

Annual Report 2003

Educational Co-operation with

Central and Eastern Europe

Bureau CROSS

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Preface

We hereby present the Annual Report 2003 of Bureau CROSS. It was a hectic year for the CROSS employees. A new Memorandum of Understanding (MOU) was signed with Russia and the Working Plan 2003-2005 was formulated. Multinational educational co-operation was extended to all the candidate Member States of the European Union (EU). Last but not least, the transfer of Bureau CROSS to Senter, the agency of the Ministry of Economic Affairs, was realised on 1 January 2004.

This Annual Report provides a review of the activities performed in the field of educational co-operation with Central and Eastern Europe during 2003, under the auspices of Bureau CROSS.

Bureau CROSS was able to fulfil its extensive assignment successfully, thanks to the co-operation of many people in the Netherlands and from the Central and East European region. A special word of thanks is due to the education experts for their input and expertise, to the Dutch Ambassadors and their staff in Central and Eastern Europe, including the Consul-General in St Petersburg and his staff, and to 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
Director Bureau CROSS
May 2004

Introduction

In 2003, the work of Bureau CROSS focused partly on completion and closure of the co-operation programmes and projects based on the Joint Working Plans with the Russian Federation (1997-2002), Hungary (1997-2002) and the multinational programmes with Hungary, Poland, Slovenia and the Czech Republic (2000-2002). Secondly, the Bureau worked on setting up a new co-operative programme with the Russian Federation, for which a new MOU was signed for a five-year period in 2003, on continuation of a number of projects with Hungary, and on expansion of the multinational educational co-operation with all candidate Member States of the EU (12 countries), as agreed on the basis of the evaluations conducted in 2002.

The Accession-Oriented Dutch-European Proficiency Training (ADEPT) programme, the pre-accession programme that Bureau CROSS implements on assignment for the Ministry of Foreign Affairs (DZO/Matra), again demanded considerable attention in 2003. The programme provides for a three-week training course in the Netherlands for (semi-)government officials from Central European candidate member states (and Turkey and Croatia), to prepare them for operating under European law when they join the EU. There was substantial demand for the 11 courses organised in 2003. This was hardly surprising in view of the forthcoming accession to the EU of eight of the 12 participating countries on May 1st 2004. Since the start of the programme, more than 1,600 Central and East European officials have been trained via the ADEPT programme.

On behalf of the Ministry of Education, Culture and Sciences, the Bureau also played an advisory and monitoring role for Matra (Ministry of Foreign Affairs) projects/project proposals relating to education.

The transfer of Bureau CROSS from the Ministry of Education, Culture and Sciences to the Ministry of Economic Affairs (first within Senter, and from 1 April 2004 within the Agency for International Business and Cooperation, EVD) also required a great deal of attention and the logistics involved a large amount of extra work.

CROSS hopes to be able to continue its work as a Dutch government centre of expertise in the coming years, and to make an active contribution to the activities of the EVD, of which it will form a part from 1 April 2004, on the basis of its reputation for quality, reliability and effectiveness, built up over more than ten years since its formation, and its extensive network (the Education Ministries and educational field in the Netherlands and Central and Eastern Europe, the counterpart institutions in Western Europe, the government departments in the Netherlands and in the candidate member states, the Dutch Embassies in the region and the embassies in the Netherlands of the countries in the region, the European Commission, including the European Training Foundation (ETF), the Organisation for Economic Co-operation and Development (OECD), the World Bank, etc.).

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

1.0 *Steering of Bureau CROSS¹*

In 2003, Bureau CROSS was part of the International Policy (IB) Directorate of the Ministry of Education, Culture and Sciences. The Bureau was steered by the IB Director, T.H. Adams. The relationship between Bureau CROSS and the IB management was laid down in the Management Agreements document, which was signed on 23 June 1999 by the Directors of IB and CROSS. At the Executive level, Director General J. Vrolijk was responsible for Bureau Cross, as the holder of the International Policy portfolio. Every few months, IB-CROSS talks were conducted, for management decision-making for Bureau CROSS.

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

The 'Joint Executive Group' (JEG) was established in the past for the joint steering of the Dutch-Russian educational co-operation, consisting of Dutch and Russian senior officials. The JEG held one formal meeting in 2003, on May 13th in Moscow.

The membership of the JEG in 2003 was as follows:

For the Netherlands:

G. Maas	Deputy Director, IB
J.W. Rienks	Chairman of the Dutch delegation; IB Co-ordinator, Ministry of Education, Culture and Science;
Ms L.E. Beijlsmit	Acting Director, Bureau CROSS.

For the Russian Federation:

A. Talonov	Deputy Head of International Relations, Ministry of Education;
P.E. Kondrashov	Director, Education Development Department, Ministry of Education;
M.N. Losev	Policy assistant, International Relations, Ministry of Education.

A. Bijlsma, Counsellor on Education and Cultural Affairs and P. Kouzmine, Education and Cultural Affairs Assistant of H.M. Embassy in Moscow, also attended the JEG meeting.

¹ Since 1 January 2004, CROSS has been part of the Ministry of Economic Affairs: as part of the Senter agency until 1 April 2004 and thereafter as part of the EVD.

Ms L.E. Beijlsmit and Ms I.S. Souch conducted talks with the Ministry of Education in Moscow on several occasions (3-4 March, 24-26 March and 22-23 April) to prepare the new MOU and the new Working Plan 2003-2005.

Ms L.E. Beijlsmit and Ms I.S. Souch conducted talks with their counterparts at the Ministry of Education in Moscow and with N. Gorokhovatskaya (International Institute for Educational Innovation, Herzen University, St Petersburg) in St Petersburg in July, to prepare the Kick-off Conference on Dutch-Russian educational co-operation (held on 30 September in St Petersburg).

1.2 *Joint management of Dutch-Hungarian educational co-operation*

The Dutch-Hungarian Education Sub-Committee, which is part of the committee responsible for the Cultural Treaty between the two countries, provides for joint management of educational co-operation. The mixed sub-committee did not meet in 2003. Official talks were conducted on 7-8 April between Ms Linda Beijlsmit, Acting Director of CROSS, Ms Klára Perényi, Deputy Head of the International (Bilateral) Relations Department, Dr. Ferenc Rudan and Dr. Antal Jekkel.

1.3 *Bureau CROSS*

During 2003, the Bureau managed co-operation programmes and projects in the field of education.

The membership of Bureau CROSS in 2003 was as follows:

L.E. Beijlsmit	Acting Director;
I.S. Souch	Consultant;
Y. Renema (until 15 April 2003)	Junior Consultant;
D. ter Haar (from 15 April 2003)	Junior Consultant;
J.H. Nannings-Stiefel	Financial Controller;
H. de Ridder	Management Assistant;
P. V. Kouzmine	Local assistant, H.M. Embassy in Moscow.

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

2. Co-operation programmes with the Russian Federation

2.0 Introduction

As mentioned earlier, the Dutch-Russian educational co-operation focused mainly on the (financial) completion of current programmes in 2003, and on preparations for the co-operation in the years ahead. Projects requiring financial settlement only are not included in this Annual Report.

A new agreement for Dutch-Russian educational co-operation was formulated with the Russian Ministry of Education, once again for a period of five years. This agreement was signed by the Russian Minister van Education, Vladimir Filippov and the Dutch Minister van Education, Culture and Sciences, Maria van der Hoeven, in Zoetermeer on April 2nd 2003, during a brief visit by the Russian Minister to the Netherlands. On the basis of this agreement, the Working Plan for the coming two to three-year period was drawn up. Among other things, the Working Plan devotes the necessary attention to the latest developments in higher education and the relationship between vocational education and the labour market. As usual, the Working Plan for the remainder of the five-year period will be formulated after a 'mid-term evaluation'. Minister Filippov and Tidde Hofstede, Her Majesty's Ambassador to Moscow, signed the Working Plan in Moscow on 4 June 2003.

On 30 September, a '*Kick-off conference*' with Russian and Dutch project managers was organised in St Petersburg. The objective of this meeting was to introduce all Russian and Dutch project managers to each other in order to promote mutual synergy. This conference was opened by the Dutch Education Minister, Maria van der Hoeven.

A review of the activities in the Dutch-Russian programme at the project level during 2003 follows below. For a review of the projects started in 2003 as part of the Working Plan 2003-2005, please see our website at www.cross-agency.nl/downloads.

2.1 Ecodrome

Objective

This project has a dual objective: to advise the 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, and to develop the necessary 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 education pupils and their teachers.

Project management

For Russia:

M. Liberzon²

International Trustee Fund,
State University for Light and Space
Technology, Moscow.

For the Netherlands:

J. Mulder
J. van Dijk

Ecodocet Foundation
Ecodocet Foundation.

The institutes wishing to use the Ecodrome in the first phase have taken over the development and implementation of the project for Russia. These institutes are (the educational services of) two State museums, two large municipal museums, a national nature reserve and a very large park in the city of Moscow.

Activities

Despite the changes in the programme management, progress was once again made with the development of the software for the programme during 2003. Because of the staff changes during 2003, completion of the educational software with digital photographic material of the institutes taking part did face delays during the year. However, photographs have now been taken at all the institutes taking part, and the additional data have been gathered. This means that the overall project will be completed in 2004. Talks with the Russian institutions taking part and the government on the content of the ECODROME concept were completed in 2001. One museum director visited the ECODROME park in Zwolle at his own initiative, and the director of the SOKOLNIKI park in Moscow will pay a working visit to the Netherlands in mid-2004.

Results

During 2003, ideas on ecological education based on the ECODROME concept for Russia saw strong and surprising developments in various museums and a number of large parks. We note with considerable satisfaction that the ECODROME formula is well-known at many institutions and is proving popular. The most notable result is the *ECODROME - Moscow* policy programme of the Timiryazev Biological Museum.

² The Programme Manager for Russia was Prof. E. Nozhin (Lomonosov State University in Moscow). He had to withdraw for health reasons, and was succeeded by Dr. Alexander Gourov (Director of the International Trustee Fund). Dr. Gourov unexpectedly passed away in 2003. Prof. Mark Liberzon (President of the International Trustee Fund and Vice President of the State University for Aerospace Technology in Moscow) took over his duties.

This museum plans to implement the programme of educational activities in the field of ecology, aimed at strengthening awareness of nature and the environment, in as many natural science museums in Russia as possible.

The following institutes have now decided to make use of the programme:

- The State Museum for Palaeontology;
- The State Museum for Mineralogy;
- The Darwin Museum;
- The Timiryazev Biological Museum;
- Sokolniki park, covering some 600 hectares;
- The Losinij Ostrov national park, covering some 12,000 hectares.

The programme is designed to allow all museums and parks in Russia to make use of it. The content of the software is consistent with the programmes used by Russian educational institutes in the field of education on nature and the environment.

The programme appears to be making an important contribution to co-operation between museums, the national parks and educational institutes and also appears to benefit further development of the tourism infrastructure.

2.2 *International Institute for Educational Innovation at Herzen State Pedagogical University (HSPU), St Petersburg*

The Russian Federation and the Netherlands co-formed this institute. Austria followed as a partner in September 1995. Since then, the UK and Finland have also joined as full partners.

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

G.A. Bordovsky	Rector of the HSPU;
Ms L.E. Beijlsmit	The Netherlands;
K. Wagner	Austria;
Ms E. Lenskaya	The United Kingdom;
J. Palojärvi	Finland;
V. Bolotov	Russian Federation.

The Director of the institute is Ms N. Gorokhovatskaya.

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

Objectives of the institute

- To build up an international store of knowledge on educational innovations;

- To consolidate and disseminate the results or products of international co-operation programmes in the field of educational innovation between the Russian Federation and West European countries to the Russian education system;
- To act as a forum for cross-fertilisation 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

Workshops and conferences

Kick-off conference in the field of Dutch-Russian educational co-operation, St Petersburg (30 September-1 October).

Dissemination seminars

- Reflective learning at the IIEI, St Petersburg (11-12 December);
- Motivation in the field of natural sciences, Netherlands and Austria in Samara (9-12 November).

Results and products

All activities were well-attended by the target groups: teachers, educators, managers and training instructors.

2.3 Information and communication technology for teachers in rural schools

In this project, opportunities to support the professional development of teachers in rural schools with the aid of information and communication technology (ICT) are reviewed. A pilot project aimed at physics teachers is in progress. The teachers are supported in the integration of ICT in physics education via a web environment and innovative materials.

Objectives

The objectives of the project are:

- Joint investigation and implementation of the possibilities of the World Wide Web for upgrading of (rural) teachers;
- Development and provision (via the Internet) of teaching materials on the use of ICT in physics education;
- Development of the knowledge and skills of rural teachers in the use of ICT in their professional activities.

Project management and partners

For Russia:

Y. Gorokhovatsky	Physics Faculty, HSPU, St Petersburg (Project Manager);
Ms N. Pourycheva	Faculty of Physics Education Methodology, MSPU, Moscow;
A. Skuratov	Ministry of Education, 'Informika' State Institute for Information and Telecommunications Technology;
N. Haplanov	Ministry of Education, 'Informika' State Institute for Information and Telecommunications Technology;
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 are taking part in the project.

For the Netherlands:

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

Activities

In 2003, work focused on the final publication of the project.

Products and results

The results of the project are:

- A website to support teacher upgrading (<http://db.informika.ru/id/>);
- Development of similar websites for other settings (Netherlands and Tanzania);
- Sample teaching materials on ICT in physics education;
- CD-ROM with the materials developed as part of the project;
- Final publication of '*Information and Communication Technology in Rural Schools: Innovative Didactics in Physics Teaching*' in English and Russian.

Horizontal activities also developed very quickly: project management, languages and labour market analysis. Austria and the Netherlands performed a Training Firms project. At a later stage, Sweden also joined, with activities in the field of adult education. France has now joined the project too (VET management). The European Training Foundation (ETF) was responsible for co-ordination on the Western side and the North-West Agency of International Projects on the Russian side. The following Russian regions were originally involved: the City of St Petersburg, Leningrad Oblast, Novgorod, Karelia, Pskov and Murmansk.

Dissemination focused on the follow-up schools in the regions taking part and in two new regions, Smolensk and Kaliningrad.

Theme-based working groups were formed for the purposes of consolidation, with a view to further dissemination:

- | | |
|--|----------------------|
| ▪ School management | Finland; |
| ▪ Continuing Vocational Training | Sweden; |
| ▪ Labour Market Assessment and Social Partnership in VET (LMA) | Nederland, Flanders; |
| ▪ Curriculum development and teaching aids | Nederland, Flanders; |
| ▪ VET management at the regional level | ETF, France; |
| ▪ Teacher training | Finland, Austria. |

The programme concluded with a closing conference on 23-24 October in St Petersburg.

The project Steering Committee met for the last time on 3 July 2003 in St Petersburg. Ms L.E. Beijlsmit represented the Netherlands in the Steering Committee.

2.6.1 Transport and logistics sector

The final phase of the project was aimed at consolidation of the results achieved in phases I and II and the dissemination of these 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 the field of labour market analysis;
- To implement labour market demand in the curricula and create a more flexible education and learning environment;
- To strengthen the involvement of the private sector at both the school and the regional level;
- To develop commercial management skills among managers at the school and the regional level.

Project management

In the final phase, the Netherlands was responsible for two theme-based working groups (labour market analysis and curriculum development) and worked with the 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:

Ms G. Borisova

North-West Agency of International
Projects;

S. Ivanov

Regional Observatory for the North-
Western Region, St Petersburg;

Ms I. Lapina

Baltysky College, St Petersburg.

Activities

In 2003, a workshop was held for the presentation of the results of the theme-based working groups and a project co-ordination meeting took place.

Between January 28th and February 2nd 2003, progress with the preparations for dissemination was presented to an audience of some 60 people, including delegates from Belaro-Russia, Ukraine, Kirgizia and Armenia and the experts from the six theme-based working groups. The issues discussed were school management, teacher training, labour market assessment, curriculum development, continuing vocational education and marketing in VET.

Teachers of the course provided by the University for Management in Moscow were also present, and provided feedback on the presentations. In addition to the workshop, the disseminators of all the theme-based working groups met on a further two evenings. The main themes of the two evening sessions were the organisational, material and didactic elements of a seminar.

In addition, the inter-regional seminar to be held in Smolensk was discussed.

2.6.2 Inter-regional seminar in Smolensk (3-6 March)

The two groups van disseminators for which the Netherlands was responsible, Labour Market Analysis (LMA) and Social Partnership and Curriculum Development, reported on their results and provided for the transfer in two interested regions, Smolensk and Pskov. Representatives from the Pskov, Smolensk, Kaliningrad, Novgorod and Leningrad Oblast regions and from the republics of Karelia, Belaro-Russia, Ukraine and Moldavia were present at the seminar.

The latter three republics showed considerable interest in the results of the VET/ETF project. The seminar was headed by the *Agency North-West for VET* (Director: Ms G. Borisova) and the Vocational Education department of the Education Committee for the Smolensk region.

Results and products

The project produced the following results:

- A Russian-language publication with a step-by-step description of the performance of an LMA;
- A manual on curriculum development, explaining how a labour market-oriented curriculum can be developed.

2.6.3 Tourism and hospitality sector

Objectives

This phase of the project focused on consolidation of the results achieved in Phases I and II and their dissemination to other regions (i.e. St Petersburg, the Leningrad region, Pskov, Karelia, Murmansk, Smolensk, Kaliningrad and Novgorod). The Netherlands and Russia worked together with Belgium on this project.

Project management and participants

For the Netherlands:

E. Wage	Foundation of the Netherlands Tourism and Traffic (NHTV) College of Higher Education, International Services, Breda.
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For Russia:

Ms E. Vasina	Deputy Director, Petrovsky College, St Petersburg.
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For Belgium:

E. Collette	Hotelschool Hasselt, Belgium.
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The pilot schools taking part were Petrovsky College in St Petersburg, 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 and the TACIS-Bistro project schools from Kaliningrad and Smolensk also took part.

Activities

E. Wage attended the final conference in October 2003, where the results of the project were presented. Both the Russian participants and the EU described these as very positive.

Results

The project produced the following results:

- Curriculum reform for tourism and hospitality courses;
- The NHTV reached bilateral agreements with Russian project partners on further co-operation in the future.

2.7 Competence in enterprise

Objective

The objective of the project is to develop policy instruments for the match between secondary vocational education and the labour market, enabling new entrepreneurs to develop knowledge and skills through an education programme.

Project management and participants

For the Netherlands:

Ms 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, Ms T. Martens, J. de Vries, H. van der Vis, P. Siemann, Ms M. de Vries and Ms Y. Eijkenaar.

For Russia:

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

Activities

In 2002, a fact-finding mission visited the ROC Albeda College in Russia, followed by a return visit by a Russian delegation to the Netherlands in January 2003 (ROCs Albeda College and Twente Plus).

Results and products

- Action plan based on the analysis made by the ROC Albeda College;
- A framework for curriculum for *Competence in enterprise*.

2.8 ICT in vocational education

Objective

To set up a general, integrated education programme in the field of basic ICT for teachers and students of Russian secondary vocational education schools.

Project management and participants

For the Netherlands:

M. Waulthers	ROC Gilde Opleidingen, Roermond (Project Manager);
H. Doffegnies	ROC of Amsterdam.

For Russia:

Ms N. Jaroshenko	Secondary Vocational Education Department, Ministry of Education of the Russian Federation (Project Manager);
V. Demin	College of Optics and Electronics, Krasnagorsk;
A. Savin	College of Fine Metals and Instrument Building, Moscow (contact official);
S. Korobov	College of Mathematics, Moscow;
Ms E. Migounova	College of Mathematics, Moscow.

Activities

Following the fact-finding mission of a Dutch delegation to Moscow from May 29th to June 2nd 2002, a working visit to the Netherlands was organised (January 15th to 20nd January 2003).

Results and products

The project produced the following results and products:

- Five schools in Moscow have complete Microsoft packages;
- A standardised basic ICT package for all students and teachers, in Russian;
- A Russian translation of the latest qualification descriptions of the ICT courses at Levels 3 and 4.

3. Co-operation programmes with Hungary

3.0 Introduction

As mentioned earlier, the Dutch-Hungarian educational co-operation also focused mainly on the (financial) completion of current programmes in 2003. Projects requiring financial settlement only are not included in this Annual Report.

On the basis of the evaluation report on the Dutch-Hungarian educational co-operation drawn up in 2002, a decision was made to extend the co-operation between the two countries until the end of 2004, and to continue a number of projects. Expansion of the multi-national co-operation in which Hungary took part during the 2000-2002 period was also agreed.

On 11 to 12 December, Education Minister Maria van der Hoeven visited Budapest. During the visit, the MOU was signed (an extension of the MOU dating from 1997).

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

The change of government in Hungary and the subsequent replacement of all the main actors at the Hungarian Ministry of Education meant that it was not possible to complete the project as agreed. The new management of the Vocational Education Department nevertheless proved to have an exceptional interest in the system of quality control of examination procedures and of testing itself, as applied in the Netherlands, partly in view of the agreements to aim at transparency of diplomas and qualifications within the EU. It was therefore agreed that the project will be modified and focus primarily on quality control in vocational education in the future.

Objective

The dissemination of expertise in the field of assessment in education, with special attention to test construction, sampling and monitoring techniques among assessment experts, teacher trainers and teachers.

Project management

For the Netherlands:

J.J.E.A. Noijons

Netherlands Institute for Test
Development (Citogroep), Arnhem.

For Hungary:

K. Pala

National Centre for Educational
Assessment and Examination (OKÉV).

Activities

The main activity in 2003 was the contribution to the conference on Assessment Issues in Vocational Education, Budapest (9 to 10 December).

Products

Handouts of presentations, sample tests, design of testing procedures, other assessment materials, portfolio materials and background materials.

3.2 *Special education*

Objectives

The Dutch-Hungarian co-operation in the field of special education concentrates on the exchange of views on the integration of children with learning and upbringing problems in regular education. In the first phase (1998-2000), this mainly involved the views of educational specialists. In the follow-up project (2001-2003), the emphasis lies more on the experience and opinions of practical specialists (teachers).

The objectives of this follow-up project are:

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

Project management

For the Netherlands:

E. Kool

Municipal Pedological Institute,
Amsterdam.

For Hungary:

Ms M. Zsoldos

Bárczi Gustáv Faculty of Special
Education, Eötvös Loránd University
(ELTE), Budapest.

Activities

A Dutch delegation visited Hungary in June. In September, the Hungarian counterparts visited the Netherlands. The closing conference took place in Budapest in November.

Results and products

The impressions of the Hungarian and Dutch teachers of how children requiring extra care are integrated into regular education in Hungary and the Netherlands respectively, and the comparison of the two situations, were discussed in a book published in 2003, making recommendations for the further development of the integration of special needs children in regular education in the two countries. Both Dutch and Hungarian versions of the book were published.

3.3 *Innovative Didactics and ICT (IDI-2)*

Objectives

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

- Designing web-based teaching materials for future educational practice;
- Communication and co-operation with students in other countries, using ICT;
- Applying learning-with-the-web in the classroom (secondary education) or in the form of microteaching.

Additional objectives were:

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

Project management and participants

For the Netherlands:

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

For Hungary:

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

Activities

In 2003, activities focused on production of the 'Innovative didactics with ICT' publication, which also serves as the final report on the project.

Results and products

The project produced the following results and products:

- Lesson plans for trainee teachers (mathematics and chemistry);
- Blueprints and programmes for student exchanges;
- Teaching materials and websites developed by students;
- The publication *Innovative Didactics with ICT*, W.J. Pelgrum & T.J. Plomp (Eds.).

3.4 Qualification structures in vocational education

Introduction

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

Objectives

The aim of the project is to obtain an insight into and improve:

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

Project management and participants

For the Netherlands:

H.F. Hoekzema	Euformation, Amsterdam (Inter-sectoral Co-ordinator);
Ms M. de Jong	Vapro-OVP, Leidschendam;
Ms E. Vogel	Ecabo, Amersfoort;
D.J. Platier	Kenteq, Nijkerk.

For Hungary:

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

Hungarian partners (schools, teachers, companies and the two sides of industry) from the electro-technical sector, the process industry and economic administrative professions also took part in the project.

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

Objectives

The original objectives of the project were as follows:

- To improve 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);
Ms E. Vogel	Ecabo, Amersfoort.

For Hungary:

Ms K. Domián	NSZI, Budapest.
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Activities

In view of the developments at NSZI and lack of time, it was agreed that all activities would focus on the second and third objectives.

In 2003, the compilation of the guide to strengthen contacts with the private sector, intended for Hungarian vocational training teachers in the economic-administrative sector, was completed.

Results and products

The project produced the following results and products:

- A training module for vocational training teachers in the economic-administrative sector on the introduction of new technologies and practical skills;
- A workshop programme on strengthening professional practice training and training placement;
- A guide to strengthening contacts between the vocational training sector and the private sector.

However, the main result is increased awareness among Hungarian teachers, school heads and policymakers in the vocational training field of the importance of building up a structural relationship with the private sector, in order to achieve vocational education that is matched to current and future labour market demands.

3.4.2 Implementation of labour market demand in vocational education for the process industry and laboratories

Objectives

The objective of the project was:

- To develop a structural network of companies in the chemical industry, aimed at an exchange of knowledge and expertise in the field of vocational education;

- To make a contribution to improving the national and international transparency of the qualification structure in chemical and pharmaceutical occupations, within the framework of the NSZI modularisation programme;
- To introduce new skills in the field of quality assurance;
- To contribute towards a structural practical component within the chemical industry.

Project management

For the Netherlands:

Ms M. de Jong

VAPRO-OVP, Research Centre for the Process Industry, Leidschendam.

For Hungary:

T. Kovács

NSZI, Budapest;

Ms M. Bondár

Hungarian Chemical Association (MKE).

Activities

In 2003, the activities were confined to writing the final report and formulating a follow-up project.

Results and products

The following results were achieved:

- Network of Hungarian companies and schools in the chemical sector seeking structural alliances in the fields of education and training;
- Strengthening of NSZI relationships with companies in the chemical sector;
- Introduction of new knowledge and skills in the field of quality control in curricula for the chemical sector;
- Training module on Quality Control for Operators;
- (Format of) two-day train-the-trainer programme for Quality Control in the Chemical Industry;
- Practical assignments combining the theory and practice of quality control;
- (Format of) workshop on practical training for employees.

3.4.3 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 the involvement of the private sector in vocational education and examinations;
- To promote the transparency of Hungarian courses and examinations, with a view to EU accession.

Programme management

For the Netherlands:

J. Paulussen
Institute for Service Management,
Protestant University of the Northern
Netherlands.

For Hungary:

Z. Sipos
Budapest Business School.

Activities

Because the EFAH went into liquidation in 2003, another international accreditation body had to be found. The Council on Hotel, Restaurant and Institutional Education (CHRIE) in the US was willing to visit the Tourism and Food & Beverage Service (previously Catering Manager) course. As the CHRIE framework differs somewhat from that of EFAH, the self-evaluation reports were adapted to the CHRIE requirements. In mid-2004, the project will be completed with the visit and hopefully, international accreditation.

Results

The project had the following results:

- The preparation of the final self-evaluation reports;
- The production of a scenario for self-evaluation;
- The development of a career track system;
- The realisation of quality assurance.

3.6 Series of workshops on management in higher education for a group of Hungarian education managers

Objective

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

Project management and participants

For the Netherlands:

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

For Hungary:

I. Bilik

Confederation of Hungarian Conferences
for Higher Education, Budapest.

Participants

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

Activities

The programme consisted of four workshops in Hungary and a working visit to the Netherlands (2000-2002). After each activity, the programme was evaluated.

In January 2003, the participants in the programme were surveyed to define the total effect of the programme. The questions focused, among other things, on:

- The general effect of the series of workshops and the working visit;
- The effect of the series of workshops and the working visit in practice;
- The network function;
- Responses from the (higher education) field;
- Provision of information on the programme;
- Concrete applications of the knowledge acquired.

Result

In summary, the survey revealed the following picture:

- The programme was regarded as very valuable;
- New insights were gained into the management of higher education institutions;
- Change management demands patience.

4. Multinational projects

4.0 Introduction

The five projects carried out as part of multinational educational co-operation with Hungary, Poland, Slovenia and the Czech Republic in 2000 to 2002 were completed at the end of 2002 or in early 2003. Only the PhD part of the higher education project will run for a few more years, as planned.

The evaluation report drawn up by the Joint Commission for multinational co-operation in education in December 2002 showed that a great deal of good work was done.

On the basis of this positive picture, and in anticipation of the accession of ten countries to the EU on 1 May 2004, multinational educational co-operation was expanded to the ten Central European candidate Member States, Cyprus and Malta. This alliance will focus on three fields:

- Higher education (issues associated with the 'Bologna' declaration and the accession to the EU);
- Vocational education (also as part of the accession);
- ICT in (higher) education.

Co-operation will take shape through three series of seminars in which policymakers and representatives of educational institutes from the 12 countries can take part.

4.1 Ethnic and cultural minorities in education

Objectives

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

The concrete objectives were:

- To gather and disseminate examples of good practice;
- To develop an instrument that can be used in the development of language policy at the national and local level;
- To make recommendations regarding accountability and monitoring of migrant flows in education;
- To create a conceptual and analytic framework for policy on ethnic and cultural minorities at the national and regional levels.

- Contributing to the development of national portals where information relevant to education (and more specifically, to the training programme) can be found.

Project management

For the Netherlands:

W.J. Pelgrum	Faculty of Applied Educational Science, University Twente (project manager);
T. Plomp	Faculty of Applied Educational Science, University of Twente;
Ms 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. Főző	ELTE, Budapest.

For Poland:

W. Kranas	Computer Assisted Education and IT Centre, Warsaw;
W. Jochemczyck	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

In 2003, work focused on the final publication of the project.

Results

- A general international course design and adapted national versions;
- A training guide for new countries;
- A prototype of a web environment for support of future applications of the training programme;
- A publication entitled *Training to use WWW in Education*, W.J. Pelgrum & T.J. Plomp (Eds.)

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

The countries participating in this co-operative project were/are the Netherlands, Hungary, Poland, the Czech Republic and Slovenia. The aim of the project was an in-depth study of jointly identified higher education policy problems through two high-level workshops on central policy issues, four national workshops focusing on management training and four Ph.D studies.

Objectives

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

- The creation of new and durable networks;
- The development of a higher education training programme;
- Dissemination of the outcomes to higher education institutions;
- Four Ph.Ds in the field of higher education policy.

Project management

For the Netherlands:

J.M. File CHEPS, University of Twente.

National co-ordinators:

Ms H. Šebková	Centre for Higher Education Studies, Czech Republic;
P. Wach	Politechnika Opolska, Poland;
I. Bilik	Confederation of Hungarian Conferences for Higher Education, Hungary;
Ms D. Vrecko	Ministry of Education, Science and Sport, Slovenia.

Activities

The workshops were completed in 2002. Activities in 2003 were confined to the publication of the compilation entitled '*Real-Time Systems: Reflections on Higher Education in the Czech Republic, Hungary, Poland and Slovenia*'. The four Ph.D. candidates continued their studies in 2003.

Results and products

The compilation entitled '*Real-Time Systems: Reflections on Higher Education in the Czech Republic, Hungary, Poland and Slovenia*', Jon File and Leo Goedegebuure (Eds.).

5. Third party assignments

5.0 Introduction

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

The Accession-Oriented Dutch-European Proficiency Training (ADEPT) programme, the pre-accession programme that Bureau CROSS implements on assignment for the Ministry of Foreign Affairs (DZO/Matra), again demanded considerable attention in 2003. The programme provides for a three-week training course in the Netherlands for (semi-)government officials from Central European candidate member states (now including Turkey and Croatia), to prepare them for operating under European law when they join the EU. There was substantial demand for the 11 courses organised in 2003. This was hardly surprising in view of the forthcoming accession to the EU on May 1st 2004 of eight of the 12 countries taking part in the ADEPT programme. Since the start of the programme, more than 1,600 Central and East European officials have been trained via the ADEPT programme.

5.1 *Accession-oriented Dutch European Proficiency Training (ADEPT)*

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

Bureau CROSS has implemented the ADEPT programme on assignment for the Ministry of Foreign Affairs since 1999. The programme is one of this Ministry's five Matra-pre-accession programmes.

The purpose of the programme is to provide training in the Netherlands, in three-week modular courses, for senior (semi-)government officials from 12 countries: the Central and East European candidate Member States (Bulgaria, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, Slovenia, Slovakia and the Czech Republic), and Turkey and Croatia, which do not yet have candidate Member State status, in the implementation of the 'acquis communautaire'. A secondary objective of the programme is to create 'East-West' and 'East-East' networks.

The subjects for the courses are determined on the basis of demand in the candidate Member States and in consultation with the relevant Dutch Ministries.

In principle, courses are repeated (after evaluation and with modifications, if necessary) in order to create 'critical mass' in the countries concerned. Each course is organised for about 50 participants.

2003 can be described as another hectic, but very satisfactory year. Two 'in-depth' courses were organised and the current regular courses were evaluated and modified.

A total of 11 courses were organised in 2003, with the *Public communication* course provided twice. The *How to operate in Brussels* course, organised as part of the 'Utrecht Conference' in Warsaw, Poland, was modified on one occasion as a one-week course. This course was also given in its regular form (a two-week course for 100 participants) in the Netherlands.

The total number of participants in 2003 was 588.

A review of the courses provided in 2003 is presented below.

How to operate in Brussels

Project Manager: T. Gonggrijp, Netherlands Institute for International Relations, Clingendael.

From 18 May to 23 May 2003, the Clingendael Institute organised the 'How to operate in Brussels' course in Warsaw, Poland.

The programme consisted of four parts:

- Dossier assignment. This was sent in advance and had to be completed by the trainees individually, or together with the other participants at their Ministry. The dossier was developed in consultation with a number of experts and Prof. van Schendelen. The food safety dossier was chosen, as this was not only a current issue, but was also a topic of interest to the entire target group that, moreover, provided an insight into comitology;
- A theoretical component covering topics such as European process management, the national co-ordination of EU policy, lobbying, comitology and the latest developments relating to the enlargement and the convention;
- Skills: international negotiation, presentation techniques, SWOT analysis and Project Cycle Management;
- Group assignment. Both the process management lectures and the skills training sessions were used here. The focus was on the food safety dossier. This section concluded with a panel discussion at which the participants presented their reports.

Despite the fact that the registration procedure for which the coordinating agency in Poland was responsible did not proceed well, ultimately 82 Polish participants took part in this successful course, with considerable appreciation.

Preparing for the Structural Funds

Project Manager: S. Koppert, ECORYS-NEI.

In close co-operation with the Clingendael Institute, ECORYS-NEI again organised the *Structural Funds* course, covering this vital field for the candidate Member States, from 2 to 20 June. In addition to teachers and trainers from both institutions, teachers and speakers from the European Commission, the European Investment Bank and from the institutions involved in the study visits contributed to this course. Colm McClements gave a presentation on the Irish experience with the implementation of the Structural Funds, and Robert Pollock presented a case study on the Scottish experiences.

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 attitudes and skills needed to play an active role in the development of national and European regional policy.

The course was built up around the '*Structural Funds policy life cycle*'. The course programme therefore took the participants through all the phases of the policy life cycle, from strategic planning and programme preparation to implementation, monitoring and evaluation. The course was divided into a number of modules, all relating to the policy life cycle.

These modules were:

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

The skills programme included sections on *international negotiating*, *risk analysis* and *project selection*. Study visits were paid to the former mining regions of south-east Limburg, to Brussels for a meeting with representatives of the European Investment Bank and the European Commission, and to the Northern Netherlands Alliance in Groningen. In order to promote networking between the participants themselves and between teachers and participants, a number of social activities were planned. In Brussels, for example, a reception was organised with representatives of the DG Region and delegates of the new and candidate Member States.

How to operate in Brussels

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

The main objective of the '*How to operate in Brussels*' course is to prepare the participants for effective representation of national interests in Brussels. An important tool here is to teach the skills necessary to play an active role in Brussels. Like the previous course (in 2002), this course was organised for 100 participants and lasted two weeks.

The course programme consisted of three parts.

- An individual assignment on which participants had to work prior to their stay in the Netherlands. The aim of the assignment was to improve the participant's skills in dossier analysis. In consultation with the Ministry of Agriculture, Nature Management and Food Quality, the implementing organisation, the Clingendael Institute, developed the Food Safety Regulation dossier, which was the main theme of the programme;
- The theoretical and practical aspects of European process management;
- The development of personal skills and attitude. Subjects covered to this end included SWOT analysis, Project Cycle Management and lobbying and negotiating techniques.

Study visits were paid to the European Commission and the European Parliament in Brussels and to the Ministry of Agriculture, Nature Management and Food Quality. Meetings were also conducted in Brussels with representatives of the Dutch

Permanent Representation and with Ambassadors of the Polish and Romanian Permanent Representations. The programme in Brussels included a contribution by the Meat and Eggs Product Board, as part of the central food safety dossier.

The Clingendael Institute was responsible for the organisation of the course. During the course, the institute worked with a number of other organisations, which were responsible, as sub-contractors, for the various skills training sections: De Boer & Ritsema van Eck (DBR) for the Project Cycle Management section and the Netherlands Debating Institute (NDI) for the presentation techniques training. The institute also worked with a number of independent experts and representatives of Dutch Ministries.

Communicating with the public

Project Managers: A. van Maarseveen (first course), G. Janssen (second course), Academy for Government Communication, part of the Public Communications Directorate of the Government Information Service (RVD).

The Academy for Government Communication (part of the RVD) organised the '*Communication with the public*' course on two occasions in 2003. The first course was held from 22 June to 11 July and the second from 17 November to 5 December. The content of the two courses was virtually identical, although extra scope was created in the second course for intervision and moderation. Communication with the public, the citizens, was the central theme. The specific objectives of the course were to familiarise the participants with and provide an insight into:

- The relationship between government policy and government communication;
- The functions and tasks of government communication in a democratic society;
- The underlying principles (openness and transparency), as laid down e.g. in the relevant European legislation;
- The working methods for modern management of government communication;
- The formulation of adequate messages, aimed at the right internal and external target groups;
- The instruments of modern government communication;
- Some relevant specialisations in modern government communication, such as risk management and crisis communications, intercultural communications and country promotion;
- Implementing these specialisations and a number of common practical skills, emphasising both indirect communications via the mass media (press information) and possibilities for direct communication with citizens (public information).

The objective of the course is translated into three interrelated 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.

During the course, the participants paid working visits to the European Commission in Brussels, the Ministry of General Affairs, the Ministry of Foreign Affairs, the Ministry of Housing, Spatial Planning and the Environment, the Ministry of Public Health, Welfare and Sport, the Ministry of Finance, the Ministry of the Interior, the Ministry of Transport and Public Works, the Dutch Parliament, the Nieuwspoor Press Centre and the University of Utrecht.

For the implementation of the programme the Academy for Government Communication called on teachers from its own Public and Communication Directorate, the Information and Communication directorates and Policy directorates of various Ministries, The Hague campus of Leiden University, Utrecht University and the Clingendael Institute.

The Academy also worked with the Association for Government Communication, the Professional Association for Communication and the European Association for (Government) Communication (Euprera).

River Basin Management

Project Managers: E. Koopmanschap and M. Staljanssens, International Agricultural Centre (IAC).

The purpose of the course was to familiarise the participants with the European Water Framework Directive (the Framework Directive) and with the *river basin management* approach underlying this.

Like the previous *River Basin Management* courses, this course was developed around four teaching periods.

- Understanding of the river basin management context and the practical importance of the Framework Directive;
- Specific themes in the Directive, such as institutional services and water quality;
- Teaching new skills and their direct application in group work and assignments (an international workshop was organised, at which the participants had an opportunity to exchange information and knowledge with each other and with representatives of institutes involved in water management from the EU Member States);
- Applying the knowledge and skills acquired in the home situation, by working in groups on a strategic action plan for the implementation of the Framework Directive in the participants' own countries. These action plans were presented on the final day of the course and were then discussed with the participants and a panel of experts.

Study visits were paid to the Rivierenland Water Authority and to two regions of the Netherlands and Belgium with extensive experience in the field of river basin management. Once again, the international workshop on '*Sharing views and experiences on the implementation of the EU Water Framework Directive between EU Member States and EU Applicant Countries*' was part of the course.

The course was organised by the IAC, part of Wageningen Agricultural University, in close co-operation with the Department of Public Works (RWS) and the Netherlands Institute for Inland Water Management and Waste Water Treatment (RIZA), both part of the Ministry of Transport and Public Works, and the Ministry of Agriculture, Nature Management and Food Quality. Another important partner was the Union of Water Authorities. Various other Dutch and European governmental and non-governmental organisations also contributed to the course.

Public Health in the EU (in-depth course)

Project manager: P. van Arkel, Netherlands School of Public & Occupational Health (NSPOH).

After the three regular ADEPT courses on 'Public Health in the EU', which were organised between November 2000 and October 2002, Bureau CROSS decided, in consultation with the organiser of the courses and the Ministry of Public Health, Welfare and Sport to organise a one-week 'in-depth' course from 26 October to 2 November, focusing on the developments relating to the EU and health care.

The theoretical programme covered issues including the new EU strategy and national policy in the field of health care.

The following working forms were used in the programme: plenary sessions, small discussion groups, group assignments, individual study and role-play. The participants were also trained (further) in a number of practical skills, such as presentation and negotiating techniques, writing policy documents and decision-making during crisis situations, through workshops. Working visits were paid to the European Commission, the Council of Europe, the European Parliament and the Dutch Permanent Representation to the EU in Brussels.

The course was organised and implemented by the NSPOH, in close co-operation with the Ministry of Public Health, Welfare and Sport. In addition to lecturers from these two organisations, contributions to the content were made by representatives of organisations including the National Institute for Public Health and the Environment (RIVM) and the Netherlands Institute for Health Promotion and Disease Prevention (NIGZ).

Social Affairs / Employment

Project Manager: T. Gonggrijp, Netherlands Institute for International Relations, Clingendael.

From 20 October to 7 November, the Clingendael Institute again organised a course on *Social Affairs/Employment*. The course was implemented in a consortium with the Amsterdam Institute for Advanced Labour Studies (AIAS) and 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 needed to play an active and participatory role in the development of national and European social policy. The Dutch polder model was discussed in detail, as an example of a social and economic policy with a far-reaching impact on the social dialogue in the EU.

To support the theoretical part of the course, 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 Civil Service Labour Relations, the Social and Economic Council (SER), Amsterdam Municipal Authority (lecture by the Alderman for Social and Economic Affairs) and the employment project of the Stichting Herstelling (Fort Nigtevecht).

Exploring EU Decision-making on Drugs

Project Manager: F.B. Trautmann, Trimbos Institute.

In November 2001 and September 2002, two courses on *Drugs Policy in the European Context* were organised, focusing on the European context of drugs policy and its link with the policy in the Member States.

At the request of the Ministry of Public Health, Welfare and Sport, a one-week in-depth course was organised from 4 to 11 October, covering a number of points from the two regular ADEPT courses in more detail, partly in view of the fact that in 2004 – to some extent under the Dutch Presidency - a new EU drugs strategy will be developed, followed by the preparations for an EU Action Plan on drugs. In summary, the course had the following objectives:

- To provide information on the current position regarding the European approach to the drug problem and the preparatory process for the new EU drugs strategy and the new EU Action Plan on drugs (2005 – 2009);
- Obtaining an insight into political and policy frameworks, the policy-making processes and their translation in practice;
- Supporting co-operation between government departments and other relevant organisations in the countries taking part;
- Supporting regional networks, co-operation and exchanges between the accession countries.

In order to achieve these objectives, the following topics were covered:

- Co-ordination of national requirements and priorities with EU requirements and priorities;

- Preparation and realisation of the new EU drugs strategy and the new EU Action Plan on drugs;
- Co-ordination of a reduction in supply and demand, through an integrated policy
- Allocation of tasks and responsibilities to politicians, policymakers and researchers.

The course was aimed solely at the ten countries that joined the EU in 2004. Cyprus and Malta were also invited. Three participants per country were invited: one representative of the Horizontal Drugs Group (preferably the representative of the co-ordinating Ministry), the head of the National Focal Point in the European Information Network on Drugs and Drug Addiction (REITOX) and a policy official of the co-ordinating department who had already followed the ADEPT course on *Drugs Policy in the European Context*. The Horizontal Drug Group is an inter-ministerial working group of the EU Member States, which, among other things, prepares decision-making by the Council of Ministers on drugs and is responsible for improving co-ordination between the Member States in this field. The Trimbos Institute organised the course, in co-operation with Jellinek/ EATI. The Ministry of Public Health, Welfare and Sport acted as an advisor during the (preparations for the) course.

Strategic planning and realisation of Transport infrastructure (previously 'Towards effective and efficient planning and realisation of infrastructure')

Project manager: R.P. de Leeuw van Weenen, NEA Transport Research and Training.

From 27 October to 14 November, NEA Transport Research and Training organised the course on *Strategic Planning and Realisation of Transport Infrastructure*. The main objective of this course was to familiarise participants with policy and procedures in the EU in the field of transport infrastructure. The course was also designed to enable participants to place infrastructural developments in a broad and integrated perspective, on the basis of skills exercises and the exchange of insights and experiences.

Like the previous courses, this course focused on the overall process, from strategic planning to realisation and financing of infrastructural projects. Particular attention was devoted to economic, financial, environmental and safety aspects. Contracting, risk analysis, cost-benefits analysis, environmental impact reports and co-operation between the public and private sector were also covered.

Due to the approaching accession of the pre-accession countries and thus the switch of ISPA funds to cohesion and structural funds, these developments received closer attention. The workshops on 'Partners for Roads' and 'Netherlands Rail Partnership', at which the participants considered the specific transport infrastructure needs of the pre-accession countries together with representatives of the Dutch government and private sector, played an important role in this course.

The *Back Home Action Plan* was also included in the programme for this course. The underlying idea was that ways to put the acquired knowledge into practice were already considered during the course. The plan developed in this way then had to be put into practice at work when the participants returned to their own countries.

The skills training focused on subjects including international negotiating and presentation techniques. The purpose of the study visits was to introduce the participants to the Dutch way of implementing infrastructural plans. Visits were therefore organised to the Delta Works, the A15 (in Rotterdam) and the Benelux Tunnel, the Betuwe Information Centre (Transpoint) and the Ministry of Transport and Public Works in The Hague. A visit was also paid to Brussels. A social programme offered participants an opportunity to build up networks with each other, teachers/speakers and other interested parties in the infrastructure field.

The course was again organised in close co-operation with the Ministry of Transport and Public Works and the RWS. A steering group consisting of representatives of NEA, the Ministry of Transport and Public Works and RWS monitored the quality and updating of the course.

ISPA/CF Environment (formerly ISPA Environment)

Project Manager: M. Kanters, ECORYS-NEI.

The aim of the ISPA/CF Environment course, given from 17 November to 5 December was to train the participants in optimal application of ISPA and cohesion funds for successful implementation of environment-related projects and programmes. More specifically, the objectives were:

- To provide information on ISPA and cohesion funds, the structural policy of the EU and the requirements for compliance with EU environmental legislation;
- To show best practices in the effective implementation of policy in other countries;
- To offer a systematic approach to successful implementation;
- To identify the possibilities and problems of the ISPA and cohesion funds.

The participants also received training in a number of skills for effective application of ISPA and cohesion funds. As with the Social Funds course organised by ECORYS-NEI, the programme was built up around the *policy life cycle*, 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 carried out in succession.

In the first week, the emphasis was on the theory, preparing participants for the practical sessions in the following two weeks through lectures (including examples from Dutch practice) and group assignments.

Study visits were paid to the Ministry of Housing, Spatial Planning and the Environment in The Hague, the Stainkoeln waste processing plant in Groningen, a composting unit in Oude Pekela, the Rivierenland water authority in Beneden-Leeuwen, the Kaliwaal and Millingerwaard nature reserves, Afvalverwerking Rijnmond in Rozenburg, the Rijnmond Environmental Hygiene Service in Schiedam and to the European Parliament, the DG Regions and the DG Environment in Brussels.

This course was organised by a consortium headed by ECORYS-NEI, in close co-operation with Grontmij engineering consultants, the RPS-BKH consultancy and environmental consultants Enviro-Markets International.

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

6.0 Promotion of expertise

Twice a year, the Clingendael Institute organises a conference on the occasion of a new EU presidency. During these conferences, the objectives of the new presidency are explained, as well as any Dutch positions on them. On January 14th, CROSS (Ms Beijlsmit) attended the conference organised by the Institute on the Greek presidency.

6.1 Publications

Introduction

The Eastern European Institute (EEI) at the University van Amsterdam produces two magazines on assignment from Bureau CROSS: *Prospekt* and *Ablak*.

Prospekt

Objectives

Prospekt is a magazine published every two months by the EEI at the University of Amsterdam, on assignment for Bureau CROSS. The magazine aims to inform those involved in the CROSS projects and other interested parties about the Russian Federation and the other Member States of the CIS. It devotes special attention to developments in the fields of education, science and technology policy. The magazine also serves as a public magazine on the region concerned.

Project management

B. Naarden
R. Does

Director of the EEI, (Project Manager);
Editor in Chief of *Prospekt*.

Results and products

The main result of this project in 2003 was the publication of the annual six issues. *Prospekt* 10.5 focused on *300 Years of St Petersburg*. This issue also contained an interview with Mary Canning of the World Bank, who evaluated Dutch-Russian and Dutch-Hungarian educational co-operation in 2002. The editorial, design and organisational co-operation with the sister-publication *Ablak* (a magazine on Central Europe and the Balkans) was also continued. This co-operation resulted in a joint issue with a special theme: *Traditions in Eastern Europe* (*Ablak/Prospekt*, Volume 2003, No. 6).

ABLAK

Objectives

ABLAK is public magazine published every two months by the EEI at the University van Amsterdam on assignment from Bureau CROSS. The magazine aims to inform those involved in the CROSS projects and other interested parties about current developments in Central Europe and the Balkans in the fields of politics, economics, education and culture. It also devotes attention to the history of the region and serves as a public magazine on the region concerned.

Project management

B. Naarden
L. Máracz

Director of the EEI (Project Manager);
Editor-in-Chief of *ABLAK*.

Results and products

Six issues of the magazine appeared in 2003. *ABLAK* No. 8.1 devoted special coverage to the Czech Republic and *ABLAK* No. 8.3 to *Culture in the Balkans*. The special issue on *Traditions in Eastern Europe* (*ABLAK/Prospekt*, Vol. 2003, No. 6) was compiled in co-operation with the sister-publication *Prospekt*.

6.2 Conferences, missions

From 10-12 February, Ms Beijlsmit and Ms Souch visited Estonia as part of the preparations for the expansion of multinational educational co-operation. They visited the Ministry of Education and Research in Tartu and the dependence of this Ministry in Tallinn for talks.

At the invitation of the Russian Ministry of Education, they also attended a donor conference on 25 March. The participants were mainly Russians seeking information on the various international programmes. Lectures were delivered on these programmes, with Bureau CROSS mentioned as the only example of the group of 30 government organisations from donor countries with which bilateral co-operation takes place.

The core message of the lectures was that no international projects are carried out any longer without co-ordination – a point that Bureau CROSS and many others have been urging for years.

On the 1st and 2nd of May, Ms Beijlsmit, as a member of the Governing Board, represented the Netherlands at a donor meeting of the four non-Russian partners at the International Institute for Innovation in Education (IIEI) in Vienna. The objective of this meeting was to formulate a strategic vision for the IIEI and the future contribution of the four partners to the IIEI.

From the 18th to the 20nd of May, Ms Beijlsmit attended the ADEPT course on *How to operate in Brussels*, organised as part of the *Utrecht Conference* in Poland. A total of 82 Polish government officials participated in this course.

At the invitation of the Croatian Ministry of European Integration, Ms Beijlsmit attended the conference on *EU Training for Change* in Rovinj, Croatia on the 27th and 28th of June, at which she delivered a lecture on the ADEPT programme.

On 30th of September, the kick-off conference for the Dutch-Russian educational co-operation was held at the IIEI in St Petersburg. The conference was attended by the Dutch and Russian project managers, representatives of the Russian Ministry of Education and a number of international experts involved in co-operation programmes between Russia and the EU countries.

The conference was opened by the Dutch Education Minister, Maria van der Hoeven. In her address, she discussed the long tradition of Dutch-Russian educational co-operation and the importance of exchanging experiences and expertise, with a view to creating a common European educational area.

In the subsequent plenary session, two presentations were delivered on the theme of *Success indicators of the international projects*. These presentations were provided by T. Busstra of the INHOLLAND Academy and V. Getman of the Financial Academy in Moscow.

In the second half of the day, participants worked in groups formed around the following themes:

- Secondary education;
- Secondary vocational education;
- Higher education.

The closing plenary session was devoted to the reports of the working groups.

From the 1st to the 4th of October, the British Council organised a conference on *Integration for Impact* at the IIEI in St Petersburg. Ms Beijlsmit and Ms Souch attended on behalf of the Netherlands. In addition to the participants in the BC projects in various East European countries, a large number of BC officials, BC representatives in Eastern Europe, representatives of the Federal Russian Ministry of Education and the Education Committee of the Douma and foreign donors (OSI, WB, OECD, the Eurasia Foundation and the Education Ministries of Finland and Austria) attended the conference. At the opening of the conference, the Netherlands was specifically mentioned in the address of the First Vice Minister of Education V. Bolotov, as the first foreign partner to enter into co-operation with the Russian Federation, in 1992, on the basis of an extensive education programme.

In addition to the plenary sessions, round table talks were conducted during the conference on the following themes:

- Policy, leadership and management in education;
- Vocational education reform;
- University partnership;
- Curriculum and textbooks in secondary education;
- Quality assurance and assessment at secondary school level;
- Pre-service and in-service teacher training;
- Associations and networks.

7. Financial review

A review of the programme expenditure of Bureau CROSS in 2003 is presented below.

Russian Federation	x € 1,000
Total Russian Federation	982
Hungary	x € 1,000
Total Hungary	300
Multinational Programme	x € 1,000
Total multinational	470
ADEPT programme	x € 1,000
Total ADEPT programme	2,940
Total programme expenditure	x € 1,000
	4,692

Annex to Chapter 7

Projects in management 1998-2003 (Outstanding advances)	Position as at 1 January 2003	Total in 2003 x 1000	Position as at 1 January 2004	Total outstanding new advances x 1000
Russia	16	1,591	4	231
Hungary	12	841	3	256
Multi	8	962	3	266
ADEPT	3	979	0	0
TOTAL	39	4,373	11	753

New projects started in 2003 (commitments)	Position in 2003	Total in 2003 x 1000	Position as at 1 January 2004	Total outstanding new advances x 1000
Russia	21	3,302	17	3,301
Hungary	5	369	4	363
Multi	8	858	10	858
ADEPT	11	2,706	8	2,706
TOTAL	45	7,235	39	7,228

Old + new	Position in 2003	Total in 2003 x 1000	Position as at 1 January 2004	Total outstanding new advances x 1000
Russia	37	4,893	21	3,532
Hungary	17	1,210	7	619
Multi	16	1,820	13	1,124
ADEPT	14	3,685	8	2,002
Total	84	11,608	49	7,981