

Network of
Education
Policy
Centers

ANNUAL REPORT 2014

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1. Figures

23 MEMBERS 18 COUNTRIES

7 project applications

2 INTERNATIONAL CONFERENCES ORGANIZED @European Parliament

- Teaching History for Democratic Citizenship
- Helping Children and Youth with Migrant Background Succeed: Making schools matter for all

5 PUBLICATIONS

- Research Report, *The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia*, Esad Bratović
- Policy Brief, *The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia*, Esad Bratović & Marko Kovačić
- *Syllabus with examples of learning activities*, Jonathan Even-Zohar
- *Mapping Teachers Policies in NEPC Region*, Maria Golubeva
- *Participatory Policy Making*, Marko Kovačić

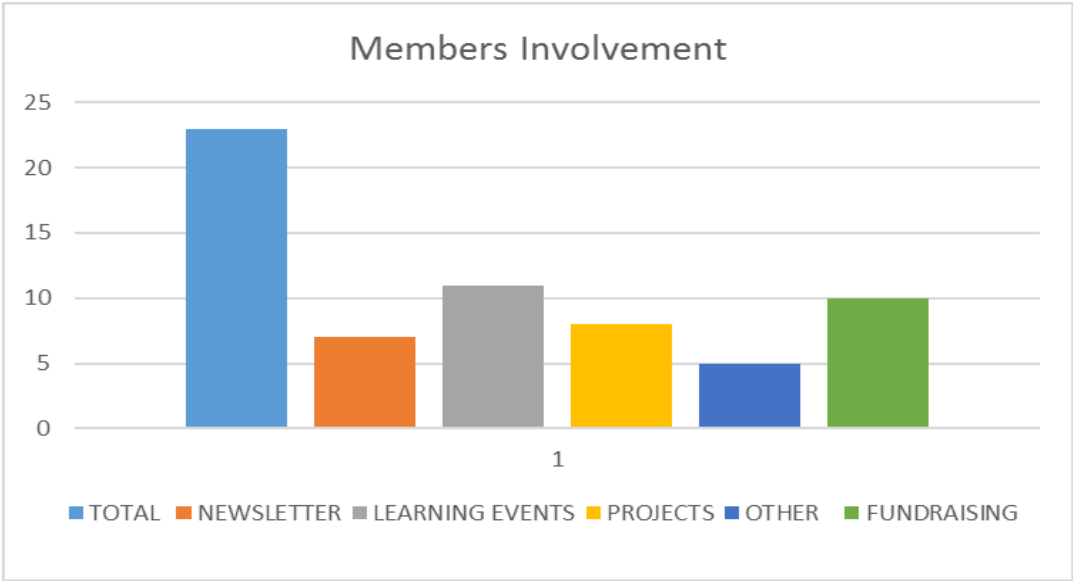
52 participants in learning events

- Inclusive School: Foundation of Socially Just Society (Summer School)
- Teaching profession – policies and challenges

4 projects in implementation phase

- Local-partnership for Anti-Corruption in Education
- Support to pilot schools for implementing Inclusive Education policies and practices
- Making History Work for Tolerance
- SIRIUS Network

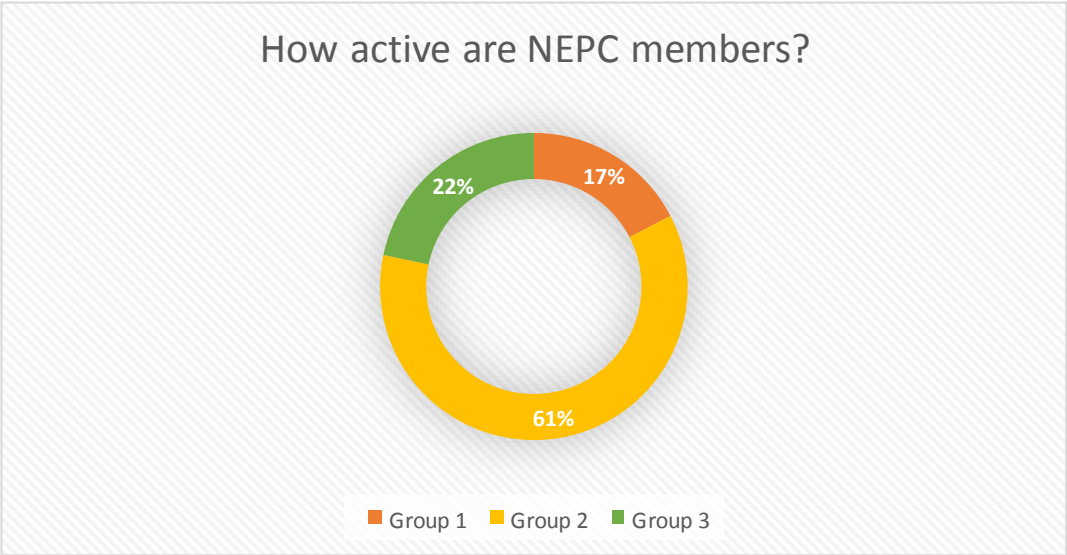
4 NEWSLETTERS



(Preliminary Results)

Members Involvement

The graph shows how many members were involved in the mentioned NEPC activities.



How active are NEPC members?

The graph shows in how many activities members were involved.

17% members contributed and/or participated in 0 to 1 activity.

61% members contributed and/or participated in 2 to 3 activities.

22% members contributed and/or participated in 4 to 5 activities.

2. Programmatic priorities

In 2014 NEPC, through project implementation and learning events worked on all programmatic priorities with emphasis on Inclusive Education. The holistic understanding of Inclusive Education enhanced an intense work in Teachers policies and practice and the promotion of Inclusive Education as part of Education for Sustainability.

2a. Inclusive Education

Project: Support to Pilot Schools for implementing Inclusive Education policies and practices

NEPC Role: Project Leader



1 – Word Cloud of the definition of Inclusive Education

The project aims at breaking barriers for all vulnerable groups in the education sector and promoting the concept of inclusive education as a reform principle that respects and caters for diversity among all learners, is being implemented in seven countries: Albania, Bosnia and Herzegovina, Croatia, Kosovo, Montenegro, Republic of Macedonia and Serbia. The project is focused on supporting mechanisms and resources for 49 pilot inclusive schools, raising awareness on benefits of inclusive education, enhancing capacities of policy makers, improving teacher competencies and making progress on the removal of concrete barriers for vulnerable groups through stronger partnerships.

The project is a joined project of Council of Europe and European Commission and it lasts 20 months. The implementation started in January 2014. NEPC and partners role is supporting the pilot schools. However, NEPC experts developed methodology for the qualitative part of the research (focus group) and produced the comparative report on the findings. Partners conducted research and country report. In addition, the methodology for School development plan and report was developed.

Activities in 2014.

- 3 project meetings organized
- 196 focus groups implemented in the 49 pilot schools
- 49 school project proposals submitted and now in implementation phase
- 49 schools development plans developed according the principle of Inclusive Education

Project Partners

Albania - Children are the future (NEPC Member from 1.1.2015)
Bosnia and Herzegovina – proMENTE, Social Research (NEPC Member); Center for Educational Initiatives Step by Step (NEPC Member)
Croatia – Forum for Freedom in Education (NEPC Member)
Kosovo - Kosova Education Center (NEPC Member)
Macedonia – Macedonian Civic Education Center (NEPC Member)
Montenegro - Forum MNE
Serbia - Center for Education Policy (NEPC Member)

Learning Event: NEPC Summer School 'Inclusive School – Foundation of a Socially Just Society'

The traditional NEPC Summer School was organized in Bosnia and Herzegovina (Jahorina 29.06 – 05.07). The event gathered 21 participants and 9 experts. The report of the learning event has been sent to participants and NEPC members and published in NEPC web-site.

The learning path of NEPC Summer School achieved the following results:

1. Offered various theoretical perspectives of inclusive education at the school level

The education systems were analysed through the models of reforms influenced by the globalization in the post-socialist region.

2. Described different inclusive policies, both at the national and at school level

Experts and participants presented the country cases from Estonia, Turkey, Serbia, Mongolia, Sweden, Iceland and Montenegro

3. Provided specific examples of possibilities for inclusive teaching

Innovative teaching methods were presented through the use of pop-culture as classroom materials and the history teaching with the principle of multiperspectivity.

4. Explored those barriers to inclusiveness which are not covered by policies or practice

Poverty and its influence in education is one of the topic always in trend, the depth of the theme is seen in the need for a wide range of definitions of poverty.

The main issues of poverty, the role the school can play and the pro-poor policies were some of the topics discussed and presented to participants.

- 21 participants (10 representatives of NEPC members)
- 9 experts
- 4 lectures
- 4 workshops
- 4,73/5 overall rate for the course

Project: Making History Work for Tolerance:

A Research-Based Strategy to Reduce the Intolerant Usage of History Teaching in the EU

NEPC Role: Project leader

Project *Making History Work for Tolerance - a Research-Based Strategy to Reduce the Intolerant Usage of History Teaching in Three EU Member States* addresses the need to reduce political manipulations with history education in order to increase tolerance among majority and minority population (including migrants) and to reduce xenophobia in three EU countries – Denmark, Slovakia and Latvia.

The project is intended to contribute to practice-oriented activities such as training for history teachers, enabling them to resist politicisation of history education and to promote a critical and reflective approach to learning about the past and its implications for the coexistence of different groups in society.

Activities in 2014.

- Advocacy event at the European Parliament in Brussels

At the Advocacy Event, more than 70 teachers, researchers, students, parents, NGO activists and EU civil servants participated. This event was hosted by two Members of the European Parliament: Malika Benarab Attou (Greens, France) and Oleg Valjalo (S&D Croatia)

- 3 workshops for stakeholders in three countries

Trainings for teachers in 3 countries, as well as capacity building workshops for members of parents' associations or school boards, were held. The training methodology and course material was developed jointly by Project Team, led by the experts from EuroClio and Danish History Teachers' Association. The training and the workshops for parents were designed to build the participants' capacity to identify, analyse and counter manipulative usages of history by extreme right politicians and opinion leaders.

- Module testing at NEPC summer school

Jonathan Even-Zohar and Klaus Bjerre, both EUROCLIO representatives delivered a workshop Teaching History for Tolerance through Multiperspectivity and Sources where they presented the learning activities developed within this project. In addition to this, two experts delivered a workshop on history teaching in multi-ethnic societies using finding from NEPC's project. Susanna Marget Gestsdottr delivered a workshop on how to make school more inclusive by using history. Furthermore, throughout interactive methods, participants in Summer school offered their view on it and suggest improvements.

- Syllabus with example learning activities, Jonathan Even-Zohar

The learning activities can be used in classroom teaching, but also the topics and methods can be modified, sources left out or others added. The learning activities in this syllabus are entry-points, yet they are also diverse, and the themes behind them universal.

How to understand human movement and societal integration?

How to build a common society with different groups of people, be it cultural, ethnic, religious and/or linguistic?

Project Partners

Denmark – Danish History Teachers Association

Latvia – Centre for Public Policy PROVIDUS (NEPC Member)

Slovakia – Orava Association for Democratic Education (NEPC Member)

The Netherlands – EUROCLIO, European Association of History Educators

Inclusive Education 2014 – Key points

- The understanding of Inclusive Education is still confined to the inclusion of children with special needs: are other barriers less visible or less relevant?
- Risk of labelling due to the (ab)use of categories within the groups at higher risk of marginalization.
- The curriculum should pursue multiperspectivity approach

2b. Education for Sustainability

Project: Anti-Corruption in Education

NEPC Role: Project Partner

The project aims to enhance the impact of the CSOs in identification, implementation, support, and further development of Anti-corruption Policies and Practices in Educational System in Croatia. Through the project, the partners mapped (research) corruptive practices regarding educational system with focus on secondary education; equipped key local stakeholders for effective implementation of anti-corruption policies; raised awareness among students on harmfulness of certain practices and provided support to local educational stakeholders in implementation of anti-corruption policies and practices in schools.

Activities in 2014.

- Publication of the Research report 'The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia' (In English and Croatian), Esad Bratović
- Publication of the Policy Brief 'The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia' (In English and Croatian), Esad Bratović & Marko Kovačić
- Presentation of the Research results in 4 round tables organized in 4 Croatian counties
- Translation in Croatian Language of "Guidelines for the design and effective use of teacher codes of conduct". Series: Ethics and corruption. IIEP, 2009.

Project Partners

Bosnia and Herzegovina – proMENTE, Social Research (NEPC Member) – Research analysis
Croatia – Forum for Freedom in Education (NEPC Member) – Project Leader

Workshop: Education for Sustainability – Future Thinking in NEPC

NEPC Role: Organizer

The meeting has been held in Zagreb with the aim to identify the future steps in ES. The output of the meeting is the activity plan for 2015 focused on Education for Sustainability.

Summary

Based on the ENjoinED research and some other findings in the region it is obvious that current schools do not teach about economic issues (inequalities in the current system, consumerisms, local and global consequences of current neoliberal economy, poverty etc.) . It does not teach about prevailing economic models currently in the world nor on possible different models. Parallel to that as recent study of curriculum by a group of Croatian researchers show it also fails to include any vision of the future and it provides the knowledge of the society as it was rather than for the current or the one that might come.

Therefore all initiatives within ESD programme in 2015 NEPC will focus on **economic pillar** of SD and the future thinking. The main idea being that the educational systems main goal should be to **prepare the children for life in the future** that will be their reality.

In order to decide how to target these issues and since the previous NEPC initiatives targeted the curriculum as a policy area and one of the conclusions of the ENjoinED initiatives as do other document dealing with ESD, is that education for sustainability also include a set of values that we want to transfer. It is also well known that teachers cannot teach values that they themselves do not hold therefore it was decided that our main target would be **pre service TED**.

The meeting has been held in Zagreb on 6th November 2014.

Participants:

Lana Jurko, NEPC Executive Director

Mladen Domazet - ESD expert, Institute for Social Research Zagreb

Mario Bajkuša – Board member in charge for ESD, Forum for Freedom in Education

Branko Ančić – Social Science expert, Institute for Social Research Zagreb

- Civic Education should be introduced in schools as compulsory subject
- Ethics code should be mandatory in all schools
- Education policy and curriculum should be based on future thinking
- Economic issue (prevailing economic models, inequalities in the current system, consumerisms, local and global consequences of current neoliberal economy, poverty etc.) should be part of compulsory curriculum.
- Transmission of values is key to achieving goals of ES.

2c. Teachers Policies

Learning event: Policy Lab 'Teaching profession – policies & challenges'

NEPC role: Organizer in collaboration with in collaboration with Centre for Innovation in Education, Azerbaijan

The event has been organized in Baku (Azerbaijan) 20th & 21st May, it brought together 20 stakeholders to discuss relevant policy problems related to teaching and offer policy recommendations in order to foster relevant and realistic teacher's policies.

The main goal of 2014 NEPC Policy Lab was to discuss the main issues in teacher's policies Azerbaijan and Georgia and offer possible policy solutions for them.

The event consisted of learning sessions with presentations by experts on the topics of:

- teacher policies with focus on selection, recruitment & career advancement
- teachers' professional code of conduct

The following recommendations are the results of the panel discussions organized during the event:

1. Continuing professional development

Relevance: To compensate or incorporate what was missing in pre service education. Pre service education does not prepare teachers for contemporary classroom challenges. Hence, ICT, critical thinking methods, participatory ways of teaching should be mandatory in pre service education for all teachers.

2. Document on teachers' standards

Relevance: Learning outcomes and better teaching quality

3. Attracting new teachers to rural areas

In order to attract new teachers to rural places participants of the policy lab proposed three solutions based on evidence:

- a) Materials for teachers which include all benefits of teaching in rural areas are important incentives for attracting new teachers to rural areas
- b) Improving the quality of in-service programs as an effective tool
- c) Introducing voluntary certification as an expression of high standards

Azerbaijan – Centre for Innovation in Education (NEPC Member)

Georgia – International Institute for Education Policy, Planning and Management (NEPC Member)

Study: Mapping Teacher Policies in NEPC Region

NEPC Role: Commissioned by

The study 'Teachers Policies in the NEPC region – A comparative study of teacher policies in 10 countries', Maria Golubeva has been published in 2014.

The methodology of this comparative study is based on the SABER-Teachers framework. The analytical framework for the analysis of teacher policies used in this study has been developed by SABER -Teachers – a work programme within the Human Development Network's Education Sector of the World Bank. It consists of 7 policy goal areas:

- Setting expectations: Statutory duties of teachers, statutory regulation of teachers' working time
- Recruitment and career advancement: Required levels of ITE for primary and secondary school teachers, regulations concerning teachers' salaries, teachers' career path regulations
- Preparing teachers: Requirements for enrolment in teaching faculties, the average academic level of candidates enrolled in teaching faculties, quality of teacher education and the acquisition of practical teaching skills
- Matching skills to needs: Policies regarding special incentives to attract teachers to teach in schools that are under performing, or serving disadvantaged populations, and/ or policies and incentives to address the shortages of teachers in certain subject areas.
- Leadership: Availability of specialised support for the CPD of school principals, rewards for performance, the role of principals in teaching guidance and teacher evaluation, support for teacher leadership.
- Evaluation and monitoring: The role of teachers in the assessment of students' progress, availability of external assessments of students' performance and the use of students' assessments to inform teaching practice, evaluation of teachers and the role of local authorities and professional communities in teacher evaluation.
- Supporting Teachers: Policies regarding CPD

This comparative analysis shows how despite the diversity of regions represented – Eastern Europe, Western Balkans and Central Asia - there is common heritage: the influence of Soviet and related Socialist models of public education, with its slant towards privileging theoretical approaches over pedagogy, the role of education in channelling state ideology, and a developed but inflexible system of teaching institutes and methodological units, moreover in Eastern Europe and Western Balkan the education reform tend to be harmonized with EU policies that represent at policy level a factor of influence.

A Humanist Education is what a quality education should seek: in achieving quality education teachers are the core agents of all real change at the grassroots level and without highly professional

and motivated teachers, a quality education system cannot be built, nor can effectiveness in learning be achieved without proactive teacher policies.

Partner Organizations*:

Azerbaijan – Center for Innovation in Education
Bosnia and Herzegovina – proMENTE, Social Research
Croatia – Institute for Social Research – Centre for Educational Development
Estonia – Praxis Center for Public Studies
Georgia – Institute for Education Policy, Planning and Management
Kyrgyzstan – Foundation Education Initiatives Support
Macedonia – Macedonian Civic Education Center
Mongolia – Mongolian Education Alliance
Serbia – Centre for Education Policy
Slovakia – Slovak Governance Institute

* All of them NEPC Members

Teachers Policy 2014 – Key points

- The teachers education should aim at the personal development to achieve professional one
- Transmission of values should become crucial aspect of teacher training
- Attracting and retainment of teacher's force policies require further work in the region

3. More NEPC activities

3a. Fundraising

Project Title	Funder	NEPC Role	Partners	Status
Central and Eastern European Network for Global Responsibility in EYD 2015 and beyond	European Commission	Partner	Institute for Social Research – Centre for Educational Development (Croatia) Forum for Freedom in Education (Croatia) HUMANITAS, society for human rights and supportive action (Slovenia) - APPLICANT	Rejected
Global Partnership for	World Bank	Partner	Mongolian Education	Rejected

Social Accountability			Alliance (Mongolia) - APPLICANT	
Professional Capacity Dealing with Diversity	European Commission	Partner	Forum for Freedom in Education (Croatia) Public Policy and Management Institute (Lithuania) Tartu International School Mtu (Estonia) Paidagogiko Institouto Kryprou (Cyprus) University of Patras (Greece) Universiteit Antwerpen (Belgium) Hogskolen i Ostfold (Norway) Universidade do Porto (Portugal) Algemeen Pedagogisch Studiecentrum (The Netherlands) APPLICANT	Approved
Monitoring for ensuring quality educational services and their efficient budgeting at the local and national levels in Kyrgyzstan	European Commission	Partner	Center for Public Policy (Kyrgyzstan) APPLICANT	In the pipeline
Schools: Leaders in Good Governance	European Commission	Partner	Forum for Freedom in Education (Croatia) APPLICANT	Rejected
DEEmO - Democratizing Education through Empowering Civil Society Organizations	European Commission	Applicant	International Institute for Education Policy, Planning and Management (Georgia) Center for Innovation in Education (Azerbaijan)	Rejected

			PRAXIS Center for Policy Studies (Estonia) Armenian Center for Education Policy and Management (Armenia) MoE Georgia	
ACT(k)NOW - Future thinking in Education	European Commission	Applicant	ProMENTE Social Research (Bosnia and Herzegovina) Pedagogical Centre of Montenegro (Montenegro) Educational Centre proDIDACTICA (Moldova)	In the pipeline

3b. SIRIUS Network

The aim of SIRIUS Network is to ensure that children and young people from migrant and minority background could raise their educational standards and outcomes at least to the same level as those from National background or belonging to majority groups, until there are no differences in academic results due to ethnic, cultural or religious origin.

SIRIUS Network gathers 21 national and 5 collaborative partners

Activities in 2014.

- Co-organizing conference “Helping Children and Youth with Migrant Background Succeed: Making schools matter for all”
European Parliament, 19th & 20th November 2014. 120 participants.
- Evaluation of the conference “Helping Children and Youth with Migrant Background Succeed: Making schools matter for all”
Overall rate of the conference content 4,03/5 – 52 evaluations fulfilled
- Election of NEPC Executive Director in Sirius Interim Board

3c. Exploring new topics

Poverty: the invisible barrier to Inclusive Education

Reflecting on the experience in the NEPC region and through the data collected in the project 'Regional support for Inclusive Education' the impression is that poverty is one of those barriers to inclusion often invisible not really contemplated in education policies or practices. Poverty is a

barrier per se and a condition that makes the possible existing barriers even more difficult to overcome.

In 2014, the poverty and its effects in education system have been explored in 2 workshops in Summer School:

1. Teaching with poverty in mind (and heart) - Radmila Rangelov-Jusović

The workshops presented how poverty and education are related - achievement gap, quality of social life and development of children living in poverty – and the crucial role that teachers and school could play.

2. Why poverty, why now? – Lana Jurko

Analysing the issues of poverty in Education in the countries represented in Summer School the participants concluded the following recommendation at policy level:

Classroom Level	Teacher level	National Level	School level
Speak with sensitivity about issues that affect students integration and achievement.	Develop teacher training aiming to personal development of teachers. Develop teacher training program on how to address these issues in classroom.	Implement scholarships Program. Develop qualitative measures for teachers recruitment.	School policies to be developed and adapted to community needs.

In order to gain a deeper understanding of the situation in NEPC region a short questionnaire was submitted to NEPC members to collect information about how/if in NEPC region the issue of poverty is addressed and if the poverty and its effect in education are somehow visible.

Preliminary results*

- In NEPC region the research published on children living in poverty have been commissioned by UNICEF and/or World Bank.
- In some countries there are researches commissioned by national economic institutes.
- In NEPC region there are CSOs dealing with poverty but rarely addressing the relation between poverty and education.
- The effect of poverty in education is analysed at research level.
- NEPC members implemented projects addressing the issue of poverty but rarely as issue per se, in most cases poverty is addressed with other country issues.

*The summary of preliminary results is based on data collected within NEPC members

Participatory Policy Making

Summary

Policy Brief – Participatory Policy-Making in Education – The NEPC's Point of View, Marko Kovačić

We are witnesses of the change in nature and perception of policy-making, where policy-making broadens its understanding towards more inclusive process. Since problems and issues that require solutions have becoming more complex, there is no single actor who has the knowledge, resource and capacity to tackle problems unilaterally. Education is a sector where it is especially important to involve all actors in the policy-making process. NEPC meeting on participatory education policy making seeks to provide answers on questions of relevance, role and interaction between various actors within the field and clarify contemporary education policy decision-making process.

KEY WORDS: Education, governance, policy-making, participation

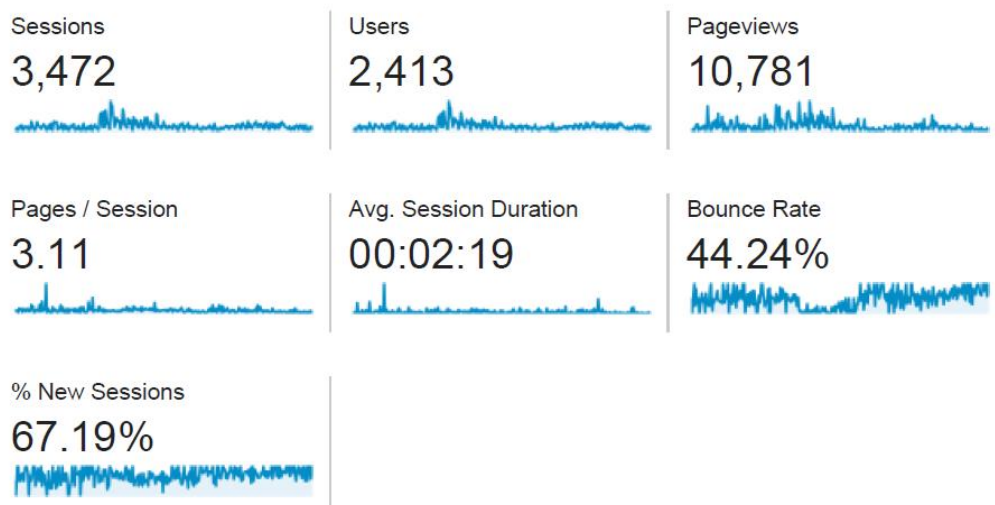
3d. Visibility

I. PUBLICATION

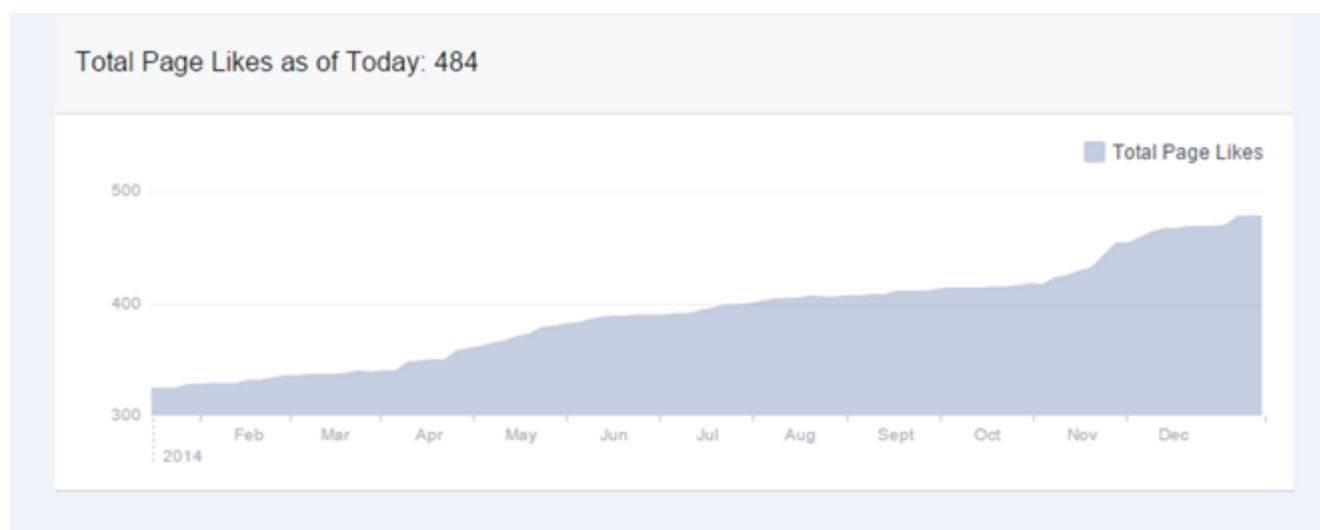
- Jokić, B., (2013.) Emerging from the shadow: A Comparative, Qualitative Exploration of Private Tutoring in Eurasia, book reviews published in *Asia Pacific Journal of Education and Financial Theory and Practice*
- Research Report, The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia, Esad Bratović
- Policy Brief, The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia, Esad Bratović & Marko Kovačić
- Syllabus with examples of learning activities, Jonathan Even-Zohar
- Mapping Teachers Policies in NEPC Region, Maria Golubeva
- Participatory Policy Making, Marko Kovačić
- Summer School 2014 Report

II. EDUPOLICY.NET

(Google Analytics)



III. FACEBOOK PAGE



Increase of 51,25% of number of NEPC Facebook page likes within 2014.

IV. CONFERENCES

- "Teaching History for Democratic Citizenship" Advocacy event at the European Parliament in Brussels, 31st January 2014 (NEPC Role: Organizer – Ref. Project Making History Work for Tolerance)

Moderation of the event: Maria Golubeva
Participants from NEPC Secretariat: Lana Jurko, Marko Kovačić

- "Why languages matter: European and national perspectives on multilingualism" Florence, 25th & 26th September 2014. (NEPC Role: Participant – Raffaella d'Apolito)
- "Helping Children and Youth with Migrant Background Succeed: Making schools matter for all"
International conference at the European Parliament in Brussels, 19th & 20th November 2014
(NEPC Role: Co-organizer – Ref. SIRIUS Network)

NEPC contribution in conference content:

[Panel discussion] Inclusive policy making

Civil society's role in making inclusive education policies a reality – Lana Jurko

Participatory Policy Making in Education. Presentation of NEPC Policy Brief – Marko Kovačić

Inclusive policy making: How does it work in reality? – Batuhan Aydagul

[Panel discussion] The school we need: Voices of children and youth with migrant background

The youth perspective: How to develop inclusive schools

Moderator: Lana Jurko

[Panel discussion] Schools as actors in promoting inclusion: Joint EU/CoE Project 'Regional Support for Inclusive Education in SE Europe'

Moderator: Lana Jurko

- 2nd Annual Conference in South East Europe "Inclusive Education in Practice", Zagreb 28th & 29th October (NEPC Role: Panellist – Lana Jurko; Participant: Raffaella d'Apolito)

NEPC contribution in conference content:

Presentation: *Support to SchoolNet for implementing inclusive policies and practices* – Lana Jurko

- 'The Role of Research in Education Change' – Zagreb 16th & 17th October 2014 (NEPC Role: Participants – Ana Glasnović and Lana Jurko)
- Round table 'Education of children with migrant background' – Zagreb, 11th October 2014
(NEPC Role: Speaker – Lana Jurko)

NEPC contribution in conference content:

4. Network Administration

4a. Secretariat

I. Human Resources in 2014

NEPC Secretariat team:

- Executive Director (100% working hours) Lana Jurko
- Program Coordinator (50% working hours) Marko Kovačić – until July 2014
- Project Coordinator (75% working hours) Ana Glasnović – from July 2014
- Network Coordinator (100% working hours) Raffaella d'Apolito
- Financial Manager (50% working hours) Vesna Kallay

NEPC Volunteers:

- Ivan Jajić – from January to June
- Teuta Mihili – from January to May

NEPC Experts

- Maria Golubeva, Participatory Action Research Expert (*Ref. project Support to Pilot Schools for implementing Inclusive Education policies and practices*)
- Radmila Rangelov-Jusović, School Development Expert (*Ref. project Support to Pilot Schools for implementing Inclusive Education policies and practices*)
- Esad Bratović, Researcher (*Ref. project, Local Partnership for Anti-Corruption in Education*)
- Marko Kovačić, Policy Analyst
- Klaus Bjerre, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)
- Kenan Çayır, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)
- Jonathan Even-Zohar, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)
- Súsanna Margrét Gestsdóttir, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)
- Diana Ieleja, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)
- Kadi Ilves, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)

- Iveta Silova, Lecturer (*Ref. Learning event, Inclusive School – Foundation of a Socially Just Society*)

II. Organizational Development

- Financial Policy and Procedures, FPP

Main Features: Increase of membership fees; decrease of Board Fees; annual audit; system of consulting fee.

The revised version of FPP has been approved in August 2014.

- Communication Plan

Activities foreseen in internal and external communication plan have been in great majority implemented. The communication plan has been revised by Board members to be presented at GA 2014.

- Revision of Job Descriptions

In 2014, Secretariat revised and created job descriptions for the current working positions.

- Monitoring and Evaluation System

The M&E has been developed and finalized. The questionnaire has been implemented with 5 NEPC members and the plan for future meetings and analysis of results set.

- Field Visits

NEPC Executive director visited 2 strategic NEPC regions in 2014 with the aim to:

- Reinforce established partnership
- Explore project opportunities
- Acquire deeper knowledge on Educational country issues

I. Armenia, Azerbaijan, Georgia (May 2014)

Organizations visited:

Georgia

Host: International Institute for Education Policy, Planning and Management (EPPM), NEPC Member

Meetings organized:

- Teacher profession development centre
- MoE – Deputy Minister

Azerbaijan

Host: Center for Innovation in Education (CIE), NEPC Member

Meetings organized:

- MoE – Deputy Minister
- Director of the Azerbaijani assessment Center
- NGO representatives

Armenia

Meetings organized:

- Civilitas Foundation

- International Centre for Human Development
- Armenian Centre for Education Policy & Management

Outcomes

- Deeper knowledge acquired about the context NEPC members are working in
- New project ideas: DEEmO - Democratizing Education through Empowering Civil Society Organizations (Project applications with Armenian, Azeri and Georgian partners)
- Approach in policy analysis: Legal NGOs – to be further explored in NEPC
- On the spot Monitoring and Evaluation interview with NEPC Members

II. Mongolia – Kyrgyzstan (October 2014)

Mongolia

Host: Mongolian Education Alliance (NEPC Member)

Organizations visited:

- Education Coalition
- UNICEF
- Ministry of Education - Chief of Strategic Policy & Planning
- Swiss Development Agency
- OSF

Kyrgyzstan

Hosts: Center for Public Policy (NEPC Member); Foundation 'Education Initiatives Support' (NEPC Member)

Organizations visited:

- Centre for ethnic relations
- Centre for social integration
- OSF
- UNICEF
- Vocational Agency
- Ministry of Education

Outcomes

- Understanding of specific national educational issues (Mongolia)
- Reinforces the partnerships with members in Kyrgyzstan and identification of field of interest for future cooperation
- Ideas for innovative format of learning event (EverGreen Republic)
- On the spot Monitoring and Evaluation interview with NEPC Members

4b. Board

Board Meetings (BM) – Location & Dates

24th BM – Sarajevo, 20th & 21st March/2014

25th BM – Sarajevo, 6th & 7th July/2014

26th BM – Zagreb, 12th & 13th December/2014

Board Members

Aydagul Batuhan

Batkhuysag Batjargal

Bajkuša Mario

Bregvadze Tamar

Čelebičić Ivona

Contribution of NEPC Executive Board

- Consultation on on-going projects
- Consultation on publication and topics to be covered (Poverty; NEPC Comparative Studies in education 3)
- Revision of Financial Policies and Procedures

- Nomination of NEPC Board Members according to Programmatic priorities:
 - * *Education for Sustainable Education – Mario Bajkuša*
 - * *Inclusive Education – Ivona Čelebičić and Gordana Miljević*
 - * *Teachers Policies – Tamar Bregvadze and Laura Kirss*
- Developing concept of NEPC Summer School 2014
- Developing of concept of NEPC Policy Lab 2014
- Contribution to international conferences
- Contribution in defining analysis of NEPC Strategy
- Contribution in developing Monitoring and Evaluation System
- Contribution in the methodology of Network Analysis

5. Future plan for 2015

Develop NEPC Strategy 2016-2020

**Thematic
workshops
on ESD**

Organization of 3 panels for CIES 2015

Summer School - ESD

Policy Lab - Governance

2 Policy Briefs

Poverty Analysis

Multi-Country Policy Analysis (Governance)

Develop new visual identity

3rd Issue of Comparative Studies in Education

Organization of 10th Anniversary

2 Field visits

*Network
analysis*

6. Instead of conclusions

- * Congratulations to Macedonian Civic Education Centre for its first 10 years!
- * Congratulations to Institute for Social Research in Zagreb - Center for Educational Research and Development / CERD for its first 50 years!
- * Welcome in NEPC to...
 - Children are the Future, Albania
 - The Education Policy Center, Lithuania
 - Educational Center Pro Didactica, Moldova
 - International Centre for Knowledge Promotion, Slovenia
 - Educational Research Institute, Slovenia
- * Goodbye to...
 - Slovak Governance Institute, Slovakia

7. OUTPUTS

Available on line:

- * Research Report, The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia, Esad Bratović
- * Policy Brief, The Perception of Petty Corruption and Unethical Behaviour in Secondary School in Croatia, Esad Bratović & Marko Kovačić
- * Syllabus with examples of learning activities, Jonathan Even-Zohar
- * Mapping Teachers Policies in NEPC Region, Maria Golubeva
- * Participatory Policy Making, Marko Kovačić
- * Summer School 2014 Report
- [Ref. to project *Support to Pilot Schools for implementing Inclusive Education policies and practices*](#)
- * The projects in the schools

Available on request:

- * Detailed reports of Filed Visits
- * Board meetings minutes
- * Monitoring and Evaluation system questionnaire
- * Poverty analysis in NEPC region
- [Ref. to project *Support to Pilot Schools for implementing Inclusive Education policies and practices*](#)
- * Focus Groups – Summary of results
- * Analysis of 49 project proposals

