increase student motivation to choose exact subjects in higher education through the development and application of activating forms of work (the approach is ‘bottom up’, starting from the classroom situation with support offered by the universities);
- To prepare a description of ‘good practice’, with a view to its presentation on a CD-ROM suitable for teacher training courses and retraining of teachers in the countries taking part.

Project management

The project was implemented under the responsibility of the IIEI at HSPU in St. Petersburg.

For Russia:

Y. Gorokhovatsky

V. Solomin

HSPU, St. Petersburg, Project Coordinator;

Vice Rector of HSPU.

For the Netherlands:

W. Bustraan

Amstel Institute, University of Amsterdam.

For Austria:

H. Stadler

University of Vienna.

In addition to those with primary responsibility, six schools (ten teachers) in two regions (two sub-projects in each region) implement the project, with the support of education specialists at HSPU in St. Petersburg (I. Khoudiakova and P. Gorbunov) and of Yaroslavl State Pedagogical University, Yaroslavl (I. Irodova and E. Smirnov).

Activities

The following activities took place in 2002:

- Presentation of the material, consisting of video recordings and publications for each sub-project, at three seminars;
- Preparation of the material for joint publication;
- A study trip to Amsterdam, where the CD-ROM was produced;
- Presentation of the end-product to teachers and teacher trainers at a dissemination conference in St. Petersburg in November.

Products and results

The results of the project are:

- A Russian language final publication (with objectives and articles on sub-projects, didactic principles and research results), IIEI St. Petersburg;
- A two-language (Russian and English) CD-ROM, including the English-language final publication on MISE.

2.6 ICT for teachers in rural schools

Introduction

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 by a web environment and innovative materials.

Objectives

The objectives of this programme are:

- To jointly review and implement the possibilities of the World Wide Web for upgrading teachers (in rural schools);
- 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 education.

Project management and co-operation partners

For Russia:

Y. Gorokhovatsky	Faculty of Physics, HSPU, St. Petersburg (Project Manager);
N. Pourycheva	Faculty of Physics Education Methodology, MSPU, Moscow;
A. Skuratov	Ministry of Education, 'Informika' State Institute for Technological Information and Telecommunications;
N. Haplanov	Ministry of Education, 'Informika' State Institute for Technological Information and Telecommunications;
V. Yakovlev	Ministry of Education, Chuvasia;
S. Shukin	Department of Education, Yaroslavl Oblast.

Four secondary schools in the Republic of Chuvasia and four secondary schools in the Yaroslavl Oblast take part in the project

For the Netherlands:

J. Voogt	Faculty of Applied Educational Science, Twente University (Project Manager);
R. Almekinders	Faculty of Applied Educational Science, Twente University;
W. Bustraan	Educational Faculty of Amsterdam (EFA) and the AMSTEL Institute, Amsterdam;
A.W. van der Meer	SLO, Enschede.

Activities

The following activities took place in 2002:

- Expansion of the website to include an 'uploading' facility for teaching materials (January);
- Development and implementation of ICT-rich teaching materials by teachers of the rural schools (January - May);
- Exchange of teaching materials and experiences via the website (February - May);
- Observation of lessons by teachers and talks with officials of the regional education departments on the impact (April);
- Preparation of the final publication (September - December);
- Dissemination conference for some 100 participants in co-operation with the IIEI, St. Petersburg.

Products and results

The results of the project are:

- A website to support upgrading of teachers (<http://db.informika.ru/id/>);
- Example lesson materials on ICT in physics education;
- Final publication in English and in Russian (to appear in early 2003);
- CD-ROM with the materials developed in the project;
- Upgrading activities in the two regions concerned, aimed at the integration of ICT in education (with the aid of the teachers taking part in the project);
- Development of similar websites for other contexts (the Netherlands and Tanzania).

2.7 Self-injury in deaf and blind children

Project management

For Russia:

G. Epifanova Home for Deaf and Deaf-and-Blind Children,
Sergiëv Posad.

For the Netherlands:

J. van Dijk Institute for the Deaf, St. Michelsgestel;
A.W. van der Meer SLO, Enschede.

Objective

The objective of the project is to give carers and instructors of deaf and blind children an insight into the development of self-injury behaviour, to teach them to analyse the behaviour and to acquire knowledge for selecting effective intervention strategies.

Activities

On the basis of a fact-finding mission, two workshops were organised in Sergiëv Posad in 2002, at which some 25 carers and educationalists received initial training in analysing and treating the problem behaviour. Training focused on the analysis of:

- Digital film recordings of self-injury in six children from the home;
- The methodical tools to be used to set up therapy, in particular the performance of base-line studies;
- Intervention programmes and learning to recognise 'discriminating variables' in the filmed behaviour of the children;
- The theoretical background underlying the therapy to be set up and implemented.

Results

At the end of the second workshop in October, the results were evaluated, the main conclusion being that the therapeutic approach by those involved was understood and can be applied, with the e-mail advice provided by Dutch expert J. van Dijk.

2.8 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.

Project management

For the Netherlands:

R.T. Griffiths

History course, University of Leiden.

For Russia:

N. Selounskaja

History Faculty, State University of Moscow.

Activities

A number of lecturers from Russian universities paid a working visit to the Netherlands. V. Sergeev of the MGIMO University (the former Moscow State Institute for Foreign Relations) visited the Netherlands twice to work on writing a book, together with Mr. Griffiths, comparing Western Europe after the Second World War and Russia after the fall of communism. This work was completed during his last visit in December. The book will be available for education at Russian universities from September 2003.

T. Poljakova and O. Burjak visited Leiden to collect material for courses on the history of relations between Europe and Russia. In May, Ms. Poliakova conducted research into energy policy and in September and October, Ms. Burjak worked primarily on the history of German- Russian relations.

Y. Filippov visited Leiden in October, in connection with preparations for a lecture series on the Russian Duma in the early 20th Century, compared with West European parliaments. In November,

Ms. N. Pecherskaya of the University of St. Petersburg, visited Leiden to work on the preparation of a lecture series on the history of relations between the Soviet Union (Russia) and the EU. In October, R. Griffiths and C. Quispel travelled to Moscow to attend the international congress on *Rethinking modernity*. Talks on the future of the project were also conducted with Mr. Sergeev and Ms. Selounskaja at the congress, and important new contacts were made with representatives of Russian universities.

2.9 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. The intention is that a Dutch and a Russian edition will be published.

Project management

For the Netherlands:

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

For Russia:

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

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

Activities

Work on the indexes progressed during 2002, using resources provided by Bureau CROSS and the Dutch Organisation for Scientific Research (NWO). A detailed index of sources, persons, geographical names, ethnological names and other matters will be produced for both the Dutch and the Russian editions. The Dutch team focused on the Dutch and Western data, the Russian teams on matters and persons relating to the former Soviet Union region.

Results

Thanks to a grant provided by NWO in 1991, W. Lucassen was able to complete his research into the Georgian glossary. The results will be published in a scientific journal and later, in a summarised form, in the Russian and Dutch editions of *North and East Tartary*. The first results of the work on

the Dutch and Russian sides, involving the indexes, have now been received. A complete list is now available of all persons and issues that should be included in the indexes.

2.10 Vocational education and training in the North-West region of the Russian Federation, Co-ordinated by the ETF (Phase III)

2.10.0 Introduction

The project began in June 1996 and was implemented in two phases (1996-1998 and 1999-2001). The consolidation and dissemination phase began in 2002 and will run until mid-2003. The project initially began on a sectoral basis: in transport (the Netherlands and Flanders), tourism (the Netherlands and Flanders), telecommunication (originally Germany, later taken over by Finland) and wood processing (Finland), focusing mainly on modernising curricula in secondary vocational education and the development of company-education relationships (social partnership) in the North-West region of Russia. Horizontal activities were also developed very soon: project management, languages and labour market analysis. Austria and the Netherlands implemented a Training Firms project. Sweden joined the programme later, with activities in the adult education field. France has recently taken part in the project too (VET management). The ETF is responsible for co-ordination on the Western side and the North-West Agency of International Projects on the Russian side. Initially, the following Russian regions were involved: the city of St. Petersburg, Leningrad Oblast, Novgorod, Karelia, Pskov and Murmansk. Dissemination is aimed at the 'follower' schools in the regions taking part and in two new regions, Smolensk and Kaliningrad.

The following theme-based working groups were formed for consolidation purposes, with a view to further dissemination:

- | | |
|---|----------------------------|
| 1. School management | Finland; |
| 2. Continuing Vocational Training | Sweden; |
| 3. Labour Market Assessment and Social Partnership in VET | The Netherlands, Flanders; |
| 4. Curriculum development and teaching aids | The Netherlands, Flanders; |
| 5. VET management at the regional level | ETF, France; |
| 6. Teacher training | Finland, Austria. |

Austria and the Netherlands are also implementing a consolidation phase for the Training Firms project.

The project Steering Committee met on two occasions in 2002, on 15 February in Veliky Novgorod and on 4 October in St. Petersburg. Mr. Siskens represents the Netherlands in the Steering Committee.

2.10.1 Transport and logistics sector

This phase of the project is aimed at consolidation of the results of Phases I and II and their dissemination to other regions (St. Petersburg, the Leningrad region, Pskov, Karelia, Murmansk, Smolensk, Kaliningrad and Novgorod).

Objectives

The objectives of the project are:

- To train a team of disseminators in labour market analysis;
- To implement labour market requirements in the curricula and to create a more flexible teaching and learning environment;
- To increase private sector involvement at the school and regional levels;
- To develop market-oriented management skills among administrators at the school and regional levels.

Project management

In this phase, the Netherlands was responsible for two theme-based working groups, *Labour Market Analysis* and *Curriculum Development*, and worked with experts from the Pskov and Smolensk regions.

For the Netherlands:

J.J.M.T. Scheeren
A.W. van der Meer

Gilde Opleidingen, Roermond;
SLO, Enschede.

For Russia:

G. Borisova

North-West Agency of International Projects;

S. Ivanov

Regional Observatory for the North-West region, St. Petersburg;

I. Lapina

Baltysky College, St. Petersburg.

Activities

The following activities were performed in 2002:

- Participation in three theme-based meetings for Programme Managers;
- A fact-finding mission to Smolensk;
- Contribution to the kick-off conferences in Pskov and Smolensk;
- Labour Market Analysis seminar in St. Petersburg for 24 representatives from all the regions involved (April);

- Educational Management in Vocational Training workshop in St. Petersburg for 20 representatives from all the regions taking part (June);
- Workshop on moduling in vocational training, held in St. Petersburg for 20 representatives from all the regions involved;
- Workshop in St. Petersburg on Ocean-Going and Inland Waterways Transport of Hazardous Substances, for six participants (June);
- Study trip to Gilde Opleidingen by six project participants (September);
- Workshop in Pskov for 24 participants, on school and team-bound curriculum development, emphasising interactive teaching (November).

Results and products

The project produced the following results:

- A trained group of disseminators who will play an important role in the realisation of the project objective, inside and beyond their own regions;
- A Russian-language publication describing a step-by-step labour market analysis method;
- A *Curriculum Development* guide explaining the development of a labour-market oriented curriculum.

2.10.2 Tourism and hospitality sector

Objectives

This phase of the project was aimed at consolidation of the results of Phases I and II and their dissemination to other regions (St. Petersburg, the Leningrad region, Pskov, Karelia, Murmansk, Smolensk, Kaliningrad and Novgorod). Belgium also co-operated in this project.

Project management and participants

For the Netherlands:

E. Wage

NHTV International Services Foundation,
Breda.

For Russia:

E. Vasina

Deputy Director, Petrovsky College,
St. Petersburg.

For Belgium:

E. Collette

Hotelschool Hasselt, Belgium.

The pilot schools taking part were Petrovsky College in St. Petersburg, the St. Petersburg Tourism Lyceum of Restaurant and Hotel Service and Vocational Lyceum No.30 in Vyborg. Six partner schools from St. Petersburg, Petrozavodsk, Valdai, Kingisepp and Novgorod also took part, together with the TACIS-Bistro project schools from Kaliningrad and Smolensk.

Activities

The following activities took place in 2002:

- Project meeting in Novgorod, at which working agreements were reached with the pilot schools (February)
- Visit to St. Petersburg, where agreements were made with representatives of the pilot schools and international hotel chains on the realisation of training placements and potential research assignments (September);
- Exchange of teaching materials and definition of lesson requirements still to be delivered;
- Preparations for a seminar on *Sustainable Tourism*, to be held in Petrozavodsk in 2003.

Results

As a result of the project, the subjects of tourism and hospitality received considerably more 'contents' at the educational institutes taking part than at the start of the project.

2.11 Training firms in St. Petersburg

This project is a follow-up to a TACIS-PCP project: the *VET Curriculum Reform and Training for Market Economy, Establishing of Training Firms in the St. Petersburg region*. As part of the project, St. Petersburg set up a network of 15 training firms in ten pilot schools in St. Petersburg (six general secondary schools and four vocational training schools) and a central office at the University for Economics and Finance in St. Petersburg. The follow-up project started in September 2001 and concluded in October 2002.

Project management and participants

For the Netherlands:

L. van den Broek	SLO/Educaplan, Enschede (Project Manager);
M. Boering	Simnet.

For Russia:

G. Borisova	Director, North-West Agency of International Projects, St. Petersburg (Project Manager);
E. Ivanova	University of Economics and Finance, St. Petersburg.

For Austria:

J. Lindner	KulturKontakt/ACT, Vienna (Project Manager);
J. Treytel	ACT;
M. Pötsch	ACT.

Objectives

The objectives of the project are:

- Further development and reinforcement of the Central Office (key aspects include writing a business plan and the development of a website);
- Strengthening the structure and operations of the training firms in the current schools, by training existing and new teachers;
- Creating conditions for the expansion of the training firms network, by training Russian trainers.

Activities

The following activities were performed in 2002:

- Workshops for training firm instructors and Russian trainers who will take over the training activities of Western experts (January, March, June and October);
- Application for affiliate membership of Europen, which will give the Central Office access to all information on international developments (central offices from almost all European countries, as well as countries in North and South America, Asia and Australia are affiliated to Europen).

Results and products

The results and products of the project are:

- Reinforcement of the position of the Central Office in the University for Economics and Finance (the rector of the university has endorsed the official status of the Central Office in the network of training firms, as a result of which the Central Office Director will be assigned to develop a new curriculum for secondary and post-graduate schools for the training firms concept at the pre-university level;
- Improved organisation of the Central Office, enabling better co-ordination of the network;
- Preparation of a business plan for the Central Office, with objectives for the next three years;
- University for Economics and Finance granted affiliate membership of Europen for three years;
- Expanding the network to 45 training firms in schools in Pskov, Kaliningrad, Staraya Ladoga, Tichvin and St. Petersburg;
- Central Office signed a contract with a vocational training school in Ufa (Urals), with 3,000 pupils, to start training firms in 2003;
- Training a group of Russian instructors to train new teachers for training firms;
- Development of promotional materials, consisting of flyers and multimedia presentations, by Russian experts.

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

Objectives

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

Project management and participants

For Russia:

L. Vasilieva
Department of Education, Pskov Oblast
(Project Manager).

Five pilot schools from the Pskov Oblast also took part in the project.

For the Netherlands:

R.J. Schurink
A.W. van der Meer
Enschede Municipal Lyceum (Project Manager);
SLO, Enschede.

Activities

The following activities were performed in 2002:

- Further development of the car mechanics, mechanical engineering, office practice, care and careers guidance lessons by teachers at the pilot and follow-up schools in Pskov;
- Talks between the Dutch Project Managers of the *Educational Management*, *VET Reforms in N.W. Russia* (Transport and Logistics sector) and *Relationship between general secondary and vocational education* projects, with the aim of clarifying the interrelationships between the benefits and developments in these three projects in the Russian context;
- Dissemination conferences in Pskov, headed by teachers at the pilot schools;
- Monitoring of pilot schools by Dutch Project Managers, in association with talks at the Pskov Education Department on the desirability of promoting synergy between the above three projects in North-West Russian vocational education (February - March);
- Preparation of the third project publication;
- Closing conference in Pskov on 23 May, with 120 participants (teachers at the pilot and follow-up schools, teachers from some 40 other schools in the Pskov Oblast, representatives of the teacher training and upgrading institute in Pskov, a delegation from the *Educational Management* project in Novgorod and a number of employers from Pskov);
- Workshops during the conference, given by teachers from Enschede and the Pskov Oblast, on all seven subjects involved in the project.

Products and results

The results of the project are:

- The third project publication, *'Preparatory occupational education and careers guidance in schools'* (ISBN 5-7522-0198-5);
- A dissemination course aimed at co-ordination of different levels of vocational education and matching with private sector requirements, including the necessary management training.

2.13.1 Competence in enterprise (pilot project)

Objectives

The project and the potential follow-up are design to meet Russian needs for a good-quality match between education and the labour market. The private sector needs people who can follow change processes, while vocational education is still designed for the planned economy. The aim is therefore to develop policy instruments to match secondary vocational education to labour market needs, with opportunities for new entrepreneurs to develop knowledge and skills through an education programme.

Project management and parties involved

For the Netherlands:

J. Schel	Albeda College, Rotterdam (Project Manager);
G. Velten	ROC Twente Plus, Almelo;
M. Polzin	BVE Council, De Bilt.

The following employees of the Albeda College in Rotterdam took part in the project: F. Venus, F. Bastemeijer, T. Martens, J. de Vries, H. van der Vis, P. Siemann, M. de Vries and Y. Eijkenaar.

For Russia:

N. Guniavina	Ministry of Education, Russian Federation (Project Manager);
E. Shustikova	Pedagogical College for Technology and Design, Moscow;
N. Trusov	College of IT and Law, Moscow;
V. Jermolajev	Technical College of Electronics and Technology;
Y. Maksimov	Technical College of Electronics and Technology.

Activities

In 2002, five Dutch participants visited Moscow. On the basis of their findings, an action plan was written for the pilot project, entitled *Competence in enterprise (applying know-how and skills in a changing business climate in Russia)*. In November and December, preparations were made for a visit by a Russian delegation in January 2003.

Results and products

In response to the fact-finding visit to Moscow, an action plan was developed for the *Competence in Enterprise* pilot project.

2.13.2 ICT in vocational training courses (pilot project)

Objective

The preparation of a general and integrated education programme in the field of basic IT for teachers and students in Russian secondary vocational education schools. The project also aims to set up an exchange of IT information and a knowledge platform for Russian and Dutch students via the information superhighway.

Project management and parties involved

For the Netherlands:

M. Waulthers	ROC Gilde Opleidingen, Roermond (Project Manager);
H. Doffegnies	ROC, Amsterdam;
M. van den Hoogen	ROC Aventus, Apeldoorn (until December 2002).

For Russia:

N. Yaroshenko	Department of Secondary Vocational Education, Ministry of Education of the Russian Federation (Project Manager);
V. Demin	Optics and Electronics College, Krasnagorsk;
A. Savin	College of Fine Metal and Instrument Production, Moscow (contact officer);
S. Korobov	Mathematics College, Moscow;
E. Migounova	Mathematics College, Moscow.

Activities

A Dutch fact-finding mission to Moscow was held from 29 May to 2 June. The delegation visited the Ministry of Education of the Russian Federation and three secondary vocational education institutes, including the Optics and Electronics College in Krasnagorsk, the Fine Metals and Instruments College in Moscow and the Mathematics College in Moscow. Various talks were conducted in order to obtain an impression of ICT standards at the schools and the requirements of the school administrators and the Ministry of Education. At the end of this visit, a return visit to the Netherlands was planned for 2003.

Results and products

The project produced the following results:

- A programme for integrated ICT education for all secondary vocational education schools;
- An identifiable Dutch advisory platform on Russian developments for ICT in vocational training courses;
- A detailed activity plan for the pilot project.

2.14 Management training / Business schools

Objectives and background

The study and training placement programme for Russian managers is organised as part of the '*President's Programme*'. This Russian programme is was set up some years ago at the initiative of President Yeltsin and offers training for some 5,000 young Russian managers each year, to prepare them for work in a market-oriented society. About half of the 5,000 candidates qualify for a follow-up programme in other countries. The Netherlands is one of ten countries that offers such courses. The VNO-NCW International Human Resources Development Foundation is responsible for the design and implementation of the Dutch study and training placement programme.

The aims of the Dutch study and training placement programme for young Russian managers are:

- To support the *President's Programme* in Russia;
- To develop lasting and mutually beneficial relations between the Netherlands and Russia;
- To strengthen Russian business schools by creating ties with fellow Dutch institutes via the programme.

Project management and parties involved

For the Netherlands:

D. Hauwert

Project Co-ordinator, VNO-NCW International
Human Resources Development Foundation;

T. J. Siskens

Bureau CROSS;

I. G. Merison

Cluster Manager, Foreign Trade and Investment, DG BEB, Ministry of Economic Affairs.

For Russia:

M. Larionova

Head of the Secretariat of the Federal Commission, responsible for implementation of the *President's Programme*.

Activities

The Russian managers were offered a six-week study and training placement programme. The programme began with a training and selection week in Russia itself, with training provided by a mixed Dutch and Russian team. During this theoretical section, participants were familiarised with customary management and marketing techniques, financial management and personnel policy in the Netherlands. Attention was also devoted to socio-economic and cultural differences between the Netherlands and the Russian Federation.

Some four to six weeks after the introductory course in Russia, the participants travelled to the Netherlands for an additional ten-day course, followed by a three-week training placement in a Dutch company. The programme was completed with several days of feedback and a joint evaluation. Finally, the Russian managers received a personal development plan to help them put the knowledge and skills they gained into practice as effectively as possible on their return to Russia.

The Business School of the Higher School of Economics in Moscow and the Higher Economic School of the St. Petersburg State University of Economics and Finance co-operated in the organisation and development of the training weeks in Russia. On behalf of the Netherlands, lecturers from the TSM Business School and the Erasmus University were involved in the study sections in Russia and Netherlands.

The 40 training placements were made available by a total of 32 Dutch companies. These companies stated that via the programme, they learned a great deal about the situation in Russia and developments in their own sectors there, in a short space of time and for limited costs. Some companies have since recruited Russian trainees for their own activities there.

Representatives of the Higher Economic School in St. Petersburg paid a working visit to the Netherlands, where they exchanged knowledge and experience with Dutch business schools and commercial training organisations regarding the content and organisation of Dutch and Russian management education.

Results

During the year under review, two groups of Russian managers, totally 49 in all, took part in the introductory training weeks in Russia. Of these trainees, 40 ultimately progressed to the study and training placement programme in the Netherlands. The Russian managers took a positive view of the programme.

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

Objectives

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

Co-operation was also aimed at:

- Increasing the professional expertise of the National Accreditation Centre (NAC) in relation to quality assurance, particularly with regard to approaches aimed at quality improvement, with a special focus on the effectiveness and efficiency of quality assurance systems;
- Providing an opportunity for continual discussion and a search for possibilities to incorporate elements of good practice from West-European countries in the Russian quality assurance and accreditation system;
- Providing an opportunity for Russian higher education institutes to actively participate in the design of future quality assurance tools, with a view to finding a good balance between institutional and national interests and responsibilities.

Project management

For the Netherlands:

D.F. Westerheijden

Centre for Higher Education Policy Studies
(CHEPS), University of Twente.

For Russia:

V. Navodnov

National Accreditation Centre (NAC).

Activities

The following activities were performed:

- Selection of the external evaluation-teams for the pilot visits to the Tatar Institute for Promotion of Business (TISBI) and St. Petersburg Electro-technical University (LETI), in accordance with the original agreements in January-March;
- Visit of the international evaluation team to TISBI in Kazan in April (the results of the visit were mixed, at the team was not able to work in accordance with the original guidelines and had to adjust these on the spot);
- Discussion of the visit with V. Navodnov in June;

- Evaluation visit to LETI, St. Petersburg (which proceeded as planned, although the motivation and willingness of the institution to co-operate was a point of discussion, resulting in unforeseen costs and delays).

Results

The insights gained from the project were gradually included in the guidelines and manuals produced by the NAC. From this point of view, the project provided a stimulus and a source of experiences that were used in continual changes, already initiated, in the way in which the Russian quality assurance system is set up and implemented.

2.16 Study financing in Russia

Background and objective

The Study Financing in Russia project was completed in 2002. This project, a continuation of earlier study financing projects, was aimed mainly at the development of a concrete study financing mechanism. It involved proposals for a system of state loans for students who have to pay college fees to public educational institutes in secondary vocational education and higher education. The final objective of the project was to provide thorough support for the Russian proposal for a system of student loans before this was submitted to the Russian Parliament.

Project management

For the Netherlands:

H. Vossensteyn	CHEPS, Twente University, Enschede;
C. Salerno	Twente University, Enschede;
Mw. I. Souch	CHEPS ² , Twente University, Enschede.

For Russia:

P. Kondrashov	Ministry of Education of the Russian Federation;
Y. Chebotarevsky	Saratov State University;
I.N. Frolov	Ministry of Education of the Russian Federation;
Y. Zacharov	Kemerovsky State University.

² Ms. Souch was seconded to CHEPS until 1 July 2002.

Activities

After a kick-off meeting on 28 September 2001 in Moscow and initial comments on the proposal for a student loans system in November 2001 (discussed on 21 November in Enschede), a critical analysis was drawn up in March 2002 on the viability of the potential system. The Russian partners made important information available in English for the purpose of this analysis. On the basis of their international experience in the field of study financing, the Dutch experts critically examined the proposal in terms of its form, objectives, viability, enforceability and potential pitfalls. They described a number of international examples of student loan schemes and experiences with these, such as the systems in Australia, the UK and the US. The Project Managers completed the project during the evaluation of the CROSS-programme in June 2002.

Products

- Vossensteyn, H., Salerno C. (2001), *State subsidies in the field of education: A reaction to a proposal for a system of state subsidies for education in the Russian Federation*, Enschede: CHEPS (also published in Russian);
- Vossensteyn, H., Salerno C. (2002), *State subsidies in the field of education: A commentary and international reflection on the proposal for a system of state subsidies for education in the Russian Federation*, Enschede: CHEPS (also published in Russian);
- Chebotarevsky, Y.V. (2001), *Description of conceptual approach of creation of the system of state subsidies in the field of education*, Moscow: Saratov State Technical University;
- Zacharov Y. (2001), *Student loans in the Kemerovo region*, Kemerovsky State University;
- A number of English translations of technical and legal systems underlying the state subsidies proposal.

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

Objectives

The objective of the project was to modernise the MEPhI engineering courses through the introduction of project-driven education and the incorporation of enterprise elements in the curricula.

Project management

For Russia:

A.B. Hmelinin
A.V. Simakov

Vice Rector, MEPhI;
Head of International Relations, MEPhI.

For the Netherlands:

L.C.J. Goedegebuure

I.S. Souch

General Director, CHEPS, Twente University;

CHEPS, Twente University, (Project Manager)³.

Activities and results

The project was completed at the end of 2001. The final report, including the materials developed, was delivered in the spring of 2002.

2.18 Accounting, auditing and financial management

Objectives

The objective of the project was to contribute towards the implementation of the new higher education standards in the fields of accounting, auditing and financial management, focusing mainly on the specialisations summarised in Part 4 of the new standards. As the implementation implies considerable variation in organisational, professional and didactic matters, priorities had to be set.

These were:

- Priorities regarding the curriculum content, based on the new structure;
- The development of a structured curriculum, including the development of study materials (textbooks), case studies, assignments and examinations relating to the priority subjects and disciplines;
- Train-the-trainer programmes, to enable Russian colleagues to give and disseminate these courses themselves.

These objectives were translated into the following operational objectives:

- The definition and development of a module on accounting, focusing on the International Accounting Standards (IAS);
- The definition and development of a basic auditing module;
- Dissemination of these modules through train-the-trainer programmes in three Russian cities.

³ Ms. Souch was seconded to CHEPS from 1 January 2001 to 1 July 2002.

Project management and partners

For the Netherlands:

T.J. Busstra Amsterdam Banking and Finance Academy⁴.

The Accounting and Economics Academy (Holland University) and the Free University of Amsterdam took part in the project.

For Russia:

V. Getman Finance Academy under the Government of the Russian Federation.

The project also received substantial support from KPMG Netherlands, particularly with regard to curriculum development.

Partners

V. Getman was the Chairman of a Russian working group consisting of seven representatives of accounting and auditing faculties of Russian universities and colleges of higher education. Methodological Association UMO, an organisation of accounting and auditing faculties at Russian universities and colleges of higher education, also took part in the project. In order to develop professional discussion and support for changes, the project was the subject of plenary presentations and workshops at the UMO conferences, which are organised twice a year in Moscow (March) and Anapa (September).

Activities

The following activities were performed in 2002:

- Completion of two modules on IAS (materials, cases, assignments and teaching manuals, including sheets);
- Translation (in Russian), editing and reproduction of the modules;
- Five-day train-the-trainer programmes in Moscow (end of June-early July), Anapa (September) and St. Petersburg (end of October-early November).

⁴ From January 2002, the Amsterdam Banking & Finance Academy, a joint venture of Holland University and the Free University, became part of the merger of Holland University with three other universities. From 1.9/02, the name of the merged university was INHOLLAND University. From then on, the name of the Amsterdam Academy was no longer used, although, naturally, the course was still provided.

Results and products

The result of the project is a complete Russian-language two-part accounting course (International Accounting Standards), consisting of study materials, texts, assignments, case studies and a teaching manual. These materials are contained in six syllabi, consisting of some 1,000 pages. In the train-the-trainer programmes, a total of 118 lecturers and professors were trained in the material, reaching 52 universities and colleges of higher education.

2.19 Financial MBA

Objectives

The original objective of the project was the development of a Financial MBA programme, in a combination of lectures and supervised distance learning. The Financial MBA was to consist of ten modules and a final assignment.

The original modules were:

- Strategic management of banks and financial organisations;
- Marketing financial services;
- Financial markets;
- Risk management;
- International banking operations;
- Branch management;
- Management of insurance and pensions;
- Financial management;
- Controlling;
- Management of information systems.

These modules embody the idea of providing a structural base for the growing demand for financial courses of a high professional standard in the financial sector. On this basis, the objective of realising a Financial MBA was ‘to enable employees and managers of banks and other financial institutions to professionalise their knowledge and skills at the level of a Financial MBA in the setting of a developing market economy, through lectures and supervised distance learning.’

Project management

For the Netherlands:

T. Busstra

Amsterdam Banking & Finance Academy.

For Russia:

V. Solodkov

Banking Institute, Higher School of Economics.

The co-operation relations for Russia were realised with Nikoil and Sberbank. This co-operation involved these companies undertaking to steer participants to the course. In the Netherlands, curriculum development was a joint activity of the Amsterdam Academy, the Academy of Accounting and Economics and, since the merger that formed the INHOLLAND University, the Haarlem Business School (MBA programmes).

Activities

In the course of the project, the original number of modules was reduced from ten to the following seven, without compromising the quality of the course:

- Strategic management of banks and financial organisations;
- Marketing of financial services;
- Management of insurance and pensions;
- Management of information systems;
- Financial markets and risk management;
- International banking operations;
- Financial management.

The Dutch partner was responsible for developing modules 1 to 4 and the Russian partner for developing modules 5 to 7. The modules developed by the Dutch partners were translated into Russian. A pilot group began a try-out of the course in October.

Results and products

The project resulted in a Financial MBA course consisting of the above seven modules. Each module consists of study materials (textbooks), a teacher training manual, case studies and assignments.

2.20 Educational Management II

Objectives

This project is a follow-up to '*Educational Management I*', which was performed in the Novgorod region as a pilot for the World Bank project on strengthening management in education. The project aims to disseminate the results of the first project to the Pskov region, with the objective of further development and strengthening of management at the regional, local and institute levels in the region and of gaining experience with dissemination by the Russian participants trained in the earlier project. A dissemination team implements the project.

Programme management

For Russia:

T. Alexejeva

Deputy Head of the Education Committee,
Novgorod region.

For the Netherlands:

P. Karstanje	Dutch School for Educational Management (NSO);
A.W. van der Meer	SLO.

Activities

The following activities were performed in 2002:

- A study visit to the Netherlands by a delegation of the different participating groups (regional committee, municipal authorities, employers and school heads), including visits to policy institutes, institutes for vocational education and municipal authorities, and an exchange of comparable experiences (January);
- A seminar provided by the dissemination team in the Pskov region, in which activities were performed in working group and then followed up in the form of agreements and assignments to be performed in the region;
- A follow-up seminar in which the results and processes of the work in the region were reported and the dissemination team gave feedback, on the basis of which new management techniques were taught and practiced.

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

Results and products

The project produced the following results:

- A well-trained and experienced dissemination team that has acquired skills to provide 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, municipal officials 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 at the regional, municipal and school administration levels;
- The *Management v Obrazovanii* manual for projects aimed at strengthening management at the regional, local and institutional levels;
- Involvement of the municipal level in primary vocational education (it was previously not involved).

2.21 Capacity Development among the Staff of the Centre for Comparative Educational Policy (CCEP)

Objectives

The objectives of the project are:

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

Project management

For Russia:

V. Tchistokhvalov

Director of CCEP, Moscow.

For the Netherlands:

G.H. van den Hoven

Director of General Pedagogical Study Centre (APS), Utrecht.

Activities

The following activities were performed:

- Completion and approval of programme development for the period from January 2001 to July 2002;
- The publication of an English-language CCEP brochure;
- The development of the website (<http://www.ccep.ru/>);
- The workshop with Dutch universities (Twente, Nijmegen, Amsterdam and Utrecht);
- Participation in AERA 2002, at which the Director of CCEP was introduced to various representatives of universities and networks;
- Reporting on AERA 2002 for the Russian institutions and institutes by V. Tchistokhvalov;
- Preparation of participation in AERA 2003.

Results and products

The project produced the following results:

- The Centre for Comparative Educational Policy brochure;
- The <http://www.ccep.ru/> website;
- National Report on Development of Education in the Russian Federation;
- AERA 2002 report by Gerard H. van den Hoven and Rob de Bruïne.

2.22 Progress in Reading Literacy Study (PIRLS)

Objective

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

Project management

For the Netherlands:

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

For Russia:

G. Kovalyova
Russian Academy of Educational Sciences,
Moscow.

Activities and results

In 2002, the data collected earlier were analysed at the national and international levels. The reports on these analyses will appear shortly. The Russian representatives took part in a number of project meetings to discuss the data, the results of the analysis and the draft reports. In October, G. Kovalyova attended the general meeting of the IEA in Morocco.

2.23 Development of monitoring capacity in the Russian education system

Objectives

The project is aimed at developing 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.

Project management

For the Netherlands:

T. Plomp

Faculty of Applied Educational Science and
Technology, Twente University.

For Russia:

M. Agranovitch

Head of the Centre for Monitoring and
Educational Statistics of the Russian Ministry of
Education.

Activities

A seminar on educational monitoring methods was planned and implemented in 2002 (June). The staff and director of the Centre of Monitoring and Statistics and of the Centre for Evaluation and Quality of Education of the General Secondary Education Institute at the Russian Academy of Educational Sciences took part in the seminar (including the Director, G. Kovalyova).

Results

On the basis of the seminar, the participants observed a major need for a common educational monitoring project at the two Russian centres taking part, in which good use could be made of Dutch expertise.

2.24 Educational Statistics II

Objectives

The purpose of this programme is to contribute towards the improvement of educational statistics in Russia, so that they more effectively meet political requirements for reliable, prompt and relevant information that is comparable with other European countries. This builds on the first *Educational Statistics* programme performed with Russia in 1999.

Programme management

For the Netherlands:

R. R.G. Abeln

Head of the Information and Estimates
Department of the Financial and Economic
Affairs Directorate, Ministry of Education,
Culture and Sciences.

For Russia:

M. Agranovitch

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

Activities

In line with the action plan, a fact-finding mission to Moscow was organised in March 2002, with the aim of reaching agreement on a joint action plan. The Russian and Dutch programme managers had developed proposals for this. The proposals were discussed with experts at a conference and a joint action plan was drawn up on this basis.

Action plan

The Russian counterpart is aiming for a better insight into financial data in Russian secondary education. A format for this must be set up in the project, which the Russian Statistical Office can use in a pilot with the regions. This issue appears to be a technical data problem, but the question of whether there is a good administrative base of support for the contents and need for this exchange of information between the regions and the federation is equally important. It is therefore also necessary to investigate the Ministry's policy in the field of financial accounting.

The concrete action plan consists of the following steps:

- An analysis by the Russian counterpart of financial information requirements in the Russian Federation, based on the planning and control cycle;
- The organisation of a seminar for various institutions (Federal Ministries and regions) on the use of statistics and benchmark indicators for administrative purposes;
- The development of a method for gathering financial data in the two pilot regions, which meets Russian requirements and those of the World Bank and the UNESCO World Education Indicators Project;
- The organisation of a workshop for revised data collection in the two Russian regions;
- The preparation and publication of a brochure with data on the two pilot regions, as compared with the Netherlands.

Results

The first Dutch contributions have been delivered. The Russian partners must now take the initiative to analyse the financial information requirements at the federal and regional levels.

2.25 Development of appropriate procedures for accreditation of qualifications

Objective

The aim of this project is to realise clear and uniform agreements on mutual accreditation of higher education qualifications in the Russian Federation and the Netherlands, where international (more)

general agreements in this respect (e.g. in the *Lisbon Convention* of 1997 or the Council of Europe / UNESCO) are not yet adequate.

Project management

For the Netherlands:

A.A. von Balluseck

Department of Diploma Accreditation and Educational Comparison, Nuffic;

K. Wigleven

Department of Diploma Accreditation and Educational Comparison, Nuffic.

For Russia:

N.I. Zverev

Ministry of Education of the Russian Federation;

V.V. Galaktionov

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

Activities

The project partners met on three occasions in 2002 to share information on existing problems in the accreditation of higher education qualifications. The following visits took place:

- A visit to Russia by the Dutch delegation, during which further agreements were reached on the contents of the final report and an introduction to Russian upgrading courses was provided (April);
- A visit by N.I. Zverev to the Netherlands, as part of the self-evaluation session of CROSS projects, in which the design of the final report was discussed and possibilities for providing a course in diploma accreditation in Russia were reviewed (June).

Results and products

In early November, the English version of the final report, *'The Further Fine-tuning of Existing International Agreements with regard to Russian-Dutch Accreditation of Diplomas'* appeared in an edition of 150 printed copies. In the Netherlands and Russia, this report is circulated to relevant contacts, including the admission offices for institutes of higher education. A PDF version of the report can also be downloaded from the Internet. In addition to the English-language version, a Russian version of the report will be published in early 2003, in both printed and digital form. The Russian project partners will circulate this version further.

3. Co-operation programmes with Hungary

3.0 Introduction

As already mentioned, Dutch-Hungarian educational co-operation was also dominated by the completion of current programmes in 2002, and by the evaluation conducted by Ms. M. Canning and Mrs. S. Leigh-Doyle. For the purpose of the evaluation, the Dutch programme managers were asked to draw up self-evaluation reports, in consultation with their Hungarian counterparts. These reports were combined in a CROSS publication and served as input for the evaluation meeting held on 10 September 2002 in Budapest, in the presence of both evaluators. The evaluation report was presented in October.

3.1 Dissemination of expertise in progress controls in compulsory education in Hungary

Objectives

The objectives of the project are:

- To broaden the expertise of stakeholders in progress controls in compulsory education in Hungary, via dissemination of knowledge regarding test construction, sampling and monitoring techniques among evaluation experts and teacher trainers;
- The publication of a policy document relating to examination and progress control in compulsory education in Hungary, for the Hungarian Education Minister.

Project management

For the Netherlands:

J.J.E.A. Noijons

Dutch Institute for Examination Development
(Cito group), Arnhem.

For Hungary:

K. Pala

National Centre for Educational Assessment and
Examination (OKÉV).

Activities

The Hungarian Ministry of Education has identified a key group of players and stakeholders in Hungary. So far, these have taken part in two workshops organised by the Cito group and OKÉV. A final workshop is in preparation.

The first workshop, on Assessment of Education, Evaluation and Implementation, was held in Pilisborosjeno on 4 and 5 March 2001, for a large group of interested parties. Lectures were given on subjects including:

- Reform of the Hungarian education system;
- A new benchmarking and final examination programme to be introduced in Hungary;
- The Dutch benchmarking method, with the role of the Inspectorate (which no longer exists in Hungary);
- Psychometric aspects of benchmark studies.

In the interim evaluation of the Hungarian-Dutch educational co-operation projects, conducted in Budapest in September, the Hungarian participants reported on the objectives of the dissemination. The second series of workshops was held on 2-3 and 4-5 December in Hungary, after some delay caused by elections and a change of government, for two large groups of experts working at the various regional pedagogical centres, the regional centre of OKÉV, universities, examination agencies and representatives of the Ministry. Lectures were given on topics including:

- Paradigm shifts in benchmark studies;
- Item typology;
- The compilation of tests with the aid of the IRT/RASCH model;
- Construction and interpretation of benchmarking output for schools;
- Construction and interpretation of benchmarking output for policy.

3.2 Special education (II)

Objectives

Dutch-Hungarian co-operation in the field of special education focuses on the exchange of views on the integration of children with learning and social problems in regular education. In the first phase (1998-2000) this mainly involved the views of educational specialists. In the follow-up project (2001-2002), the emphasis lay more on the experiences and opinions of practical experts (teachers).

The objectives of this follow-up project are:

- Contributing to the debate in Hungary on the form and content of assistance for children with specific educational needs in the Hungarian regular education;
- Contributing to the debate in the Netherlands on the form and content of assistance for children with specific educational needs in Dutch regular education;
- Providing for publications to be used in the training of Hungarian and Dutch teachers.

Project management

For the Netherlands:

E. Kool

Municipal Pedagogical Institute, Amsterdam.

For Hungary:

M. Zsoldos

Bárcezi Gustáv Faculty for Special Education,
Eötvös Loránd University (ELTE), Budapest.

Activities

At the end of 2001, a delegation of Hungarian teachers paid working visits to regular Dutch schools that also have children with special educational needs. Dutch teachers visited regular Hungarian schools that also have handicapped children. The four schools involved then produced written reports on the visits in 2002. The impressions of the Hungarian and Dutch teachers on the way in which children requiring extra care are integrated in regular education in the Netherlands and Hungary, and the comparison with their own situations, are included in a book to be published in 2003, which makes recommendations for the further development of the integration of children with special needs in regular education in Hungary and Netherlands. A Hungarian and a Dutch version of the book will be published. The Dutch and Hungarian editors made preparations for this in 2002.

Results and products

In 2002, during the final part of Phase 1 of the project, a book entitled *Speciális oktatás Hollandiában* (Special Education in the Netherlands), edited by C.M. van Rijswijk and (the late) S. Illyés, appeared in Hungary.

3.3 Innovative didactics and ICT (IDI-2)

Objectives

The purpose of the IDI-2 project was the development of a training module for innovative teaching with ICT, to enable trainee teachers to acquire skills in:

- The development of web-based teaching materials for their future teaching practice;
- Communication and co-operation with students in other countries, with the aid of ICT;
- The application of web-based learning in their classes (higher education) in the form of Microteaching.

Additional objectives were:

- To build on the results and experiences of the IDI-1 project, where the emphasis lay on e-mail and producing web pages for educational purposes;
- To conduct a study of the literature on teaching and learning with the aid of the web;
- To develop a set of terms;
- To involve more participants and subjects than in IDI-1.

Project management and participants

For the Netherlands:

T. Plomp	Faculty of Applied Educational Science, Twente University, Enschede (supervisor);
M. Cornelisse	APS, Utrecht (Content Co-ordinator);
W.J. Pelgrum	Faculty of Applied Educational Science, Twente University, Enschede (Commercial Manager and Evaluator);
K. de Haan	Windesheim College of Higher Education, Sibculo (teacher trainer);
M. Koolstra	Windesheim College of Higher Education, Sibculo (teacher trainer);
K. Schoenmaker	Windesheim College of Higher Education, Sibculo (teacher trainer).

For Hungary:

I. Szabo	Ministry of Education, Budapest (Co-ordinator);
T. Demeny	Pázmány Péter Catholic University, Budapest;
A. Fozo	ELTE, Budapest;
K. Munkacsy	ELTE, Budapest;
A. Roká	ELTE, Budapest;
G. Tanko	ELTE, Budapest.

Activities

The following activities were performed in 2002:

- Further development of lessons in mathematics and chemistry;
- Providing and evaluating lessons for trainee lecturers and students in higher education;
- Dissemination conference in Budapest (December);
- Student exchanges (including training at the partner institute) and school visits;
- Testing lesson materials developed by the partners;
- Evaluation of lessons and the co-operation activities.

Activities

The following activities were performed in the field of documentation and information:

- Documentation for the two-monthly periodical ABLAK and the systematic catalogue of the EEI;
- Visits to Hungary for talks with the counterparts (February, September and December);
- Participation in the *Social Cognition and Verbal Communication: Cultural Narratives, Linguistic Identities and Applied Argumentation in a Period of Social Transition Dutch-Hungarian Conference on Cross-cultural Linguistics and Intercultural Communication* congress, organised at the University of Pécs (PTE) (20-23 February);
- Lecture, in co-operation with A. Montvai, entitled *Numerical Analysis for the Conceptual and Semantic Structures of the Lexicon in Contemporary Hungarian* (the text of this contribution will appear in the report on the congress);
- Completion of the fourth text compilation on Central European identity, in co-operation with editors Ferenc Gereben, Barna Ábrahám and Rita Stekovics (this compilation will appear in 2003);
- A visit by G. Balázs, affiliated to the Institute of Hungarian Language and Literature at ELTE, Budapest, to the Professorial Group for East European Studies, for talks on the Hungarian language (June).

Results and products

The following products were realised:

- Expansion of the systematic catalogue of titles for Eastern Europe by relevant titles in the field of political, economic and social developments in Hungary and the country's international relations;
- An improved second edition of the third part of the text compilation series on Central European identity: *Regionalism, National and Religious Identity, Publications of the Research Group of Regional and Minority Cultures*, Ferenc Gereben (Ed.), Pázmány Péter Catholic University, Faculty of Humanities, Piliscsaba, 2001, ISBN 963 9296 40 6, 320 pp.;
- The fourth part of the text compilation series on Central European Identity: *National and Regional Identity in Central Europe* (still to be published), F. Gereben, B. Ábrahám and R. Stekovics, Pázmány Péter Catholic University, Budapest;
- L.K. Marácz and A. Montvai (still to be published), *Numerical Analysis for the Conceptual and Semantic Structures of the Lexicon in Contemporary Hungarian*, L. Komlósi, P. Houtlosser and M. Leezenberg (Eds.), Communication and Culture, Amsterdam.

3.5 Qualification structures in vocational training (II)

3.5.0 Introduction

Three sectoral pilots build on the results of the earlier CROSS project on qualification structures in Hungary (1999-2000).

Objectives

The project is aimed at providing 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.

Project management and participants

For the Netherlands:

H.F. Hoekzema	Euformation, Amsterdam (Inter-sectoral Co-ordinator);
M. de Jong	Vapro-OVP, Leidschendam;
D.J. Platier	VEV (now Kenteq), Nijkerk;
M. Bröcker	VEV (now Kenteq), Nijkerk;
H. van Oostrom (initially)	Ecabo, Amersfoort;
E. Vogel (later)	Ecabo, Amersfoort.

For Hungary:

T. Köpeczi Bócz	National Institute for Vocational Education (NSZI), Budapest;
T. Kovacz	NSZI, Budapest;
L. Papp	NSZI, Budapest;
K. Domián	NSZI, Budapest.

Hungarian partners (schools, educators, companies, employers' organisations and trade unions) from the electro-technical sector, processing industry and the economic administration sector also took part in the project.

Activities

The following activities were performed in 2002:

- Three co-ordination meetings (in April, September and December), at which it was decided that the sectoral pilots would be linked to the multinational *Qualifying for Europe* programme (see section Q4EU) (descriptions of this project are included in the Q4EU folder and are circulated internationally, with folders on other projects);

- Talks between the Inter-sectoral Co-ordinator and the Hungarian Education Ministry, NSZI, the Federation of Employers' Organisations (MGYOSZ), other representatives of organised and relevant institutes (in May, September and November);
- Various visits to Hungary by the sectoral partners;
- A multi-sectoral meeting to conclude the project (November), attended by representatives of the NSZI tripartite expert groups, who have worked for the past two years on modularising the National Register of Professional Qualifications 'OKJ'. (This meeting was used for a training course on the tripartite performance of complementary roles, based on a joint comparison of the organisation for matching vocational education and labour market needs in Hungary and The Netherlands).

Results and products

Each sectoral pilot had its own sector-specific results:

- A quality care module in the process industry, a teacher training course for its implementation, practical assignments and a training course to strengthen practical learning (Vapro);
- An experimental (practical) electro-technical examination, with the active involvement of the private sector, including protocols, regulations and quality evaluation (VEV);
- ICT qualification profiles, a module for ICT in economic administration qualifications, a teacher training course for its implementation and a training course to strengthen practical learning (Ecabo).

The project also had supra-sectoral results:

- An analysis tool for the organisation of the match between vocational education and labour market needs;
- A training course for tripartite performance of complementary roles.

3.5.1 National and international transparency in Hungarian economic and administrative qualifications (ECABO)

Objectives

The original objectives of the project were as follows:

- Improving the transparency of the Hungarian qualification structure in the economic and administrative sector;
- Introduction of new skills and technologies in qualifications;
- Increasing the practical component of training programmes.

Project management

For the Netherlands:

H. Hoekzema	Euformation, Amsterdam (Inter-sectoral Co-ordinator);
H. van Oostrom	Programme Manager, Internationalisation Ecabo, Amersfoort;
E. Vogel	Ecabo, Amersfoort (after April).

For Hungary:

L. Papp (initially)	NSZI, Budapest;
K. Domian (after the summer)	NSZI, Budapest.

Activities

In view of developments at NSZI and the shortage of time, the partners agreed to abandon the first objective and to concentrate all activities on the second and third.

The following activities were performed:

- Analysis of the specific needs and interests of NSZI and of teachers in economic and administrative vocational education throughout Hungary (January - May);
- Comparison of Hungarian and Dutch qualification structures (May - July);
- Preparation of training courses (July - October);
- Organisation of the train-the-trainer course on the introduction of new technologies and practical skills for vocational education teachers in the economic and administrative sector (May-July);
- Organisation of a workshop *Strengthening practical vocational education and training placements for vocational education teachers in the economic and administrative sector*;
- Organisation of a seminar: *Dutch-Hungarian Professional Forum on Social Partnership*;
- Visit by an NSZI delegation to Dutch vocational education institutes active in the economic and administrative sector at the ROC in Den Bosch, PAT Educational Innovation and the ECABO;
- Compilation of a guide to strengthening contacts with the private sector, intended for Hungarian vocational education teachers in the economic and administrative sector (this activity will be completed in January and February 2003).

Results and products

The project produced the following results and products:

- A training module for vocational education teachers in the economic and administrative sector, covering the introduction of new technologies and practical skills;
- A workshop programme on *Strengthening practical vocational education and training placements*;

- A guide to strengthening contacts between the economic and administrative sector and private companies.

However, the most important result was the increased awareness among Hungarian teachers, school heads and policymakers of the vocational education field, and the importance of building up structural relationships with the private sector in order to realise vocational education that is consistent with current and future labour market demand.

3.5.2 Implementing labour market needs in vocational training in the process industry and laboratories

Objectives

The aim of the project was:

- To develop a structural network of companies in the chemical industry, aimed at the exchange of knowledge and expertise in the field of vocational education;
- To make a contribution to improved national and international transparency in the qualification structure for occupations in the chemical and pharmaceutical fields, as part of the NSZI's modularisation programme;
- To introduce new skills in the quality assurance field;
- To contribute towards a structural practical component within the chemical industry.

Project management

For the Netherlands:

M. de Jong	VAPRO-OVP, Knowledge Centre for the Process Industry, Leidschendam.
------------	---

For Hungary:

T. Kovács	NSZI, Budapest;
M. Bondár	Hungarian Chemical Association (MKE).

Activities

The following activities were performed in 2002:

- A visit to 20 chemical companies by members of the Hungarian Chemical Industry Federation (MAVESZ), which received questionnaires and copies of the *Quality Assurance for Operators* training module developed in an earlier phase of the project, in order to exchange ideas on the value of the training module and to discuss the needs of the companies for vocational training for (future) employees;

- A two-day ‘train the trainer’ programme on quality assurance, in co-operation with NSZI and the federations for the chemical and pharmaceutical industries, making use of the *Quality Assurance for Operators* training module (the participants included 14 teachers from schools providing vocational training for the chemical industry and 24 representatives of chemical and pharmaceutical companies);
- A regional workshop in Szolnok on structural co-operation between vocational training schools for the chemical industry and chemical companies in the region;
- A workshop for senior and middle management on practical training for operators, focusing specially on quality assurance at the Holland Colours chemical company in Szolnok;
- An intersectoral workshop on social partnership in vocational education, with a plenary meeting and workshops on each sector (one of the workshops focused on the social partners in the chemical sector, using an assessment tool developed earlier by VAPRO-OVP as part of a MATRA project on social partnership in the Czech Republic, in order to analyse the Hungarian vocational education system).

Results and products

The following results were achieved:

- Provision of the copyrights to the *Quality Assurance for Operators* training module to NSZI free of charge for use in schools (NSZI is currently investigating opportunities to apply this training module and the ‘train the trainer’ programme mentioned above in other technical sectors);
- Development of a network of schools and companies in the chemical sector that are interested in further, more structural co-operation (two concrete initiatives have now been taken: a school in one of the regions is to contact companies in the region with the questionnaire developed by VAPRO-OVP and NSZI is to use the questionnaire to strengthen its ties with chemical and pharmaceutical companies).

3.5.3 Infrastructure and methodology for examination and quality control in the electro-technical sector (IMEQ)

Objectives

The objectives of the IMEQ project were:

- To introduce a new examination system in Hungary;
- To stimulate private sector involvement in vocational education and examinations;
- To advance the transparency of Hungarian courses and examinations with EU accession in mind.

Project management and participants

For the Netherlands:

D. Platier

VEV International (part of the VEV LOB-E/ICT Foundation, now Kenteq), Nijkerk.

For Hungary:

I. Kiszter	Head of Education and Bilateral Co-operation, Ministry of Education;
I. Görgényi-Modla	Deputy Director of NSZI, Budapest.

Two vocational training schools, Verebely László Technikum in Budapest and Pattantyús Á. Géza in Győr, and two companies, ELMÜ in Budapest and Philips Components in Győr, also took part in the project.

Activities

In 2002, work focused mainly on the transfer of a new examination method from the Netherlands to Hungary. Examination assignments and protocols were selected for this purpose and translated into English, then into Hungarian. Where necessary, these were then modified. Similar examination assignments were also developed in Hungarian. Materials were purchased and preparations were made for experimental examinations, which were held at two schools in Budapest and Győr with assistance from the Netherlands. Examination regulations were drawn up in advance, and examining committees were appointed. The committee members included professional experts from the private sector. The experimental examinations were held between 14 and 18 October.

Results and products

The project produced the following results:

- A new examination method, to West European standards, including examination assignments and protocols;
- Explicit private sector interest in this new form of examination.

3.6 Accreditation of Post Secondary Hospitality and Tourism Programmes, Budapest Business School

Objective

The objective of the project is the accreditation by the European Foundation for the Accreditation of Hotel Management Programmes of the post-secondary hospitality and tourism programmes offered the Budapest Business School.

Programme management

For the Netherlands:

J. Paulussen

Institute for Service Management, North
Netherlands Protestant College of Higher
Education.

For Hungary:

Z. Sipos

Budapest Business School.

Activities

Most of the work in 2002 was performed in Budapest. On the basis of the test visit at the end of 2001, better co-ordination between the management of the Budapest Business School and the various post-secondary programmes was achieved. Where necessary, quality control of post-secondary education at the Budapest Business School was also improved. The final touches were made to the tracking system for the careers of the graduates. Because EFAH and its parent organisation, the Hotel and Catering International Management Association, decided at the end of 2002 not to issue any further accreditations, the three Dutch Hotel Training Colleges carried out the necessary work to realise a new recognised European accreditation organisation.

Results

The project produced the following results:

- The preparation of the final self-evaluation reports;
- Production of a self-evaluation guide;
- Development of a career tracking system;
- Realisation of quality assurance.

3.7 Testing Academic Skills and Competencies (TASC)

Objective

The aim of the project is to develop a set of test instruments that provide reliable information on the skills and competencies required for university entrance. After the final examinations, these instruments can provide information on the basis of which future students can be advised and selected.

Netherlands, the differences in the social and economic backgrounds of students in Hungary, the design of the language tests and the self-evaluation test. As a guest lecturer, A.M. van Meeuwen explained the selection procedure at the Medical Faculty of the Erasmus University. The seminar concluded with a discussion of the competency test.

3.8 Series of workshops on management in the higher education for a group of Hungarian educational managers

Objective

The objective of the project was to make a significant contribution to management capacities and insights in a carefully selected group of Hungarian 'high potential' higher education staff.

Project management and participants

For the Netherlands:

J. File	CHEPS, Twente University, Enschede;
M. Vermeulen	IVA, University of Tilburg, Tilburg;
J. Vermaas	IVA, University of Tilburg, Tilburg.

For Hungary:

I. Bilik	Confederation of Hungarian Conferences for Higher education, Budapest.
----------	--

The 18 participants came from 13 Hungarian institutes of higher education and from organisations operating at the system level (the Ministry, confederations and the Accreditation Committee).

Activities

The project consisted of four workshops in Hungary and a working visit to the Netherlands. The first two workshops and the working visit to the Netherlands took place in 2001.

The following activities were performed in 2002:

- The third workshop was held in Nyíregyháza, focusing on quality management. The relevant lessons in the Dutch and English higher education systems and the private sector were covered, and quality management was integrated into the business plans developed in earlier workshops for two Hungarian case study faculties (February);
- The final workshop in Balatonfüred consolidated the work of the earlier workshops, by focusing on change management and the development of implementation strategies for aspects of the business plans (May).

Results and products

The main objective of this project was human resource development, and no concrete products were planned. All participants have copies of all the workshop materials, including the business plans for two case study Hungarian faculties and two lectures on management of higher education. Most of the materials will remain available at the CHEPS website. One tangible result of the workshops is an informal network of Hungarian higher education staff that took part in the workshops.

3.9 Educational Management in Hungary

This project is a follow-up to an earlier project that led to the formation of the Hungarian-Netherlands School for Educational Management (HUNSEM), in which Hungarian universities work with the Netherlands School for Educational Management (NSO), in which five Dutch universities participate. In addition to the educational management schools, a need was felt in Hungary to provide management training for local education authorities, to enable them to manage education effectively at the local level and to operate on an equal professional level with the (already trained) school heads.

Objectives

The objectives of the project are:

- To develop a training programme for local education authorities, in harmony with the existing HUNSEM programme;
- To select new teachers for HUNSEM, who will develop the new training programme and receive training in the didactic approach of the HUNSEM programme;
- To provide an upgrading programme for the existing HUNSEM staff.

Project management and participants

For the Netherlands:

P. Karstanje NSO, Amsterdam.

For Hungary:

T. Barath HUNSEM.

From a total of 30 candidates, 13 participants were selected for training as lecturers and developers of the new programme for local education authorities. A large proportion of the participants came from the higher education sector.

Activities

The following activities were performed in 2002:

- Preparatory seminar in Budapest (January);
- Selection of participants by the Hungarian selection committee, in co-operation with the Dutch Project Manager (February);
- Introductory seminar in Budapest (March);
- Kick-off seminar in Pilisborosjeno (April);
- Training seminar in Amsterdam (May), where a start was made on module development;
- Professionalisation conference in Pilisborosjeno (June);
- Seminar on curriculum development in Pilisborosjeno (September);
- Evaluation of the programme in Budapest (September);
- Decision-making on incorporation of the programme in regular training programmes (November);
- Completion of material development. Materials consisted of an information booklet and the modules for lecturers and students (December).

Results and products

The project produced the following results:

- Training of 12 Hungarian participants as trainers;
- Development of the course programme, consisting of six modules (financing in education, school development, service and facility management, human resources management (HRM), evaluation and quality management and policy analysis and preparation) ;
- Production of the course materials in the form of modules for lecturers and participants, and an information booklet on the training course;
- Inclusion of the training programme for local managers as a specialised course in the existing HUNSEM programme (this means that participants first follow the general first year course and can then opt for the local management specialisation).

4. Multinational projects

4.0 Introduction

The five projects completed/being implemented as part of multinational educational co-operation with Hungary, Poland, Slovenia and the Czech Republic were launched in 2001 and were due to be completed at the end of 2002. In the two years available to the Project Managers and their Central European colleagues, a great deal of high quality work was performed and all the projects were indeed completed on time. Only the Ph.D. section of the will continue for a number of years, as planned. This positive view is drawn partly from the evaluation report prepared by the Joint Commission for Multinational Co-operation in Education in December 2002. The report was based on the self-evaluation reports presented in early November and the final review meeting held on 15 November in Győr. The Joint Commission, the Dutch Project Managers and one Central European expert for each project took part in this meeting

One interesting aspect was that the Bulgaria, Latvia, Lithuania and Slovakia also joined the ICT project at a later stage. This project can be seen as a forerunner of the plans to make the multinational programme available to the other (six) candidate member states in the region in future, on the basis of an á la carte model. See also the relevant section of the Introduction to this Annual Report.

4.1 Ethnic and cultural minorities in education

Objectives

The general aim of the project was to exchange experience in education for ethnic and cultural minority groups in Hungary, the Netherlands, Poland, Slovenia and the Czech Republic, in view of expected developments in this field when the four above Central European countries join the EU.

The concrete objectives were:

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

Project managers

For the Netherlands:

J. Kloprogge

Sardes, Utrecht.

For Hungary:

T. Lajos Aáry National Ombudsman for Education, Budapest.

For Poland:

A. Dybowska Ministry of Education, Warsaw.

For Slovenia:

A. Pavlovec Ministry of Education, Science and Sport, Ljubljana.

For the Czech Republic:

M. Kovac Ministry of Education, Youth Affairs and Sport, Prague.

Activities

The following activities were performed in 2002:

- A study visit to Krakow, during which presentations were made and discussions were conducted, a visit was paid to a good practice location focusing on pre-school and infant school education and a study visit to Slovenia was prepared;
- A study visit to Ljubljana, during which presentations were made and discussions were conducted, a visit was paid to a good practice location focusing on relationships between parents and schools and a study visit to Hungary was prepared;
- A study visit to Hungary, with a limited final conference in Budapest, a visit to a good practice location and discussion of progress with the final report;
- A video recording of examples of good practice.

Results and products

The project produced the following results:

- Reports on the study trips to Poland and Slovenia;
- Final report of the good practice locations in the countries taking part;
- A video (available in March 2003);
- A text on immigration: *Preparing for the future* (available in March 2003).

4.2 Use of the World Wide Web in education

Objectives

The objectives of the project are:

- Capacity development in teacher training courses, to train (trainee) teachers in the use of the World Wide Web in the (higher) education;
- Contributing to the development of national portals where relevant information can be found for education (and more specifically, for the training programme).

Project management

For the Netherlands:

W.J. Pelgrum	Faculty of Applied Educational Science, Twente University (Project Manager);
T. Plomp	Faculty of Applied Educational Science, Twente University;
M. Cornelisse	APS, Utrecht;
K. Schoenmaker	Windesheim College of Higher Education, Sibculo.

For Hungary:

I. Szabo	Ministry of Education, Budapest;
T. Demeny	Pázmány Péter Catholic University, Budapest;
A. Fozo	ELTE, Budapest.

For Poland:

W. Kranas	Computer Assisted Education and IT Centre, Warsaw;
W. Jochemczyk	Computer Assisted Education and IT Centre, Warsaw;
E. Gajek	Computer Assisted Education and IT Centre, Warsaw;
D. Plaskacz	Computer Assisted Education and IT Centre, Warsaw.

Activities

The following activities were performed in 2002:

- The organisation of a training conference for teacher trainers in Warsaw (January);
- National modifications of the training programme and the storage of training materials in national electronic working centres;
- Provision of the training programme and evaluations in the countries taking part;
- Involvement of teacher trainers from four new countries (Bulgaria, Latvia, Lithuania and Slovakia) in the project;
- Development of a brief training guide and training of co-ordinators from these countries, followed by evaluation workshops and reports in Warsaw (June);
- Development and testing of a prototype web environment with specific facilities for support of future applications of the training programme;
- Organisation of dissemination conferences in Warsaw and Budapest (December).

Results

The activities in 2002 produced the following results:

- A general international course design and adapted national versions;
- A training guide for new countries;
- Proposals for follow-up and further dissemination;
- A prototype web environment for support of future applications of the training programme.

4.3 Quality control in primary and secondary education (the JONAS project)

Objectives

At the kick-off conference (March 2001), the initial objective of co-developing a prototype of a tool for (regular) measurement of educational standards in the different countries proved to be unfeasible. The differences between the various situations, expectations and priorities were too great for this. Consensus was ultimately reached by broadening the project in the form of an exchange and discussion of the input that data from various information flows, such as international comparative studies (PISA, TIMMS etc.), national examinations, inspections and regular benchmark studies (could) provide for the quality of educational systems in the countries taking part. A separate meeting was devoted to each of these subjects. A meeting was also held on school self-evaluation and the question of how data at the macro-level can be used in individual schools (meso-level), and vice versa. The intention is that this project will contribute towards capacity building among the experts taking part and to the debate between policymakers on the value of quality control tools.

Project management

For the Netherlands:

F. Moelands	Cito Group, Arnhem;
J. van Weerden	Cito Group, Arnhem;
H. Moelands	Cito Group, Arnhem.

For Slovenia:

A. Slavec	National Examination Centre (RIC);
F. Kranjcevic	RIC.

For Hungary:

Z. Bogdany	Ministry of Education, Budapest;
I. Banfi	Káoksziek, Budapest.

For Poland:

K. Kosela	University of Warsaw;
S. Drzazdzewski	Ministry of National Education, Warsaw.

For the Czech Republic:

I. Kramplova	Institute for Information on Education (UIV) Department of International Research, Prague;
O. Novotna	Educational Inspectorate, Prague.

Activities

Further to the meetings in 2001, the following activities were performed in 2002:

- Third working group meeting in Arnhem (Netherlands), on the theme of *National Assessment and its significance for quality control in the education system* (January);
- Fourth working group meeting in Prague (Czech Republic), on the theme of *The Inspectorate and its significance for quality control in the education system* (March);
- Fifth working group meeting in Sopot (Poland), on the theme of *National School Self-evaluation* (May);
- Closing evaluation meeting in Budapest (September).

Results and products

The activities performed in 2002 produced the following results and products:

- Exchange and discussion of the use of data from the various information sources for quality control;
- Exchange of products (including software and measuring tools);
- Capacity building among the participants;
- Analysis of the quality assessment situation in the countries taking part;
- Reports on the meetings and the final report on the project.

4.4 Qualification structures/vocational education qualifying for Europe (Q4EU)

Objectives

The programme is dominated by the accession of four candidate states to the EU. The aim is to familiarise and deepening the insight of policymakers and experts in the field of human resource development and the labour market with various aspects of professional qualifications in the European context. In particular, the programme focuses on:

- International comparisons of vocational education systems;
- Accreditation of professional qualifications;
- Public and private responsibilities for human resource development;
- Examination and recognition of acquired competencies (EVC);
- Demand-driven qualifications and curricula for life-long learning.

Project management

For the Netherlands:

H.F. Hoekzema

Euformation (Project management).

For Hungary:

L. Papp

NSZI, Budapest;

K. Domian

NSZI, Budapest.

For Poland:

E. Tytz-Lemieszek

Ministry of National Education, Warsaw;

K. Kafel

Ministry of National Education, Warsaw.

For Slovenia:

D. Starkl	National Centre for Vocational Education (CPI), Ljubljana;
B. Kuncic	CPI, Ljubljana.

For the Czech Republic:

P. Vicenik	National Institute for Technical and Vocational Education (NUOV), Prague.
------------	--

Activities

Three experts in the relevant field were selected from each country for the entire programme. Peer groups of key figures in human resource development and the labour market were also set up in each country. The members 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 applying key elements of the seminars in the different countries. The training material developed for the seminars is available to a broader public.

After a kick-off conference on international comparison of vocational education systems, held in Hungary in September 2001, and a seminar in Slovenia on accreditation of professional qualification in November 2001, three seminars were organised in 2002. In March 2002, *Public and private responsibilities for human resource development* was the theme of a seminar held in the Netherlands. The seminar in Poland in June 2002 focused on *Examination and recognition of acquired competencies (EVC)*. The programme concluded with a seminar on demand-driven qualifications for life-long learning, held in the Czech Republic.

Results and products

The project produced the following results:

- A detailed set of teaching materials, developed specifically for Q4EU, on five accession-relevant topics (some 75 presentations in Word/ Powerpoint format and documentation in the form of research reports, policy documents and weblinks)⁶;
- The affiliation of various sectoral pilots in different candidate EU member states (including Hungary, the Czech Republic and Slovenia) to Q4EU, which is becoming a trademark for projects to strengthen the match between vocational education and the dynamic needs of the labour market and economic innovation;

⁶ We recommend that this training material be made available digitally, at least in the form of a CD-ROM. This hyperlinked version can form the basis for a web-based forum, aimed at further development and updating of these training dossiers. The digital version of the training material is also suitable for dissemination to other candidate EU member states.

- Development of a folder with loose-leaf sheets in a common house style, which can be regularly updated through printing on demand and was circulated as documentation for the multinational programme and the sectoral pilots.

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

The countries taking part in this co-operation project are the Netherlands, Hungary, Poland, the Czech Republic and Slovenia. The project was developed on the basis of experience gained in a series of five higher education workshops, in which all five countries took part during 1999 and 2000. The project focused on in-depth study of jointly identified higher education policy problems, through two high level workshops on central policy issues, four national workshops on management training and four Ph.Ds.

Objectives

The objective of the project was to realise the following concrete products:

- Creation of new and sustainable networks;
- Development of a higher education training programme;
- Dissemination of the results to institutes of higher education and four PhDs in the field of higher education policy.

Project management

For the Netherlands:

J.M. File

CHEPS, Twente University.

National co-ordinators:

H. Šebková

Centre for Higher Education Studies, Czech Republic;

P. Wach

Politechnika Opolska, Poland;

I. Bilik

Confederation of Hungarian Conferences for Higher Education, Hungary;

D. Vrecko

Ministry of Education, Sciences and Sport, Slovenia.

Activities

The following activities were performed in 2002 (the first policy workshop and the first national workshop were held in 2001):

- National workshop for Hungary (Győr) in April;
- First two-month period at CHEPS for the Ph.D. candidates (April - May);
- National workshop for the Czech Republic (Prague) in May;
- Policy workshop on *Comparing Degrees* (Maribor, Slovenia), in October;
- Two periods of two months at CHEPS for the Ph.D. candidates (October-November);
- National workshop for Poland (Warsaw) in November.

The three national workshops focused on management in higher education and were attended by 40 to 50 senior university managers (vice-rectors and deans).

Results and products

The evaluation of the project by the participants and the Mixed Commission shows that the objectives were achieved, with the exception of the four PhDs, which run from 2002 to 2005 (with one candidate each from Hungary, Poland, the Czech Republic and Slovenia). The training of eight trainers was an integral part of the project and forms the core of the network developed around it. This group attended all four national workshops and consists of three senior higher education managers, two researchers in the broad field of higher education studies and three young high potential university staff members.

5. Third party assignments

5.0 Introduction

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

5.1 Accession-oriented Dutch European Proficiency Training (ADEPT)

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

Bureau CROSS has implemented the Accession-oriented Dutch European Proficiency Training (ADEPT) programme on the instructions of the Ministry of Foreign Affairs since 1999. The programme is one of the Ministry's five Matra pre-accession programmes. The aim of the programme is to provide training in the Netherlands in the implementation of the *acquis communautaire*, through three-week modular courses, for senior (semi-)government officials from 12 countries: the Central-European candidate member states (Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia, Slovakia and the Czech Republic), Turkey and Croatia, which do not yet have the status of candidate member states. A secondary objective of the programme is to create the 'East-West' and 'East-East' networks.

The course subjects are fixed on the basis of demand in the candidate member states and in consultation with the Dutch Ministries involved. In principle, courses are repeated (following evaluation and if necessary, modification on this basis) in order to create 'critical mass' in the countries concerned. Each course is organised for some 50 participants.

2002 can once again be described as a hectic, but also very satisfactory year. New courses were developed and current courses evaluated and modified. A total of ten courses were organised during the year, including three new ones: the *European Instrument for Structural Policies for Accession (ISPA)-Environment* course, *Public Communication* and *How to operate in Brussels*. The latter is a two-week course for 100 participants. A total of 547 participants were trained in 2002.

A review of the courses given in 2002 is presented below.

Structural Funds

Project manager: N.J. Reincke, Ecorys/Netherlands Economic Institute (NEI).

In close co-operation with Clingendael, Ecorys/NEI again organised the Structural Funds course - a vital subject for the candidate member states - from 11 to 29 March.

The course programme consists of seven different modules:

- EU Structural Funds History, Concepts and Context;
- Management of Structural Funds and Absorption Capacity;
- Strategic Planning and Programming;
- Programme Implementation;
- Financial Management and Control;
- Monitoring and Evaluation;
- Negotiations and Lobbying.

Together, the modules form a coherent framework (policy life cycle) and are based on the same principles, such as the logical framework principle. The main objective of the course was to prepare the participants to deal with the EU Structural Funds and the accompanying mechanisms, and to teach the attitude and skills needed to play an active role in the development of national and European regional policy.

A number of working visits were made during the programme. Visits were made to Brussels (the European Parliament and European Commission), Flevoland (the Batavia project, supported by the Structural Funds), Eindhoven (the Stimulus SF management organisation, as a case study of programme implementation) and Groningen (the SNN SF management organisation as a case study of monitoring and evaluation).

Chain Management in Agriculture

Project Manager: J.J.A. Helder, International Agricultural Centre (IAC).

The course was organised and implemented by the IAC (part of Wageningen Agricultural University) and the Ministry of Agriculture, Nature Management and Fisheries, and was provided between 26 August and 13 September. The main objective of the course was to give the participants knowledge of European agricultural law. The aim was also to familiarise them with chain management mechanisms in agriculture. The course was designed around four successive and complementary training periods. The subjects covered included chain management in agriculture, the Common Agricultural Policy/World Trade Organisation (CAP/WTO), services, food safety and practical skills.

Training was provided in the form of lectures, an international workshop, plenary discussions and group assignments. Study visits were paid to the European Commission in Brussels, the Ministry of Agriculture, Nature Management and Fisheries, the Dutch General Inspection Service for Agricultural Seed and Seed Potatoes (NAK), the Broeker auction (the world's oldest co-operative vegetable auction) and the Frisian agricultural museum in Exmorra.

Food Safety First

Project Manager: J. van der Linden, Inspectorate for Health Protection and Veterinary Public Health (KvW).

The *Food Safety First* course was organised from 9 to 27 September by the KvW in co-operation with the Ministries of Public Health, Welfare and Sport and of Agriculture, Nature Management and Fisheries. In view of the many problems in the field of food safety, this remains an important and very contemporary issue. The objective of this course was to provide veterinary surgeons and non-veterinary surgeons with an insight into European legislation in the field of food safety. The course was open to both vets and non-vets, because considering the issue of food safety from both angles provided a broader perspective.

The theoretical section of the course consisted of:

- A general introduction on the EU;
- The *acquis communautaire* in the veterinary field;
- The implementation of veterinary controls;
- The *acquis communautaire* in relation to food;
- The implementation of food controls.

Study visits included trips to the Ministry of Agriculture, Nature Management and Fisheries, Unilever, Mars, the KvW, the General Inspection Service, the National Institute of Public Health and the Environment (RIVM), the Lelystad Inspection Service and the Netherlands Institute for Livestock and Meat Products.

Public Health in the European Union

Project Manager: P. van Arkel, Netherlands School of Public Health (NSPH).

The *Public Health in the European Union* course was provided from 23 September to 11 October. The course was organised by the NSPH and the Ministry of Public Health, Welfare and Sport's expert centre in the field of public health, in co-operation with the Ministry itself. The objective of the course was to introduce the candidate member states to the *acquis* in the field of public health and to current issues within the EU in this field. More specifically, the objectives of the course are:

- To support candidate member states in the implementation of the *acquis* and the consequences for public health policy;
- The exchange of experience and network-building;
- Training in practical skills, such as negotiating techniques, change management and writing action plans and policy documents.

During the study visits, the participants were introduced to the Dutch way of implementing the *acquis*. Visits included trips to the Ministry of Welfare, Public Health and Sport, the Public Health Inspectorate and the Municipal Health Service.

Social Affairs / Employment

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

From 23 September to 11 October, the Netherlands Institute for International Relations Clingendael once again organised the *Social Affairs/Employment* course. The course was provided by a consortium consisting of Clingendael, the Amsterdam Institute for Advanced Labour Studies (AIAS) and the Catholic University of Brabant (KUB, now the University of Tilburg). The main objective of the course was to prepare the participants for the implementation of the *acquis communautaire* in the field of social affairs and employment, and to give them the skills and attitudes required to play an active participatory role in the development of national and European social policy. The Dutch Polder Model was discussed in detail, as an example of a socio-economic policy with a far-reaching impact on the social dialogue in the EU.

In support of the theory, visits were paid to the Ministry of Social Affairs and Employment, Brussels (including the Economic and Social Committee, the European Parliament and the European Commission), the Centre for Labour Relations with Civil Servants, the Social and Economic Council (SER), Amsterdam municipal authority (for a lecture by the Alderman for Social and Economic Affairs) and the employment project of the Reconstruction Foundation (Fort Nigtevecht).

Drugs Policy in the European Context

Project Manager: F. Trautmann, Trimbos Institute

The *Drugs Policy in the European Context* course was organised from 23 September to 11 October by the Trimbos Institute, in co-operation with the Jellinek Clinic and the three Ministries involved (the Ministry of Public Health, Welfare and Sport, the Ministry of Justice and the Ministry of the Interior and Kingdom Relations). The central theme of the course was the European drugs policy framework and the link with national drugs policy: development, implementation and evaluation. There is no firm *acquis* in the drugs policy field, in the sense of Directives with which Member States must comply. The EU drugs strategy and the EU action plan on drugs make up the current policy framework. The aim of the course is:

- To provide information on the background and current position regarding the European approach to the drugs problem;
- To provide insight into political and policy frameworks, the policymaking processes and the processes by which policy is translated into practice;
- To provide insight into relevant skills;
- Familiarisation with the European frame of reference;
- Stimulation of policy development on the lines set out in the EU action plan for drug control;
- To support inter-departmental co-operation in the countries taking part;
- To support regional networks/co-operation/exchanges between accession countries.

During the course, visits were made to the Ministries Justice and of Public Health, Welfare and Sport, Europol, the Dutch Parliament, the Trimbos Institute, the Mozeshuis and a penitentiary institution.

ISPA-Environment

Project Manager: S. Koppert, Ecorys/NEI

From 14 October to 1 November 2002, Ecorys/NEI organised the *ISPA-Environment* course, in co-operation with the DHV environmental consultancy and the Ministry of Housing, Physical Planning and the Environment.

The main objective of the course was to train the participants in the implementation of the ISPA instrument in the environmental field. The course focused on the environmental directives requiring major investments: i.e. those on drinking water supply, treatment of waste water, solid waste management and air pollution. The programme was built around the policy life cycle. This is a systematic approach to programming, project preparation, implementation and evaluation, and corrective action. The underlying idea is that policy can only be effective if all phases are completed in succession. In order to structure the transfer of knowledge and skills, the course was divided into five modules, the content of which was associated with the policy life cycle. The modules were:

- EU policy and instruments;
- Problem analysis and solutions;
- Practical skills;
- Environmental directives;
- Study trips.

During the course, plenary lectures were alternated with skills sessions in groups and with work on assignments in sub-groups. Study visits were paid to the Ministry of Housing, Physical Planning and the Environment in The Hague, the European Parliament, the DG Regions and DG Environment in Brussels and the Rijnmond Environmental Service. Presentations were provided by the RIVM, the South Holland Environmental Federation and the Environmental Impact Reports (EIR) Committee.

How to operate in Brussels

Project Manager: S.J. Nollen, Netherlands Institute for International Relations, Clingendael.

The course on *How to operate in Brussels* was held for the first time from 21 October to 1 November. This course was organised by the Clingendael Institute, in co-operation with the Ministries of Agriculture, Nature Management and Fisheries, of Social Affairs and Employment, of Transport and Public Works and of Public Health, Welfare and Sport, their representatives in Brussels, the Wagenaar, Hoes en Associés (WH&A), De Boer & Ritsema van Eck (DBR) training agencies and the Netherlands Debating Institute (NDI). Unlike the other ADEPT courses, this course lasted two weeks rather than three and was intended for 100 participants rather than 50. All participants were employed in the policy fields of the above Ministries. During the course, the participants were divided into four groups consistent with their own field of work.

The main objective of the course was to prepare the participants for effective representation of interests in Brussels before and after accession to the EU, and to teach them the skills and attitudes necessary to play an active role in Brussels.

During the course, plenary lectures alternated with work in sub-groups. In addition to lectures covering EU institutions, EU decision-making processes and effective representation of interests, close attention was devoted to skills such as SWOT analysis, Project Cycle Management, negotiating skills and presentation techniques. Study visits were paid to the above Ministries in The Hague and to the European Commission in Brussels. Meetings were also held in Brussels with the Dutch permanent representatives, representatives of lobby organisations and national representatives of the relevant candidate member states.

Communicating with the public

Project Manager: D.A.E.M. van der Laan, Netherlands Government Information Service (RVD).

The Academy for Government Communication (part of the RVD) organised the *Communication with the public* course from 21 October to 8 November. For the candidate member states, accession to the EU usually involves a fundamental and structural change process that has radical consequences, including for the way in which governments communicate with their citizens. In this sense, communication with the public was the central theme of the course. More specifically, the course covered issues including the relationship between government policy and government communication, the functions and responsibilities of government communication in a democratic society and modern government communication management methods.

The objective of the course was translated into three inter-related themes:

- Public Administration, Policy and Communication: Introduction to the background and principles of modern government communication management;
- Government Communication and Policy in Practice I: Working methods and instruments for different target groups;
- Government Communication and Policy in Practice II: Applications and specialisations.

The participants paid working visits to organisations including the European Commission in Brussels, the RVD's 'Postbus 51' public information services, the Second Chamber of Parliament and the Nieuwspoor Press Centre.

ISPA - Towards effective and efficient planning and realisation of infrastructure

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

From 4 to 22 November, NEA Transportonderzoek en -opleiding organised a course entitled *Towards effective and efficient planning and realisation of infrastructure*, focusing on the European ISPA programme. 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 are available from the European ISPA programme. Many different issues were covered, including risk analysis, cost-benefit analysis, tenders and co-operation

between the public and private sectors. This course also covered skills training. A new part of the course programme was the inclusion of workshops on two co-operation programmes between the Dutch government and the private sector: Partners for Roads and Netherlands Rail Partnership. Working visits included trips to the Ministry of Transport and Public Works, the Nieuwe Waterweg canal, the Betuwe high-speed rail line, the Zeeland Delta Project and Brussels.

5.2 Current policy issues in European higher education

Introduction

CHEPS had already organised successful workshops on current policy issues for senior representatives of higher education systems in the candidate member states in Central and Eastern Europe, in June and December 2001. This third workshop was planned with an explicit focus on the challenges and opportunities of EU accession for higher education in the ten countries.

Objectives

The objectives were to increase the participants' understanding of the challenges of EU accession at both the institutional and policy organisation levels. The emphasis lay on the following fields:

- Strategic policy and management development;
- Organisational design;
- Human resource management, mainly for academic staff.

Project management and participants

J. M. File

CHEPS, Twente University (Project Manager).

Six experts from CHEPS, one from the University of Amsterdam, one from Poland and one from Hungary gave presentations during the workshop.

The original plan was to work with two participants from each of the ten countries. All ten countries took part, although the Czech Republic, Slovakia and Poland each sent only one participant. The 17 participants were directors or senior managers of higher education institutes and policy organisations in the field of higher education.

Activities

The workshop was held at Twente University in December. The programme consisted of a mix of plenary presentations, group discussions and an exercise in the development of a scenario.

Results

All participants were asked to complete an evaluation form at the end of the workshop sessions. The results were positive. Participants expressed satisfaction with the quality of the presentations and exercises. All participants received a covering report on the seminar, including the scenarios developed, the workshop materials and more detailed literature. This (third) workshop strengthened the network of senior staff members in higher education, which had already grown up around the CHEPS workshops since 1999, and helped to expand it from the initial group of four countries to all ten candidate EU member states in Central and Eastern Europe.

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

6.1 Prospekt

Objectives

Prospekt is a two-monthly magazine produced by the EEI 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 member states of the Confederation of Independent States (CIS). 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.

Project management

B. Naarden	Director of the EEI, (Project Manager);
R. Does	Editor-in-Chief, <i>Prospekt</i> .

Results and products

The main result of this project in 2002 was the publication of the six annual issues. Co-operation continued with the sister magazine *Ablak* (on Central Europe and the Balkans) in the editorial, design and organisational fields. This co-operation resulted in a joint issue on a special theme: *Social Affairs in Eastern Europe* (*Ablak/Prospekt*, Vol. 2002, No. 6).

6.2. ABLAK

Objectives

ABLAK is a two-monthly public magazine produced by the EEI 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 current 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 and acts as a public journal on the region concerned.

Project management

B. Naarden	Director of the EEI, Amsterdam (Project Manager);
L. Máracsz	Editor in Chief, <i>ABLAK</i> .

Results and products

Six issues appeared in 2002. *ABLAK* No. 7.2 had a special focus on Poland and *ABLAK* No. 7.5 on the expansion of the EU by the eight candidate member states in Central Europe. Two special issues were compiled, one on culture in Central and Eastern Europe and one on social affairs. The special issue on culture (*ABLAK* No. 7.3) was published in English and was compiled in co-operation with the European Cultural Foundation and the Prince Bernhard Fund. The special issue on *Social Affairs in Eastern Europe* was produced in co-operation with the sister magazine *Prospekt* (*ABLAK/Prospekt* No. 7.6).

7. Financial review

A review of CROSS's programme expenditure in 2002 is presented below.

Russian Federation	x €1.000
Total Russian Federation	984
Hungary	x €1.000
Total Hungary	472
Multinational program	x €1.000
Total multinational	338
DIP	x €1.000
Total DIP	83
ADEPT program	x €1.000
Total ADEPT program	2.962
Total program-expenditure	4.839

CROSS Publication Series, 1992-2002

1. Dutch-Russian Joint Work plan 1992-1993
2. Report on the seminar on the Dutch Education System, J.C. van Bruggen
3. Idem (in Russian)
4. Cooperation Concerning Educational Management, L.I.A. de Caluwé
5. Special Education in the Netherlands, C.M. van Rijswijk (Russian)
6. Dutch-Russian Education Glossary, I.S. Souch
7. Information on Innovations in Russian Education, J.C. van Bruggen and L.A.I. de Caluwé
8. Report on the 'From Legislation to Reality' seminar, December 1992, Moscow, J.C. van Bruggen
9. Annual Report on Dutch-Russian Educational Co-operation, 1992 (Dutch)
10. Idem (English)
11. Idem (Russian)
12. Development of Education in Russia, Report to UNESCO, 1992, Ministry of Education, Russian Federation
13. Joint Workplan for Dutch-Russian Educational Co-operation 1994/1995 (Dutch, English and Russian)
14. Joint Workplan for Dutch-Russian Co-operation in Higher Education 1994/1995 (Dutch, English and Russian)
15. Annual Report on Dutch-Russian Educational Co-operation, 1993 (Dutch, English and Russian)
16. Herzen State Pedagogical University, J.C. van Bruggen
17. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1994 (Dutch, English, Russian and Hungarian)
18. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1995 (Dutch)
19. Idem (English, Russian and Hungarian)
20. Joint Workplan for Dutch-Hungarian Co-operation in Education 1996/1997
21. Joint Workplan for Dutch-Russian Co-operation in Education 1996/1997 (Dutch, Russian and English)
22. Joint Workplan for Dutch-Russian Co-operation in Higher Education 1996/1997 (Dutch, Russian and English)
23. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1996 (Dutch)
24. Idem (English, Russian and Hungarian)
25. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1997 (Dutch)
26. Idem (English, Russian and Hungarian)
27. Joint Workplan for Dutch-Russian Co-operation in Education 1998/1999
28. Joint Workplan for Dutch-Hungarian Co-operation in Education 1998/1999
29. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1998 (Dutch)
30. Idem (English, Russian and Hungarian)

31. Annual Report on Dutch-Russian and Dutch-Hungarian Educational Co-operation, 1999 (Dutch)
32. Idem (English, Russian and Hungarian)
33. Joint Workplan for Dutch-Russian Co-operation in Education 2000-2002
34. Joint Workplan for Dutch-Hungarian Co-operation in Education 2000-2002
35. Annual Report on Educational Co-operation with Central and Eastern Europe, 2000 (Dutch)
36. Idem (English)
37. Annual Report on Educational Co-operation with Central and Eastern Europe, 2001 (Dutch)
38. Idem (English)
39. Evaluation of Dutch-Russian Co-operation in Education: Self-evaluation reports, 2002
40. Evaluation of Dutch-Hungarian Co-operation in Education: Self-evaluation reports, 2002
41. Evaluation of the Dutch-Russian Co-operation in Education Programme, Final Report, Mary Canning and Sue Leigh-Doyle, 2002
42. Evaluation of the Dutch-Hungarian Co-operation in Education Programme, Final Report, Mary Canning and Sue Leigh-Doyle, 2002
43. Evaluation of the Multinational Co-operation in Education Programme, Czech Republic, Hungary, the Netherlands, Poland and Slovenia, Final Report, Joint Commission for Multinational Co-operation in Education, 2002

Further:

Reflections on Education in Russia, F.J.H. Mertens (Ed.), L.E. Beijlsmit (Ass. Ed.), Acco, Leuven, 1995

Crossroads in Russia, Experiences in international educational co-operation, T.J. Siskens and L.E. Beijlsmit (Eds.), Acco, Leuven, 2000