A Decade of Change in Higher Education 1991–2001

Annual Report
——— July 1, 2000—June 30, 2001 ————
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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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On November 9, 2001, more than 200 friends of the Civic Education Project (CEP) assembled at the Kennan Institute for Advanced Russian Studies of the Woodrow Wilson Center in Washington, DC, to celebrate our tenth anniversary. It was a happy occasion for all who have been associated with or touched by CEP these past ten years. This marvelous event offered us the opportunity to reflect on how far our organization has come and to look forward to new and exciting challenges.

Beginning in the former Czechoslovakia with only fifteen visiting lecturers, CEP in this past academic year supported more than 240 scholars in twenty-three countries.

What began as an effort to provide visiting lecturers to the universities in one country is now a multi-faceted highly international organization, facilitating the emergence of a new generation of scholars across Central and Eastern Europe and Eurasia in many ways.

Although we have grown to a size and complexity none of us could have imagined in 1991, the Civic Education Project remains a very agile organization, responding to needs as they appear, creating programs that achieve measurable results at a cost ratio unknown among NGOs our size. Most important, however, is that we have never strayed from our mission as a grassroots organization – facilitating change from the ground up, where the impact on students and scholars is immediate and profound.

Today, as we look ahead to our next decade of work, CEP will be focusing more and more resources on helping to create networks of scholars across our region. Among the most damaging consequences of the decades of communist control of higher education was the destruction of international cooperation among scholars and students. Those networks – both formal and informal – are beginning to re-emerge, and our project is at the forefront of this transformation. Because we now have more than 800 alumni worldwide, and because we have spent much of the past ten years laying the foundations of these networks, we are uniquely positioned to help bring about this change. We look forward to great and immediate success in these endeavors.

None of this success, however, would have been possible without two groups of supporters, both of whom are intrinsic to our work. Without the dedication and hard work of our fellows and staff these past ten years, CEP would have accomplished nothing. That first group of slightly anxious visiting fellows and all those who followed on the path they laid down have helped, in ways both large and small, to build the capacity for a free and open society through the support of higher education.

We are also extraordinarily indebted to our financial supporters. First among these is George Soros, who helps us through the Higher Education Support Program of the Open Society Institute, and who announced his continued support for our efforts in his keynote address at our anniversary celebration. In addition to the generosity of the Soros network, each year CEP receives more than one million dollars in funding from a variety of foundations, government agencies and individuals. I invite you to join this growing group of sponsors and to become a part of the most successful educational support project in Central and Eastern Europe and Eurasia.
MESSAGE FROM THE PRESIDENT

President

This Annual Report is dedicated to celebrating the first ten years of CEP’s commitment to higher education reform in post-communist societies. In it we feature some of the CEP Fellows who have made this organization a strong, committed group of individuals working together to introduce change, through personal example and hard work. The impressive growth of CEP from fifteen Fellows in Czechoslovakia to 240 Fellows in twenty-three countries would not have been possible without the dedication of CEP Fellows, staff and our Board of Directors, supported financially and in spirit by our generous group of contributors.

This past year was an excellent example of both planned and spontaneous growth, representing the care we take in developing new programs, alongside the unique flexibility CEP has to move quickly in response to the most pressing needs in higher education. Our planned expansion took us into Mongolia and Azerbaijan this year; new opportunities allowed us to begin work in Serbia, Kosovo and Montenegro.

As we have continued to expand geographically and numerically, we have also taken care not to neglect the quality of our work. We continually encounter the need for new methods of teaching, new materials, new approaches and the maintenance of rigorous academic standards. In response to that need, we have built on our vast experience in teaching by developing a new initiative called “Teaching and Learning.” Designed as both real and virtual forums for sharing experiences and information, this program will provide professional development opportunities and training for faculty in the region. The Teaching and Learning addition to our website provides practical information for university teaching staff and is becoming an important venue for discussion and guidance on approaches to methodological reform.

CEP Fellows have always been active both inside and outside the classroom. The growth in the number and variety of outreach activities is reflected in each country program, and highlighted in our section on Outreach. Examples of such activities include student conferences, debates, workshops, negotiation simulations and model UN sessions. This year there has been an increase in the number of CEP events directed toward university faculty members – workshops on curriculum development, interactive teaching methodology, teaching critical thinking, professional association building, discipline-based seminars, conferences and publications. All of this has led to an increased interest in supporting the growth of networks of academics, defined in terms that meet their needs and help them in their efforts to introduce and sustain reform.

George Soros, through the Higher Education Support Program of the Open Society Institute, has recently made a long-term commitment to continue support to CEP. With that firm base, CEP has assurance that its efforts will continue. With the support of other donors, CEP will also continue to grow and strengthen its programs, consistent with our policy of meeting the needs of our colleagues by working directly in departments and faculties in this region. We look forward to it with enthusiasm, and hope to find many of you along with us.

* The use of specific place names does not reflect any position on changing or maintaining current internationally recognized borders.
The First CEP Lecturers

As the founders of CEP, we take pride in celebrating our tenth anniversary, and would like to salute the first CEP lecturers.

On September 2, 1991, just after the August coup in the USSR, fifteen CEP lecturers arrived in Czechoslovakia. They were true pioneers. They traveled to a country long shut off from the West, on an untested program run by two graduate students, to do something that had not been tried before. They went with textbooks, a meager stipend and emergency health insurance. They also carried a powerful idea: strengthening democracy through education. They believed that students had a critical role to play in the hard work of building democracy. That belief had a power that has continued to motivate CEP lecturers since.

The CEP idea is as complex as it is powerful. CEP’s first lecturers quickly learned that they were bringing more than academic concepts and texts. They uncovered several truisms about the nature of democratic change in post-communist societies that continue to guide CEP a decade later:

- **Democracy as a habit of the heart:** CEP lecturers brought new classroom behavior. In one of the first CEP classes, lecturer Laura DeBruce sat at a desk in front of her students and began asking them their views. The students were flabbergasted by her lack of pretense and her interest in them. She demonstrated that each individual has value and that the search for truth should be a collective endeavor. In a young democracy, it was as critical a lesson as an election or a session of parliament.

- **Knowledge as power:** On one of his first days, lecturer Jonathan Stein requested a key to his office. In 1991 the keys to academic offices were centrally held. This was in a sense symbolic of the centralized control of knowledge under the old regime. Communism’s enduring legacy to the region was a citizenry distrustful of each other, unaccustomed to and even fearful of expressing their own opinions and habituated to having decisions large and small dictated by others. This mindset remains the greatest obstacle to liberal democracy in post-communist countries. One of the most important functions of CEP is to empower students to think for themselves.

- **Change from the bottom up:** Universities throughout the region tend to be conservative institutions resistant to change. When he arrived in Olomouc, lecturer Troy McGrath attracted the interest of students. Thought-provoking, he introduced new materials and perspectives and set new standards of excellence. Students were soon demanding that all courses be taught like Troy’s. Their protests generated pressure for change. Today, the department in which Troy taught is among the finest in the Czech Republic.

- **Universities as incubators of democracy:** Universities occupy a pivotal position in former communist societies. Fewer than five percent of the region’s citizens attend university, and it is this select group that will constitute the policymakers and opinion leaders of the future. Universities are the training ground of the new leadership, and there are now hundreds of CEP students who are in high-level positions in their countries.
FELLOWSHIP PROGRAMS

The Local Faculty Fellowship Program

For promising young scholars in countries where academics cannot live on teaching salaries alone, the Local Faculty Fellowship (formerly Eastern Scholar) program provides the financial and institutional assistance necessary to teach in their home countries. An active strategy to fight the brain drain, this program targets scholars who have received graduate education abroad. In addition to financial assistance, CEP provides them with teaching materials, enrichment programs and access to its international network of scholars.

Local Faculty Fellows (LFFs) have a profound impact on reforming their departments and are the key to sustained reform in their countries. By sharing new ideas and approaches with their local colleagues and administrators, Local Faculty Fellows can reach a much larger community. Instead of choosing a career abroad, several CEP students have remained in academia and returned home to teach as Local Faculty Fellows, committed to the values represented by CEP.

In the 2000–01 academic year, CEP began administering a new program in cooperation with the Open Society Institute. The Support for Community Outreach and University Teaching Program (SCOUT) is designed to assist alumni of the US Government-sponsored Edmund S. Muskie/Freedom Support Act Graduate Fellowship Program to pursue full- or part-time careers in academia in their home countries, encouraging them to share experiences gained through study in the United States. This year thirty-five Muskie alumni participated in this program.

The Visiting Faculty Fellowship Program

Advanced graduate students from around the globe, established professors, professionals and emeriti come to fill CEP positions as Visiting Faculty Fellows (formerly Visiting Lecturers). By introducing critical thinking, academic writing, research and analytical skills, Visiting Faculty Fellows (VFFs) introduce their students and local colleagues to a new and exciting range of materials and methodologies. Visiting Faculty Fellows also have access to books and journals which they donate to their host university libraries. Their academic expertise and introduction of modern teaching methods are important assets for reforming social science departments.

Providing new perspectives and different approaches, Visiting Faculty Fellows have an impact on both faculty and students. As universities see the results of the increased emphasis on discussion, student presentations and original writing, they welcome the new methods as well as the new materials provided by the Visiting Faculty Fellows.

Mark Downes, Visiting Faculty Fellow, Romania
“I went to Bratislava with the first CEP group in 1991 and taught international relations for two years at Comenius University Law Faculty. The experience was the most pivotal of my life. Through CEP I immersed myself in another culture for four years, tried my hand at both teaching and program management, even met and married my husband. My students were the first two classes of a newly founded institute to train Slovak diplomats and public servants. When the countries separated, the Slovaks were faced – among other things – with the daunting task of creating their own diplomatic corps. I was lucky to be in on this exciting process. Most of my students are now senior Slovak diplomats at embassies around the world, and others include the Slovak Representative to the World Bank and officials at the Ministries of Foreign Affairs, Economy and Defense in Bratislava. I am thrilled to have had a chance to interact with these people when they were young, exhilarated by the Velvet Revolution and looking to change careers to serve their country in the new era. I continue to live with a foot (and part of my heart) on both continents and always will.”

Recalling his conversation with Stephen Grand about CEP’s offer to teach at Mendel University in Brno, Douglas relates, “Little did I know that what I thought would be a one-year interruption in my teaching duties in the US would turn out to be three years that would change my life and career focus.” After three years of teaching 150 students various economic and social research courses, Douglas was considered a regular member of the faculty and a bit of a Moravian nationalist. Continuing his work with former students and faculty at Mendel University on curricula issues and research dealing with European Union enlargement, Douglas was honored last October with the Tenth Anni-
versary Founder’s Day Award from the Economics Faculty for his contribution. As the USIA Grant Director and Assistant Dean of International Business Programs for Bradley University in Samara, Russia, Douglas continues his work in the region.

Jonathan Fowler, VFF, Warsaw University, Poland (1993–96)

Jonathan was one of the first Fellows in the Poland program. Residues of the bureaucratic communist and pre-communist past, coupled with new-style “star” professors and fee-paying education were a source of both frustration and challenge, but the dedication of students juggling family, jobs and education won his admiration. After returning to England to work as an international administrator, a job that included recruitment and welfare of students from Central and Eastern Europe, Jonathan realized that he was a confirmed expatriate. He now resides in Switzerland with his wife, Fabienne, whom he met while with CEP in Warsaw.

Sumon Bhaumik, VFF, Varna University of Economics, Bulgaria (1994–96)

The camaraderie with other Fellows, as well as with Bulgarian colleagues and students, which transformed into lasting friendships, and the joys of learning a language and understanding an economy and a society in transition all left a major impression on Sumon. Having met his wife in Varna naturally makes both CEP and Bulgaria dear to him.

Concerning his impact on Bulgaria, Sumon says, “Only my students and colleagues can judge how useful I was to them.” He sees his efforts reflected in every former student who contacts him for academic or other advice, among them one of his favorite co-authors with whom he is currently working on a project. Academically, Sumon views his CEP experience as an opportunity that opened new doors; personally he looks back at the wonderful experience and people who brought much color to his life. “I have far too many good memories of my CEP days in Bulgaria.”

Dan Marek, LFF, Palacky University, Czech Republic (1994–97)

The first CEP Local Faculty Fellow, Dan Marek, began as a CEP student in the first courses offered by CEP at the Politics and European Studies Department, Palacky University in 1991. CEP Fellow Troy McGrath was instrumental in helping him apply for an MA program in European Integration and Cooperation offered at Hull University in Britain. “Thanks to him and other CEP lecturers, I gained academic and language skills that enabled me to successfully complete the program,” says Dan.

Becoming a lecturer at the Politics and European Studies Department (Palacky University) in September 1993, Dan also continued in a PhD program in political science there. “Soon after signing my contract, I was told that Palacky University had no money to pay my salary in the upcoming term due to cuts in the university budget,” Dan said. With
help from CEP, Dan was able to complete his year of teaching at the university. Dan Marek’s situation was not uncommon, and served as a catalyst for the creation of the CEP Local Faculty Fellowship program. Reflecting on it, Dan said, “CEP’s decision has had an enormous impact in preventing many young academics from leaving universities and has significantly improved the quality of higher education in the region.” Dan Marek is currently Jean Monnet Lecturer in European Integration at Palacky University, Czech Republic.

Marcus Brand, VFF, Varna University of Economics, Bulgaria (1995–96)

“Six years after my year with CEP, I look back with gratitude for the experience and also some pride,” reflects Marcus, the first CEP lecturer to teach in German rather than English. “The difficulties of living conditions and at times uncooperative attitudes from the skeptical old guard of the university’s bureaucracy were easily overcome by the openness, thirst for knowledge and hospitality of the students.” Marcus continued his involvement with CEP by lecturing in Central Asia and participating in a CEP conference in Budapest, as well as by interviewing Fellowship candidates in Italy. After working as a researcher at the European University Institute in Florence and as an OSCE Mission employee and human rights advocate in Kosovo, Marcus now lives in Sweden with his wife and daughter. He continues to be involved in legal and political developments in Southeast Europe as an analyst for the Berlin-based think tank European Stability Initiative.

Robert C. Austin, VFF, Matej Bel University, Slovakia (1995–97)

Teaching courses in US and European history, Robert found his situation to be like the Slovak saying, “A perfect life is to live in Banská Bystrica and then go to heaven.” While there, Robert developed and implemented new initiatives with the blessing of the department head and the support of CEP. These skills, along with a strong regional network and a good understanding of the trends in higher education in the region, have been beneficial for his current position with the Center for Russian and East European Studies at the University of Toronto. In addition to teaching, he now manages

Dr. Arthur Pitz, Visiting Faculty Fellow, Slovakia (1996–97)

Doug Reynolds, Visiting Faculty Fellow, Kazakhstan (1995–97)
The “Hawaii of CEP” is how Doug describes his assignment to Kazakhstan in 1995–97, when it was a new addition to CEP. Even though foreign lecturers were provided with many amenities by KIMEP, they felt quite isolated from the international community. As in most situations faced by CEP Visiting Fellows, the students made the experience unforgettable. “I have always thought that whenever I teach a class I should learn more from my students than I teach them,” maintains Doug. He learned much from his students about the former Soviet Union, what business was like, and how hard the economic transition had been. This formed the basis of a paper, published in the Journal of Energy and Development, entitled Soviet Economic Decline: Did an Oil Crisis Cause the Transition in the Soviet Union? Today, Doug uses his experience from Kazakhstan in teaching oil and energy economics in Alaska.

Dr. Arthur H. Pitz, VFF, Safarik University, Prešov, Slovakia (1996–97)

Retired, but teaching again, Art and Suzanne Pitz have returned to CEP this year to a new city and university in Slovakia, their home away from home. “We have found much has changed since our previous excursion. Better roads, better customer service, much better internet availability and dependability, significantly improved town centers. Also, the government is now firmly committed to democracy, whereas the previous government’s commitment was doubtful,” Art reflects.

Cate Miller, VFF, József Attila University, Szeged, Hungary (1996–97)

The quiet streets of Szeged, the Tisza river and old ladies in black dresses riding bicycles with baskets of peanuts on their backs alongside modern discos blazing on a Friday night provided a definite change in lifestyle from New York City for Cate Miller. It also showed life typical of a region of political, eco-
nomic and educational change. Despite the differences, “the familiar experience of bright, motivated students and my own love of teaching helped us to be flexible, open and to learn from one another,” Cate explained. Her year coincided with the Kosovo war, when fighter jets could be heard flying overhead and refugees were camped in the university dorms. In and out of the classroom, Cate discussed the situation with her students, trying to make sense of the events. At term-end Cate went to Albania for crisis intervention work in a Kosovar refugee camp. “Following the tragic events of September 11 in New York City, it seemed that New York, Szeged, Kosovo and Tirana were more similar than I could have imagined... A lesson learned during my year with CEP was reiterated: that struggling to understand and to respect the differences (and similarities) among peoples, cultures and countries may be the greatest educational experience I can afford myself and my students.”

**Neil Brennan, VFF, University of Tartu, Estonia (1997–98)**

“The challenge CEP poses for academics is not only to deliver knowledge in their subject area, but also to inspire. It is to motivate students and faculty alike to consider different ways of teaching, learning and even thinking,” Neil maintains. “CEP gave me the opportunity to combine academic teaching with practical experience in human rights. An awareness of the interaction between legal theory and practice was a critical asset in preparing me for the demanding field of preventive diplomacy with OSCE. After two years with CEP, I gained the knowledge, field experience and inspiration to make a valuable contribution to regional stability and European integration.”

Ernest’s participation in CEP gave him a unique opportunity to share ideas with the international academic community. He has found this communication very fruitful, inspiring him to do economic research, develop new courses, improve the courses he teaches and introduce new teaching methods. As many of the alumni of his university hold key positions in the government and economic sectors,
Continuous communication and meetings with the CEP Fellows and alumni network, as well as active participation in outreach projects make Olga feel more than ever a part of the CEP community. The CEP experience has provided enthusiasm and motivation for her career in teaching. Olga and another CEP Russia alumna, Inna Blam from Novosibirsk State University, organized a summer school in St. Petersburg in June 2001. Based on their summer school experience, they have produced a joint publication entitled *Basics of Environmental Management and Accounting*, which is being used as a teaching guide in the 2001–02 academic year. Plans are underway for additional follow-up to the joint cooperative efforts between their two institutions. Olga has also been actively involved in the creating of a CEP Alumni Association in Russia.

In her two years as a Fellow, Elena had the opportunity to apply new methods of teaching with more student interaction. “Even better,” she says, “other lecturers took notice and learned from the CEP Fellows.” CEP also provided Elena a connection to the international academic community – an opportunity to establish professional contacts that last beyond the CEP experience. “Commitment to the idea of civil society – this idea cannot be introduced and developed by individuals alone; it needs a group of people,” Elena maintains. “CEP provides such a community.” As teachers, CEP Fellows transfer the benefits to students, multiplying the effect. Since her fellowship ended, Elena says she has never felt without CEP. The most essential things remain: contact with Fellows, the alumni network and the possibility to advise students. She has also remained part of the CEP team as coordinator of the LFF Alumni Association in Russia.

His courses, based on western materials in economics, management and finance, are likely to have considerable influence on future decision making in Belarus.
OUTREACH INITIATIVES

Over the last ten years, CEP Fellows have initiated and carried out a wide variety of activities related to and reaching beyond their teaching. This has always been regarded as a great area of strength within the organization, as it enables Fellows to reach other colleagues at their universities and to provide students with valuable extracurricular experiences.

Student Support

Among other activities directed primarily at students, CEP supports student conferences, debate forums and moot court competitions at the local, regional and international levels. This year’s student conferences throughout the region have had remarkable success in bringing students together to discuss relevant and sometimes very sensitive topics, including minority, environmental, cultural, sociological and political issues, in an academic environment. At these events, in addition to acquiring efficient communication and research skills, students take on opposing views, meet face-to-face and learn to understand the human dimension behind sometimes controversial issues. These encounters have resulted in both good academic discussion and proposals for realistic solutions. Conference attendees are selected through open competition and coached by CEP Fellows to prepare for such events.

Student workshops in career planning, scholarship applications and resume preparation also help students develop skills outside the scope of their regular academic curricula. These programs help students to prepare their academic futures; the high number of CEP students who have won scholarships shows that teaching these skills is valuable in launching their careers.

Networks

CEP Fellows have always been encouraged to form a genuine community of scholars, and numerous examples of cooperation exist. The program has now grown so much that a more structured approach is being introduced. “The Advancement of European Studies in Southeastern Europe,” a three-day workshop in Bulgaria in February 2001, is a good example of one such coherent, organized attempt to facilitate the exchange of information and the interaction among scholars from around the region. At the workshop, local and visiting scholars specializing in European Studies, from within and outside CEP, came together to pool their
resources and establish a framework of collaboration among European Studies departments in the region.

CEP has determined that such professional cooperation is an area ripe for further concerted development. In line with this new strategy, Discipline Group web pages are being designed on CEP’s website to create a virtual meeting place for scholars in a shared teaching/research field. Such pages will include online mechanisms to facilitate syllabi sharing, distribution of academic resources and scholarly discussion and collaboration.

**Teaching Methodology**

Given CEP’s long-standing commitment to developing teaching methods within the region, there exists a huge potential to strengthen and deepen the impact of Fellows through the organization and use of specific training.

Various CEP projects aimed at different members of the academic community have been developed, including Teaching Assistant and Teaching Development Programs and a pilot PhD Student Support Program. The range and diversity of these various moves has exposed the need to develop and systematize what is being done throughout the region, to consolidate the lessons learned and the goals reached and to spread the best practice beyond their current borders. In this way, we hope that CEP’s unquestionable impact will continue to spread.

The scale of the current CEP presence is such that more organized approaches can now be undertaken. One clear example of this process was the “Regional Workshop on Teaching Methods in Higher Education,” held in Kotor, Montenegro, in May 2001. The event brought together CEP Fellows and local colleagues from the Southeast Europe region, as well as Fellows and staff of other CEP country programs, to contribute to the formation of ideas and strategies in teaching methodology.

Another key development this year has been the creation of a Teaching and Learning section on the CEP website, which seeks to gather, organize and make available specific resource materials on the pedagogy of higher education for academics who teach in the region.
CEP began its program in Ukraine in 1992. It was merged with the Moldova and Belarus programs in 1996 and 1997, respectively. Over this nine-year period, the program has supported more than two hundred Fellows, who have taught more than 15,000 students in these countries. In 2000–01, the program supported some thirty Local Faculty Fellows (LFFs) and thirteen Visiting Faculty Fellows (VFFs) at twenty-five universities, adding to its large and active network of scholars. The three-country team increasingly uses discipline groupings as an organizing mechanism for its outreach activities. Pooling the talents and ideas of a diverse group of scholars in the same discipline, these committees develop and carry out activities such as the series of Winter Schools for young faculty and advanced graduate students currently taking place across the three countries.

Contemporary teaching and research methods in social sciences were the focus of the annual Junior Faculty Development Workshop, through which over fifty university faculty had the opportunity to observe and critique classes and student activities. The workshop included sessions on active learning, case studies, role-playing and the use of the Internet in teaching and research. As a part of the program, Fellows and local faculty discussed the effectiveness of these methodologies and their applicability to the existing framework of academic institutions and programs in the region.

“The greatest strength of CEP is its image as an organization of people who unselfishly try to create in Ukraine a new community of people with a free market and democratic mentality.”

Serhiy Yakubovsky
LFF Alumnus, Odesa State University

Two CEP pilot projects were started at the Ternopil Academy of National Economy (Ukraine) and the European Humanities University (Minsk, Belarus). The Winter Schools in Teaching Methodology and Contemporary Issues for Junior Faculty are aimed at providing fundamental training in course design, teaching methodology, creation and use of innovative materials, research and out-of-classroom assignments. CEP Fellows organized and conducted the Winter Schools in three- to five-day programs that included presentations, workshops and discussions. Organized by discipline, these events promoted curriculum and teaching development among young faculty and graduate students in the fields of economics, international relations, law, political science, sociology and environmental journalism. From these Winter Schools, numerous publications on teaching methodology and evaluation...
tion techniques were created and distributed in the local languages.

A highlight of the year for all CEP Eurasian programs, the Regional Student Conference, “Recreating Civic Culture: Integrity and Diversity in Global Transformation,” brought together eighty students from thirty-five institutions of higher education in Belarus, Ukraine, Russia, Moldova, Lithuania, Armenia and Kyrgyzstan. The four-day conference featured panel discussions on such issues as cultural diversity, democratic values, economic, legal and social policy-making, and the transformation of the Eurasia region. Conference participants also attended a Career Fair, which provided them with information on academic and professional opportunities and practical workshops on application writing, job-hunting and interviewing. International educational exchange organizations and employment agencies were also present to share their services. Students had the opportunity to receive information about the United Nations, the Organization for Security and Cooperation in Europe, the World Bank and the European Bank for Reconstruction and Development and to discuss their policies toward and activities in Eurasia. Several international organizations, NGOs and universities worked together to organize the conference.

Smaller scale student conferences throughout the region provided more opportunities for students. Local conferences held in Kharkiv and Dnipropetrovsk and national conferences in Chisinau and Minsk stressed research, writing and presentation skills as well as dialogue on issues facing individual countries and the region. CEP also organized a Financial Policy-Making Workshop, in Odesa, Ukraine, where thirty-five students from fifteen universities nationwide gathered to explore the effects of current Ukrainian policy. The event included a simulation game of the “ideal government,” through which students offered their solutions to the most serious problems of external and internal debt, inflation, investment and social upheaval.

CEP Weeks bring guest lecturers in such fields as political science, international relations, sociology and psychology to non-CEP institutions. The program includes a teaching methodology workshop for local faculty. With participation from LFFs and VFFs alike, students benefit from both local and international insights.

Without any exaggeration, my best working experience has been the years with CEP. This organization gives the opportunity not to dream about changes, but to actually change life today...

All the talented and committed people working for CEP share the same values of freedom, independence, professionalism and responsibility.

Elena Kovaleva, LFF Alumna, Donetsk State Technical University

In a joint project with the International Renaissance Foundation, CEP Fellows have been working with experts and advisors for the Centers for Advanced Research and Teaching that make up the Open Society Institute’s higher education “mega-project” in Ukraine. This project is designed to strengthen centers at universities throughout the country by providing resources in curriculum and faculty development, as well as organizing student events and other activities to enhance the effectiveness of higher education reform.
Since the launch of the Bulgaria program in 1992, more than sixty Visiting Faculty Fellows (VFF) and Local Faculty Fellows (LFF) have taught humanities and social sciences courses at eleven major state and private universities. The Macedonia program was restarted this year, with one VFF teaching at Skopje University. CEP Fellows are teaching elective courses not typically offered at Bulgarian and Macedonian universities, in addition to courses included in the core curricula.

Local and Visiting Fellows alike are bringing changes to the Bulgarian and Macedonian higher education systems by working with both students and teachers. The Fellows have introduced new methods of teaching and assisted with curriculum reform, providing expertise and materials. They have encouraged local colleagues to sit in on their classes to observe their methods first hand. They have helped to broaden the students’ academic horizons not only through teaching but also by encouraging them to participate in conferences and coaching them for presentations and debates.

"Thanks to CEP I had the opportunity to meet some interesting colleagues – Visiting Faculty Fellows as well as Local Faculty Fellows – whose professional skills and friendship I highly appreciate."

Boyan Znepolsky, Local Faculty Fellow, Bulgaria

The Third Annual International Student Negotiation Simulation, “Determining the Route – Southeast European Road Transport Infrastructure Development Project,” was an event where students simulated roles of regional governments. Participants were assigned governments other than their own and, with basic mentoring and support, were given the task of reaching an international agreement. It took place in Sofia March 2–4, 2001, and was organized jointly by Dave Carter (Varna University of Economics) and Kevin Adamson (Skopje University), with help from Fellows Boris Kostov (Sofia University) and Robert Castle (New Bulgarian University). Thirty-two students from eight universities in five countries took part in the event. In the true spirit of international negotiations, it was only in the final moments that the “governments” were able to reach a decision.

The Balkan Debate Forum, initiated in Bulgaria in May 1996, once again brought together students from across the Balkans to debate common economic, social and cultural issues. The focus of the Forum, beyond the academic exercise, was to encourage open, constructive discussions among participants and to foster tolerance, mutual understanding and respect for the opinions of others.

Contributing to library-building is a much needed task that these Fellows have undertaken. Visiting Fellow Robert Castle worked extensively on securing book donations and also organized the purchase of second-hand textbooks from students at the American University in Bulgaria. They have now been catalogued and will be distributed to universities across Bulgaria. Pursuing the initiative of Robert Castle, Tanya Wanchek worked on the establishment and expansion of the European Studies library and reading room at Rousse University.
The CEP program in the Caucasus has been expanding in both the size and range of its activities each year since it began in 1998. This year five Visiting Faculty Fellows (VFFs) and four Local Faculty Fellows (LFFs) taught in Armenia and four VFFs and three LFFs were based in Georgia. In addition, CEP launched its program in Azerbaijan in 2000–01, with Fellows teaching at Baku State University, Azerbaijan University, Khazar University and Western University. Though only in its third year of existence, the Caucasus program has gained the respect and support of partner universities and their faculty and students, as well as various NGOs working in the region. It is now firmly established in the academic life of the Caucasus.

CEP continued to enhance the university experience of Caucasus students through extracurricular activities. In addition to its annual Regional Student Conference, the program held the first Caucasus Debate Forum in March in Tbilisi. In addition to furthering knowledge and building skills, the Forum was designed to help counter the many prevalent prejudices and stereotypes that fuel tension and conflict in the region. The Forum brought together ten students each from Armenia, Azerbaijan and Georgia to research and debate, in mixed teams, recurrent issues concerning the Caucasus region. While students were predictably distant at the conference opening, they began to work together in an atmosphere of openness and intellectual challenge. By the time they were preparing for departure, they were exchanging e-mail addresses and embracing, having formed unexpected friendships and leaving with a better understanding of one another.

“The Youth Forum of the Caucasus: Building a Healthy Region” was another CEP attempt at fostering both tolerance and a better understanding of the challenges facing the region. The Youth Forum focused on what students from different backgrounds have in common – rather than how they differ. Nearly fifty students from Georgia and Armenia convened at a popular Armenian mountain retreat, in the Gorge of Flowers. Participants worked together in large and small groups to envision how they would like the Caucasus region to be five years from now. They met in issue groups to address various aspects of a healthy region, discussed and described the current reality relative to those visions and identified important regional assets for achieving their vision. Finally, they worked in small groups to reach consensus regarding strategies and follow-up for achieving their desired future.

CEP Caucasus continued its efforts to engage a wider range of students and educators, especially those at provincial universities and those without
English language skills. Teams of Local and Visiting Faculty Fellows traveled to universities in all three countries in order to deliver guest lectures and hold seminars and workshops. These events often included participation from local NGOs and other CEP partners. A roundtable discussion organized in conjunction with the Open Society Georgia Foundation’s Social Sciences Support Program entitled “Sociology in Georgia: Modern State and Perspectives,” was held in June at Telavi State University. Bringing new ideas and methods of teaching to the educators, CEP LFF and VFF alumni also organized a workshop on active learning methods in a seminar for Georgian university teachers. Students in Gyumri, Armenia, benefited from a CEP workshop entitled “Western Higher Education and Interview Techniques for Scholarships.”

The first CEP Georgia Conference, “Georgia – Past, Present, Future,” an event in the Georgian language, was held in the mountain resort of Gudauri. The program included presentations of academic papers and discussions, as well as workshops dealing with cultural differences and tolerance. In Armenia, VFFs set up an English-language student center at Yerevan State University and donated hundreds of books as part of CEP’s collection development program. Fellows in Armenia also worked with several NGOs to provide free Internet access for university students.

Through the initiative of Fellows in Azerbaijan, CEP scholars collaborated on political and sociological research across the Caucasus. They also worked on the creation of the Center for Research – Action on Democracy and Post-Communism (CRADEP), a network of more than twenty researchers in eight countries. One of the main goals of this project is to create new opportunities for autonomous academic activities among researchers in the Caucasus and elsewhere in the post-communist region.

In Remembrance

Visiting Faculty Fellow Joe Bensen died in a mountain climbing accident in July 2001, following a highly productive year with the CEP program in the Caucasus. Everyone who knew Joe was touched by his enthusiasm and zest for life. In the close community of CEP Fellows, staff and Board members, his loss has been deeply felt.
The CEP Central Asia program has grown dramatically since its inception in 1995–96, when three Visiting Faculty Fellows (VFFs) and Local Faculty Fellows (LFFs) first started working in Kazakhstan. It expanded quickly into Uzbekistan and Kyrgyzstan, and this year marked the launch of a program in Mongolia. The Central Asia program supported nine LFFs and eighteen VFFs in the four countries. One of CEP’s partner institutions, the American University in Kyrgyzstan (AUK), continues to serve as a hub for CEP activities and host to a number of student and faculty events. CEP’s expansion in Central Asia has enriched the program and allowed it to increase its impact significantly by engaging a broad group of students and faculty from the region.

In 2000–01, CEP directed additional attention to local faculty development. A new initiative, the Central Asia Scholarly Support Association, offered small grants for projects related to teaching and course development and helped to connect faculty members across Central Asia. In addition, CEP has attempted to connect organizations and individuals interested in higher education reform through the Central Asia Regional Education Network. The network serves as a kind of clearinghouse for contacts and information about activities and opportunities of interest to scholars. Conferences on teaching methodology and developing a political science department were organized by CEP at AUK for faculty from across the region.

Working together with the OSI Assistance Foundation in Uzbekistan, CEP introduced a structured program of methodological training to academics throughout Uzbekistan. CEP Fellows conducted discipline-based teaching workshops in political science, philosophy and sociology to faculty members in Nukus, Samarkand, Ferghana and Tashkent. In Mongolia, CEP Fellows, in cooperation with the Mongolian Foundation for Open Society...
(MFOS), conducted workshops in Ulaanbaatar and several provincial cities in qualitative research methods, curriculum development and interactive teaching. Fellows in Mongolia also developed a comprehensive assessment of needs and a proposal for reform of political science and sociology education for MFOS.

“CEP helps me feel really needed and have a sense of dignity in this complex situation of our university. It is extremely important that students feel this and start to believe that it is really possible to change this situation.”
Tatyana Volkova, Local Faculty Fellow, Kazakhstan

CEP continued a number of student outreach activities in Central Asia. One such event was the Model UN Conference on Human Rights. Students assumed the roles of national delegates and were challenged to solve very real issues of human rights abuses around the world. The two-day event experienced the realities of bureaucratic and political complications, which prevented some students from attending. Nevertheless, it was bolstered by the contributions of such honored guests as the Russian, British and US Ambassadors to Uzbekistan, as well as representatives of the UN. Fellows in Uzbekistan organized another student event entitled “Women in Education,” hosted by the Samar-

Colin Spurway, Visiting Faculty Fellow, Uzbekistan

kand State Institute for Foreign Languages. The conference was well-received by student participants from Kazakhstan, Kyrgyzstan, Russia, Tajikistan, Ukraine and Uzbekistan. In another student initiative, two-day Academic Writing Workshops, based on LFF experiences at the Central European University, were conducted in Tashkent, Samarkand, Shimkent, Petropavlovsk, Osh and Dushanbe.

When a major snowstorm threatened the annual Central Asia Student Conference in December, the CEP Bishkek staff reorganized accommodation, conference facilities, meals and a myriad other details in roughly 24 hours so that the event could take place in Bishkek at AUK. The conference, “Creating Democratic Central Asia: Diversity, Interdependence, Development,” was a true student-run event, with students serving as both panelists and discussants. Fifty-six students from Kazakhstan, Kyrgyzstan, Mongolia, Russia, Tajikistan, Turkmenistan, Ukraine and Uzbekistan shared their ideas on issues of local, regional and global importance in a collegial academic environment.
The current academic year marks the tenth anniversary of CEP’s first program. In 1991, the program began with fifteen American Visiting Lecturers (now called Visiting Faculty Fellows, VFFs) teaching at eight universities in what was then Czechoslovakia. CEP Fellows have throughout the decade been well-received by all the host institutions, and student numbers continue to climb. New, innovative outreach projects are developed each year. For academic year 2000–01, CEP supported twelve Fellows, one VFF and five Local Faculty Fellows (LFFs) in both the Czech Republic and Slovakia, at a total of six universities.

The long duration of the program in these two countries allows us to see its actual impact on individuals. An excellent example is Patricia Langová, who was a participant in the Novicius Teacher Training Program, which CEP started in 1995. Patricia is currently a CEP Local Faculty Fellow at Prešov University.

One of the highlights of this year’s program was a regional student conference. A three-day event hosted by CEP and the Anglo-American College (AAC) for Slovak, Czech and other East European nationals studying at the Academia Istropolitana Nova and the AAC, the conference took place December 1–3, 2000, in Prague. Twenty-nine students from eleven countries participated in the event, at which Ramir Cibrian, ambassador of the European Commission to the Czech Republic, gave the opening speech, the president of AAC, Dr. Richard Smith and Liana Ghent, CEP’s regional director for Central and East European programs, delivered welcoming remarks.

Supporting junior scholars has always been a focus of CEP activity. This academic year, changes can be seen through the launch of a pilot program at the Political Science Department of the Philosophy Faculty, Comenius University, Bratislava, during the fall semester. CEP has given financial support to a two-year internal doctoral program for one graduate student paired with a CEP Fellow for four semesters. In addition to working on her PhD, the student, Petronela Holecková, and the CEP Fellow, Marek Rybář, have prepared a course on European integration. Learning from this pilot program, CEP will launch the PhD Studies Support Program next year. In it, fifteen PhD students from the Czech Republic and Slovakia will receive support in their professional development through workshops on teaching and research methodology.

“CEP provides very important advice on teaching, contacts with other academic institutions, and also, the funds for making the transition easier.”
Razim Bohacek,
Local Faculty Fellow, Czech Republic

Bringing the world a little closer through the information superhighway, an internet e-learning platform was initiated by Gaudenz Assenza (Palacky University). This demonstration project was started with the intention of expanding to the entire Central European region.

Mutual acceptance of programs is often an obstacle when education systems adhere to different standards and requirements. Coordinating the European Credit Transfer System for the History Department at Palacky University represents an effort by CEP Fellows to develop compatibility among educational systems.
The Hungary program, which began with twelve Visiting Faculty Fellows in 1992, now consists solely of Local Faculty Fellows, this year supporting nine young Hungarian social scientists at six universities. Focusing on reversing the brain-drain, the Hungary program provides Local Fellows the support they need to pursue academic careers as well as to participate in extracurricular projects and initiatives in a non-traditional higher education framework.

This year, CEP Hungary began working in partnership with the Romaversitas Invisible College on a program for Roma students. Romaversitas is funded by the Higher Education Support Program (HESP) of the Open Society Institute. Within this partnership, CEP Fellows mentor Roma students and, in turn, Roma students participate in various CEP events. During the 2000–01 academic year, CEP supported a Romaversitas graduate as a Local Faculty Fellow. Education with a focus on the Roma community is a new concept in Hungary that has met with unexpected success. Ernő Kállai, the first scholar to offer a course on Roma research, had an enrollment of more than three times what had been expected for his course.

Another focus of the Hungary program culminated in the roundtable on “Sustainable Rural Development.” This event, held in January in Gödöllő, focused on regional cooperation between CEP Fellows and alumni in environmental studies as a means of promoting “civic agriculture.” Twenty young scholars from other East European countries attended and laid the foundation for a regional network. As part of the workshop in Hungary, CEP alumna Wynne Wright and current LFF Kinga Milánkovics gave an overview of a joint project they have developed, in which civic agriculture serves as a conceptual framework to launch a global learning community for their students in the US and Hungary. The event resulted in the creation of three working groups, one of which met in Opole, Poland, in the spring of 2001 as an interdisciplinary discussion between students and professors on “Environmental Challenges in the Process of Eastward Expansion of the European Union.”

Working with the support of the United Nations High Commission for Refugees (UNHCR), CEP Hungary organized a focus group meeting for social workers and NGO representatives. An outgrowth of this meeting was the publication of *Who’s Who in Hungary’s Asylum System*, edited by CEP Hungary and funded by UNHCR. It is the first publication of its kind.

As a means for exchanging information, raising awareness and introducing new techniques, CEP Hungary has launched an interactive web project on *Teaching and Learning*, which includes a glossary, useful tips, tools and links to relevant websites.
In 1992, Professor Zbigniew Pelczyński established an independent program run out of Oxford University and modeled after CEP Czechoslovakia, which had begun a year earlier. In 1994 the Oxford program joined CEP, merging with the CEP Baltics program in 2000 to create a strong, cohesive unit. In the 2000–01 academic year, CEP supported eighteen Local Faculty Fellows (LFFs) and four Visiting Faculty Fellows (VFFs) in Estonia, Lithuania, Latvia, Kaliningrad (Russian Federation) and Poland. Together the Poland and the Baltics program has great potential to develop effective initiatives to sustain academic reform and to reach out across the countries to provide wider opportunities for both students and faculty.

CEP Fellows in Poland are continuing to build on several of its fledgling programs, including the Public Administration Program at Gdańsk University. The Public Administration Program, launched two years ago, is based at the Faculty of Management and is open to all university students. Students have to pass ten course units, in addition to having an internship at a local government office. After successfully completing all the required work, they obtain a certificate issued by Grand Valley State University (Michigan, US), Gdańsk University, and CEP. LFFs in Gdańsk organized a roundtable, bringing together scholars teaching Public Administration in Poland, the Baltics and Romania. As a result of this roundtable, institutional and individual connections were established among scholars in Gdańsk, Tartu, Cluj, Kaunas and Vilnius.

In March, VFF Joost Platje organized an international student conference on “Environmental Protection in the Baltic Region: Environmental Challenges in the Process of Eastward Expansion of the European Union.” Students from Poland, the Baltic States, Russia, Belarus, Ukraine, Norway, Denmark and Sweden engaged in a forum discussion with scholars and representatives of environmental non-governmental organizations in the Baltic Sea region, along with a representative from the Polish Ministry of Environmental Protection.

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Teaching courses in law, political science, international relations, anthropology, ethnology, history, gender studies, sociology, public policy and economics, the thirteen Local Faculty Fellows (LFFs) and five Visiting Faculty Fellows (VFFs) have been active this year at eight universities in Romania. The Romania program which began in 1993 is already seeing the early fruits of its labors – CEP students returning after further studies to give back to their communities as LFFs.

The Teaching Development Program (TDP) launched in 1996 continues to be a successful way of expanding the country team, by pairing Romanian university teachers with CEP Fellows to help them improve their teaching skills.

The exchange among participants proved that civic education is working efficiently and, given proper attention and education, representatives of societies allegedly too different to cooperate can form a team in which academic discussion can successfully replace ideological rhetoric.

Otto Sestak, CEP Alumnus, North University of Baia Mare

Attracting students from Albania, Bulgaria, Macedonia and Romania, the 9th Annual Student Conference held in March 2001 in Bucharest focused on “Legacies and Challenges in Europe.” Examining the economic, political, social, cultural and historical aspects influencing the future of countries in the region, students from diverse backgrounds were challenged to find solutions and common sense ideas to troublesome questions in Southeastern Europe.

Students proposed paths for medium- and long-range solutions, such as improving minority rights, regional economic cooperation, changes in their country’s domestic and foreign policies, and the role of the media. The conference proceedings have been published and donated to university libraries throughout Romania.

CEP Romania provided an environment for the 6th Annual Balkan Debate Forum, where students could discuss stereotypes in the region and encourage resolutions of differences through dialogue and objective analysis. This Forum, the highlight of the year for CEP Romania students, Fellows and staff, was held in Timisoara, May 15–19, 2001. Fifty students from Albania, Bosnia-Herzegovina, Bulgaria, Greece, Kosovo, Macedonia, Montenegro, Romania, Serbia and Turkey took part.

In May, CEP launched The Romanian Journal of Society and Politics to provide an international, interdisciplinary forum for the publication of peer-reviewed research in the social sciences with relevance to contemporary Romania. This semi-annual journal also publishes reviews of relevant books and encourages the submission of responses to previously published articles. An international advisory board offers guidance regarding content and editorial policies. This publication is the only journal devoted to interdisciplinary national and international perspectives on Romania. Each issue focuses on a particular theme, ranging from international relations and economics to public policy, social philosophy and human rights.
The Russia program, which began in 1994 with twelve Visiting Faculty Fellows teaching at eight universities, has developed into a complex program with a variety of ongoing outreach initiatives and numerous partner organizations and institutions. The Russia program also remains a centerpiece for regional cooperation with CEP’s other Eurasia country programs. During the 2000–01 academic year the program supported ten Visiting Faculty Fellows (VFFs) and twenty-six Local Faculty Fellows (LFFs) teaching at twenty-two universities across the great expanse of the country. A large number of alumni also remain active in CEP programs and events as they continue their teaching careers.

In order to manage effectively such a large group of Fellows spread over a vast territory, CEP Russia has worked hard to develop strategies to implement ambitious outreach plans and maximize its impact. One such strategy involves teams of VFFs and LFFs working with CEP alumni in outreach projects and other extracurricular activities on a regional basis. In addition, with the oversight of the Russia Advisory Committee, a Russia-wide competition for academic projects was organized for LFFs and LFF alumni. The CEP Russia staff provides support and advice for the successful projects but leaves the organization largely in the hands of its Fellows and alumni. CEP Russia has also launched an LFF alumni association that will be self-managed and hopes to become self-sustaining.
Teacher shadowing and team teaching were continued to introduce Russian instructors to new teaching styles and techniques. In some cases, the team teaching program allows LFFs and VFFs to work together in a way that not only promotes the transfer of skills but also allows the VFFs to reach wider audiences at their universities and in provincial cities where students may not be fluent in English. Targeted guest lecture series are used to break the isolation of Fellows in positions where it is not possible to pair them with others.

Selection of students for the western-style Masters Degree Program in Law (LLM) established by CEP and the Law Faculty at St. Petersburg State University began in the second semester of the academic year. The first group of LLM students in this two-year program is now in residence at the university. The curriculum consists of two components: (1) an LLM in Public International Law and European Union Law taught bilingually and (2) a Russian Magistratura Degree taught in Russian. The program prepares graduate students for careers in the CIS with an international and European Union dimension. Graduates of the program will be able to carry out professional work bilingually, and certificates will be awarded jointly by the Faculty of Law at St. Petersburg State and CEP.

Fellows have also worked to bring educators together, especially those very isolated in the Far East and Eastern Siberia. A Regional Conference, “Siberia–Far East: Regional Identity at the Turn of the Millennium,” was organized by CEP Fellows in cooperation with Sakhalin State University. The conference represented a step toward fulfilling the goal of creating a network of universities and organizations in the region. A number of other conferences and events took place in a variety of disciplines. In addition, moot court competitions, career forums, library development projects, faculty seminars, teaching methodology workshops and the newly established CEP-Russia website all help the program achieve its goal of rebuilding scholarly linkages and promoting the exchange of ideas, resources and methods.

“I really feel myself as a part of a strong network, which gives me great support.”

Almira Yusupova, Local Faculty Fellow, Russia

Focusing on the role of universities in empowering democracy within and outside academia, a sociology workshop and summer school in Saratov, organized by CEP Fellows and co-sponsored by Tempus/Tacis, explored inclusive policies of teaching and the role of critical social science in education. Participants also considered possibilities for linking academia and local communities. The Human Rights Education Initiative (HREI), initiated in 1998 by CEP Fellows, is another area of active outreach created in response to the challenge of launching human rights education programs in Russian schools and universities in accordance with a Russian mandate. The HREI continues to receive a great amount of interest and support from the CEP network of scholars in Russia.

The organization of a Security Studies Course Development and Conference by CEP alumni, in cooperation with Stanford University and NATO, shows the continued contributions of former CEP Fellows to higher education development and reform. The project introduced modern web-based technologies and methods of instruction into the curricula of regional universities and established closer links between western institutions of higher education and Russian universities.
The Southeast Europe (SEE) program began in 1993 with a single Visiting Faculty Fellow (VFF) teaching at the Luigj Gurakuqi University in Shkodra, Albania. Surviving turbulent political and social times, the program has made progress not only in Albania, but now also in Kosovo, Montenegro and Serbia, with two Visiting Faculty Fellows and five Local Faculty Fellows (LFFs) for the 2000–01 academic year, in addition to the three LFFs and the two VFFs teaching in Albania.

The translation project continues to be a program of great assistance to lecturers, primarily at the University of Elbasan, Albania, in preparing high-quality translations of classic texts in the social sciences. Robert Nisbet’s *The Sociological Tradition* and Elias Canetti’s *Masse und Macht* are in the process of translation, and work has begun on translating Emile Durkheim’s *Suicide: A Study in Sociology*. The search for publishers and further titles and translators is continuing, with one aspect of the project focusing on scholarly work on Albania.

Many of the CEP students from the Albania program who have begun further studies at western universities and the Central European University are likely to become future LFFs in the region, once they themselves study abroad and return to pursue academic careers. CEP Fellows have initiated an outreach program specifically for non-CEP students, since only a few outside of the CEP university community are aware of and seek such opportunities.

Because of the nature of the region, CEP’s programs in Southeast Europe aim to facilitate a significant amount of transnational exchange and interaction involving young faculty from all countries of Southeast Europe. The program assists young scholars in their professional development, breaking isolation and promoting regional networks and cooperation. CEP Visiting and Local Faculty Fellows work together on a number of projects which extend beyond the borders of their countries.

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*The use of specific place names does not reflect any position on changing or maintaining current internationally recognized borders.*
The European Studies Roundtable, hosted in Sofia, Bulgaria (February 2001), brought together approximately forty scholars from different universities in Southeast Europe, teaching in areas related to European Studies. Participants discussed the progress of teaching and curriculum development in European Studies in the universities of Southeast Europe and made plans to develop an ongoing intraregional network and exchange of information.

The Regional Workshop on Teaching Methodology, Kotor, Montenegro (May 2001), brought together twenty young academics from Southeast European countries (Montenegro, Serbia, Kosovo and Albania) to exchange ideas and experiences, as well as to discuss issues relevant to teaching methodology in the social sciences. Participants in this workshop stressed that network building and the exchange of experience are becoming increasingly important, since isolation is one of the greatest drawbacks in the process of reforming higher education.

Ismail Hasani, Local Faculty Fellow, Pristina, Kosovo
The Local Faculty Fellow (formerly Eastern Scholar) program has increased in importance every year since its inception in 1995. CEP strongly believes that the Local Faculty Fellowship program represents one of the most promising avenues for building future social science education. It was this conviction that led to the creation of the Stephen R. Grand Award as a concrete recognition of CEP Local Faculty Fellows with particularly outstanding achievements. Named for the cofounder and former Chair of the CEP Board of Directors, this award has commemorated the work of twelve scholars since its establishment in the 1998–99 academic year.

Stephen R. Grand attended the CEP International Student Conference in Budapest on April 24–29, 2001, and presented the 2001 awards to the following Local Faculty Fellows:

- **Gábor Palásti**  
  *University of Miskolc, Miskolc, Hungary*

  A former CEP student and a lawyer by education, Gábor is a dynamic individual committed to academia, despite the attractions of a career in law. For two years he prepared two groups of students for the Willem C. Vis International Commercial Arbitration Moot Court competition in Vienna with the help of CEP. A great supporter of student involvement in CEP activities, he personally helped to prepare five students for the 2001 International Student Conference. A new course he created to prepare his students for such events is now a for-credit course in the university curriculum, a first in Hungary.

- **Bermet Tursunkulova**  
  *American University of Kyrgyzstan, Bishkek, Kyrgyzstan*

  Bermet focuses her work on addressing the specific needs of her region. She independently initiated and organized a conference, virtually single handedly, from the call for papers to the closing ceremonies. As co-chair of the International and Comparative Politics Department at the American University of Kyrgyzstan (AUK), Bermet played a vital role in the establishment of the Central Asian Scholarly Support Association (CASSA), a pilot project in CEP Central Asia, which assists faculty in developing resources for teaching. She has served on the CASSA committee since its inception, both as its coordinator and as an academic advisor.
Similarly Bermet is a valuable participant in the Central Asia Student Emergency (CASE) Fund, in which she provides insights into the local economy and the difficulties students face.

- **Renata Matuszkiewicz**  
  *Institute of Sociology, Gdańsk, Poland*

A young and committed academic, Renata is not only supportive of her students and working to develop programs at her resident university, but has also volunteered to coordinate the Public Administration Certificate Course run by CEP and the Faculty of Management at Gdańsk University. Through this work she has helped to expand CEP activities in Gdańsk in cooperation with local government officials and partner institutions. An active participant in CEP activities, Renata has joined conferences both within and outside her immediate scholarly interests.

“I am happy to see that the CEP network expands every year, connecting and combining forces of dynamic, erudite and intellectual individuals.”  
**Ketevan Vashakidze**

- **Ketevan Vashakidze**  
  *Ivan Javakhishvili Tbilisi State University, Tbilisi, Georgia*

Keti was an active contributor to various academic and outreach activities organized by CEP, including several presentations on study-abroad opportunities for Georgian students, guest lectures at regional universities, two CEP Regional Student Conferences and an Eastern Scholar Roundtable in Budapest in December 1999. In addition to a lecture series on economic issues, working with several CEP VFFs, she led workshops on Active Teaching Methods for professionals in secondary and higher education in Georgia. She also organized a very successful conference for Georgian students, an event which will be held again next year. As a local consultant to a World Bank project in Georgia, she gave forty seminars on grant proposal writing, and also worked as a volunteer consultant to women’s advocacy NGO WomenAid Georgia. From October 2000, Keti coordinated CEP’s Support for Community Outreach and University Teaching (SCOUT) Program in the Caucasus.

“As a CEP student I was dreaming that one day I would become a CEP Fellow. I think I achieved much more than I dreamt of – CEP for me is a network of great people with great ideas, and I have somehow become a part of this.”  
**Renata Matuszkiewicz**

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Publications

2001

- *Future in the Making: Opportunities... Choices... Consequences...* Selected Conference Papers, CEP International Student Conference, Budapest, December 2001
- *The Philosophical Age: European Identity and Russian Mentality*, a reader for the participants in the fourth International Summer School in the History of Ideas, St. Petersburg, July 2001 (in Russian)
- *Sociology in Georgia: Current Situation and Perspectives*, faculty roundtable proceedings, OSI Megaproject, Jakob Gogebashvili Tébavi State University, Tébavi, June 2001 (in Georgian)

Publications to which CEP contributed:


2000

- *The Future of Romania in the Eyes of the Young Generation*, a collection of essays, United Nations, Bucharest (in Romanian)
- *Conflicting Principles of Fair Trade*, Zsolt Boda, Business Ethics Center, Budapest University of Economic Sciences
- *Women in History: an Opportunity to be Seen*, Belarusian State Pedagogic University, Minsk, (in Russian)
- *Decision-Making in Public Administration*, Veronica Junjan, Cluj-Napoca (in Romanian)

- *(In)Tolerance and (Co)Operation in Europe and the Euroatlantic Area*, faculty conference proceedings, Bucharest, February 2000
- *Recommendations and Proceedings: Brain Gain: Sustaining Young Social Scientists in Post-Communist Countries*, roundtable proceedings, Budapest, December 1999
- *Exploring Gender Issues in the Caucasus*, faculty conference proceedings, Yerevan, May 2000
Participation and Transparency at the Turn of the Century, Selected Conference Papers, CEP International Student Conference, Budapest, 2000

1999
- The Romanian Journal of Liberal Arts, Cluj-Napoca, 1999
- Ten Years After: Moving Forward...Looking Back?, Selected Conference Papers, CEP International Student Conference, Budapest, 1999

1998

1997

1996
- Confronting New Realities: The Impact of Reform, Selected Conference Papers, CEP International Student Conference, Budapest, 1996

1995
- New Democracies in Europe: Translating the West, Selected Conference Papers, CEP International Student Conference, Budapest, 1995

1994
- Assessing the Impact of Book & Journal Donations to Central & Eastern Europe, CEP, 1994

Continuous Series
- The Romanian Journal of Society and Politics, Romania, May 2001
- Scholarship Opportunities, CEP Ukraine, Kyiv, Ukraine, Volumes 1–6

Discussion Series
- Euro-Shape and Local Content: The Bottom Line on Romanian Higher Education Reform by Alexandra Horobet and Bogdan Chiritoiu (Volume 1, Number 1. 1999)
- Transformation of the Hungarian Higher Education System in the 1990’s by Ildikó Hrubos (Volume 1, Number 2. 1999)
- Progress Issues of Reforming Social Science Curricula in Ukraine by Elena Kovaleva (Volume 1, Number 3. 2000)
- A Review of the System of Higher Education in Bulgaria by Nikolay Popov (Volume 1, Number 4. 2000)
- Social Sciences and Higher Education in Belarus: Need and Potential for Reform by Nikolay Petroukovich (Volume 1, Number 5. 2000)
Independent Auditors’ Report

To the Board of Directors
Civic Education Project, Inc.

We have audited the accompanying statement of financial position of Civic Education Project, Inc. as of June 30, 2001 and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the Civic Education Project, Inc.’s management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from Civic Education Project, Inc.’s 2000 financial statements and, in our report dated November 22, 2000, we expressed an unqualified opinion on those financial statements.

We conducted our audit 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 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, 2001 and the results of its activities and cash flows for the year then ended in conformity with auditing principles generally accepted in the United States of America.

November 27, 2001
CIVIC EDUCATION PROJECT, INC.  
STATEMENT OF FINANCIAL POSITION — June 30, 2001 and 2000  

\[ \begin{array}{lrr}
\text{2001} & \text{2000} \\
\text{Total} & \text{Total} \\
\hline
\text{ASSETS} \\
\text{Current assets:} \\
\text{Cash} & \$1,796,190 & \$404,226 \\
\text{Investments} & 17,887 & 17,108 \\
\text{Grants receivable} & 34,694 & - \\
\text{Other receivables} & - & 8,003 \\
\text{Security deposits} & 2,647 & 2,487 \\
\text{Prepaid expenses and other current assets} & 53,757 & 29,043 \\
\text{Total current assets} & 1,905,175 & 460,867 \\
\hline
\text{Furniture and equipment, net of} \\
\text{accumulated depreciation of $97,624} \\
in 2001 and $72,786 in 2000 & 63,177 & 80,049 \\
\hline
\text{Assets whose use is limited:} \\
\text{Board designated cash} & 336,177 & 329,927 \\
\hline
\text{Total assets} & \textbf{2,304,529} & \textbf{870,843} \\
\hline
\text{LIABILITIES AND NET ASSETS} \\
\text{Current liabilities:} \\
\text{Accrued expenses} & \$146,757 & \$106,767 \\
\text{Deferred revenue} & 1,516,663 & - \\
\text{Total current liabilities} & 1,663,420 & 106,767 \\
\hline
\text{Net assets:} \\
\text{Unrestricted:} \\
\text{Undesignated} & 304,932 & 384,950 \\
\text{Board designated} & 336,177 & 329,927 \\
\text{Total unrestricted} & 641,109 & 714,877 \\
\hline
\text{Temporarily restricted} & - & 49,199 \\
\text{Total net assets} & 641,109 & 764,076 \\
\hline
\text{Total liabilities and net assets} & \textbf{2,304,529} & \textbf{870,843} \\
\hline
\end{array} \]

The accompanying notes are an integral part of these financial statements.
CIVIC EDUCATION PROJECT, INC.
STATEMENT OF ACTIVITIES for the year ended June 30, 2001
with Summarized Financial Information for 2000

<table>
<thead>
<tr>
<th></th>
<th>Temporarily Unrestricted</th>
<th>Restricted</th>
<th>2001 Total</th>
<th>2000 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support and revenue:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation grants</td>
<td>$3,837,334</td>
<td>$—</td>
<td>$3,837,334</td>
<td>$3,566,521</td>
</tr>
<tr>
<td>Government grants</td>
<td>179,816</td>
<td>—</td>
<td>179,816</td>
<td>127,189</td>
</tr>
<tr>
<td>Contributions</td>
<td>21,250</td>
<td>—</td>
<td>21,250</td>
<td>35,864</td>
</tr>
<tr>
<td>Interest income</td>
<td>53,398</td>
<td>—</td>
<td>53,398</td>
<td>44,192</td>
</tr>
<tr>
<td>(Loss) on disposal of fixed assets</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>(7,428)</td>
</tr>
<tr>
<td>Net assets released from restrictions:</td>
<td>49,199</td>
<td>(49,199)</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Total support and revenue</td>
<td>4,140,997</td>
<td>(49,199)</td>
<td>4,091,798</td>
<td>3,766,338</td>
</tr>
</tbody>
</table>

| Expenses:              |                          |            |            |            |
| Program costs          | 3,429,591                | —          | 3,429,591  | 3,079,647  |
| Management and general | 785,174                  | —          | 785,174    | 683,098    |
| Total expenses         | 4,214,765                | —          | 4,214,765  | 3,762,745  |

| Change in net assets   | (73,768)                 | (49,199)   | (122,967)  | 3,593      |

| Net assets, beginning of year | 714,877           | 49,199     | 764,076    | 760,483    |

| Net assets, end of year    | $641,109           | $—         | $641,109   | $764,076   |

The accompanying notes are an integral part of these financial statements
## STATEMENT OF FUNCTIONAL EXPENSES

CIVIC EDUCATION PROJECT, INC.

### for the year ended June 30, 2001

with Summarized Financial Information for 2000

<table>
<thead>
<tr>
<th></th>
<th>Program Services</th>
<th>Management and General</th>
<th>2001 Total</th>
<th>2000 Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries</td>
<td>$1,664,243</td>
<td>$291,611</td>
<td>$1,955,854</td>
<td>$1,774,223</td>
</tr>
<tr>
<td>Payroll taxes</td>
<td>61,241</td>
<td>23,840</td>
<td>85,081</td>
<td>90,800</td>
</tr>
<tr>
<td>Employee health benefits</td>
<td>100,781</td>
<td>12,197</td>
<td>112,978</td>
<td>119,015</td>
</tr>
<tr>
<td>Total salaries and related expenses</td>
<td>1,826,265</td>
<td>327,648</td>
<td>2,153,913</td>
<td>1,984,038</td>
</tr>
<tr>
<td>Program expenses</td>
<td>760,964</td>
<td>—</td>
<td>760,964</td>
<td>757,370</td>
</tr>
<tr>
<td>Professional fees and contract service payments</td>
<td>975</td>
<td>85,585</td>
<td>86,560</td>
<td>59,005</td>
</tr>
<tr>
<td>Office supplies and expenses</td>
<td>17,683</td>
<td>46,749</td>
<td>64,432</td>
<td>143,285</td>
</tr>
<tr>
<td>Teaching supplies</td>
<td>205,701</td>
<td>—</td>
<td>205,701</td>
<td>112,030</td>
</tr>
<tr>
<td>Telephone</td>
<td>61,630</td>
<td>52,336</td>
<td>113,966</td>
<td>56,720</td>
</tr>
<tr>
<td>Postage and shipping</td>
<td>34,637</td>
<td>9,102</td>
<td>43,739</td>
<td>36,657</td>
</tr>
<tr>
<td>Printing</td>
<td>9,515</td>
<td>7,617</td>
<td>17,132</td>
<td>28,923</td>
</tr>
<tr>
<td>Space occupancy</td>
<td>39,103</td>
<td>77,363</td>
<td>116,466</td>
<td>57,137</td>
</tr>
<tr>
<td>Travel and accommodations</td>
<td>366,145</td>
<td>15,249</td>
<td>381,394</td>
<td>425,875</td>
</tr>
<tr>
<td>Conferences, conventions and meetings</td>
<td>94,468</td>
<td>90,375</td>
<td>184,843</td>
<td>18,257</td>
</tr>
<tr>
<td>Insurance</td>
<td>—</td>
<td>15,425</td>
<td>15,425</td>
<td>16,120</td>
</tr>
<tr>
<td>Bank charges</td>
<td>12,505</td>
<td>29,129</td>
<td>41,634</td>
<td>31,532</td>
</tr>
<tr>
<td>Depreciation</td>
<td>—</td>
<td>27,596</td>
<td>27,596</td>
<td>32,689</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>—</td>
<td>1,000</td>
<td>1,000</td>
<td>3,107</td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>$3,429,591</strong></td>
<td><strong>$785,174</strong></td>
<td><strong>$4,214,765</strong></td>
<td><strong>$3,762,745</strong></td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements.
CIVIC EDUCATION PROJECT, INC.
STATEMENT OF CASH FLOWS
for the years ended June 30, 2001 and 2000

**INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS**

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash flows from operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change in net assets</td>
<td>$(122,967)</td>
<td>$3,593</td>
</tr>
<tr>
<td>Adjustments to reconcile change in net assets to net cash operating activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depreciation</td>
<td>27,596</td>
<td>32,689</td>
</tr>
<tr>
<td>Loss on disposal of fixed assets</td>
<td>—</td>
<td>7,428</td>
</tr>
<tr>
<td>Changes in current assets and liabilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease in other receivables</td>
<td>8,003</td>
<td>(4,125)</td>
</tr>
<tr>
<td>Increase in grants receivable</td>
<td>(34,964)</td>
<td>—</td>
</tr>
<tr>
<td>Increase in security deposits</td>
<td>(160)</td>
<td>—</td>
</tr>
<tr>
<td>Increase in prepaid expenses</td>
<td>(24,714)</td>
<td>(13,498)</td>
</tr>
<tr>
<td>Increase in accrued expenses</td>
<td>39,990</td>
<td>23,405</td>
</tr>
<tr>
<td>Increase in deferred revenue</td>
<td>1,516,663</td>
<td>—</td>
</tr>
<tr>
<td>Total adjustments</td>
<td>1,532,414</td>
<td>45,899</td>
</tr>
<tr>
<td>Net cash provided by operating activities</td>
<td>1,409,717</td>
<td>49,492</td>
</tr>
<tr>
<td>Cash flows from investing activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchase of securities</td>
<td>(779)</td>
<td>(700)</td>
</tr>
<tr>
<td>Purchase of equipment</td>
<td>(10,724)</td>
<td>(31,879)</td>
</tr>
<tr>
<td>Net cash used in investing activities</td>
<td>(11,503)</td>
<td>(32,579)</td>
</tr>
<tr>
<td>Net increase in cash</td>
<td>1,398,214</td>
<td>16,913</td>
</tr>
<tr>
<td>Cash, beginning of year</td>
<td>734,153</td>
<td>717,240</td>
</tr>
<tr>
<td>Cash, end of year</td>
<td>$2,132,367</td>
<td>$734,153</td>
</tr>
<tr>
<td>Supplemental disclosure of cash flow information:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash paid during year for interest</td>
<td>$—</td>
<td>$—</td>
</tr>
</tbody>
</table>

The accompanying notes are an integral part of these financial statements
CIVIC EDUCATION PROJECT, INC.
NOTES TO THE FINANCIAL STATEMENTS
June 30, 2001

Civic Education Project, Inc. (the Organization) is a non-stock, non-profit corporation organized in the State of Connecticut 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, 2001, 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 New Haven, Connecticut and Budapest, Hungary.

NOTE 1

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

Classes of net assets
The financial statements report amounts separately by class of net assets.

a) Unrestricted amounts are those currently available at the discretion of the Board for use in the Organization’s operations and investment in equipment.

b) Temporarily restricted amounts are those which are stipulated by donors for specific operating purposes or for the acquisition of equipment. 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 are reported in the statement of activities as net assets released from restrictions.

c) All contributions are considered available for unrestricted use, unless specifically restricted by the donor or subject to other legal restrictions.

Furniture and equipment
The cost of furniture and equipment is capitalized and depreciated over the estimated useful life of the asset using the straight-line method.

Use of 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 assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenues and expenses during the reporting period. Actual results may differ from these estimates which are based on management’s current judgments.

Revenue and expense recognition
The accrual basis of accounting is followed for all material items related to the determination of current revenue and expenses.

Summarized 1999 financial information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the organization’s financial statements for the year ended June 30, 2000, from which the summarized information was derived.
**NOTE 2 — Grant and contract revenue**

The Organization received the following as grant revenue for the years ended June 30, 2001 and 2000:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundation grants:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher Education Support Program of the Open Society Institute</td>
<td>$2,974,630</td>
<td>$3,000,000</td>
</tr>
<tr>
<td>Carnegie Corporation of New York</td>
<td>174,437</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute (AUK)</td>
<td>125,490</td>
<td>134,186</td>
</tr>
<tr>
<td>Open Society Institute (Muskie Freedom Support Act)</td>
<td>112,491</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute Paris</td>
<td>46,550</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute (CEP Review)</td>
<td>30,000</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute (Roma Fellow)</td>
<td>5,000</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute (travel grants)</td>
<td>1,187</td>
<td>3,989</td>
</tr>
<tr>
<td>The John D. and Catherine T. MacArthur Foundation</td>
<td>104,694</td>
<td>—</td>
</tr>
<tr>
<td>The German Marshall Fund of the United States</td>
<td>58,000</td>
<td>58,000</td>
</tr>
<tr>
<td>Citigroup Foundation</td>
<td>40,000</td>
<td>—</td>
</tr>
<tr>
<td>The Starr Foundation</td>
<td>30,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Juris Angliae Scientia Ltd</td>
<td>27,037</td>
<td>24,295</td>
</tr>
<tr>
<td>Robert Bosch Foundation</td>
<td>24,234</td>
<td>45,236</td>
</tr>
<tr>
<td>Stifterverband fuer die Deutsche Wissenschaft</td>
<td>23,771</td>
<td>—</td>
</tr>
<tr>
<td>German Rectors Conference</td>
<td>16,170</td>
<td>15,272</td>
</tr>
<tr>
<td>Trust for Mutual Understanding</td>
<td>12,000</td>
<td>—</td>
</tr>
<tr>
<td>Koerber Foundation</td>
<td>9,415</td>
<td>—</td>
</tr>
<tr>
<td>IDEA – Soros New York City</td>
<td>7,687</td>
<td>—</td>
</tr>
<tr>
<td>The Kosciuszko Foundation</td>
<td>7,000</td>
<td>—</td>
</tr>
<tr>
<td>Reuters Foundation</td>
<td>5,800</td>
<td>—</td>
</tr>
<tr>
<td>Nemzeti Kulturalis Orokség</td>
<td>690</td>
<td>—</td>
</tr>
<tr>
<td>IREX Pro-Media</td>
<td>551</td>
<td>—</td>
</tr>
<tr>
<td>Fannie Mae Foundation</td>
<td>500</td>
<td>—</td>
</tr>
<tr>
<td>Open Society Institute (CEU)</td>
<td>—</td>
<td>119,98</td>
</tr>
<tr>
<td>Open Society Institute (NLP)</td>
<td>—</td>
<td>74,750</td>
</tr>
<tr>
<td>Alfred Jurzykowski Foundation, Inc.</td>
<td>—</td>
<td>25,000</td>
</tr>
<tr>
<td>Open Society Fund of Georgia</td>
<td>—</td>
<td>10,048</td>
</tr>
<tr>
<td>Open Society Fund of Slovakia</td>
<td>—</td>
<td>1,521</td>
</tr>
<tr>
<td>Mongolian Open Society Foundation</td>
<td>—</td>
<td>1,274</td>
</tr>
<tr>
<td>The European Cultural Foundation</td>
<td>—</td>
<td>11,892</td>
</tr>
<tr>
<td>US Institute for Peace</td>
<td>—</td>
<td>10,328</td>
</tr>
<tr>
<td>Central &amp; East Europe Law Initiative</td>
<td>—</td>
<td>750</td>
</tr>
<tr>
<td><strong>Total Foundation grants</strong></td>
<td><strong>3,837,334</strong></td>
<td><strong>3,566,521</strong></td>
</tr>
<tr>
<td><strong>Government grants:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stability Pact (Government of Austria)</td>
<td>84,272</td>
<td>—</td>
</tr>
<tr>
<td>US Department of State, Bureau of Educational and Cultural Affairs (formerly USIA)</td>
<td>75,895</td>
<td>50,253</td>
</tr>
<tr>
<td>NATO</td>
<td>5,339</td>
<td>16,672</td>
</tr>
<tr>
<td>United Nations High Commission on Refugees</td>
<td>4,665</td>
<td>—</td>
</tr>
<tr>
<td>British Embassy Budapest/Know How Fund</td>
<td>3,633</td>
<td>—</td>
</tr>
<tr>
<td>Royal Netherlands Embassy</td>
<td>3,422</td>
<td>2,640</td>
</tr>
<tr>
<td>British Council</td>
<td>1,574</td>
<td>—</td>
</tr>
<tr>
<td>United States Embassy:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukraine</td>
<td>1,016</td>
<td>—</td>
</tr>
<tr>
<td>Bulgaria</td>
<td>—</td>
<td>4,400</td>
</tr>
<tr>
<td>Poland</td>
<td>—</td>
<td>1,570</td>
</tr>
<tr>
<td>Romania</td>
<td>—</td>
<td>1,502</td>
</tr>
<tr>
<td>European Commission</td>
<td>—</td>
<td>48,071</td>
</tr>
<tr>
<td>European Commission Delegation</td>
<td>—</td>
<td>1,917</td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>—</td>
<td>164</td>
</tr>
<tr>
<td><strong>Total Government grants</strong></td>
<td><strong>179,816</strong></td>
<td><strong>127,189</strong></td>
</tr>
</tbody>
</table>
NOTE 2 — Grant and contract revenue (continued)

Contributions:
- Jewish Communal Fund
- Central Asia America Education Development Fund
- Stanley Roth, Sr. Charitable Trust
- Paine Webber
- Law Faculty of Mari State University
- Ethel & Abe Lapides Foundation
- General and Cologne
- Jewish Federation Of Greater Atlanta
- Individual/other donors

---

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish Communal Fund</td>
<td>$15,000</td>
<td>$18,000</td>
</tr>
<tr>
<td>Central Asia America Education Development Fund</td>
<td>—</td>
<td>3,702</td>
</tr>
<tr>
<td>Stanley Roth, Sr. Charitable Trust</td>
<td>—</td>
<td>3,000</td>
</tr>
<tr>
<td>Paine Webber</td>
<td>—</td>
<td>2,000</td>
</tr>
<tr>
<td>Law Faculty of Mari State University</td>
<td>—</td>
<td>1,235</td>
</tr>
<tr>
<td>Ethel &amp; Abe Lapides Foundation</td>
<td>—</td>
<td>1,000</td>
</tr>
<tr>
<td>General and Cologne</td>
<td>—</td>
<td>1,000</td>
</tr>
<tr>
<td>Jewish Federation Of Greater Atlanta</td>
<td>—</td>
<td>1,000</td>
</tr>
<tr>
<td>Individual/other donors</td>
<td>6,250</td>
<td>4,927</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>21,250</strong></td>
<td><strong>35,864</strong></td>
</tr>
</tbody>
</table>

$4,038,400 $3,729,574

NOTE 3 — Furniture and equipment

The summary of furniture and equipment at June 30:

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Furniture and equipment</td>
<td>$160,801</td>
<td>$152,835</td>
</tr>
<tr>
<td>Less: accumulated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>depreciation</td>
<td>(97,624)</td>
<td>(72,786)</td>
</tr>
<tr>
<td><strong>Net</strong></td>
<td><strong>$63,177</strong></td>
<td><strong>$80,049</strong></td>
</tr>
</tbody>
</table>

Fully depreciated assets were written off during the year ended June 30, 2000.

NOTE 4 — Lease commitments

The Organization leases office facilities in New Haven, Connecticut as the administrative center. For the year ended June 30, 2001 the minimum annual rental was $29,839. In the year 2001, the Organization renewed their lease for an additional two years. Minimum annual rental for the fiscal years ending subsequent to 2000 is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Rental</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>$31,200</td>
</tr>
</tbody>
</table>

NOTE 5 — Concentration of credit risk

At June 30, 2001, the Organization’s business checking account balance on deposit with a financial institution was in excess of the Federal Depositary 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 with a signed contract. 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.

NOTE 6 — Net assets released from restriction

Temporarily restricted net assets were released from donor restrictions by incurring expenses for the following specific program or purpose:

- Alfred Jurzykowski: $25,000
- Robert Bosch Foundation: $24,199

**Total:** $49,199

NOTE 7 — Board designated net assets

Over the years contributions have been received from individuals and organizations for general support of the Civic Education Project, Inc. These contributions have been invested in the ongoing programs of the Civic Education Project, Inc. as well as earmarked for funding new and future program activities. The Executive Committee of the CEP Board of Directors has formally designated $336,177 of the accumulated net assets for predefined purposes. The Committee has defined the designated purposes of this amount for: 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.
LIST OF CONTRIBUTORS FOR 2000–2001

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

- American Bar Association Central and East European Law Initiative (CEELI)
- British Council
- British Embassy, Budapest, Know How Fund
- Carnegie Corporation of New York
- Central European University
- CEP Board of Directors
- Citibank
- Citigroup Foundation
- European Commission
- European Cultural Foundation
- German Marshall Fund of the US
- German Rectors Conference
- Higher Education Support Program of the Open Society Institute
- International Debate Education Association
- Jewish Communal Fund
- Juris Angliae Scientia
- Alfred Jurzykowski Foundation, Inc.
- Körber Foundation
- Kosciuszko Foundation
- Leadership Trust Foundation
- MacArthur Foundation
- North Atlantic Treaty Organization
- Open Society Institute
- Reuters Foundation
- Robert Bosch Foundation
- Royal Netherlands Embassy
- Stability Pact (Government of Austria)
- Stanley Roth, Sr., Charitable Trust
- Starr Foundation
- Stifterverband für die Deutsche Wissenschaft
- United Nations Development Programme
- United Nations High Commission for Refugees
- US Department of State, Bureau of Educational and Cultural Affairs (formerly USIA)
European Office

- Donna Culpepper
  President

- Jeffrey Meyers
  Regional Director of Eurasian Programs

- Liana Ghent
  Regional Director of Central and East European Programs

- Dave Carter
  Senior Program Manager

- Ketevan Vashakidze
  Senior Program Manager

- Aileen Rambow
  External Relations Officer

- Zoltán Szányel
  Director of Finance

- Hajnal Vernes
  Financial Assistant

- Judit Szucsik
  Office Manager

- Gabriella Kulik
  Program Associate

- Judit Párkányi
  Program Assistant

- Katalin Román
  Program Assistant

- Balázs Sebestyén
  Administrative Assistant

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- Jayne Barlow
  Director of External Relations

- Maya Latynski
  External Relations Officer

- Elizabeth Kidd
  External Relations Coordinator

- Martina Schwartz
  Program Assistant

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- Diane Hoffman
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