

C I V I C E D U C A T I O N P R O J E C T



Annual Report

—————July 1, 2001—June 30, 2003—————

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Mission Statement

The Civic Education Project, an international non-profit organization rooted in the belief that democratic society requires critically minded and informed individuals, works to enhance the development of higher and professional education in societies engaged in political and economic transition.

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MESSAGE FROM THE CHAIR

In November 2001, with the shadow of September 11 hanging over us, the Fellows, staff, alumni, and friends of the Civic Education Project celebrated our tenth anniversary as an organization. Anniversaries remind us how far we have come and give us the opportunity to celebrate our accomplishments. But as we look forward into an increasingly uncertain world, the mission of our organization—to help build democratic societies through improved higher education—has never seemed so important.

Democracy, nation-building, fostering civil society—all these concepts are held up as talismans of hope, as though they will somehow magically materialize in countries where repressive regimes have long held sway. Those of us in CEP and other NGOs who have lived the struggle to make lasting reforms possible in such countries truly understand just how much work is required to assist our local partners in their struggles to bring about even small changes in the way their society orders its future. And so, we are at once daunted by the challenges and optimistic about the opportunities that the world presents us.

As frightening and depressing as the world can be in 2003, our optimism is well founded. This is because in CEP we know that we have a proven model for fostering sustained transformations of one sector of a civil society—higher education—and that this model can be exported beyond the region where we have worked so hard during the past decade. In the years ahead, we look forward to the possibility that CEP may find itself active in many more regions of the world.

*...in CEP we know that we have
a proven model for fostering sustained
transformations of one sector of
a civil society—higher education—...*

*Dr. T. Mills Kelly
Chair*



Of course, this does not mean that we have abandoned our core. Far from it. As the needs of universities and faculties in our primary service area evolve, so, too, has CEP been changing. In our first years, we brought visiting lecturers from abroad to teach in Eastern Europe and the former Soviet Union.

Today, CEP is leveraging over ten years of investment in local faculty development with a focus on building extensive and lasting networks of innovative university teachers through a variety of programs—seeding the creation of professional associations, curriculum development initiatives, teaching methodology programs, and online networks. The faculty who participate in and increasingly take ownership of these programs are teaching and mentoring the next generation of leaders in their countries.

As we see these locally administered programs flourish, and as we observe alumni of our project take on increasingly important positions in their home universities, we are reassured that we have a model that can be exported to other parts of the world. I hope that you will join us, and those who have generously supported us over the years, as CEP continues to grow in the years to come.

T. Mills Kelly
Chairman of the Board, 1998–2002



George Soros

CEP's tenth anniversary was celebrated with a half-day conference hosted by the Kennan Institute for Advanced Russian Studies, Woodrow Wilson International Center for Scholars in Washington, DC, on November 9, 2001. Congressman **Lee Hamilton**, the Center's director, introduced George Soros by saying that he "has used his wealth to help entrench and enliven democracy in more than 50 countries across the globe. His extraordinary vision, commitment, and generosity have contributed greatly to the development of open societies around the world." Two panels of scholars and policy makers went on to discuss "The State of Democracy in Eastern Europe and the Former Soviet Union: One Step Up or Two Steps Back?" The meeting also marked the move of CEP's US office from New Haven, Connecticut to Washington, where it is housed at Johns Hopkins University's Paul H. Nitze School of Advanced International Studies.

George Soros, CEP's principal backer through the International Higher Education Support Program, congratulated CEP's founders Bill Antholis and Steve Grand and reminisced on their first meeting. The two graduate students "felt a sense of mission, responding to the collapse of the Soviet system with a volunteer effort." Soros expressed his pleasure with the fact that CEP works closely with his organizations. Students of CEP instructors often study at the Central European University and go on to careers in academia. With this cooperation, CEP "is really very very effective, and there is still that volunteer spirit that has made it so worthwhile." Soros established a point of reference for the subsequent discussions with

CEP'S TENTH ANNIVERSARY CELEBRATION

an image of shades of gray in the region's progress toward democracy.

State of Democracy in the Region

Stephen B. Heintz, president of the Rockefeller Brothers Fund and a friend of CEP since its early days in Prague, where he headed the EastWest Institute, echoed Soros's theme by comparing the growing diversity in the post-communist countries' experiences with democracy with their different communist and pre-communist histories. Even in the Czech Republic, one of the countries that started out with the greatest strengths, where today the politics of fear are gone, the politics of trust have not yet been firmly established and there has been some backsliding.

Heintz explained the unevenness in the development of democracy in the post-communist world as part of the global phenomenon of more democracies with less democracy creating a "growing democratic

Stephen Heintz





deficit.” Globalization presents challenges to democracy, diminishing the power of the nation-state, increasing inequalities between rich and poor both globally and nationally, and leading to the sense that democracy “doesn’t necessarily assure a better quality of life.” The countries of this region need more than a democratic infrastructure. Constitutions, free elections, independent media, and free labor unions are “absolutely necessary, but they are also insufficient” for a real democracy to thrive. The values and democratic thinking that comprise a culture of democracy by existing in social structures comprise John Dewey’s “secular faith” of democracy, but Heintz doubts that people in 2001 have much faith in democracy. Hence, it is necessary to educate for a democratic culture, which CEP does. A merging of civil society and civic democracy, civic engagement and political process must take place.

Olivia Rusu-Todorean, a lecturer at Babes-Bolyai University in Romania and a former CEP Local Faculty Fellow, stressed the breadth of the spectrum of democracy even in the democratic world. Since there is no single prototype of democracy, she challenged the idea of backsliding: backsliding and progress are relative to what? If we try to measure it, we will set extremely high expectations. Expec-

*Stephen Grand
and Olivia Rusu-Todorean*

tations have been extremely high in both East and West in what has been a short period of time considering the depth of processes. She prefers to describe the region’s countries as a “group of unconsolidated but certainly democratic regimes” with standards dependent on local conditions. She views their futures as equally diverse, with some becoming consolidated democracies and others ranging from a mixed democratic-authoritarian regime to a state of continuing uncertainty.

Alexander Cooley, assistant professor at Barnard College, Columbia University, painted a controversial picture of ten years of steady regression in Central Asia and the Caucasus, with no shades of gray. Referring to the elimination of potential opponents in elections on legal technicalities and other “massive irregularities” in all these countries, Cooley vehemently called for holding their regimes accountable for their actions. Patronage networks inherited from the Soviet era operate in economic, political, and social life. He challenged transitologists for not questioning initial assumptions about a country’s perspectives for progress. What these countries have is not more or less state but a very poor-quality state, “which cannot be remedied by us creating civil society networks and television broadcasts and flying in consultants and organizing seminars.” Cooley stigmatized Western complicity in this regression, since multilateral and governmental organizations “need success stories.” Although there was some initial progress in the early and mid-90s, when this stopped, the West did nothing. Given its current military presence in Central Asia, the United States is unlikely to put any real pressure on regional elites to restart democratization.

The historic, cultural, and geographic forces that have created different outcomes in the countries of the region were the focus of remarks by **Carl Gershman**, president of the National Endowment for Democ-

rac y. He believes that one must look for the places where a country can be changed. To quote Henry Kissinger, “not to recognize these objective forces is perilous, but to hide behind them as an excuse for inaction is a moral abdication.” In the post-communist region, he believes, propitious circumstances existed in 1989 and still exist today, as people look to the West and to integration with the West. Even in Russia, there is strong grassroots support for democracy. Therefore, we must engage directly with societies, since “a lot of money has been wasted on engaging too directly with governments.” This imbalance of resources must be redressed. “Our ultimate objective is to see Russia as a democracy that is part of Europe.” Gershman pointed to an interesting positive aspect in the recent disappointing election in Belarus: representatives of civic organizations from across Central and Eastern Europe observed the election and worked with their counterparts in Belarus, creating the beginnings of democratic integration “even before there was governmental integration.”

The Role of Higher Education Reform in Sustaining Democracies

Stephen Szabo, interim dean of the Paul H. Nitze School of Advanced International Studies, focused the question of reform in higher education on cases of success and failure as models for other universities or countries. Should we make a choice between assisting large state universities and setting



Carl Gershman



Stephen Szabo

up new American-style institutions? **Robert McCarthy**, director of evaluation, Public Diplomacy Unit, US Department of State, responded that US government programs of assistance to higher education are divided between those helping individuals and those supporting institutions. Yet, while the question behind all aid is whether to “let a lot of flowers bloom or to lavish a lot of attention on the prize orchid,” the two types of programs intertwine. He cited several external assessments of government programs to prove this point.

A mixed review of changes in Russian higher education came from **Oleg Sidorov**, vice dean, Mari State University Faculty of Law, Yoshkar-Ola, a former Local Faculty Fellow, and a member of CEP’s Russia Advisory Board. He argued that “institutions of higher education [have] significantly loosened ideological and political control” and that state authorities attempt to equip academics with democratic values in the social sciences and humanities. One success of educational reform has been the “increasing level of freedom of teaching,” as professors have a “substantial degree of discretion” in the content of their courses. There are more electives and new comparative courses. Universities have become much more open to international contacts and exchanges. Yet there are problems, which include slowness in introducing new disciplines, attempting to match international standards, and surviving conservative policies adopted by most administrators. The “old



Martha Merrill and Oleg Sidorov

guard” remains, risking being reproduced in a new generation of students. There are great disparities in every respect between central and peripheral universities.

There are two criteria by which to gauge the effectiveness of higher education reform, posited **Martha Merrill**, former vice president of the American University in Kyrgyzstan and a visiting fellow at the Inner Asian and Uralic National Resource Center, Indiana University. First is the promotion of critical thinking and a plurality of opinions, which reformers from the West are doing “fairly well.” The second, sustainability, is doing less well. Sustainability requires more than excellent teaching, specifically (1) changes in the infrastructure of universities, (2) material help, and (3) continued exposure to new ideas, and a critical mass of people to get things done. “You don’t save the recovered alcoholic back among the drinkers.” This speaks for continuity, such as alumni networks, and a focus not only on young people and those who can speak English, but also the many who control the infrastructure are older and speak no English. New institutions work well as models, but they “need to be centers of excellence with outreach” to overcome isolation, eliminate the belief that only elites have access to education, and promote democracy. In Central Asia, where literacy rates rose from 3–5 percent to 95 percent in the Soviet period, “people think of education as one of the really positive things from the Soviet system in Central Asia.”

Blair Ruble, director of the Kennan Institute for Advanced Russian Studies, focused on strategies for reform. He believes that there are lessons for higher education in debates about urban governance. He used the contrast between Barcelona (because of lack of funding at the beginning of the democratic transition, it looked for small-scale, inexpensive interventions in the urban fabric, “focused on what is happening in people’s minds as much as what is happening in the physical infrastructure of the city without anticipating an outcome”) and Berlin (which set standards, identified specific desired outcomes in advance, and looked for best practices to impose a model for the future). Successful models, such as the European University in St. Petersburg or the European Humanities University in Minsk, are not transferable since they are embedded in a context and highly dependent on exceptional individuals. Higher education needs a general orientation rather than specific standards. The challenge now is to help individuals make reform permanent, to fight the battles with their own institutions. “We have to think about how we can support the people who will bring about the change.”

“If you’re a 20-year-old student at Yaroslavl, hardly a leader in educational reform, you walk into a classroom and you begin by going on the internet to look at newspapers from Europe, America and Japan. It is a small change but one that is meaningful. We need to identify points of meaningful change and then identify and provide resources to help that change continue. It can be a private institution or someplace within a larger public institution. Private ones are important because they provide an alternative model, competition. The people have gone back, the internet has transformed the most provincial Russian university, change is taking place, and we need to recognize and engage that change.”

Ruble concluded: “I’ve been struck here and in other sessions about how pessimistic we all have become,

partly because we're not living in the world we wanted in 1989." Yes, there is backsliding. "But we also need to recognize that change creates new problems and, because we are all living through the change, we lose a sense of what is happening."

The importance of human capital in developing market economies and democratic societies was the focus of a paper by **James Socknat**, education sector manager at the World Bank. Equitable access to higher education is a crucial element in a democracy, since it gives high rates of economic return. The numbers of state scholarships are diminishing, and some of the countries are beginning to establish scholarship loan schemes, but slowly. Especially in the former Soviet Union, oral admission exams remain corrupt, and bribes or tutoring by faculty, "informal payment systems," are common. Such corruption is much more severe in Central Asia and the Caucasus, but is not entirely missing in all countries of the region. "In this system, at their most impressionable age, students learn that key opportunities have a price."

*Slovak
Ambassador to the
United States
Martin Butora*



While inequity is growing, much can be done at lower levels of education.

A lively discussion followed both in the question-and-answer session and at the reception.

James Socknat, Robert McCarthy, Blair Ruble, Stephen Szabo, Martha Merrill, and Oleg Sidorov

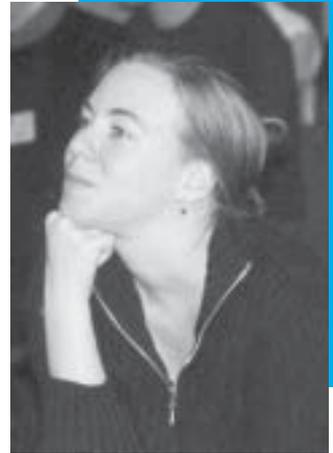


FELLOWSHIP PROGRAMS AND NETWORKS

In response to the changing, yet still challenging, state of higher education in Eastern Europe and Eurasia, CEP continues to diversify its programs to meet the evolving needs of students, scholars, and universities in the region. Fellowship programs remain at the core of efforts to help develop the next generation of social scientists and to enrich the higher education environment by providing opportunities for academic exchange and training. Every year, the **Local Faculty Fellowship program** provides critical support for hundreds of promising young scholars from the region who have studied abroad and return to university positions at home. It gives them an opportunity to focus on their work as educators and researchers and provides them with teaching materials and professional development. Through the **Visiting Faculty Fellowship program**, academics from around the world continue to bring new approaches, ideas, materials, and models to university classrooms and departments in the region. They work together with their host departments and Local Faculty Fellows on teaching strategies, course development, and other academic projects. Active teams of Local and Visiting Faculty Fellows, supported by the growing network of alumni, engage local faculty, sharing the benefits of their experience and training.

In order to capitalize on its extensive network of scholars and magnify the impact and sustainability of its efforts over the last eleven years, CEP has enhanced its fellowship programs with two new features. Through the **Academic Network Initiative**, CEP strives to create a fertile environment for the development of meaningful professional associations and linkages among scholars in the region. This new element provides a framework through which Fellows, alumni, and their colleagues are better able to organize themselves for academic collaboration

*Annette
Freyberg-Inan,
CEP Visiting
Faculty Fellow,
Romania*



and interaction. Discipline group webpages create a virtual meeting place for scholars and serve as a platform for sharing teaching materials, syllabi, articles, and contact information, while events offer scholars from different parts of the CEP region the chance to meet face to face and explore possibilities of cooperation. Seed money for network development projects allows them to put their ideas into action.

The academic linkages and associations fostered by these efforts are expected to fill an important gap in the higher education landscape in the region. They have the potential to help advance the social sciences and revitalize academic life, while also promoting the engagement of scholars with their larger communities. Local Faculty Fellows and alumni are the foundation upon which these associations are built, while Visiting Faculty Fellows provide an additional perspective and important links to the international academic community. In addition to helping to launch and develop them, CEP facilitates their sustainability through follow-up financial and organizational support, website hosting, and assistance in building partnerships and fundraising. In its first year, the Academic Network Initiative has helped spawn associations of scholars working in fields such as critical sociology, international relations, history, and sustainable rural development. More such associations are taking shape, as Fellows and alumni take advantage of this unique network of scholars, resources, and contacts.

*Fellows at the Southeastern
Europe Orientation*

The **Teaching and Learning Initiative** (TLI) builds upon CEP's longstanding commitment to the promotion of innovative and effective university teaching. It consolidates the work done by CEP over the years by organizing, disseminating, and utilizing the resources, both human and material, available throughout the CEP network. Like the Academic Network Initiative online resources, webpages dedicated to teaching and learning support the work of university educators in the region by providing information about relevant programs, resources, and events, as well as a virtual forum for the exchange of ideas and materials. They also provide contacts, agendas, and materials for those who organize and lead teaching workshops. TLI also serves



as an advising and organizing mechanism through which CEP can maximize the effectiveness of the professional training it provides to its Fellows, and ultimately to all their colleagues across the region. An important goal of the initiative is to promote the professional development of trainers and facilitators from among CEP's alumni and to help them reach out to an increasingly wide audience of educators in the region.

Mikael Zolyan, CEP Local Faculty Fellow—Armenia with students at the 2002 3-D Forum



I started writing this farewell message in Mongolia, a place, I suppose, some would think of as CEP's farthest outpost. But that very idea made me realize an essential truth about CEP: it has no "outposts." Instead, every place is central to our work.

As many of you know, I have spent almost all my adult life working outside the country in which I was born. In that time, I have seen many cultures work to adapt to a changing world or, in some cases, resist that change. Whether the activity is adaptation or resistance, simply existing on this planet requires a reaction. No society can just turn off the world, roll over, and go to sleep.

Since 1989, there have been many efforts to promote or induce change in the part of the world where CEP works. It is probably fair to say that in 1988, few of those involved in these efforts would have had many clues about how to help. Many efforts have not worked. But CEP has persevered, and grown. It is growing still—and changing, adapting itself to the developing needs of our region.

This capacity for change distinguishes CEP, I think. Our program in 2002 is quite different from what it was in 1991, and different even from the one in 1996 when I joined. CEP can change as ably as it does for two reasons. One, it has a firm focus on the students, faculty, departments, and universities with whom we work. And two, its people—all of them, Visiting Fellows, Local Fellows,

[CEP] is growing still—and changing, adapting itself to the developing needs of our region

staff, board—work to meet the needs of that constituency. As those needs change, CEP changes.

But, as we all know, achieving such change is not easy. I have marveled at the extraordinarily hard—and extraordinarily good—work of those who labor for CEP. It seems that no workday is too long, no university or student too far away, no request too trivial for attention.

Now that my time at CEP is coming to a close, I want to salute, with great admiration and respect, everyone who has made it such a fine organization. CEP is something of a team sport: it cannot exist only with visiting fellows, only with local fellows, or only with staff. It only exists with all of them, working for a common purpose. This involves an impressive amount of selflessness.

I realize that a part of me will always be with this organization. But I also realize that a part of CEP will also be with me. I have been honored to work with extraordinarily talented and dedicated people, and I am sure that, in their hands, the Civic Education Project will grow, thrive—and change—long into the future.

With my best wishes,

Donna Culpepper
President 1996–2002
June 2002



*Donna
M. Culpepper
President*



*Donna Culpepper
addressing the
participants at a
Local Faculty
Fellows' meeting
in Budapest*



Sergey Zaitsev
Country Director

This program hosted 39 Fellows at 21 universities in 2001–02, and 62 Fellows at 30 universities in 2002–03. Several of the Fellows were in the US Department of State-sponsored Support for Community Outreach and University Teaching (SCOUT) program. Many LFF program alumni remained exceptionally active, contributing to CEP’s significant visibility, initiating and participating in outreach activities and projects to reform university curricula and introduce new teaching methods. Other partners included the Open Society Institute (OSI)–Paris for activities in Belarus, Pro-Didactica for activities in Moldova, the American Councils for International Education (ACTR–ACCELS), the OSI Network Scholarship Program, US embassies in the three countries, the Economics Education and Research Consortium’s MA course in economics at Kyiv-Mohyla Academy, the Kyiv Alumni Resource Center for alumni of US Government-sponsored programs, IREX, the Royal Netherlands Embassy in Ukraine, the US Education Information Center in Kyiv, the Counterpart Creative Center in Kyiv, the Public Affairs Sections of US embassies in all three countries, and the Bosch Foundation.

Events for faculty development constituted the program’s main focus. In 2001–02 alone, these included several discipline-specific Winter Schools targeted at local faculty, four Teaching Methodology Workshops, an Academic and Professional Skills Workshop, a Career Development Workshop, and junior faculty workshops on “Teaching European Studies” and “Values and Prospects of Social Education.” “Winter Schools,” a specialty of this program,

BELARUS, UKRAINE, & MOLDOVA

are intensive, week-long workshops, which bring together CEP Fellows as discussion leaders with groups of 20–30 local junior faculty from outside CEP. Topics included “The Pedagogy of Teaching Social Sciences” and “Innovative Technologies in Teaching Economics.” Through them, the benefits of CEP professional development are disseminated to larger numbers of scholars. 2002–03 Winter Schools included “Teaching Sociology Unconventionally,” “Methodological and Practical Aspects of Teaching Environmental Studies at the University Level,” and “New Approaches to Teaching History.”

Other events gave scholars a rare chance at interdisciplinary cooperation, which helps to break the narrow specialization in most academic fields. Examples of this approach included Winter Schools on “Geopolitics of Religion” and “International Relations and International Law: Challenges of Globalization” and workshops on “The Impact of the European Union’s Eastward Enlargement,” “Social Education: Enhancing Research Competency,” and “Modern Teaching Technologies and their Application to Local Universities.” Local academics have frequently remarked on the impact of such events in helping to break the isolation of departments and teachers in small, provincial universities, which otherwise lack access to the academic mainstream. Such events also enhance the mobility and interaction among junior academics, contributing to the development of academic networks and sharing of expertise within those networks.

With guest lecturing by Fellows traditionally a popular feature of outreach in this program, in 2001–02, two innovative projects were launched. First, a roundtable at the University of Internal Affairs in Kharkiv on “New Forms of Policing and Crime Prevention in Transitional Societies” brought together police officers from six of Ukraine’s largest cities and academics to discuss modern methods of police work,

which are grounded in police-public cooperation and crime prevention. Examining Western police practices led to discussion of their applicability in Ukraine.

Second, a CEP Resource Center in Economics opened in May 2002 at Odessa State Economics University to assist in junior faculty development and training. Faculty and students from all local universities are invited to take advantage of it, and it serves as a focal point for interaction and cooperation between CEP Fellows, alumni, and others. It is located in a newly renovated classroom, and was equipped by the university, CEP, and grants from the US embassy and Coca Cola Ukraine. Its resources include some 700 volumes of Western texts in economics and other social sciences, a phone/fax, printer, photocopier, and two computers with internet and email connections.

Student activities were a secondary focus. They included:

- The April 2002 CEP annual regional student conference, addressing the topic “Ten Years of Transition in a Global Environment: Challenges and Opportunities in an Expanding Europe,” took place at the Academy of Ukrainian Tax Service in Kyiv. Fifty students in the humanities and social sciences, selected in a competition from 31 institutions of higher education across Eastern Europe and Eurasia, debated the recent societal transformations across the region. Recurring themes included support for the culture of an open society; democratic participation by citizens in economic, legal, and social policymaking; appreciation of cultural diversity within nations and among individuals; and closer cooperation and integration among the countries of Europe. The keynote speaker, Janet Demiray, Public Affairs Officer at

Spring Retreat in the Carpathian Mountains, 2002





Belarus, Ukraine, & Moldova Orientation in 2002

the US embassy in Kyiv, discussed US foreign policy and assistance to transition economies within the bigger picture of an increasingly globalized world. An exercise in international conflict resolution and a workshop in professional skill development were included.

- At an Academic and Professional Skills Workshop in Moldova in November–December 2001, 21 students received intensive training in academic reading, writing, research, paper presentation, cv writing, and job interviewing. They practiced these skills at follow-up workshops at their home universities.
- A conference on criminology at the National Law Academy of Ukraine in January–February 2002 gave students a chance to practice academic research and presentation of their findings. For many, this was the first opportunity to present papers in an academic setting.
- In December 2001, a career development workshop trained 70 students from Izmail Maritime

Institute, Izmail State Pedagogical Institute, and the Reni branch of the Dnipropetrovsk Academy of Law and Business in cv writing, interviewing for a job, and using career development resources available in their communities.

- A February 2002 academic conference “Restitutio in Integrum” brought together 25 students from universities in Chisinau, Balti, Cahul, and Tiraspol in Moldova to discuss the impact of historical heritage on the region’s present-day political and social change.
- At a workshop using economic case studies in March 2002, teams of students competed in presenting solutions to their cases. They were judged on both the selection of cases and presentation by a panel of CEP Fellows and alumni.
- Forty students from five Moldovan universities received intensive training in academic reading, writing, research, and presentation as part of an Academic Writing and Research Design Workshop.

BULGARIA

In the 2001–02 academic year, the Bulgaria program sponsored ten Fellows at seven universities, while in 2002–03, it had sixteen Fellows at eight universities. Bulgaria, like Romania, benefited from a joint fellowship program with the German Marshall Fund of the United States (GMF). Other partners included the Open Society Institute and the Embassy of the United States of America.

Probably the most outstanding student events were the fourth and fifth annual Student Negotiation Simulations. Addressing “Southeast European Economic Cooperation,” the 2002 seminar brought together 32 students from Bulgaria, Albania, Macedonia, Serbia, and Romania and several CEP Fellows, who acted as trainers and mentors. Students learned about the complexity of international negotiations and about new perspectives by representing countries other than their own. According to a participant from Sofia University, “all of us who took part in the simulation are now much more open-minded, optimistic, and full of enthusiasm.”



Tsvetelina Popova
Country Director



Students from Varna Free University organized a similar event at their university under the guidance of LFF Ralitsa Zhekova. In 2003, students debated “Southeast European Cooperation: Negotiating a Common Environmental Policy.” The event included 28 students from seven countries from Southeastern Europe representing many different cultures and academic backgrounds. It gave them an opportunity to learn about the legitimate interests and perspectives of countries and people whom they might not otherwise have known or understood. The 2003 Negotiation Simulation also inspired participants to organize a follow-up event, this time jointly between three Black Sea universities, Varna Free University and Varna University of Economics in Bulgaria and the Ovidius University, Constanta, Romania.

One of the organizers of the 2002 negotiation simulation was **Boris Kostov**, a CEP–GMF LFF with a joint appointment in the Department of Political Science at Sofia University and the Institute for Regional and International Studies. In the course of his fellowship, Boris conducted research on “Preventive Diplomacy and the Conflicts in Kosovo and Macedonia.” He presented his findings to an audience of academics and journalists at Sofia

*One of the teams during the
2003 Negotiation Simulation*

University in May 2002. The previous year's CEP–GMF project findings, analyses of survey results and macro-economic data on the political and economic trends in Southeastern Europe, were also offered by alumni **Georgi Ganev**, **Svetlana Stamenova** from Sofia University (2000–02), and **Jordan Jordanov** from Varna University of Economics (2001–02).

CEP–Bulgaria was one of the organizers of the Seventh and Eighth Balkan Debate Forums for students. In the words of a student from Sofia University, “it was incredible that in spite of all the problems in the Balkans we were so close and tolerant to each other and this is a brilliant perspective to our life together in the Balkans.... The debate taught us how to overcome our national differences, and how to work together in order to ensure a peaceful future.”

The Teaching Methodology Workshops marked an important new trend in the faculty training activities of CEP–Bulgaria. The first one was hosted by the University of Plovdiv in November 2001, and the second by Varna Free University in May 2002. Sessions on the role of the university teacher, syllabus creation, academic writing, and international academic cooperation involved LFFs and VFFs from several countries and both junior and experienced local colleagues from outside CEP. The workshops

led to the establishment of the Teaching Development Program in Bulgaria, as in Romania, in 2002–03, which further strengthened methodological support for junior academics. The Reading and Writing for Critical Thinking organization cooperated on the program.

A successful outreach project set out to enhance university library collections. **Robert Castle**, a CEP alumnus now teaching at the American University in Bulgaria, organized a second-hand book sale there, making a significant contribution to library collections at Bulgarian universities and those in CEP's Southeastern Europe program. The British Council in Kosovo contributed to this project.

In April 2002, Plovdiv University hosted a CEP American Studies Day organized by LFFs **Milena Katsarska** and **Kornelia Choroleeva**. Lectures by VFFs **Aart Holtslag** and **Joseph Ward** on US foreign policy and the relationship between economics and presidential elections were followed by lively discussions.

Students and CEP Fellows from Bulgaria participated in other CEP international events, including the “3D–Debate: from Dubrovnik to Dushanbe” forum hosted by Yeditepe University in Istanbul, in November–December 2002 and the Student Conference in Bucharest in May 2003.

Students finish negotiating a Charter on Policies towards Ethnic, Religious, Linguistic and Cultural Diversity in Southeastern Europe—Sofia, Bulgaria



CAUCASUS ARMENIA AZERBAIJAN GEORGIA

This three-country program hosted 34 Fellows in 2001–02 and 56 in 2002–03. Many of them were either full- or part-time Fellows of the US Department of State Support for Community Outreach and University Teaching (SCOUT) program. 2001–02 was the second year for Azerbaijan to have a CEP program, and a new partnership with Baku Slavic University meant that a CEP VFF was the first foreigner to teach in its regional studies department. Partners included the US Department of State Bureau of Educational and Cultural Affairs, the International Debate Education Association, IREX, the UK and US embassies in Baku, UNOCAL, the OSI Assistance Foundation, and the OSI Network Scholarship Program.

Outreach to regional universities, which have little exposure to international academia, was a special focus in this program in all three countries. Regular guest lectures by CEP Fellows introduced non-CEP university teachers and students to new topics and innovative and interactive teaching methodologies. For example, the 2002–03 series of events in Ganja, Azerbaijan, consisted of several three-day writing workshops and seminar on research skills. The students engaged local schoolchildren in public projects. A regular film and discussion series for lecturers and students accompanied the meetings in Ganja. Open classes by VFFs were followed by discussions. The guest lectures were accompanied by a library enrichment program, donations of texts to libraries to complement the guest lectures. A similar innovative project, creating an art and architectural slide collection in the History of Art Department of Yerevan State University, was the work of several Fellows and their local colleagues.

At the State Engineering University of Armenia, a conference was organized in May 2003 on “Engineering Economics and IT Economics” for students of the main and regional campuses. The

Nino Dzotsenidze
Country Director



active participation of regional students in this conference was outstanding. Also, Sociology Roundtables were organized by LFFs **Tinatini** and **Tamara Zurabishvili** in collaboration with TeSaU sociology students on “Post-Soviet Transformation and Human Rights” at Telavi State University. Students analyzed the results of a representative public opinion poll conducted earlier in April in Telavi Region.

Student training through activities outside the classroom has been another prominent focus of the Caucasus program. Among the most important student events:

- Annual Caucasus Debate Forums gave the region’s students a unique opportunity to meet each other on neutral ground to discuss current developments in the countries of the region.
- Caucasus Regional Student Conferences organized in Georgia brought together up to 40 students from Armenia, Azerbaijan, and Georgia, as well as Russia, Moldova, Ukraine, and Central Asia. They could present their ideas and discuss current political, economic, social, and cultural developments in the Caucasus; their effects on the political situation in the region and the world; and potential solutions. Students were engaged in panel discussions. They participated in a workshop on negotiation simulations and, most important, had informal discussions with their peers, their lecturers, and professionals from a wide range of fields. The main goals of the conference were to generate discussion on solutions to current problems

from alternative perspectives; give students an opportunity to gain effective presentation, research, and discussion skills; and encourage communication among students of different political and ethnic backgrounds.

- A conference on European Union law was organized in cooperation with the Netherlands Helsinki Association in Yerevan in May 2002. **Vigen Kocharyan**, the LFF who was among its organizers, is also the author of a pioneering Armenian-language textbook on public international law. He also, in cooperation with the Constitutional Court of the Republic of Armenia, organized the Fourth National Student Conference on Human Rights in Yerevan and, in cooperation with the Center of Constitutional Law, the “Constitution and Law” Student Competition in Yerevan.
- The Third Annual CEP–Brusov Conference in April 2002 brought together students from Yerevan, Tbilisi, and several provincial universities. The Fourth

Conference in May 2003 on “Dimensions of Modernity” also included students from outside Armenia: Georgia, Russia, Ukraine, and Moldova. These meetings were again important in bringing together young people from neighboring countries to improve their understanding of one another and their countries’ contemporary problems.

- A discussion series entitled “A Prosperous Armenia” was organized for students of the Armenian School of Public Administration
- In May 2002, the Azerbaijani Youth Forum brought together several dozen students to engage in role playing and negotiations to plot the future of their country and produce a Youth Manifesto for 2012. The ambassador of the UK and the public affairs officer from the US embassy participated in the meeting. Several students traveled to other universities, where they shared the draft Manifesto with their peers and incorporated further ideas into the published Manifesto.

Students at the Caucasus Regional Student Conference in Georgia





Visiting Faculty Fellow Ayman Salem (left) attending a Critical Sociology Network meeting on Critical Perspectives of Society and Sociology—Tbilisi, Georgia

- Also in May 2002, an Azeri–Georgian student conference discussed “Caspian Sea Oil: Blessing or Curse?” The students met with the US ambassador and a representative of BP Caspian Company.
- The Second and Third Georgian Language Student Conferences focusing on “Georgia on the Edge of the Centuries: From the Past to the Future” and “Georgia in the New Millenium: Challenges and Opportunities,” respectively, enabled students to debate in Georgian. Importantly, these conferences give students from provincial universities, who do not know English, a unique opportunity to participate in a student-centered intellectual exercise.
- VFF **Evangelia Papoutsaki** in cooperation with LFFs **Tinatin** and **Tamar Zurabishvili** organized a Regional Roundtable Discussion on Journalism Education in Transition. Believing that journalism education deserves more attention since it can help promote democratic dialogue in countries in transition, the project aimed to bring together journalism lecturers from the three countries of the Caucasus. They were able to discuss the current needs of journalism education, including curriculum development, resources, training of instructors in new courses, updating of teaching skills and knowledge, and networking.
- Fellows **Archil Mestvirishvili**, **Natia Natsvlishvili**, and **Nino Davitaya**, with technical support from Gr. Robakidze University, arranged a workshop on “Problems of Teaching Economics in Georgia.” Faculty members from many universities attended the May 2003 meeting. The workshop

succeeded in creating six syllabi and deciding to create a union of teachers of economics of Georgia. The union pledges to address the problems faced by economics faculty and to promote the creation of teaching standards.

- Fellow **Lela Nanuashvili** organized a conference on “The Transformation of Libraries and Modern Library School: Problems and Perspectives” with the assistance of the Georgian Library Association and Tbilisi State University of Culture and Arts. The modernization of libraries is of critical importance to the country’s transformation into a democratic society. The project aimed to encourage participants to discuss new challenges in this field; ways of transforming programs in library science; resources to implement the required changes; and new disciplines to introduce in curricula. The conference developed an action plan and formed a task force to implement particular tasks defined by the participants.
- Fellow **Ekaterine Metreveli** developed an outreach project to conduct a survey using the focus group methodology in three regions of Georgia with a mixed ethnic and religious population (Kakheti, Ajaria, Javakheti). The survey was designed and implemented by the students of Tbilisi State University, who worked closely with students from Akhaltsikhe, Telavi, and Batumi State Universities. The survey aimed to identify social, economic, and political concerns of different ethnic and religious groups to raise public awareness about the problems of minorities in Georgia.
- Fellow **Tamar Beruchashvili** organized a student conference on “WTO and Georgia—Challenges and Opportunities” in May 2003. Since there is a great need for accurate and professional information on this issue, the conference created an opportunity to initiate a debate about Georgia’s membership in the WTO among students of economics.



Norma Jo Baker
Country Director

By the end of the 2002–03, the Central Asia and Mongolia program saw the establishment and facilitation of the Teaching and Learning Initiative in a systematic manner. Faculty development was a high priority across the program, for both the growing numbers of Local Faculty Fellows and their local colleagues.

2002–03 was the third year of a CEP program in Mongolia, and the second in which Tajikistan was included, beginning with one LFF position. In all, 26 Fellows worked at thirteen universities in Kazakhstan, Kyrgyzstan, Mongolia, Tajikistan, and Uzbekistan in 2001–02, with the number growing to 44 in 2002–03. Several LFFs were sponsored by the Support for Community Outreach and University Teaching (SCOUT) program funded by the US Department of State. The Aga Khan Humanities Project, Tajikistan, was a partner, with whom a Faculty Development Fellow position was agreed on for 2002–03, and a Visiting Faculty Fellow position for 2003–04. Other partnerships for joint projects included the Central Asian Resource Center in Almaty, the Onassis Foundation in Athens, Greece, the Open Society Institute’s Network Scholarship Program, and the French Cultural Center in Mongolia.

A conference on “Ten Years of Reforms in Higher Education: Analysis, Problems, and Perspectives,” organized by Fellows and co-funded by USIS, was held in Almaty in April 2002. A faculty development seminar series in public policy was co-funded by the United Nations Development Program. Events for

CENTRAL ASIA KAZAKHSTAN
KYRGYZSTAN
MONGOLIA
TAJIKISTAN
UZBEKISTAN

American Councils (ACCELS) alumni included grant proposal writing workshops. CEP continued to be involved in organizing the regional activities of the Central European University’s Special and Extension Programs through the Academic Writing Workshop. Mongolian faculty members participated in the CRC, and CEP–Aga Khan Humanities Project Visiting Fellow **Chad Thompson** took part in the SEP roundtable on “Innovation and Excellence in Teaching: From Past Experiences to a New Strategy.”

In 2002–03, **Chad Thompson**, conducted a series of workshops for the Local Faculty Fellows. **Mary Schweitzer**, a CEP Central Asia and Mongolia Resource Fellow placed at AUCA, conducted weekly teaching methodology seminars for the Bishkek Fellows, a teaching methodology workshop for Mongolia Fellows, and a semester-long seminar for university instructors selected by the Kyrgyz Ministry of Education.

An international conference on “Transformations and Interventions: Critical Perspectives on Economy and Culture in Post-Socialist Societies” at the American University–Central Asia (AUCA—formerly AUK, the American University in Kyrgyzstan) in June 2003 brought together a large group of regional and Western sociologists. It focused on curriculum development in sociology, a neglected field, across the region. It also gave an opportunity to CEP’s Academic Network Initiative’s Critical Sociology Network to organize a roundtable and to encourage conference participants to join the network.

An important development was the opening of the Central Asian Resource Center (CARC) in Almaty for use by scholars from Kazakhstan, Kyrgyzstan, Tajikistan, and Uzbekistan. It is a Central European University–Higher Education Support Program

institution, and one well supported by CEP. CEP Fellows also organized workshops and taught in the CARC summer program.

Students and Fellows from the whole region also came together for the Central Asia Regional Student Conference, an Uzbekistan National Student Conference, a Model United Nations, and a Student Debate Forum. Two initiatives s built to have a lasting impact were continued, the Central Asia Scholarly Support Association (CASSA) and the Central Asia Student Emergency Fund (CASE Fund). In 2002–03, CASSA awarded 23 small grants to instructors introducing new courses in Uzbekistan, Kyrgyzstan, and Kazakhstan.

The Central Asia and Mongolia Student Conference on “(Re)creating the World: Heritages and Perspectives,” which took place in Almaty in March 2003 in partnership with the Kazakh State Humanitarian Law University, was a remarkable event. It brought together CEP students from all the countries of the Central Asia and Mongolia Program, and also Armenia, Belarus, Moldova, Turkmenistan, and Ukraine. It attracted much attention and was covered by seven television channels. The regional student debate forum was held in Issyk Kul, Kyrgyzstan, in April 2003, and again in December 2003.



2003 was the first time that the Preparatory Writing Course (PWC) was established by the Open Society Institute–Network Scholarship Program (OSI–NSP) and Central European University. CEP–Central Asia and Mongolia undertook the organization of the summer school. It was a great opportunity for students to develop their academic skills and prepare themselves to study in Western graduate programs. At the end of the course, students received CEP certificates for completing the course. Seventy students from Central Asia, Caucasus, and Mongolia had a unique chance to participate in the PWC summer school in Issyk Kul, Kyrgyzstan in June–July 2003.

Kazakhstan

In Kazakhstan, LFFs conducted a debate training program for the National Debate Association. One LFF attended the training of trainers at CEP’s November 2001 3-D Forum, organized in Istanbul, which brought together students and Fellows from CEP’s Central Asia, Caucasus, and Southeastern Europe Programs for a series of debate exercises.

Kyrgyzstan

In Kyrgyzstan, the relationship with AUCA continued as a cornerstone of CEP’s program. In 2002–03, the first group of graduates from the AUCA–Indiana University program became LFFs. In several AUCA departments, VFFs and LFFs were teamed for shadow teaching. CEP Fellows were instrumental in helping to redesign curricula in the ethnology and sociology departments. In 2002–03, the Bishkek Universities Consortium was formed through the efforts of LFF **Burul Usmanalieva**, thanks to which students can take classes and get credit from any of the city’s four universities. Other institutions have expressed an interest in joining it. A Cine Club was established at AUCA by two VFFs. The AUCA library has a large collection of textbooks, but most of them are Western-oriented, providing examples and cases which sometimes do not have

*Regional Student Conference on
(Re)creating the World: Heritage and Perspectives
in Almaty, Kazakhstan*

much relevance to Central Asia. Hence, CEP Fellows at AUCA, **Vanessa Ruget** and **Victoria Lavrova**, worked on a reader in political science with Central Asian examples and perspectives, which could be used by Central Asian students. CEP funded this textbook project.

In 2002–03, CEP increasingly ventured outside the Kyrgyz capital, and three Fellows were placed at universities in Osh. All other Fellows buttressed their teaching with guest lectures. The Osh Fellows were active in Ferghana Valley-wide projects, which included debate training for students, in partnership with the Organization for Security and Cooperation in Europe. A particularly successful project was the launch in 2002–03 of a series of guest lectures at Batken University, Kyzyl-Kiya, Osh District, on the development over the past several decades of new disciplines in the social sciences in the West. Both students and staff asked that the series be continued in the next academic year.

Mongolia

In Mongolia, 2002–03 saw CEP expand its activities by placing Fellows at the National University of Mongolia (NUM), as well as the Mongolian University of Science and Technology and the Mongolian State Pedagogical University. Several VFFs were invited to serve on the Higher Education Advisory Board, formed to support the Mongolian Foundation for Open Societies Higher Education Strategy, written by CEP Fellows **Chris Kaplonski**, **Yasmin Lodi**, and **Sunju Lee** in Mongolia in 2001. Since the system of higher education in Mongolia switched its operating language from Russian to Mongolian after the collapse of the communist system, students have little access to international texts in the social sciences. CEP continued its efforts to encourage foundations to sponsor translations of books into Mongolian. These have included an Onassis Foundation-sponsored translation of Plato's *Republic* and the publication of a Greek–Mongolian dictionary. CEP cooperated with the French Cultural Center in Ulaanbaatar to translate and publish Rousseau's *The Social Contract*.

The Siberian–Mongolian network has been a key component of the effort to strengthen the Mongolia

program. CEP Fellows from Siberia traveled to Ulaanbaatar to conduct seminars. Professional development for faculty was a high priority. Faculty from NUM sociology and political science departments participated in curriculum development training at the Central European University's Curriculum Resource Center (CRC). CEP and MFOS cooperated on hiring an English-language teacher at NUM for political science and sociology faculty, to assist them in integrating into the international academic community. VFF **Carmen Rosal** assisted in the creation of graduate and undergraduate Sociology Students' Associations, which laid the groundwork for a Mongolian student conference in 2002–03.

Tajikistan

In Tajikistan in 2001–02, CEP established a partnership with the Institute of Tax and Law, and in 2002–03 added the Aga Khan Humanities Project (AKHP) Learning Center. Both partnerships have thrived. AKHP organized an international history workshop, in December 2003, which was supported by CEP–Central Asia and Mongolia. Dushanbe Fellows and two Bishkek Fellows gave guest lectures and training seminars.

Uzbekistan

In Uzbekistan, Fellows cooperated on organizing many cross-border guest lectures with Fellows in Osh, Kyrgyzstan, and on supporting the new CEP site at the Andijon Institute of Economics and Engineering. Students from both this institute and the Andijon State University participated in several CEP events. Both universities are interested in expanding their relationships with CEP. The bulk of CEP's work in Uzbekistan is at the Social and Political Sciences Faculty at the National University of Uzbekistan and the University of World Economy and Diplomacy. Several faculty and student events were organized throughout the year, with students traveling to the regional student conference in Bishkek. A conference was held in Andijon in June 2003 for students from the entire Ferghana Valley, with sponsorship of the US embassy in Uzbekistan. The Ferghana Debate Training Program was launched for both Fellows and students.

CENTRAL EUROPE CZECH REPUBLIC
ESTONIA
HUNGARY
LATVIA
LITHUANIA
POLAND
SLOVAKIA

CEP—Central Europe continued to evolve to reflect the reality of approaching the final phase of accession to the European Union. While in 2001–02 there were separate country programs in the Czech Republic, Slovakia, Hungary, and Poland and the Baltic States, in 2002–03 they were merged into a single program. In 2001–02, the four programs hosted 42 Visiting and Local Faculty Fellows. The Czech and Slovak programs also sponsored 15 PhD graduate students, co-funded by the Citigroup Foundation in the CEP—Citibank PhD Studies Support Program (PhDSSP).

In 2002–03, there were 31 Local Faculty Fellows and 21 participants in the PhDSSP, which, following its success in the Czech Republic and Slovakia, was now open to students from all the countries of Central Europe. By establishing partnerships between advanced graduate students and CEP Fellows, the program guaranteed intensive training (three workshops in the course of the academic year) aimed at motivating the students to choose academic careers and develop into strong teachers and researchers. As told by CEP—Citibank Fellow **Premysl Macha**, “CEP created a network of young academics with whom sharing ideas and experiences is incredibly enriching and also supporting.”

Key partners were the Bosch, Kosciuszko, and Reuters Foundations, the United Nations High Commissioner for Refugees (UNHCR), DemNet, the European Roma Rights Center (ERRC), OSI’s Network Scholarship Program, Juris Angliae Scientia, and the Nordic Council of Ministers. Several Fellows in the

Rita Galambos
Country Director—
Hungary



Baltic States were supported by the Support for Community Outreach and University Teaching (SCOUT) program funded by the US Department of State.

Next to teaching and conducting research, Fellows were encouraged to engage in academic and community projects through the Small Project Scheme (SPS). The many projects supported and managed by CEP—Central Europe included the Workshop on Community-Based Learning in Kaunas, Lithuania (**Jolanta Reingardiene** and **Arnas Zdanevicius**); the International Student Conference on the Last Stage of the EU Accession Process in Vilnius, Lithuania (**Konrad Pedziwiatr**); the Klapeida International Summer School on Academic Writing in Lithuania; the Lithuanian Social Science Forum in Vilnius, Lithuania (**Aine Ramonaite**); the Assessment of Local Natural Values Project in Hungary (**Gyorgy Pataki**); and Enhancing NGO Capacities: From Knowing to Doing in Kaunas, Lithuania (**Irmina Matonyte**). Fellows and alumni were also active in the Academic Network Initiative (ANI) with two projects, The History of Written Culture in the Carpathian–Danubian Region (Paleography Network) and Ecological Agriculture and Rural Development through the EU Enlargement (Sustainable Rural Development Network).

A strong emphasis was placed on the further development of the Teaching and Learning efforts in which individual country programs had been involved over the past several years. A consistent regional training program was developed as Continuing Professional

Development (CPDP), which started in the fall of 2003. This program builds on the most recent developments taking place in higher education in Central Europe related to the Bologna process.

Czech Republic and Slovakia

Among the most interesting activities:

- An international student conference on “Making Modern Europe” took place in Prague in November–December 2001.
- A study trip to southern Moravia in May 2002 gave students of political science and European studies an opportunity to experience first-hand contrasts in destruction and preservation and to learn to draw informed conclusions about the formation of environmental policy. Included in the field trip were the students’ peers from several countries of the region.
- An interdisciplinary workshop on “Approaches to Images of Otherness,” hosted by Comenius University in May 2002, brought together historians, historical anthropologists, ethnologists, sociologists, and scholars in Jewish studies and religion studies to examine theories and methods used in each discipline. This ongoing project aimed, first, to present an introduction to the issue of otherness and its research methodology and, second, to establish a forum for interdisciplinary debate and bring the researchers into contact with each other. The program also continued the tradition of organizing events on the theme of EU integration. A conference on the “Future of a United Europe” took place in Prague in April 2003.

Among events put on by other organizations in which CEP took an active part was the June congress of the Czechoslovak Society for Arts and Culture in Plzen, where CEP co-organized a panel on education. Important public figures from academia and politics attended this conference, held under the auspices of Czech President Vaclav Havel. CEP speakers included Country Director **Zora Vidovencova**, a Local Faculty Fellow, two alumni, and three students.

Zora Vidovencova
Country Director—Czech Republic, Slovakia

Hungary

The ability to initiate viable innovative projects that would link academia to the larger community was a key criterion in the selection of Fellows. The program supported a variety of small-scale projects. The activities co-sponsored with UNHCR promoted multicultural community-building and multicultural education through continuing professional development for social workers and teachers working with refugees. They included a series of film shows and discussions about multicultural education co-sponsored by DemNet, an NGO specializing in capacity building for NGOs.

Balazs Wizner, a sociologist and the initiator of the Roma Essay Contest, was commissioned by DIA (Democratic Youth Organization), a local NGO, to carry out a national survey on the role of the arts in community service. **Zsuzsa Arendas**, a political scientist, led a field trip to Prishtina for her students. They conducted a sociological survey on the effects of war on everyday life. Exhibits of photographs from the trip were organized in Pecs and Budapest. **Benedek Javor**, active in the work of Vedegylet, a leading Hungarian NGO in the area of environmental protection, organized a student conference on waste management. He regularly involves his students in the work of NGOs. **Zoltan Kovacs**, a historian completing his PhD at the Central European University, launched the Albion British Studies Network. **Gyorgy Pataki** cooperated with his students on the



publication of a textbook on environmental economics. A series of roundtable discussions was organized on: the use of online teaching at Szent Istvan University, Godollo, volunteerism at the Nyiregyhaza College of Debrecen Medical University, and prejudice in education at Miskolc University. These events created a professional forum for university teachers and students to discuss issues of intellectual and social relevance.

The program's interest in integrating Roma students in higher education was expressed in a 2001–02 national essay contest, hosted by the ERRC, on the vision of young Roma of their future as intellectuals. The forum succeeded in raising important issues relevant to Roma identities and their place in a democratic Europe, and was continued in 2002–03. The group of Fellows in 2001–02 included two Roma Fellows, both alumni of Romaversitas Invisible College, which gives support to talented Roma university students. **Laszlo Forika**, a lawyer, works part-time in the national ombudsman's minority rights office. **Erno Kallai**, a sociologist who heads the Minority Research Institute of the Hungarian Academy of Sciences, was a member of the jury of the Roma Essay Contest.

Two important workshops took place within the Academic Survival Skills program. The first focused on academic self-management and the second on innovative teaching methodologies. Department and university colleagues of CEP Fellows were included in both workshops, with the goal of strengthening particular departments and making new ideas accessible to a larger group of academics. Several departments asked for more such training for their faculty.

Poland and the Baltics

In 2001–02, this program held several important events and organized a few research projects. Through the three years of its existence, the project on “Sustainable Waste Management” established institutional cooperation on environmental protection between Gdansk University, Gdansk University of Technology, and Opole University and also maintained international connections with academics and

*Jakub Basista
Country Director,
Poland &
the Baltics*



representatives of NGOs. The final international conferences took place in March 2002 in Gdansk and April 2002 in Opole. The project's research continued in 2002–03 on the topic of “Ecological Agriculture and Nutrition in Central and Eastern Europe within the Framework of the Expansion of the European Union.”

In May 2002, the Eighth Baltic Student Conference on “The Everyday” brought together students from the program with contemporaries from several other CEP countries. Paper presentations led to multidisciplinary discussions. For most of the students, this was the first opportunity to take part in an academic conference.

A series of seminars at Adam Mickiewicz University in Poznan in 2001–02 also brought together academics from several fields of study, both established and younger scholars, to overcome traditional boundaries between disciplines. The seminars included discussions of Lacanian psychoanalysis, the writing of post-colonial history, and the museum exhibition as a cultural statement about life and death.

An important conference on “Minority Discourses in a Transcultural Perspective: Eastern/Central Europe and Canada” included Fellows and students from this program, as well as their peers from outside it, namely Russia, Belarus, Romania, and Georgia, with Canadian scholars. It helped to strengthen the Canadian Studies Center at the University of Silesia. CEP has been a key supporter of the Center.



*Liliana Popescu
Country Director*

In 2001–02, there were 27 Fellows in this program, teaching at eight universities. CEP’s most important partners included the German Marshall Fund of the United States (GMF), the Bosch Foundation, and the Reuters Foundation. Like CEP–Bulgaria, CEP–Romania was supported by GMF in co-sponsoring LFFs in joint appointments at universities and public policy institutes. In the third year of the GMF program, LFF **Dragos Pislaru** conducted research at the Romanian Center for Economic Policies in Bucharest and taught at the Faculty of International Business and Economics of the Academy of Economic Studies in Bucharest. Policymakers consulted his monograph on “Institutional Reform and Economic Performance in Romania on the Way to European Union Accession.”

Cooperation within “clusters” of LFFs and VFFs was an especially successful feature of this country program. Fellows at the Faculty of Political Science of the University of the West in Timisoara made much progress in supporting efforts to strengthen that faculty with curriculum reform and exemplary teaching and by helping to build up lasting connections to academia abroad. One such partnership with the University of Sterling in Scotland included academic exchanges and joint projects. Fellows at Babes-Bolyai University in Cluj were exceptionally active in the faculties of political science, European studies, and letters. Reforms in the political science faculty continued to build on five years of activity by the International Research and Exchange Board (IREX). In Bucharest, Fellows worked in several departments of two universities, the University of

ROMANIA

Bucharest and the Catholic Institute, and at the Academy for Economic Studies. They also cooperated in the Invisible College, an alternative teaching and learning center, mainly in graduate studies in political science and law. At the University of Oradea, a group of Fellows and alumni were the driving force behind an International Student Conference and a Fellows’ retreat in Baile Felix, both in April 2002.

The Teaching Development Program (TDP) was designed as a special series of activities to provide intensive training for seven junior faculty members. TDP–LFF and TDP–VFF partnerships were developed as one-on-one mentoring relationships.

CEP Days were organized again in Oradea and Cluj in November 2001, at the Faculty of Political Science of the University of the West in Timisoara in February 2002, and in Bucharest in March 2002. They included a teaching methodology component. They made CEP more visible in those universities and the activities of Fellows transparent, as paper presentations and debates took place. The series of CEP Days was conceived to strengthen awareness among faculty of the activities of CEP Fellows.

Together with the Romanian Society of Political Science, CEP co-organized the second annual political science conference for junior academics in Timisoara in October 2001. CEP also supported, for the second time, an SRSP annual conference. About one third of SRSP members are CEP alumni or Fellows.

Building up connections with Moldova and Bulgaria were important currents of this program. Romanian Fellows participated in a Winter School in International Relations, guest lectured and brought CEP students from Moldova to CEP events. Three CEP Romania Fellows were invited to teach at the HESP-funded Invisible College in Chisinau.

An international student conference on “State and Society: New and Old Threats” took place in Oradea.

This year’s publications included two issues of the *Romanian Journal of Society and Politics* with the following themes: Romania and the European Union and Corruption and Development. A third issue was in preparation at the end of the academic year, with the theme of Security In and For Romania. The launch of a book on *The Emancipation of Romanian Women: Selected Texts from 1812 to 1918*, edited by **Stefania Mihailescu**, was supported by CEP.

Three meetings of the Southeast European History Network were hosted, two in Bucharest and one in Cluj-Napoca. They were focused on the exchange of information about sources for teaching history in the Balkans. Participants agreed to create a database of bibliographies and problems related to the study of this subject in the faculties of history. The Koerber Foundation contributed to the initial phase of the network.

Professor Quentin Skinner from the University of Cambridge gave a successful series of guest lectures at

the New Europe College and the Invisible College in Bucharest and two at the University of the West in Timisoara in February 2002.

Cooperation with other organizations included co-organizing a student conference in Sibiu on “Deconstructing Stereotypes to Build a Tolerant Europe” in June 2002, in which 50 students from nine countries gave papers and debated. Our partner was the Konrad Adenauer Foundation. The event had a significant impact on the life of the university. The meeting was covered by Romanian national television. In May 2003, CEP organized another student conference focused on “The Transnationalization of Southeastern Europe.” It was hosted by the Academy of Economic Studies and a former minister of finance spoke during the opening ceremony.

A colloquium on the “Study of the Holocaust in Romania” was initiated and organized by CEP in Bucharest in June 2002. It brought together a group of international scholars to address a subject that has been virtually taboo in Romania. In 2004 the volume including the proceedings from the colloquium will be published by Curtea Veche Publishing House. One of the two editors is a CEP alumnus.

Balkan Debate Forum in Timisoara, Romania





Irina Zorina
Country Director

With 43 Fellows at 32 universities in 2001–02 and 37 Fellows at 25 universities in 2002–03, Russia is CEP’s largest one-country program. Several Fellows were funded by the Support for Community Outreach and University Teaching (SCOUT) program of the US Department of State. Other partners included the John D. and Catherine T. MacArthur Foundation, the Carnegie Corporation, the Bosch Foundation, and the Open Society Institute Network Scholarship Program. The most important directions taken by the Russia program have been (1) the introduction of new teaching methodologies and (2) the creation and strengthening of the alumni network. These two currents aim to sustain reform by building up the professional skills of young university teachers committed to modernization and promoting that group’s cohesiveness.

The most significant teaching methodology project, which will have a lasting institutional impact, was a seminar on “New Effective Forms and Methods of Teaching Legal Courses.” The program was recommended for implementation in all Russian law faculties by the Methodology Commission of the Legal Studies Council of the Russian Universities’ Academic and Methodology Association, a prominent body authorized to evaluate the quality of education and to make official recommendations on teaching. Its representatives, who participated in the seminar, praised this CEP-led effort. Organized by the law department of Mari State University, the meeting took place in Yoshkar-Ola in April 2003.

RUSSIA

Several dozen alumni of the LFF program launched the CEP–Russia alumni association. Its first workshop, held in June 2002 at Kazan State University, discussed “The ‘New Westernizers’ and Modernization of Russian Humanities, Social Sciences, and Higher Education.” This meeting gave alumni an opportunity to discuss ideas for reform and to share practical concerns. This fast-growing group is determined to support each other in their professional development, as they promote the transformation of education after returning from abroad. The *Ab Imperio* journal, which was founded in 2000 by LFFs **Marina Mogilner** and **Alexander Semyonov** and has evolved into a respected publication, co-sponsored the workshop. LFF alumni met again in May 2003, this time at the sociology department of Novosibirsk State University for an interdisciplinary conference on “Social, Political, and Economic Changes in the World and in Russia: Cognition and Measurement.”

Other key developments in Russia were:

- The Center for Educational and Cultural Information (CECI) was established at Buryat State University in Ulan-Ude, southern Siberia. This initiative, which resembles several other resource rooms across CEP’s region, aims to enrich intellectual life in this remote community. It provides a library and internet resources for academic research, a place where professional development seminars and lectures on many topics take place, and an informal public meeting place. It promotes dialogue between the Russian and Buryat cultures of the region. Driven by the efforts of LFF **Vsevolod Bashkuev** and LFF alumnus **Sergei Dobrynin**, CECI has the enthusiastic support of the university’s rector, and has been praised by the minister of education of the Republic of Buryatia as “an important educational initiative.”

Recent examples of interdisciplinary meetings that took place at CECI include a conference on “To Rule

the Land: Russian State Power, Religion, and Ethnicity in a Historical and Comparative Perspective” in May 2003. The conference exposed students and teachers to the academic demands of contemporary conferences and significantly raised CEP’s profile in the region. A two-day seminar on “Government Policy and the Frontier Minorities of Eurasia, 1800 to the Present” gave a legal-historical overview of government policies toward the frontier peoples of Eurasia, with particular emphasis on regions east of the Urals, and drew lessons for the present.

This project is a fine example of CEP–Russia’s broader efforts to support and help develop departments in geographically remote institutions, including Irkutsk State and Sakhalin State Universities. These academic communities are especially isolated, and need help to establish links to universities in western Siberia and European Russia, as well as abroad. The local intelligentsia also benefits from these connections.

- A series of training seminars entitled “From Public Relations to Public Involvement: Linking PR Education to the Needs of Civil Society in Russia,”

organized by LFF **Alexander Karpov**, who has since become chairman of his department at the Nevsky Institute, University of St. Petersburg, contributed to the professional development of university teachers. The project gives them new tools for teaching and for evaluating teaching in disciplines that have an important social impact, specifically, social environment studies and public relations.

- The internet forum on “Conservative Ideology in Transition: European Tradition and Russian Experience in the Modern World” (<http://conservatism.samara.ru>) continued to thrive under the leadership of LFFs **Vera Dubina** and **Mikhail Leonov**. Its home is the Open Society Institute Internet Center at Samara State University. In April 2002, a workshop brought together the forum’s most active participants with history lecturers from Samara State University.

- The newly launched Siberian–Mongolian Network Program, supported by the Open Society Institute–Mongolia, is a prime example of CEP’s efforts to link its older and newer programs in East–East partnerships. The program assists in

Moscow Orientation, 2001—From left to right: Local Faculty Fellow Ksenia Ivanenko, Visiting Faculty Fellows Angelo Piccirillo and Markus Mueller, Local Faculty Fellow Olga Petrova



developing curricula at the National University of Mongolia (NUM) and building up connections between Russian and Mongolian academics through mutual visits and guest lectures. Several LFFs and VFFs from Russia taught intensive courses in the sociology department of NUM.

- The first Siberian Student Debate Forum took place in Novosibirsk in May 2002. Students from six cities took part, learning reasoning and debating skills. Debate topics included “Is Russia a Democracy?,” “Do Women Enjoy Equal Rights in Russia?,” and “Are the Rights of Cultural and Ethnic Minorities Respected in Russia?” Many of the students were new to this type of exercise. Several came away determined to start debating societies at their own universities.

- A regional conference on “Public Economics: A Regional Perspective” was organized in Nizhni Novgorod in October 2001. Students from several CEP country programs participated in discussions and observed panels. Collections of conference papers were published in both Russian and English.

- An interdisciplinary workshop on “The Development of Gender Education and Research in the Volga–Urals Region,” co-sponsored by the Ford Foundation, was hosted at Samara State University in March 2002. Faculty and students in gender studies, sociology, political science, and history participated in discussions about the transformation of gender relations in contemporary Russia, Western gender theory, and teaching and learning gender studies.

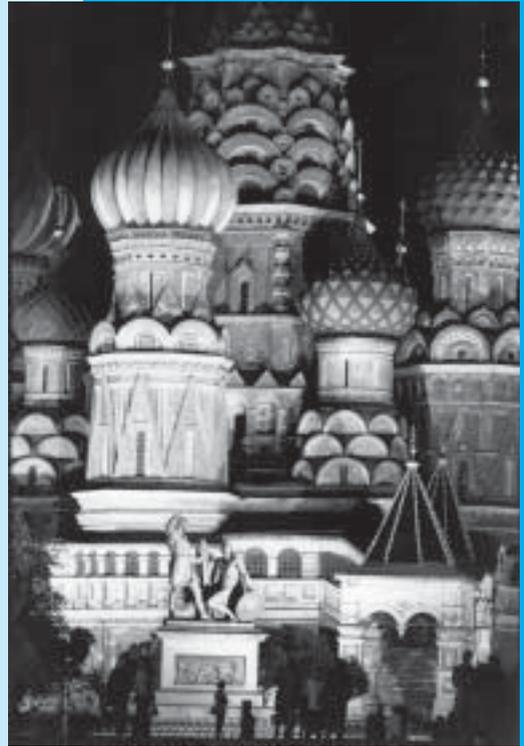
- “The Aftermath of German Unification and Soviet Collapse: Common Problems in Germany and the States of the Former USSR in the 21st Century,” a major conference co-organized with the Bosch Foundation, crowned several years of cooperation between the two organizations. It helped to solidify the connections between the Bosch and CEP networks of young scholars. It was hosted by Smolny College in March 2003. Most panels consisted of young scholars, but there was also a roundtable of experts, German and Russian politicians and scholars, on the construction of identities and nations. A participant called this roundtable the most interesting event in the whole year of 300th anniversary celebrations of St. Petersburg.



Participants in the Conference on Legal Education in the Post-Communist World: Training Legal Minds in Transitional Societies—Yoshkar-Ola, Russia



St. Basil's Cathedral in Red Square, Moscow, Russia



SOUTHEASTERN EUROPE
ALBANIA
KOSOVO
MACEDONIA
MONTENEGRO
SERBIA

This program included Albania, Kosovo, Montenegro, and Serbia, and, in 2002–03, Macedonia was added. Thirteen Fellows taught at seven universities in 2001–02 and eighteen at eleven universities in 2002–03. In 2001–02 a VFF was placed for the first time in Kosovo, at the University of Prishtina. CEP’s partners included the US Department of State Bureau of Educational and Cultural Affairs, the Canadian Development Agency, the Foundation Open Society Institute Macedonia, Reading and Writing for Critical Thinking, the Central European University, and the German Rectors’ Conference.

Paving the way for Macedonia to join the program, in 2001–02, a teaching workshop on Reading and Writing for Critical Thinking took place at the University of Skopje. A significant US embassy grant for organizing a series of workshops to support higher education reform led to plans to expand the program in 2002–03. To support these plans, both VFFs and LFFs were placed at the University of Skopje and the Southeast European University in Tetovo.

A two-year project on Higher Education Support for the Social Sciences in Macedonia, funded by the US Department of State, was launched to support the implementation of the European Credit Transfer System (ECTS) in social science disciplines across the whole country. The project provided assistance in the reform of national curricula and design of new courses, and was actively supported by the Ministry of Education and individual university administrators. It is divided into five discipline groups—economics, global studies, historical studies, public administration, and sociology and social work—each headed by an American discipline leader, who visits several times each year, and a Resource Fellow, a local scholar who has studied in the West. The project is supported by a website, in English and Macedonian,

Frank Dalton
Country Director



accessible to all interested parties. This project is the most ambitious endeavor that CEP has been responsible for in the region, as it promises to help to institute long-lasting change in the structure and thinking in higher education.

In other developments, one of the most successful university partnerships was with the Faculty of Foreign Languages of the University of Elbasan, Albania. CEP has over the years been instrumental in helping to set up centers in German Studies and English and American Studies. The subjects taught at these centers include literature, history, art, music, and architecture.

The Balkan Debate Forum, a very important regular scholarly occasion for students from all the countries of the region to discuss controversial current topics, met for the eighth time in April–May 2003 in Budva, Montenegro. The 42 participants formed fourteen international teams to debate regional problems. The debate topics included the applicability for their countries of Western ideas about women, the UN’s promotion of democracy as imperialism, nationalism in the Balkans viewed as communism by another name, a Balkan Union as preferable to the European Union, and the military action in Iraq as destabilizing to the Balkans.

CEP continued sponsoring translation workshops in Albania. The program aims to promote high-quality translations of classic Western texts in the social sciences. Translations started in previous years continued, and work began on Emile Durkheim’s *Suicide*. An important publication in Serbia was “Academic Writing: A Concise Guide for Students in Central and Eastern Europe.”



*Vera Dubina,
Local Faculty
Fellow, Samara
State Academy of
Cultural Studies,
Department
of Philosophy
and Political
Science, Russia*

The Stephen R. Grand Awards were established in 1998–99. Named after a co-founder of CEP, they recognize exceptional achievements in teaching and outreach by Local Faculty Fellows (LFF). They acknowledge the importance of the LFF program as a contribution to the sustainability of higher education reform. These two year’s winners, whose accomplishments surpass these short descriptions, are:

2001–02

▪ Vera Dubina

Vera Dubina, a CEP–Robert Bosch LFF, teaches history in the Department of Philosophy and Political Science at Samara State Academy of Cultural Studies, Russia. Vera’s enthusiastic commitment to academia and academic reform is demonstrated by her dedication to the improvement of standards in higher education and to outreach activities. She has introduced a new course on “Heritage of Enlightenment: Russian Social and Political Thought in the 19th Century” and published a handbook for it. Prior to her CEP fellow-ship, together with current LFF Mikhail Leonov, she created “Tseh russkih istorikov” (Guild of Russian Historians), a scholarly society for students. This year, Vera successfully defended her candidate of science thesis and published three articles and a monograph on “Russian Conservatism and N. Danilevsky.”

▪ Elena Romanita Iordache

Elena Romanita Iordache teaches courses in human rights and law at the University of Bucharest and the Invisible College, Romania. She is a fine example of

THE STEPHEN R. GRAND AWARDS FOR OUTSTANDING LOCAL FACULTY FELLOWS

a scholar devoted to strengthening democracy through education. Her work with human rights organizations has focused on sexual minority and Roma rights. This activism is reflected in her teaching, where her methods include use of the legal clinic, an innovation in Romania. She has been a co-founder and editor of the *Romanian Journal of Society and Politics*, the first peer-review academic journal in the social sciences in Romania. As a CEP–German Marshall Fund Fellow in 2000–01, she authored a study of how legislation can prevent discrimination, which has been consulted by policymakers.

▪ Etibar Najafov

Etibar Najafov teaches logic and history in the Department of Social Science of Baku State University in Azerbaijan. Of his numerous activities, it is perhaps his devotion to his students that is the most remarkable. He is a very strong teacher, who has introduced interactive methods such as practical exercises in logic, involved his students in conducting sociological surveys, and applied an interdisciplinary approach to the teaching of history. He published a textbook of “Exercises in Logic.” He has prepared numerous students for regional debates and conferences.



*Elena Romanita
Iordache,
Local Faculty
Fellow,
University of
Bucharest and
The Invisible
College, Bucharest,
Romania*

▪ Viktor Shevchuk

Viktor Shevchuk, an LFF–SCOUT Fellow, is an associate professor of economics at the Lviv Academy of Commerce in Ukraine. Viktor is a highly effective and innovative teacher, who communicates his enthusiasm for economics to his students. In addition to introducing new courses at his institution, he regularly experiments with active teaching methods, updating course contents and materials, developing new grading and evaluation techniques for his students, and actively participating in junior faculty and student events. He has eagerly mentored other Fellows. His recent publications include a book on economic reforms in Latin America. He is currently writing a textbook on international economics.

2002–03

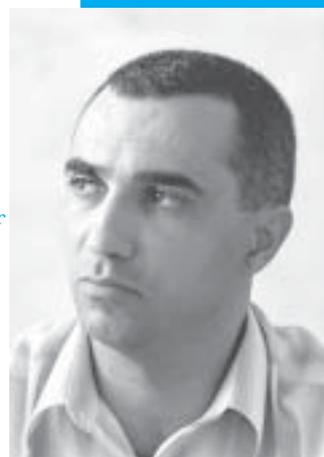
▪ Ludmila Cojocari

Ludmila Cojocari, a lecturer in the History and International Relations Department of the International Independent University of Moldova, is an exceptionally active Fellow in CEP–Moldova. She has been a pioneer in modernizing her department by developing new courses. These courses, which have become a requirement for all students, include semiotics, cultural anthropology, and ethno-confessional geography of the contemporary world. Ludmila is an innovative teacher, who also publishes extensively not only about her academic interests but also about pedagogy, giving methodological support to students and colleagues. She has established a resource center in her department. She has initiated and coordinated CEP's Academic Network in Anthropology.



*Viktor Shevchuk,
SCOUT
Local Faculty
Fellow, Lviv
Academy of
Commerce,
Ukraine*

*Etibar Najafov,
Local Faculty
Fellow, Baku
State University,
Department of
Social Science,
Azerbaijan*



▪ Elena Dostanko

Elena Dostanko stood out as an exceptionally dynamic LFF. She has been a major player in organizing four CEP Winter Schools in international relations and international law at the Faculty of International Relations of Belarusian State University in Minsk, where she is an associate professor in the Department of International Relations and vice dean in charge of her faculty's research agenda. Her committee service includes the Scientific-Methodological Commission of Belarusian State University. The Information Resource Center, which Elena has established, is used widely by other faculty and by students. She has made a special effort to involve non-CEP colleagues in professional development. At CEP, Elena has been a leader of the ANI Network in International Relations, initiating several research projects. She has also devoted significant time and energy to her students, focusing on training them for debates.

*Ludmila Cojocari,
Local Faculty
Fellow, Free
International
University of
Moldova,
Department of
History and
International
Relations*





*Milena Katsarska,
Local Faculty
Fellow, Plovdiv
University,
Department of
British and
American Studies,
Bulgaria*

▪ Milena Katsarska

Milena Katsarska, who teaches in the British and American Studies Department of Plovdiv University, has focused on introducing cultural studies in universities in Bulgaria, using an innovative multidisciplinary approach to teaching both foreign languages and culture. Together with colleagues from other universities, she has designed a distance-learning course in intercultural studies for language teachers and secured the support of the British Council for it. As a founding member of the American Studies Association in Bulgaria, Milena has helped to win a grant from the Public Affairs Office of the US embassy to establish an American Studies Resource Center at Plovdiv University. She has also been instrumental in establishing the National Helpdesk (Center for Non-Discriminatory Evaluation of Teaching Materials), where she has been involved in training evaluators.



*Juraj Sedivy,
Local Faculty
Fellow, Institute
of History,
University of
Vienna; Institute
for Archives and
Auxiliary
Historical
Sciences, Comenius
University,
Bratislava,
Slovakia*

▪ Juraj Sedivy

Juraj Sedivy has stood out not only as an excellent teacher and researcher, but an initiator of many academic and outreach events for students and non-CEP colleagues. He is a co-founder of the Department of Auxiliary Historical Sciences and Archives in the Faculty of Philosophy of Comenius University in Bratislava, and also teaches at the University of Vienna. He launched the ANI Paleography Network in Central Europe, attracting widespread international interest. As a leading paleographer in Slovakia, he represents the field internationally. Within CEP, Juraj has been a key player in helping to operate the PhD Studies Support Program, serving on the selection committee, interviewing candidates, and organizing activities for the students. He has also distinguished himself by designing and running projects that reach out to the community, such as public lectures, summer camps, and activities building popular awareness of cultural heritage.

▪ Tamara Zurabishvili

Tamara Zurabishvili, who teaches sociology at Telavi State University in Georgia, has been a leader in creating her university's new curriculum in sociology and working on its development. She has designed several courses, including research methods in sociology, history of theoretical sociology, and sociology of nationalism. She has helped her university to establish its Sociology Research Center. Tamara was also an organizer of the important CEP Georgian Language Conference in 2001, which introduces students who do not speak English to the format and methods of academic conferences.

*Tamara
Zurabishvili,
Local Faculty
Fellow, Iacob
Gogebashvili
Telavi State
University,
Departments of
Economic
Information,
Marketing
Research, Social
and Political
Studies, Georgia*



MESSAGE FROM THE ACTING CO-PRESIDENTS

On June 30, 2004, CEP will cease its operations in the post-communist countries of Central and Eastern Europe and Eurasia. For those who have been involved with CEP over the last thirteen years, the closure will undoubtedly bring both sadness and a sense of pride in what the program has achieved.

The preceding pages present just a snapshot of an organization that has aspired to a lofty goal—to enrich higher education in the region and thereby strengthen civil society and enhance the prospects for successful social and political reform. For years now, CEP Fellows have served as important resources and role models, helping to transform classrooms, and sometimes departments, into a different type of learning environment. Steve Grand, one of CEP’s founders, often recalls how the staff discovered early on the profound importance of these “laboratories of democracy,” in which issues are critically analyzed and debated and even student views are solicited and considered.

From the very beginning, CEP Fellows have been a source of inspiration for students, many of whom have gone on to academic careers and other areas of public service. In more recent years, the program has increasingly focused on young faculty, providing them desperately needed opportunities to work as full-time academics and to develop professionally. Amidst the harsh economic realities of university life in the region, CEP support allowed its Fellows, both visiting and local, to devote themselves to teaching and scholarship. Working together with CEP’s staff, Fellows developed and introduced new courses, donated books, conducted faculty workshops, and organized numerous academic events for students and faculty. These efforts have enriched the higher education environment and helped revitalize the intellectual community.



*Jeffrey Meyers
and Liana Ghent
Acting Co-Presidents*

Equally important, CEP Fellows held office hours, mentored students, conducted course evaluations, and assigned merit-based grades. They rejected plagiarism and rewarded academic honesty. In doing so, they became role models for their students and colleagues and provided examples to fuel university reform efforts at various levels. Indeed, many of these contributions would prove even more significant than the content of their courses or the transfer of knowledge and skills that had initially been the program’s primary aim.

As we look back on the last thirteen years, the real measure of a program like CEP is not so much what it did, but what it leaves behind. CEP programs have focused on the future by helping universities attract, develop, and retain talented young scholars. It has helped build critical individual and institutional linkages, which have spawned numerous groups of academics dedicated to improving teaching and research in their disciplines. In short, these programs have touched the lives of thousands of students and hundreds of young faculty—the next generation of social scientists—in lasting ways. We are confident that this impact on their education, as well as their attitudes, habits, and ideals, will endure and help nurture the development of higher education and civil society well into the future.

*Liana Ghent
Jeffrey Meyers
CEP Co-Presidents, 2002–04*

CIVIC EDUCATION PROJECT, INC. FINANCIAL STATEMENTS

June 30, 2002

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3. Furniture and equipment
4. Concentration of credit risk
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Independent Auditors' Report

Board of Trustees Civic Education Project, Inc.

We have audited the accompanying statement of financial position of Civic Education Project, Inc. as of June 30, 2002 and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of Civic Education Project, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and the significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Civic Education Project, Inc. as of June 30, 2002 and the results of its activities and cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated November 23, 2002 on our consideration of Civic Education Project, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grants.

That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Our audit was made for the purpose of forming an opinion on the basic financial statements of Civic Education Project, Inc. taken as a whole. The accompanying Schedule of Expenditures of Federal Awards and the other supplemental information is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments and Non-Profit Organizations, and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Harrison, New York
November 23, 2002



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CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF FINANCIAL POSITION — June 30, 2002
 (with comparative totals for 2001)

	<u>2002</u>	<u>2001</u>
ASSETS		
Cash	\$688,651	\$2,132,367
Investments	—	17,887
Grants receivable	—	34,694
Security deposits	2,102	2,647
Prepaid expenses and other current assets	23,342	53,757
Furniture and equipment, net	<u>58,021</u>	<u>63,177</u>
	<u>\$772,116</u>	<u>\$2,304,529</u>
LIABILITIES AND NET ASSETS		
Liabilities		
Accrued expenses	\$171,622	\$146,757
Deferred revenue	<u>36,542</u>	<u>1,516,663</u>
Total liabilities	<u>208,164</u>	<u>1,663,420</u>
Net assets, unrestricted		
Undesignated	222,725	304,932
Board designated	<u>341,227</u>	<u>336,177</u>
Total net assets, unrestricted	<u>563,952</u>	<u>641,109</u>
	<u>\$772,116</u>	<u>\$2,304,529</u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF ACTIVITIES — Year ended June 30, 2002
 (with summarized comparative totals for 2001)

	<u>2002</u>	<u>2001</u>
Support and revenue		
Foundation grants	\$3,724,920	\$3,837,334
Government grants	585,757	179,816
Contributions	5,050	21,250
Interest income	18,664	53,398
Other income	9,550	—
Loss on disposal of fixed assets	(635)	—
Net assets released from restrictions	—	—
Total support and revenue	<u>4,343,306</u>	<u>4,091,798</u>
 Expenses		
Program costs	3,567,298	3,429,591
Management and general	<u>853,165</u>	<u>785,174</u>
Total expenses	<u>4,420,463</u>	<u>4,214,765</u>
 Change in net assets	(77,157)	(122,967)
 Net assets, beginning of year	<u>641,109</u>	<u>764,076</u>
 Net assets, end of year	<u><u>\$563,952</u></u>	<u><u>\$641,109</u></u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF FUNCTIONAL EXPENSES — Years ended June 30, 2002
 (with summarized comparative totals for 2001)

	<u>Program Services</u>	<u>Management and General</u>	<u>2002</u>	<u>2001</u>
Salaries	\$1,851,641	\$341,454	\$2,193,095	\$1,995,854
Payroll taxes	74,195	34,007	108,202	85,081
Employee health benefits	109,603	14,861	124,464	112,978
Total salaries and related expenses	2,035,439	390,322	2,425,761	2,153,913
Program expenses	759,021	—	759,021	760,964
Professional fees and contract service payments	1,181	72,819	74,000	86,560
Office supplies and expenses	16,832	61,420	78,252	64,432
Teaching supplies	225,602	—	225,602	205,701
Telephone	50,984	42,891	93,875	113,966
Postage and shipping	36,607	10,600	47,207	43,739
Printing	8,402	6,276	14,678	17,132
Space occupancy	41,798	94,244	136,042	116,466
Travel and accommodations	323,034	12,491	335,525	381,394
Conferences, conventions and meetings	53,604	56,371	109,975	184,843
Insurance	—	22,699	22,699	15,425
Bank charges	14,794	34,514	49,308	41,634
Depreciation	—	28,624	28,624	27,596
Miscellaneous	—	19,894	19,894	1,000
Total expenses	<u>\$3,567,298</u>	<u>\$853,165</u>	<u>\$4,420,463</u>	<u>\$4,214,765</u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF CASH FLOWS — Year ended June 30, 2002
 (with comparative totals for 2001)

	<u>2002</u>	<u>2001</u>
Cash flows from operating activities		
Change in net assets	\$(77,157)	\$(122,967)
Adjustments to reconcile change in net assets to net cash provided (used) by operating activities		
Depreciation	28,624	27,596
Loss on disposal of fixed assets	635	—
(Increase) decrease in operating assets		
Other receivables	—	8,003
Grants receivable	34,694	(34,694)
Security deposits	545	(160)
Prepaid expenses	30,415	(24,714)
(Increase) decrease in operating liabilities		
Accrued expenses	24,865	39,990
Deferred revenue	<u>(1,480,121)</u>	<u>1,516,663</u>
Net cash provided by operating activities	<u>(1,437,500)</u>	<u>1,409,717</u>
Cash flows from investing activities		
Purchase of furniture and equipment	(24,103)	(10,724)
Purchase of securities	—	(779)
Proceeds from sale of securities	<u>17,887</u>	<u>—</u>
Net cash used by investing activities	<u>(6,216)</u>	<u>(11,503)</u>
Increase (decrease) in cash	(1,443,716)	1,398,214
Cash, beginning of year	<u>2,132,367</u>	<u>734,153</u>
Cash, end of year	<u>\$688,651</u>	<u>\$2,132,367</u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC. NOTES TO FINANCIAL STATEMENTS

June 30, 2002

1. ORGANIZATION

Civic Education Project, Inc. (the Organization) is a non-stock, non-profit corporation organized in Washington, DC and exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The Organization was formed to assist with education reform and to promote democratic education curriculum and programs in countries as they transition toward democracy by sponsoring programs to improve teaching in Central and Eastern European Universities. During the year ended June 30, 2002, the Organization operated in Albania, the Baltics (Estonia, Latvia, Lithuania), Belarus, Bulgaria, Caucasus (Armenia, Azerbaijan, Georgia), Czech Republic, Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan), Hungary, Macedonia, Moldova, Poland, Romania, Russia, Slovakia, Ukraine, the former Yugoslavia (Kosovo, Montenegro, Serbia). The administrative centers are located in Washington, DC and Budapest, Hungary.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the Organization have been prepared in conformity with accounting principles generally accepted in the United States of America and with the accounting and financial statement presentation requirements of the Industry Audit Guide "Not-for-Profit Organizations" published by the American Institute of Certified Public Accountants.

Accounting Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and the amount of revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

Basis of Presentation

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Unrestricted amounts are those currently available at the discretion of the Board for use in the Organization's operations and those resources invested in property and equipment. Temporarily restricted amounts are those which are stipulated by donors for specific operating purposes. When a donor restriction expires, that is, when a stipulated time restriction and/or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Contributions

All contributions are considered available for unrestricted use, unless specifically restricted by the donor. The Center's policy is to report as unrestricted support contributions with donor-imposed restrictions when these restrictions are met in the same year the contributions are received. Securities received as a gift or bequest are reflected at fair value at the date of the gift.

Furniture and equipment

Furniture and equipment are recorded at cost and depreciation is recognized on the straight-line basis over the estimated useful lives of such assets.

Investments

Investments are recorded at fair value based on market quotations. Investment income is reflected as earned.

3. FURNITURE AND EQUIPMENT

Furniture and equipment	\$155,872
Less: accumulated depreciation	<u>(97,851)</u>
	<u>\$58,021</u>

4. CONCENTRATION OF CREDIT RISK

At times, the Organization’s business checking account balance on deposit with a financial institution exceeds the Federal Depository Insurance Corporation limit of \$100,000. This financial institution has a strong credit rating and management believes that credit risk related to these deposits is minimal.

A large concentration of funds are received from the Higher Education Support Program. Management believes there is negligible credit risk associated with these funds, and therefore, no allowance for doubtful accounts is considered necessary. However, any loss or reduction of this funding source could have a significant impact on the Organization’s financial position and program services.

5. BOARD DESIGNATED NET ASSETS

Contributions have been received from individuals and organizations for general support of the Organization. These contributions have been invested in the ongoing programs of the Organization as well as earmarked for funding new and future program activities. The Executive Committee of the Board of Directors has formally designated \$341,227 of unrestricted net assets for predefined purposes. The Committee has defined the designated purposes to be: funding new initiatives and expansion activities, future program development and providing contingency funds to respond to possible economic uncertainty in countries of Eastern Europe and Eurasia.

CIVIC EDUCATION PROJECT, INC. FINANCIAL STATEMENTS

June 30, 2003

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Independent Auditors' Report

Board of Directors Civic Education Project, Inc.

We have audited the accompanying statements of financial position of Civic Education Project, Inc. as of June 30, 2003 and 2002 and the related statements of activities, functional expenses and cash flows for the years then ended. These financial statements are the responsibility of Civic Education Project, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Civic Education Project, Inc. as of June 30, 2003 and 2002 and the change in its net assets and cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Harrison, New York
October 16, 2003



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E-mail: madcpas@aol.com

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF FINANCIAL POSITION — June 30, 2003
 (with comparative totals for 2002)

	<u>2003</u>	<u>2002</u>
ASSETS		
Current assets		
Cash	\$334,157	\$688,651
Grants receivable	579,388	—
Security deposits	2,102	2,102
Prepaid expenses and other current assets	39,557	23,342
Furniture and equipment, net	49,451	58,021
	<u>\$1,004,655</u>	<u>\$772,116</u>
 LIABILITIES AND NET ASSETS		
Liabilities		
Accrued expenses	\$62,074	\$171,622
Deferred revenue	587,905	36,542
	<u>649,979</u>	<u>208,164</u>
Net assets, unrestricted		
Undesignated	54,676	222,725
Board designated	300,000	341,227
Total net assets, unrestricted	<u>354,676</u>	<u>563,952</u>
	<u>\$1,004,655</u>	<u>\$772,116</u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF ACTIVITIES — Year ended June 30, 2003
 (with summarized comparative totals for 2002)

	<u>2003</u>	<u>2002</u>
Support and revenue		
Foundation grants	\$3,597,006	\$3,724,920
Government grants	725,822	585,757
Contributions	4,036	5,050
Interest income	1,685	18,664
Other income	404	9,550
Loss on disposal of furniture and equipment	<u>(1,148)</u>	<u>(635)</u>
Total support and revenue	<u>4,327,805</u>	<u>4,343,306</u>
Expenses		
Program costs	3,743,575	3,567,298
Management and general	<u>793,506</u>	<u>853,165</u>
Total expenses	<u>4,537,081</u>	<u>4,420,463</u>
Change in net assets	(209,276)	(77,157)
Net assets, beginning of year	<u>563,952</u>	<u>641,109</u>
Net assets, end of year	<u><u>\$354,676</u></u>	<u><u>\$563,952</u></u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
STATEMENT OF FUNCTIONAL EXPENSES — Years ended June 30, 2003

(with summarized comparative totals for 2002)

	2003			2002		
	Program Services	Management and General	Total Expenses	Program Services	Management and General	Total Expenses
Salaries	\$1,841,341	\$253,336	\$2,094,677	\$1,851,641	\$341,454	\$2,193,095
Payroll taxes	84,839	34,827	119,666	74,195	34,007	108,202
Employee health benefits	105,244	9,046	114,290	109,603	14,861	124,464
Total salaries and related expenses	2,031,424	297,209	2,328,633	2,035,439	390,322	2,425,761
Program expenses	940,098	—	940,098	759,021	—	759,021
Professional fees and contract service payments	—	59,539	59,539	1,181	72,819	74,000
Office supplies and expenses	21,310	69,840	91,150	16,832	61,420	78,252
Teaching supplies	238,744	—	238,744	225,602	—	225,602
Telephone	66,697	51,624	118,321	50,984	42,891	93,875
Postage and shipping	54,101	7,972	62,073	36,607	10,600	47,207
Printing	4,093	2,543	6,636	8,402	6,276	14,678
Space occupancy	53,049	103,755	156,804	41,798	94,244	136,042
Travel and accommodations	246,954	7,448	254,402	323,034	12,491	335,525
Conferences, conventions and meetings	54,980	58,843	113,823	53,604	56,371	109,975
Insurance	—	22,616	22,616	—	22,699	22,699
Bank charges	32,125	74,956	107,081	14,794	34,514	49,308
Depreciation	—	27,608	27,608	—	28,624	28,624
Miscellaneous	—	9,553	9,553	—	19,894	19,894
Total expenses	\$3,743,575	\$793,506	\$4,537,081	\$3,567,298	\$853,165	\$4,420,463

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC.
 STATEMENT OF CASH FLOWS — Year ended June 30, 2003
 (with comparative totals for 2002)

	<u>2003</u>	<u>2002</u>
Cash flows from operating activities		
Change in net assets	\$(209,276)	\$(77,157)
Adjustments to reconcile change in net assets to net cash used by operating activities		
Depreciation	27,608	28,624
Loss on disposal of furniture and equipment	1,148	635
Change in operating assets and liabilities		
Grants receivable	(579,388)	34,694
Security deposits	—	545
Prepaid expenses	(16,215)	30,415
Accrued expenses	(109,548)	24,865
Deferred revenue	551,363	(1,480,121)
Net cash provided by operating activities	<u>(334,308)</u>	<u>(1,437,500)</u>
Cash flows from investing activities		
Purchase of furniture and equipment	(20,186)	(24,103)
Purchase of securities	—	17,887
Net cash used by investing activities	<u>(20,186)</u>	<u>(6,216)</u>
Decrease in cash	(354,494)	(1,443,716)
Cash, beginning of year	<u>688,651</u>	<u>2,132,367</u>
Cash, end of year	<u>\$334,157</u>	<u>\$688,651</u>

See accompanying notes to financial statements.

CIVIC EDUCATION PROJECT, INC. NOTES TO FINANCIAL STATEMENTS

June 30, 2003

1. ORGANIZATION

Civic Education Project, Inc. (the Organization) is a non-stock, non-profit corporation organized Washington, DC and exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. The Organization was formed to assist with education reform and to promote democratic education curriculum and programs in countries as they transition toward democracy by sponsoring programs to improve teaching in Central and Eastern European Universities. For the year ended June 30, 2003, the Organization operated in Albania, the Baltics (Estonia, Latvia, Lithuania), Belarus, Bulgaria, Caucasus (Armenia, Azerbaijan, Georgia), Czech Republic, Central Asia (Kazakhstan, Kyrgyzstan, Uzbekistan), Hungary, Macedonia, Moldova, Poland, Romania, Russia, Slovakia, Ukraine, Serbia and Montenegro. The administrative centers are located in Washington, DC and Budapest, Hungary.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of the Organization have been prepared in conformity with accounting principles generally accepted in the United States of America and with the accounting and financial statement presentation requirements of the Industry Audit Guide "Not-for-Profit Organizations" published by the American Institute of Certified Public Accountants.

Accounting Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and judgments that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements and the amount of revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

Basis of Presentation

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor-imposed restrictions. Unrestricted amounts are those currently available at the discretion of the Board for use in the Organization's operations and those resources invested in property and equipment. Temporarily restricted amounts are those which are stipulated by donors for specific operating purposes. When a donor restriction expires, that is, when a stipulated time restriction and/or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Contributions

All contributions are considered available for unrestricted use, unless specifically restricted by the donor. The Center's policy is to report as unrestricted support contributions with donor-imposed restrictions when these restrictions are met in the same year the contributions are received. Securities received as a gift or bequest are reflected at fair value at the date of the gift.

Furniture and Equipment

Furniture and equipment are recorded at cost and depreciation is recognized on the straight-line basis over the estimated useful lives of such assets.

3. FURNITURE AND EQUIPMENT

Furniture and equipment	\$157,690
Less: accumulated depreciation	<u>(108,239)</u>
	<u>\$49,451</u>

4. CONCENTRATION OF CREDIT RISK

At times, the Organization’s business checking account balance on deposit with a financial institution exceeds the Federal Depository Insurance Corporation limit of \$100,000. This financial institution has a strong credit rating and management believes that credit risk related to these deposits is minimal.

A large concentration of funds are received from the Higher Education Support Program. Management believes there is negligible credit risk associated with these funds, and therefore, no allowance for doubtful accounts is considered necessary. However, any loss or reduction of this funding source could have a significant impact on the Organization’s financial position and program services.

5. BOARD DESIGNATED NET ASSETS

Contributions have been received from individuals and organizations for general support of the Organization. These contributions have been invested in the ongoing programs of the Organization as well as earmarked for funding new and future program activities. The Executive Committee of the Board of Directors has formally designated \$300,000 of the unrestricted net assets for predefined purposes. The Committee has defined the designated purposes to be: funding new initiatives and expansion activities, future program development and providing contingency funds to respond to possible economic uncertainty in countries of Eastern Europe and Eurasia.

Contributors in 2001–2003*

- The Robert Bosch Foundation
- British Embassy, Azerbaijan
- British Know How Fund
- Canadian Embassy, Poland
- Canadian International Development Agency
- Carnegie Corporation of New York
- Citigroup Foundation
- Foundation for the Development of Democratic Rights
- The European Commission
- European Documentation Centre, St. Petersburg State University
- The German Marshall Fund of the United States
- Higher Education Support Program of the Open Society Institute
- Hungarian Ministry of Culture and National Heritage
- International Debate Education Association
- International Law Students Association
- The Jewish Communal Fund
- Koerber Foundation
- The John D. and Catherine T. MacArthur Foundation
- The McGraw-Hill Companies
- Friedrich Naumann Foundation
- Royal Netherlands Embassy, Hungary
- The Nordic Council of Ministers
- Royal Norwegian Embassy, Moldova
- Open Society Institute
- Reuters Foundation
- Stanley Roth, Sr. Charitable Trust
- The Starr Foundation
- Sverdlovsk Oblast Ministry of International and External Economic Links
- UNHCR, Hungary
- UNOCAL Corporation
- US Department of State, Bureau of Educational and Cultural Affairs
- US Embassy, Azerbaijan
- US Embassy, Macedonia
- US Embassy, Ukraine

* *This is not a complete list of CEP contributors, since it does not include individual and in-kind donations or the efforts of volunteers.*

Staff in 2001–2004

During the academic years 2001–02, 2002–03, and 2003–04, CEP’s programs evolved to adapt to changing conditions. The list below includes all staff who served during this time, even though some were not with CEP for the whole period. Staff members who held short-term assignments during these years are listed, as are those who have since left the organization and those who replaced them. The most recent job title is listed for those whose positions changed.

- Dildora Abidjanova
Program Coordinator–Uzbekistan, Tashkent
- Natali Alakbarova
Program Coordinator–Azerbaijan, Baku
- Irina An
Program Assistant–Uzbekistan, Tashkent
- Irina Arkhangelskaya
SCOUT Coordinator and Alumni Association Coordinator–Russia, Nizhny Novgorod
- Tibor Baka
Webmaster, Budapest
- Norma Jo Baker
Country Director–Central Asia, Bishkek
- Jayne Barlow
Director of External Relations, Washington
- Jakub Basista
Country Director–Poland and the Baltics, Krakow
- Beata Bognar
Program Assistant, Budapest
- Dave Carter
Senior Program Manager–Teaching and Learning Initiative, Budapest
- Irina Chkhaidze
Program Assistant–Caucasus, Tbilisi
- Monika Ciutti
Assistant–Czech Republic and Slovakia, Bratislava
- Keren Clarizio
Finance Manager–Budapest
- Balazs Cser
Financial Assistant–Budapest
- Donna Culpepper
President, Budapest
- Frank Dalton
Program Director–Southeastern Europe, Tirana
- Aleksandra Davitkovska
Program Assistant–Macedonia, Skopje
- Lyudmyla Demchuk
Program Assistant–Ukraine, Kyiv
- Larisa Deriglazova
Deputy Country Director–Siberia and the Far East, Tomsk
- Eleonora Dupouy
Program Coordinator–Moldova, Chisinau
- Nino Dzotsenidze
Program Director–Caucasus, Tbilisi
- Gulnur Esenalieva
Program Coordinator–Central Asia and Mongolia, Bishkek
- Rita Galambos
Program Director–Central Europe, Budapest
- Liana Ghent
Acting Co-President and Regional Director–Central and East European Programs, Budapest
- Maria Goloubeva
SCOUT Program Coordinator–Latvia, Riga
- Ana Gvazava
Program Assistant–Caucasus, Tbilisi
- Zhulieta Harasani
Program Coordinator–Albania and Kosovo, Tirana
- Diane Hoffman
Financial Assistant–New Haven
- Bella Hovsepyan
Program Coordinator–Armenia, Yerevan
- Adrian Hoxhallari
Assistant–Southeastern Europe, Tirana

- Tamar Japaridze
SCOUT Coordinator—Caucasus, Tbilisi
- Kristina Juraite
*Program Coordinator—Central Europe, and
SCOUT Coordinator, Kaunas*
- Blendi Kajsiu
Program Coordinator—Albania and Kosovo, Tirana
- Iryna Kalynychenko
Program Assistant—Ukraine, Kyiv
- Elizabeth Kidd
External Relations Associate—Washington
- Nino Kizikurashvili
*Program Coordinator and SCOUT Program
Coordinator—Georgia, Tbilisi*
- Gulzat Kochorova
Program Coordinator—Kyrgyzstan, Bishkek
- Alla Komandirova
SCOUT Coordinator—Russia, Moscow
- Olesya Kotsyumbas
*Program Coordinator—Belarus, Ukraine, and
Moldova, Kyiv*
- Marian Kovacs
Program Assistant—Central Europe, Budapest
- Gabriella Kulik
Program Associate—Budapest
- Maya Latynski
Director of External Relations, Washington
- Yasmin Lodi
*Program Director—Central Asia and Mongolia,
Bishkek*
- Nazik Manapaeva
*Program Assistant—Central Asia and Mongolia,
Bishkek*
- Sladjana Mandic
*Program Coordinator—Serbia and Montenegro,
Belgrade*
- Slobodan Markovich
*Program Coordinator—Serbia and Montenegro,
Belgrade*
- Tatiana Martirosyan
Assistant—Armenia, Yerevan
- Renata Matuszkiewicz
Program Coordinator—Poland, Gdansk
- Jeffrey Meyers
*Acting Co-President and Regional Director—
Eurasian Programs, Budapest*
- Umida Mirkhanova
Program Assistant—Uzbekistan, Tashkent
- Zsofia Mozes
Finance Assistant—Budapest
- Diana Muresan
Assistant—Romania, Bucharest
- Taalai Nasirdinov
Program Assistant—Kyrgyzstan, Bishkek
- Hristofor Nedyalkov
Program Assistant—Bulgaria, Sofia
- Azatuhi Ohanyan
Program Assistant—Armenia, Yerevan
- Judit Parkanyi
Program Associate, Budapest
- Onon Perenlei
Program Coordinator—Mongolia, Ulaanbaatar
- Nikolai Petroukovitch
Program Coordinator—Belarus, Minsk
- Liliana Popescu
*Program Director—Romania and Bulgaria,
Bucharest*
- Tsvetelina Popova
Program Coordinator—Bulgaria, Sofia
- Aileen Rambow
External Relations Officer—London
- Katalin Roman
Program Assistant—Budapest
- Piroska Rubint
Finance Assistant—Budapest
- Lucian Sarbeanu
Program Officer—Romania, Bucharest
- Martina Schwartz
Program Assistant—Washington
- Balazs Sebestyen
Program and SCOUT Assistant—Budapest

- May Seitanidi
External Relations Assistant—London
- Julia Shundovska
Program Coordinator—Macedonia, Skopje
- Divna Sipovik
Program Coordinator—Macedonia, Skopje
- Tatiana Skripka
CEU/NSP Coordinator—Siberia and the Far East, Novosibirsk
- Marianna Skuratovskaya
CEU/NSP Coordinator—Russia, Moscow
- Natasha Smirnova
Program Officer—Russia, Moscow
- Ionut Sterpan
Program Assistant—Romania, Bucharest
- Iryna Sydorenko
Program Assistant—Ukraine, Kyiv
- Zoltan Szanyel
Finance Director—Budapest
- Judit Szucsik
Office Manager—Budapest
- Flaviana Teodosiu
Assistant—Romania, Bucharest
- Chad Thompson
Program Manager for Academic Networking and Professional Development—Dushanbe
- Julia Trifonova
Program Officer—Russia, Moscow
- Evgeny Troitsky
Program Assistant—Siberia and the Far East, Tomsk
- Ihor Tsybalisty
SCOUT Program Manager—Ukraine, Kyiv
- Bermet Tursunkulova
Deputy Program Director—Central Asia and Mongolia and SCOUT Coordinator, Bishkek
- Kristina Vacharadze
Program Assistant—Caucasus, Tbilisi
- Hajnal Vernes
Finance Associate—Budapest
- Zora Vidovencova
Program Coordinator—Central Europe, Bratislava/Prague
- Sara Werth
Program Officer—Washington
- Thomas Wood
Director of University Relations and Faculty Recruitment—Washington
- Almira Yusupova
Program Coordinator—Siberia and the Far East, Novosibirsk
- Sergey Zaitsev
Program Director—Belarus, Ukraine, and Moldova, Kyiv
- Irina Zhdan
Program Assistant—Siberia and the Far East, Novosibirsk
- Lala Ziyadova
Program Assistant—Azerbaijan, Baku
- Irina Zorina
Program Director—Russia, Moscow

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