



Network of Education Policy Centers

NETWORK OF EDUCATION POLICY CENTERS

ANNUAL REPORT 2017

Explore | Participate | Change

CONTENT

PROJECTS	4
LEARNING EVENTS	9
PUBLICATIONS	13
ADVOCACY & NETWORKING	13
NETWORK	15
FUNDRAISING	18
NEPC IN NUMBERS	18
SUMMARY FINANCIAL REPORT	19

PROJECTS

Project: [“Breaking the Poverty Taboo: Roles and Responsibilities of Education - BRAVEdu”](#)

NEPC Role: [Project Coordinator](#)

Time frame: [September 2017- August 2019](#)

The Erasmus + co-funded project, which started in **September 2017 and will last for 24 months**, aims at strengthening the capacity of schools to support disadvantaged learners from low SES to a more active participation in school life and in achieving better learning outcomes in general.

PISA 2015 reports confirm that students’ SES has a significant bearing on performance, with those coming from low-SES households much more likely to be low achievers. Specifically important for this project is PISA assessment of the extent differences in education outcomes are associated with the SES of parents as well as the performance gap between advantaged and disadvantaged students.

According to all these criteria **Estonia outperforms the rest of the EU**. For this reason, Estonia was chosen as a country whose educational policies and practices will be studied by other partners involved to identify reasons behind fore mentioned academic success.

Finally, significant for this project is the research that confirms that attitudes and beliefs of teachers have direct effect on students' achievement and can support them independently of students’ SES.

Project partners:

- Elementary School Dr. Vinko Žganec, Zagreb
- Elementary School Tišina, Slovenia
- Elementary School Dane Krapčev, Skopje, FYR Macedonia
- Education Research Institute, Ljubljana, Slovenia
- Forum for Freedom in Education, Zagreb, Croatia
- Step by Step - Skopje, FYR Macedonia
- Praxis, Estonia

Project: [Coordination of demonstration projects in SEET region – ETF](#)

NEPC Role: [Project coordinator](#)

Duration: [January 2017 \(implementation phase\) – March 2018](#)

The project initially supported 7 small grants in SEET region that aimed to improve the quality of CPD for teachers training in VET, to improve the capability of policy makers and practitioners to develop CPD, and develop of policy and implementation strategies for sustainable systems of CPD. In September 2017 3 more demonstration projects were selected and the project was extended to March 2018.

The activities carried out in the frame of the project were reported and updated via an on-line platform (available at <http://bit.ly/2A1QuGB>). The content update was curated by NEPC. NEPC provided support and capacity building to demonstration project teams and disseminated the results.

Initial Demonstration Projects were implemented by:

- Irosft Education (Albania)
- Agency for Pre-Primary, Primary and Secondary Education (Bosnia and Herzegovina)
- Institute for Training and Economic Development ITED (Kosovo)
- Harvest of Knowledge (Macedonia)
- Ministry of Education (Montenegro)
- Center for Education Policy (Serbia)
- Gazeteci Cetin Altan MTAL (VET School)

Additional Demonstration Projects will be implemented by:

- Center for Competitive Skills (Albania)
- Harvest of Knowledge (Macedonia)
- Center for Education Policy (Serbia)

Project: **Open Source Multilingual Teaching Materials Forum for Migrant Pupils in Europe – AVIOR**

NEPC Role: **Project partner**

Duration: **October 2016 - September 2019**

The Erasmus + funded project seeks to reduce disparities in learning outcomes in basic literacy and numeracy skills between native and non-native primary school children in Europe through:

- developing cost-effective approaches to produce multilingual literacy and numeracy learning resources for migrant children;
- building teacher professional competence to create inclusive multilingual classrooms;
- creating informal local teacher/parent collaborative networks to enhance the participation of migrant parents in strengthening their children's basic numeracy and literacy skills and
- broadening the awareness of teacher trainers, school leaders and policy makers about the benefits of mother tongue and multilingual education for migrant children.

Partners:

- Project leader: Risbo B.V. (Netherlands)
- Rutu Foundation for Intercultural Multilingual Education (Netherlands)
- Europaisches forum fuer migrationsstudien ev (Germany)
- University of Western Macedonia (Greece)
- Praxis (Estonia)
- Terremondo cooperativa sociale arl (Italy)

Project: [HAND in HAND - Social and Emotional Skills for Tolerant and Non-Discriminative Societies: A Whole-School Approach](#)

NEPC Role: [Project partner](#)

Time frame: [February 2017 - February 2020](#)

The HAND in HAND project will develop an open access systemic policy tool – EU based universal SEI learning program (a program for students and school staff) based on multiculturalism and diversity awareness that fosters inclusion and develops more tolerant and non-discriminative learning environments for all students (including immigrant and refugee) to prevent discriminative bullying, segregation and ESL.

The project will start with systematic analyses of the state of the art in the partner countries and wider (EU and international) in relation to SEI competences measurement or SEI program development resulting in three comprehensive catalogues to be used during the project lifetime and beyond:

- SEI assessment catalogue
- SEI school staff program catalogue
- SEI students catalogue

NEPC is responsible for international dissemination of the main outputs of the project as well as for the support to the leading organization in enhancing external communication and online presence (via web pages and social media). NEPC was also involved in the outlining of ideas for an upcoming promotional video about the project.

NEPC contributed by managing the HiH Facebook page with an average of four posts on the topic per month (@HANDinHANDsi) and the Twitter account (@HANDinHAND_si), the project was presented during the NEPC Summer School in July 2017 and in the frame of the Sirius Network at the SIRIUS Annual Policy Conference in December 2017 where the topic of socio-emotional learning was promoted as well. NEPC is also responsible for searching and summarizing topical scientific and professional articles for the HiH newsletter.

Partners

- Project Leader: Educational Research Institute, Slovenia
- Slovenian Ministry of Education, Science and Sport (MESS)
- Mid Sweden University (MIUN)
- Institute for Social Research in Zagreb (ISRZ)
- German Institute for International Educational Research (DIPF)
- Technical University of Munich (TUM)
- VIA University College, Denmark
- Danish Society for the Promotion of Life Wisdom in Children, Denmark

www.handinhand.si

Project: [SIRIUS 2.0 - Policy Network on Migrant Education](#)

NEPC Role: [Project partner](#)

Time frame: [September 2017 – September 2021](#)

SIRIUS 2.0 will feed the best evidence and practice into the major education policy debates by mobilising mainstream migration and education activities and building the capacity of migrant and grassroots education initiatives. SIRIUS will feed this inclusive evidence-based policy-making and collaboration by:

- Analysing and co-creating knowledge on the main challenges and policy approaches for inclusive education for children and young people with a migrant background, with special attention to refugees, unaccompanied minors and other vulnerable learners;
- Identifying, sharing and promoting good policy practice and stimulating innovation and mainstreaming in policy development, experimentation and implementation;
- Disseminating results more widely and in more policy-friendly formats such as recommendations, guidance and tools.

NEPC will be involved in the following SIRIUS 2.0 activities:

[SIRIUS Watch](#) - an annual monitoring Shadow report, which aims to analyse main challenges and policy approaches for ensuring inclusive education environments for migrant and refugee students.

[Peer Learning Events](#) - with the aim of analysing good practices in inclusion of refugee and migrant students and producing policy recommendations and practice description for policy makers for schools and policy makers across Europe.

[International advocacy](#) – dissemination and advocacy of SIRIUS recommendations for education of refugee and migrant students.

[Partners](#)

- Project Leader: Migration Policy Group
- 5 network and 23 national partners from 18 EU countries

www.sirius-migrationeducation.org

Project: [Professional Capacity Dealing with Diversity – NAOS](#)

NEPC Role: [Project partner](#)

Time frame: [September 2014 – September 2017](#)

The challenges involved in taking care of the diverse needs of migrant students require strategies to be taken at the school level and system level. These involved preparing heads of schools and teachers to meet the diverse needs of migrant students, increase the students' opportunities to learn language (both their mother tongue as well as the language of instruction) in regular school lessons, encouraging schools to intensify their efforts in

building capacity for dealing with diversity and making collaboration between schools and communities more effective.

Thus, the central topic of this project was raising professional capacity in dealing with migration related diversity which would result in an increase in educational attainment and a reduced drop-out rate. The project aimed at increase in language diversity, identity development, parental involvement and improved didactics and school-community relationships.

Handbook on professional capacity and a handbook on teacher training for diversity were published and are accessible at the website Through study visits three case study reports were prepared. The publication and dissemination of information was done through the SIRIUS network as well. NEPC contributes with *How to teach values through pop-culture: NAOS - Latvia case study* (<http://bit.ly/2ndfpSm>).

Project Partners

- RISBO (The Netherlands) APPLICANT
- 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)

<http://naos.risbo.org/>

Project: [EU/CoE Horizontal Faculty for Western Balkans and Turkey](#)

NEPC Role: [Provision of Intellectual Services](#)

Time frame: [January 2017 – November 2018](#)

NEPC was involved, through provision of consulting services (research, training, project monitoring) in the implementation of two projects: “Fight against bullying and extremism in the education system in Albania” and “Democratic School Culture and Diversity in Schools” Kosovo.

LEARNING EVENTS

NEPC CONFERENCE: [The primary colours of education #2](#)

10th & 11th April, Tallinn, Estonia

The conference tackled the topic of education in post-factual era, explored the possibility of cooperation through networking with international networks, and provided a platform of exchanges of good practices among members.

Panellists presented the features of society in which data, evidence and truth seem not to be considered in decision-making process at political and policy level and the role education can have to mitigate the risks of these worrying trends.

The event hosted representatives the following networks/associations organizations such as SIRIUS, European Parents' Association (EPA), European School Heads Association (ESHA) to explore common field of action and possible cooperation among networks secretariats and members.

Education in a Post-Truth Society

<http://www.edupolicy.net/wp-content/uploads/2017/10/Education-in-Post-Truth-Society-formatted.output.pdf>

The conference in numbers:

1,5 day

1 key note

2 panels

18 presentations by member

28 speakers

33 participants

From 1 to five; 1 is the most negative, 5 the most positive



Evaluation overview

<i>Before the conference I How satisfied you are with:</i>	
General Assistance of NEPC staff	4,9
<i>Venue I How satisfied you are with:</i>	
venue and conference rooms	4,5
accommodation and hotel service	4,9
arrangements and quality of the catering	4,0
<i>Conference content I How satisfied you are with</i>	
Keynote Speech - Estonia and its PISA success – learning points for other countries?	4,8
Panel discussion: The role of education in post-factual society	4,5
Panel Speakers	4,1
Relevance of the topic	4,2
Moderator	4,4
Exchange of good practices	4,7
Organization of Content	4,8
Relevant for my work	4,5
Format	4,7

STUDY VISITS

The members have repeatedly highlighted the need for more inter-membership learning and exchange of knowledge. Although such opportunities have previously been provided through Annual meetings/conferences and the Summer School program in 2017 in order to enhance the exchange NEPC started the new Study visit programme. In its 1st year of implementation the program has attracted the interest of members for both hosting and participating in the programme and it shows a great potential to become a “star” programme for members. Four members applied for hosting the Study visits and six organizations applied as visiting. Due to budget restrictions three have been selected and were implemented in 2017 resulting in 14 mobilities. Summary of the applications can be found in the table below:

Hosting organizations applications	Topic/Title	Visiting organizations applications (number of staff)	Selection /Dates
Moscow School of Social and Economic Sciences, Russia	School Governance	Children are the future, Albania (3) Centre for Education Policy, Serbia (3) Vilnius University, Lithuania (1)	Selected October 17th – 19th
Centre for Education Policy, Serbia	Education for All: two cases from Serbia	Education Research Institute, Slovenia (4) Education Reform Initiative, Turkey (1)	Selected October 11th – 14th
Center for Educational Initiatives Step by Step, Bosnia and Herzegovina	Teachers’ Matter - Annual Award for teachers	Forum for Freedom in Education, Croatia (1) Centre for Education Policy, Serbia (1)	Selected August 21st – 24th
Institute for Social Research in Zagreb, Croatia	Evidence based advocacy and inter-sector cooperation	Centre for Education Policy, Serbia (3) Education Reform Initiative, Turkey (1)	Not selected

Each study visit was followed up with the report from the visiting partners and can be found here: <http://www.edupolicy.net/from-nepc-members>.

POLICY LAB: [School Governance: challenges & solutions](#)

[18th February, Moscow, Russia](#)

Policy Lab 2017 was hosted by Moscow school of Social and Economic Sciences. Focus country were Azerbaijan, Kyrgyzstan and Russia. Case studies from the three countries were presented, 16 participants from the three countries were invited through interactive workshop to identify challenges in school governance and propose adequate recommendations. The Policy Lab led to conducting the Study on Governance in two more countries Azerbaijan and Kyrgyzstan. The methodology for the 2016 Governance study was used. Resulting in comparatives study on Azerbaijan, Kyrgyzstan and Russia:

Who rules the schools? The tale of three countries.

The publication is available in English and Russian.

As a result of the Policy Lab three case studies were also published

School principalship developments in Azerbaijan: challenges of professional development of school leaders vs. managers – Elmina Kazimzade

Managing the quality of teaching in Kyrgyzstan – Aleksander Ivanov

School Governing Board in the Time of Transition - Marina Moiseeva

Case studies are available at www.edupolicy.net in both English and Russian.

SUMMER SCHOOL 2017: *Poverty in Education: What Do We Know and What Can We Do?*

July 2 – 8, 2017, Mitrovicë, Kosovo

The Summer School was based on the understanding that education has direct impact on social justice and that students from low socio economic background, living in poverty or at risk of poverty are multiply disadvantaged learners. Research literature consistently shows that parental socio-economic status is related to academic achievement of their children. Research (see: Further readings) also shows that children living in poverty frequently have poor literacy and language skills and have limited access to reading materials that negatively affects the learning results; growing up in poverty contributes to having a negative perspective about the future; children with lower socio-economic status background are often victims of bullying in schools.

The main questions Summer school aimed to answer were on one hand related to school and the practices at school level such as:

- Are schools perpetuating classism in society?
- Which school policies and practices contribute to alleviating the issue of poverty in education?
- How to involve students, parents and local communities in design and implementation of school policies and practices
- Can good practices for poverty alleviation contribute to segregation and labelling?

While on the other hand the Summer school explored big data sets to with questions such as:

- What relevant data is available through international assessment systems such as PISA and how to exploit it through secondary analysis?
- How can secondary analysis of international assessment system of student's achievement, such as PISA, assist in addressing the issue of poverty and its impact in education?
- Analysis of current situation and data in participating countries especially in regard to low SES students.

Trainers & Faculty:

Radmila Rangelov Jusović, Executive Director, Center for Educational Initiatives Step by Step, Sarajevo, Bosnia and Herzegovina

Nedim Krajišnik, Youth Program Coordinator, Center for Educational Initiatives Step by Step, Sarajevo, Bosnia and Herzegovina

Klaudija Šterman Ivančič, researcher at the Educational Research Institute, Ljubljana, Slovenia

Mojca Štraus, Ministry of Education, Science and Sports, Slovenia

Summer school 2017 in numbers:

- 20 participants (16 from NEPC members)
- 1 external and 3 NEPC experts
- 5 days

Secretariat covered the in-country costs of one representative from each member.



Course content	Relevance/choice of general topic was appropriate	4,92
	Courses met my expectations	4,62
	Training packages were well organized	4,92
	The course objectives were clear	4,62
	Structure of the course was well planned	4,85
	Other (please specify); Single answer (Lots of energizers and games)	5
	AVERAGE	4,82

PUBLICATIONS

Policy Analyses Report

Who rules the schools? The tale of three countries, Elena Lenskaya

Case Studies

School principalship developments in Azerbaijan: challenges of professional development of school leaders vs. managers, Elmina Kazimzade

Managing the quality of teaching in Kyrgyzstan, Aleksander Ivanov

School Governing Board in the Time of Transition, Marina Moiseeva

Policy Brief

School Leaders Advocates for Refugee and Migrant Students, Lana Jurko

Report

Summer School 2017 Report: Poverty in Education: What Do We Know and What Can We Do?, Petra Jurlina

All publications are available at www.edupolicy.net

ADVOCACY & NETWORKING

In 2017, NEPC worked through different channels to on one hand advocate for its members and educational policies they are trying to implement and on the other hand to establish cooperation with other stakeholders in the field to explore common field of action and possible cooperation among networks secretariat and members. The channels used were social media and web, attending and organizing conferences and events, publications and direct outreach to organizations and stakeholders in the field.

Online presence (web and social media)

NEPC continues to publish all its outputs as well as educational related news and analyses from member countries and beyond on its webpage www.edupolicy.net and on its FB page <https://www.facebook.com/edupolicy/?fref=ts> which currently has 838 likes (825 followers) and about 80 published posts. In November 2017, the BRAVEdu project Facebook page was created as part of the project activities and it has already attracted a 90 member community. A Twitter account (@_N_E_P_C) has also been reopened in October and it had 39 tweets and retweets.

The social media presence had a significant increase in 2017. At the end of 2016 there were 738 FB likes with about 30 posts for the whole year, and an inactive twitter account. The increase can be accounted for by dedicating specific staff member's time to managing social media.

NEPC web page has also been regularly updated with seven articles about members' activities, twelve articles on NEPC activities and seven NEPC publications.

Conferences and events

NEPC participated in seven international conferences organized by different stakeholders and two conferences organized by NEPC members.

- EPNISOL conference Malta – January 2017 – Forum on Leadership Policy for Equity and Learning
- Moscow School of Social and Economic Sciences, Moscow – February 2017 - Trends in Education: Who teaches the teacher and what is being taught?
- NAOS conference Rotterdam – June 2017 – Do Europe in 1 Day - Professional Capacity for dealing with diversity
- European Commission Brussels - June 2017- Stakeholder consultation conference Key Competences review
- Council of Europe Tirana – June 2017 - International Conference on Bullying and Extremism in Schools
- Step by Step Conference Konjic, - August 2017 - 9th Regional Conference of Educators: Teachers are Important
- VIA University College Aarhus – September 2017 - Social and Emotional Competencies for Tolerant and Non-Discriminative Societies
- UNICEF Skopje - December 2017 - Quality Education for Growth, Achievements and Better Future
- SIRIUS Brussels – December 2017 – Annual Policy Conference on Migrant Education

Through its networking and advocacy activities NEPC has in 2017 deepened its relationships with Council of Europe, European Training Foundation, UNICEF, European Parents' Association (EPA) and European School Heads Association (ESHA), with plans to work on common projects and goals in 2018.

NEPC has also established relationships with several Ministries of Education in the region (Albania, Kosovo, Montenegro) and with Agency for Education (APOS) in Bosnia and Herzegovina. While in direct outreach to experts and schools it has widened its network of stakeholders to over 600 who receive NEPC news and materials.

NETWORK

Human resources

NEPC Secretariat team

- Executive Director (100% working hours) Lana Jurko
- Administrative Officer (100% working hours, maternity leave from September) Raffaella d'Apolito
- Financial Manager (20% working hours) Nikolina Turčinović Dupor
- Project coordinator (50% working hours July - August; from September 2nd 100% working hours) Petra Jurlina
- Project coordinator (100% working hours, from September 4th) Pietro Santilli

NEPC Experts in 2017

- Elena Lenskaya, Policy Lab & Governance Study – 3 countries
- Andrey Samoylov, Policy Lab follow - up
- Elmina Kazimzade, Policy Lab follow - up
- Marina Moiseeva, Policy Lab follow - up
- Radmila Rangelov-Jusović, Summer school 2017
- Nedim Krajišnik, Summer school 2017
- Klaudija Šterman Ivančič, Summer school 2017
- Mojca Štraus, Summer school 2017

Board Members

- Mario Bajkuša, President – Representative of members-at-large
- Elmina Kazimzade – Representative of region C
- Suzana Geržina - Representative of region A
- Elena Lenskaya - Representative of members-at-large
- Radmila Rangelov-Jusović - Representative of region B

Organizational Development

Members

In 2017 there were no changes in membership NEPC still counts 24 organizational and 4 individual members from 21 countries. Although several attempts were made to attract new members to the Network they have not been successful. Network still seeks to involve new organizational members from several key countries in the region such as Poland, Slovakia, Hungary, Belarus, Ukraine, Kazakhstan, Tajikistan and Armenia.

Based on 2016 Network analyses and the general social and democracy crises in the world it was decided that the Secretariat conducts a more thorough investigation into the situation and the position of NEPC members in the policy realm in their countries. Semi structured

interviews were conducted with 18 members. The interviews included questions in 4 spheres

ID of members – general information about organization (revision of information from 2015).

Policy – status of education systems in the NEPC region; current policy revisions and reforms; role of NEPC members in them; social-recognition of members in their country.

Politics – how education is perceived by current government;

Practices – reflection of activities implemented by members in previous year; presentation of best practices.

The interviews also included several questions on NEPC role in their organization and support NEPC could offer to members.

Based on the interviews a report was prepared and will be presented to members at the next GA the report will be used for visibility and fundraising purposes of the network. As well as it will provide insight into the polices and politics of the region and provide the network with input for the revision of its strategy which is planned for 2018.

Main findings were that all of NEPC members are involved in the policy making in their countries in different ways and to different degrees, that all of them are highly respected as professionals in the field. It also revealed several strengths of members that will allow for further inter-membership learning. Finally important for the sustainability of the network 16/18 interviewed NEPC organizations report financial stability.

Network Analysis

The network analysis (NA) was envisioned to look into:

- a) How many of the activities organized by NEPC are accessible to its members
- b) How many members take part in NEPC-organized activities
- c) What the open activities rate is
- d) If more than a half of NEPC members abstain from participating in NEPC-organized activities, which conclusions can be drawn, especially by the GA and the Board

(a) Region A: EU countries

(b) Region B: IPA countries

(c) Region C: Euroeast, Central Asian countries and Mongolia

The analysis indicated a regional 'bias' in fundraising activities of NEPC, i.e. that NEPC members from region A and B countries participated on average much more than the rest, this is not surprising as there are very few calls for Region C. However it is also clear that more needs to be done in the cooperation between Secretariat and the members from

region C in order to improve the Secretariat knowledge on fundraising possibilities in Region C and to encourage members for common effort in fundraising. In 2017 there was a lower rate of fundraising cooperation initiated by NEPC in comparison to 2016 (involving only 7 members).

Learning activities opened to all members and covered by Secretariat (conference, summer school, study visits) registered good rate of response (Max 19 – Min 8). Policy Lab which was offered only to 3 members had a full response of all 3 members. Low rate is registered in activities, requiring time-investment that is not paid (writing articles for NEPC web, participation in Facebook campaign).

Strategy 2016-2020

The Strategy 2016-2020 has been built on learning from the first decade trying to propose the development of recommendations from previous projects and initiatives, unfortunately the second year of strategy implementation has shown how most of the activities planned within the objective 1 and considerable number of the activities planned in objective 2 are improbable to be realized. The attempt to fundraise for the continuation of previous projects has not been successfully.

The challenge of the Strategy implementation has been discussed at Board meeting and considering the activities implemented are in line with Strategy objectives, the review of the Strategy is planned for 2018. The review of strategy will be based on the learnings from the interviews conducted with members as well as from the Network analyses.

Board Meetings

In 2017, three Board meetings were organized:

- 9th of April, Tallinn – Estonia
- 31st of August - 1st of September, Vrbovec - Croatia
- 9th - 10th December, Sarajevo - Bosnia and Herzegovina

Board members contributed to the design and the implementation of the Summer School, the webinars for members as well as to the support the ED in advocacy action. They supported Secretariat in communication with members and provided feedback on ongoing activities and plan for 2018.

General Assembly - GA

10th April 2017, Tallinn – Estonia

The report from 2016 and the Plan for 2017 were presented. The members' requests (change of status and new applications) were discussed and submitted to GA for approval.

29 representatives of NEPC members (23 full members; 2 affiliated institutional members; 4 affiliated individual members) were present. NEPC Secretariat was represented by Lana Jurko.

Minutes available upon request

FUNDRAISING

FUNDER	NEPC ROLE	ACRONYM/TITLE	RESULTS
EC - E+	Applicant	BRAVEdu - Breaking the Poverty Taboo: Roles and Responsibilities of Education	APPROVED
EC - E+	Applicant	HEAD - School leaders matters	REJECTED
E+ - EAC	Partner	Sirius 2.0 - Policy Network on Migrant Education	APPROVED
H2020 - CULT-COOP	Partner	Cultural literacy of young generations in Europe	REJECTED
IPA	Partner	Multi Beneficiary Serbia	REJECTED
IPA	Partner	Multi Beneficiary Azerbaijan	REJECTED
Europe for Citizens	Partner	Through Miranda's eyes	PENDING
SHL Foundation	Applicant	Southeast Europe - support of educational youth project activities	PENDING

NEPC IN NUMBERS

28 full and affiliated members
 90 participants in learning events
 7 publications
 8 project proposals, 2 approved, 4 rejected, 2 pending
 833 Facebook followers
 9 international conferences and events attended
 5 NEPC events organized
 634 experts and practioners in NEPC database

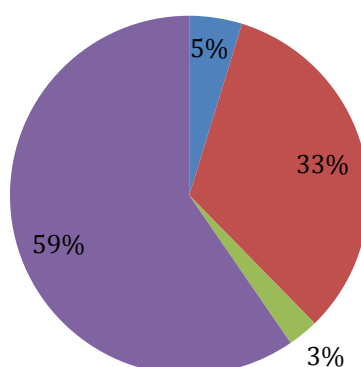
SUMMARY FINANCIAL REPORT

BALANACE	EUR
Incoming funds 2017	405.955,16
Total operational costs	170.039,35
Total projects' costs	111.889,86
Total spent 2017	281.929,21
BALANCE INCOME/SPENT	124.025,95

Incoming Funds	in EUR
I Memeberhsip Fees	19.351,17
II OSF admin grant	133.594,58
III ETF	78.440,00
IV NAOS	3.000,00
V AVIOR	8.090,00
VI Hand in Hand	35.036,65
VII Self generated (CoE)	10.500,00
VIII SIRIUS	6.442,72
IX BRAVEDU	110.884,54
Other	615,49
TOTAL	405.955,16

Incoming funds per source

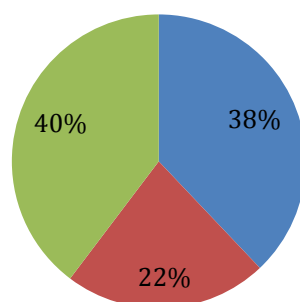
■ Memebrship fees ■ OSF Grant ■ Self generated ■ EC funds



Expenditure	in EUR
I. Administration costs	
II. Activities	
1.1. Staff costs	82.524,02
1.2. Office costs	21.560,99
1.3. Bank costs	2.803,40
TOTAL Administration costs	106.888,41
II. Activities	
1. Board	4.780,21
2. General assembly/conference	16.824,28
3. Summer school	14.435,87
4. Policy Lab	11.453,96
5. Visibility & Publication	5.454,29
6. Study Visits	10.202,33
TOTAL Activities	63.150,94
III. Projects	
SIRIUS	2.637,98
ETF	71.689,19
NAOS	1.760,80
AVIOR	3.171,16
HAND IN HAND	3.681,87
CoE	3.771,37
BRAVEdu	19.641,65
Final payment for past projects	5.535,84
TOTAL Project	111.889,86
TOTAL SPENT	281.929,21

Expenditures per type

■ TOTAL Administration costs ■ TOTAL Activities ■ TOTAL Project



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