NEWSLETTER ANTRIEP

Education Systems for a Changing World:
Innovations and Challenges

The paradigm shifts of social and choice criteria have accelerated a fundamental change in education sector and the changing perspective of education demands an indispensable responsibility and performance from the multi-layered education administrative system. It also requires flexibility, autonomy and strengthening of the decision making process. Therefore, to accelerate reforms agenda, innovative delivery mechanisms in administration and management and monitoring and evaluation practices in selected areas of systems reforms are needed to enhance school participation, equity, quality and social accountability. In this endeavour, the Asian countries are engaged with inititives towards transformation of the system and cpacity development of educational stakeholders to achieve the Education for All and Millenium Development Goals. Keeping these perspectives in view, the member institutions of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) have been consistently

working towards these objectives. The four articles included in this issue are from CELD, NIE (Sri Lanka), IBE (Malaysia), AKU-IED (Pakistan) and CMDE (India).

The paper from Sri Lanka elucidates administrative and academic bureaucracy in the Sri Lankan education system. Explaining the trajectory of education administration as the 'top-down' approach, the paper reflects critically on the role of bureaucratic layers which have resulted in complex procedures and confusion about administrative responsibilities. The reluctance to move away from the centralized traditions has prevented the education system to respond to individual and local needs. Further the paper examines the Ministry of Education's (MoE) initiative on "the Programme on School Improvement (PSI)" to bring change in school functioning. In the new initiative, schools are given a degree of autonomy in planning, teaching-learning process, co-curricular activities, staff development and maintenance. The thrust is also on flexibility in internal functioning of the school and efficiency in the use of resources. A School Development Committee has been constituted to strengthen the mechanism of school autonomy. The core principle is based on collaborative intiatives to institutionalise accountability at all layers of the system to transform the school education.

The paper from Malaysia focuses on technology-based monitoring tool Malaysian School Leadership Competency Online or KOMPAS©. The paper explains in detail the process which yielded 26 competencies grouped into six domains: Policy and Direction, Instructional and Achievement, Managing Change and Innovation, People and Relationship, Resources and Operation and Personal Effectiveness. The establishment of the competencies of Malaysian school leaders has become the foundation for development of KOMPAS©. It is used mainly as a monitoring tool to determine the competencies needed by

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In this issue...

Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) Newsletter

school leaders for training and development purposes. Besides, school leaders can assess their own leadership and management competencies and obtain a personalised profile of one's own competencies in educational leadership and management as compared to the National Index through online with a set of questions. KOMPAS© has also benefited towards the development of the National Competency Index for Malaysian school leaders. Expressing concern over National Competency Needs Index, the paper reflects the substantial need for training of the school leaders.

The paper from Aga Khan University-Institute for Educational Development (IED-PDC), Pakistan, provides descriptive and analytical account on capacity building for effective functioning of the education system. The paper has used new lenses to reframe/refocus the problems to find better solutions. It is based on the experiemental note of educational reform initiatives, involving experiences of working within and with the public sector of education. Though the Pakistan has witnessed several policy pronouncements and recommendations of commissions and committees to improve the educational system, yet the 'ground realities' have not changed much over the decades. On the basis of experiences working within and with the public sector of education, the authors have proposed an 'appreciative approach' and a 'futuristic orientation' for effective functioning of the education system and administration. The authors have further proposed that the capacity building programme is the most effective for functioning of the education system needs to be addressed by using 'appreciative approach' and 'futuristic orientation' for revamping the education system of Pakistan.

The paper from India highlights the issues to address effective monitoring and evaluation of educational set up at the secondary level through "Mahiti Sindhu Programme (MSP)". The objective of the programme is to provide the required information to the students at the secondary level through computer related education. The paper highlights that since the implementation of the programme; thirty five to forty per cent improvement was witnessed in enrolment and also attendance of students. Finally, it shows that the MSP has been successful in making a significant impact on the students. There is also considerable change in attitude of students towards learning and participation in the school activities.

The paper from the Philippines critically reflects the findings of a survey conducted in the year 2009 on non-school BLNs providers and provides a plan to follow up for basic learning needs. Apart from the state, the non-state sectors both national and international organizations and academic institutions' are involved in basic learning needs. The Non-School BLNs programmes largely focus on basic literacy, livelihood, entrepreneurship and functional literacy for out of school youth, children, the women and the adults who have not completed basic education. While analyzing the financing of Non-school BLNs providers, the paper emphasizes that most of the providers are under funded and most of them are getting funds from donations and self-generated income. The paper further recommends competency standards, schemes for progressive learner assessment, capacity building, professional development, annual appropriations funds and coordination among EFA committees. The concluding remark is thrust on massive advocacy for BLNs.

We are extremely thankful to all the contributors of the present issue of the Newsletter and express our heartfelt gratitude for the same.We would also like to thank all the member institutions for their continued support and for timely publication of the Newsletter.

Pranati Panda
(Editor)

How can the Administrative Layers Above the School Help School Functioning - Move from Bureaucracy to Collegiality?

Background

Sri Lanka's education system, as in most of the developing countries, is characterized by administrative and academic bureaucracy. To maximize efficiency in school functioning, intermediate layers between the central ministry and the schools have been set up over the years. This has not produced the desired outcomes. The multiplication of bureaucratic layers has resulted complex procedures and confusion about administrative responsibilities. The lack of clarity in roles and functions, collegial guidance to schools from the above layers and strong "work ethic" in layers above the school have rather hindered than supported improvement.

The decentralization process carried out in the last six decades has not increased the participation of principals, teachers, parents and members of the community in the decision-making process. The rigid bureaucracy and administrative system in the layers above the school have often led to frustration, hostility, lack of enthusiasm and suppression of creativity among principals and teachers. Reluctance to move away from the centralized traditions that is in place for decades prevents the education system from responding to individual and local needs. There are five layers above the school viz the division followed by the zone, provincial department, provincial ministry and the central ministry. The role and functions of each of these layers are as follows.

Functions of Different Layers
The Central Ministry

The responsibility for education in Sri Lanka is shared by the central government and the provincial councils. The Ministry of Education (MoE) is the executive authority for implementation of policy in education. The Central Ministry, supported by the national agencies such as the National institute of Education (NIE), Department of Examinations, Department of Educational Publications and the National Library Services Board, are responsible for:

1 Laying down the national policy in education;

2 Monitoring the maintenance of standards in educational institutions;

3 Formulating the national curriculum and training of provincial/zonal trainers;

4 Managing of specified schools designated as national schools;

5 Teacher education and public examinations; and

6 Development and delivery of educational material as well as libraries

The secretary of the ministry is the chief executive officer and accountable to the Minister of Education. The secretary is closely supported by the additional secretaries, the deputy director generals, the directors and the heads of the departments.

The Provincial Ministries

There are nine provincial councils co-terminus with the provinces and each has a provincial ministry of education with a minister in charge of the subject of education. In the provinces, the chief minister has taken over this responsibility. The provincial secretary is the chief executive officer. The provision of facilities to all schools other than specified schools, appointment of principals to the provincial schools, implementation of non-formal education programmes, construction and maintenance of buildings, libraries, playgrounds, procurement and distribution of educational aids and furniture are provincial functions.

The Provincial Council Act of 1987, enacted on the thirteenth amendment of the Constitution, led to an island wide devolution of political and administrative functions. The Provincial Councils had come into being with very strong muscles of devolved power. With the establishment of the provincial ministry, the roles of the provincial education department and the provincial director were automatically reduced. The provincial director was made accountable to the provincial secretary. The zones, divisions are controlled both by the provincial ministry and the provincial department and schools are of no exception.

The Provincial Departments

The schools in the province are managed by the provincial departments of education headed by the Provincial Director of Education (PDE). The provincial education office constitutes the apex of the provincial educational development structure.

Zonal Education Offices

Considering the largeness and multiplicity of functions, the provinces were divided into zones. The zones were established for better administration and quality development. The Zonal Director is the chief executive officer of the zone and is supposed to strengthen the vital linkages and play a pivotal role in coordinating educational development. The Zonal Director has to directly liaise with the PDE, Divisional Directors of Education (DDE) and the schools and through the PDE with the NIE, MoE and other related agencies. He/she is assisted by a specialist team of Sri Lanka Education Administrative Service (SLEAS) officers. The zonal office is responsible for general administration of the schools in the zone. A zone generally consists of about 100 schools though there are exceptions. The main functions of the zonal organization are.

- Maintain, supervise and enhance the quality of teaching-learning process at school level;
- Coordinate and implement in-service teacher training programmes in collaboration with the MoE, NIE, Department of Examinations, other departments and universities;
- Utilize effectively limited specialized personnel involved in Science, Mathematics, Technical subjects, English and Inclusive Education;
- Coordinate activities of foreign funded projects;
- Coordinate teacher establishment activities;
- Coordinate co-curricular, cultural and library activities; and
- Collect and disseminate informations.

The Divisional Education Office (DEO)

The Divisional education office established under the zone has to control about 40 schools. Supervision of schools is entrusted to the DDE incharge of the divisional education office. He/she is primarily is a field officer and is required to carry out school supervision, collect and disseminate information and guide the teachers in quality improvement activities. He/she will have a group of teachers.

Role of the Zone

Two hundred and twenty newly recruited officers were sent to 21 zones to study the zonal functions. They were also asked to examine the role, functions and the capacity of the zones. One hundred and twenty six (57.3%) were positive of the capacity of the zone, while seventy one (32.2%) were negative and twenty three (10.5%) gave no opinion. These were some of the observations made by the officers of the zones that were not well functioning. Some observations, however, are common to all.

School Improvement

Zones do not consider school improvement as a priority and do not use its capacity in doing so. The zones do not have the connections that enable them to link schools with the right persons or agencies that could help the schools. Some offices have their own problems and mainly work for their survival. They are involved in daily routine activities and carry out orders from above and have no time to reflect on school improvement.

School Supervision

One of the main functions of the Zone is to supervise schools. A closer analysis reveals that supervision is successful in several zones. However in many zones, there are common weaknesses in the supervision process. The supervisor's visits to schools are loosely planned and sometimes the planning is done only after the team arrives in schools. The methods of supervisions are traditional. The approaches/methods are similar irrespective of school. It was also noted that visits by the supervisors do not help teachers improve their classroom practices.

In most of the zones, the zonal officers are less involved in educational development and their interest to classroom activities/teaching learning process is marginal. The Zone has both the general cadre and the special cadre officers. The special cadre is the subject specialists and is supposed to involve more in quality improvement in their subject areas. Majority of the officers lack mentoring, facilitation or intervention skills to guide schools. The necessary direction or feedback is often not given.

Sri Lanka was the first country to introduce the Master Teacher Scheme (also called in-service advisors). But the system does not work properly. The study also re-

veals that some subject specialists are not able to help teachers, as the teachers have more experience in classroom work. Classroom interventions need experience. School supervision with no commitment serves little or no purpose. Supervision has to motivate, give hope to teachers, but some of them were getting alienated.

Skills Needed

Zonal office use comparatively less Information and Communication Technology (ICT) than other sectors. In most of the offices it is limited to the planning division due to lack of IT skills. Decision-making skill at the zonal level is weak. Though data is obtained and stored, the weakest area is its utility. The officers failed to capitalize the findings of the national research on education. The need of collegiality among officers and to work as a team was raised by the observers. The officers need to have the ability to examine strategic and operational plans that the schools produce. They need to identify specific needs and development strategies unique to each school. Some officers were not updating themselves with reforms and circulars. The skills in second language, listening skills, the need for flexibility and creativity were also noted as areas that need improvement.

Leadership

Leadership is a crucial factor for effectiveness at the zonal level. Good leadership has always made a difference. However, in many instances the head was not respected in some offices. The officer's lack of acceptance of authority of senior positions is a cause for concern.

Specific Issues

Remote schools are less visited. The major factor that affects the frequency of supervision was the number of schools in each zone and the geographical areas that they are dispersed. Some officers have to cover many subjects which also affect the quality of work. There was less effort in deploying teachers on a rational basis. Teacher's related issues are poorly attended. Problem solving approaches have not changed. Even if problems are correctly identified, solutions do not follow. Within the zone, the allocation of work was not rational. Opportunities are given to the young officers but they have hardly any institutional based training.

Discussion

The zonal education office is responsible for ensuring that the schools meet the minimum service standards.

Their role includes identifying schools' strengths, weaknesses and areas that need improvement. The zones need to have the capacity to identify school standards and performance and to do so, they need to have the staff with necessary skills to provide technical support. By 2000, the policy makers wanted a comprehensive and complete package with more determination and careful preparation to be introduced to bring out change in school functioning. The Ministry of Education (MoE) introduced a new initiative namely, the Programme on School Improvement (PSI) in 2005. If schools work with more autonomy, it was believed that several functions carried out by the above layers could be delegated to the school level. In the new initiative schools are given a degree of autonomy in the areas of planning, teaching-learning process, co-curricular activities, staff development and the maintenance and development of the school plan. The emphasis of PSI will be on flexibility in internal functions of the school, increase efficiency in the school's use of resources and making the school more responsive to the potential of each child.

In PSI, school autonomy is introduced through the creation of a School Development Committee (SDC) consisting of teachers, parents, past pupils and a representative of the Education Authority. The zonal officers and school staff are expected to work together to transform the school to provide quality education. The zone has to play an active and creative role, empower, support and encourage schools to improve. While providing optimum support, they also have to make right demands from the school.

The architects of the initiative and the stakeholders are in continuous dialogue as how they could achieve this desirable change. Organizational change has to be viewed in the broader context of societal change. Change/transformation is at present introduced from top to bottom. What is proclaimed by those above the school has to be absorbed and implemented by the schools. The new shift is that the education authority joins the school in collaborative analysis, collaborative knowledge building, innovation and intervention. Presently school effectiveness is perceived narrowly without penetrating to the point of impact. The school based team has to reflect continuously what is meant by a successful school. The school and the layers above have to become associates of a common cause, that of school improvement in order to provide the best possible education to the children. The quality of dialogue has to mark the genuine empowerment of teachers. In the new

initiative, the zonal office is working with schools and not on them. The team is not simply a group that reflects, but who systematically review, evaluate and search and work towards improvement.

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Monitoring the Management of Educational Leadership Development Initiatives

Introduction

The Institute Aminuddin Baki (IAB) is the premier educational leadership and management institute in Malaysia. The rapid development in the educational world had caused changes in educational policy, social trend, politic, technology and economy. Hence, it is essential for IAB to reflect on its role and objectives, delivery system as well as monitoring of the Educational Leadership Development Initiatives (ELDI).

The monitoring of the training programme at IAB is at various stages, namely at the Input, Process and Output stages. It covers not only the participants in the training programme, but also the staff of the institute. The focus of this paper is on technology-based monitoring tool, that is, Malaysian School Leadership Competency Online or KOMPAS©.

The Malaysian School Leadership Competency was derived from an elaborate study on the trend of educational leaderships' traits. MacBeath (2004) had identified 25 leadership traits relevant to the management and leadership practices in schools. A thorough review of literature showed that the leadership traits were known by its adjective expressions such as instructional, participative, democratic, strategic and transformational. These labels compliment the differences in leadership traits and methodology in achieving two main objectives in effective organization, which is, organization goal setting and in-fluencing members towards the achieving the organizational goal (Leithwood et al, 2004). This extensive review of literature produced a High Impact School Leadership Model which encompasses six leadership traits: personal leadership, managerial leadership, instructional leadership, transformational leadership, distributed leadership and value-based leadership.

The competencies of each leadership traits were scrutinized and analyzed into a generic competency suitable to the educational leadership and management in Malaysia. The establishment of the Competencies of Malaysian School Leaders has become the foundation for development of KOMPAS© (Khair, 2008).

Development of KOMPAS©

KOMPAS© was developed internally by a group of IAB professionals based on the High Impact School Leaders Competency research in 2008. It is used mainly as a monitoring tool to determine the competencies needed by school leaders for training and development purposes. In addition, KOMPAS© can also be used as a monitoring tool to determine and compare the differences that occur after a training programme in IAB. KOMPAS© could be accessed online through IAB's official website, which is http://www.iab.edu.my/kompas.

The KOMPAS© was designed as a dynamic website using a three-tier architecture, which utilizes a back-end

MySQL database application. It was developed through a hybrid System Development Life Cycle (SDLC) and Rapid Prototyping design methodology. In SDLC, the system development phases can be divided into Analysis, Design, Development, Implementation and Evaluation stages. In prototyping, an adaptation of the traditional SDLC approach, the development starts with a small system and expands over time (Turban & Aronson, 2000). The decision to adapt the latter approach was made so that KOMPAS© could be developed sequentially in modules and could be tested by users upon completion of a module. Feedback from users can be used to refine that module and subsequently those refinements deployed to the entire application. Continuous improvements can be achieved through iterative testing and subsequent refinement of the modules. Such an approach to design supports scalability of the application and provides a degree of flexibility for further expansion.

Benefits and Implications of KOMPAS©

One of the major benefits of KOMPAS© is in monitoring the training needs of school leaders in Malaysia. Since the last 10 years, IAB had focus on job and task analysis for assessing the needs for training and development for school leaders. With the development of KOMPAS©, school leaders can assess their own leadership and management competencies.

By responding to a set of questions in the online instrument, they will get a personalised profile of their own competencies in educational leadership and management, as compared to the National Index. The value ranges from 1.0 (Not needed) to 5.00 (Highly needed). The analysis yielded 26 competencies and was grouped into six domains which is Policy and Direction, Instructional and Achievement, Managing Change and Innovation, People and Relationship, Resources and Operation and Personal Effectiveness.

A personalized chart is given at individual stage, as well as for each district or state as required. These profiles are saved online, so that the user can have a historical account of his/her personal development profile. Having this feature, the users can repeat the assessment after attending a training programme in IAB or other professional development programme. KOMPAS© can also be used to gauge the progress over time.

Another direct benefit of KOMPAS© is the development of the National Competency Needs Index for Malaysian School Leaders (Amin et. al, 2008). This is derived from the data obtained from KOMPAS© Online. The Index is the average of all the 26 competencies in the Competencies of Malaysian School Leaders Model. The National Competency Needs Index for 2008 was 3.5 which shows that the Malaysian school leaders basically need training and development. The IAB will produce yearly national index as well as state index. At the district or state level, the collective results can be used as a planning guide for their training and development programme. By having this kind of knowledge, the training and development programme can be tailored to fulfil the needs of school leaders in Malaysia.

In addition, the analysis also helps the school leader to choose the appropriate training programme offered by IAB using the SPK Online. The SPK Online is the online application and registration system where any school leader could log in and choose a specific training programme offered by IAB. Efforts have been made to extend the 'knowledge-base' from KOMPAS© to include 'expert-advice' as a form of 'system-suggested training programme' in the future. By having this feature, after completing the analysis, KOMPAS© can suggest one of more courses for the user to choose from, based on the analysis, thus moving KOMPAS© from a generic Decision Support System into an Expert System.

Conclusion

The Online School Leaders Competency Instrument or KOMPAS© is used to identify the competencies needed by school leaders in Malaysia, thus leading IAB in identifying training and development programme for them. The tools enable schools leaders to plan for their continuous professional development effectively. By utilising the technology-based tools, IAB is able to monitor and assess the effectiveness of its training programme, and at the same time, help school leaders identify their training needs.

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Reframing the Discourse on Capacity Building for Effective Functioning of Education Systems/ Administrations

Introduction

The paper contributes to the discussion on capacity building for effective functioning of education administrations as well as strategies. The way to frame a response would be to start from the constraints faced currently and in past and identify strategies accordingly. This is what we have predominantly done so far and which is also reflected in the reiteration of the variety of issues facing the educational systems to an extent that they have become, more or less, a practiced rhetoric. A better option would be to re-frame the discourse, but it seems not much in terms of growth and development. This is where the paper makes a contribution by suggesting to use new lenses to reframe/refocus the problems in an attempt to find better solutions, as Eisntein puts it: 'We can't solve problems by using the same kind of thinking we used when we created them'.

The paper is based on our experiences over the last couple of years of educational reform initiatives, involving experiences of working within and with the public sector of education, the largest education system and education service provider in Pakistan. These include, for example, experiences of leadership development programmes and organizational capacity building, variety of interactions with the educational leaders, field visits, past studies, on-going reflections and conversations on the issues related to leadership and administration. The leadership development programmes were offered to a wide and diverse range of educational leaders and managers from urban and rural contexts throughout the country; including school heads, academic supervisors, assistant district education officers, district education officers, executive district education officers and many others. Our experiences motivate us to propose two broad possibilities of understanding capacity building for effective functioning of education systems and administrations.

We propose, as our first suggestion, to use 'appreciative lens' to refocus the current reality. Instead of focusing on issues, challenges and what is not there, what our systems need is to build on the prospects and possibilities. The second suggestion that the paper puts forward

is to envisage what are the kinds of prospects and possibilities that the future would bring, and what should be our response to them? System's capacity building needs to be addressed by using 'appreciative approach' and 'futuristic orientation' as our frames of reference.

In the following sections of the paper, we expand on these ideas and provide some elaboration on the arguments presented above. The paper begins by taking a brief look at the dominant discourse in relation to effective functioning of education systems/ administrations, and based on this stock-taking, puts forward these ideas as suggestions.

Effective Functioning of Education Systems: The Predominant Discourse

This section presents a quick glance at the predominant discourse in relation to the effective functioning of cational systems. Right from its inception in 1947, Pakistan has witnessed a number of educational reforms and

policy interventions. Tracing the history of reforms efforts in Pakistan, Khalid and Khan (2006) indicate that the country has had eight educational policies during its 58 years of existence, in addition to a number of commissions and committees set up to improve Pakistan's educational scenario. However, they contend that despite all these efforts, the 'ground realities' have not changed much. Let us look at the landscape of policies with reference to the management of education as an example:

1970:   The Education policy raised concern about ineffective educational management.

1972:   The designations of District Inspector of School (DISs) and Assistant District Inspector of Schools (AIDs) were replaced with District Education Officer (DEOs) and Sub-Divisional Education Officers (SDEOs) respectively – this hardly brought any change in the ground realities.

1992:   'Many of failures in the past had been less owing to resource scarcity than to the administrative and managerial inadequacies'. (p.60)

1998-2010: The policy acknowledged the failure of major reforms and policy packages over last fifty years and pledged 'to enhance and improve the delivery of educational services.' (p.125)

2001:   Proposed decentralization, devolution of educational administration and management; however, a number of issues, challenges and gaps have been identified concerning the implementation of the policy provision for decentralization.

2009 : With reference to understanding the system's deficiencies, there are two fundamental causes for the weak performance of the education sector:(i) lack of commitment to education and (ii) the implementation gap that has thwarted the application of policies (p.14; draft policy)

A quick reflection on the above indicates that the landscape does not seem to have changed much in terms of the nature of focus and emphasis. In fact, one cannot trace these policy initiatives on any trajectory of development and progress. Repeatedly, similar emphasis on the ineffective educational administration and management has been highlighted in nearly all the policies. If we take a brief look at the nature of issues, challenges and problems identified in relation to the effective management of education system, they also present similar picture. These issues include lack of clarity; enormity of gaps between policies and implementation; poor coordination between decision makers and implementers; challenges of decentralization; weak monitoring mechanism; limited accountability; issue of sustainability of partnerships; weak political commitment; political interference; poor understanding of objectives of education; resources and expertise constraints, corruption and nepotism; culture of submission and compliance; lack of limited evidence-based decision-making; etc. More or less, similar kinds of issues have been identified with a slight shift of emphasis.

Though, we have made some shifts from quantity to quality concern, the pre-dominant discourse has remained more or less the same; the issues have been repeatedly and recurrently highlighted.

Effective Functioning of Education Systems: Reframing the Discourse

We believe that in order to make an attempt to address the issues, the very nature of this discourse would need to change. In the following sections, there are two possibilities identified in this regard.

Using Appreciative Lens

The famous phenomenon of 'dual nature of light' provides a good illustration of what we have just said: Whether light would manifest itself as 'wave' or as 'particles' in nature would depend on the design of the experiment i.e. how we engage with the phenomenon (our lens). Therefore, an exclusive problem-orientation is quite limited since there is much more in a situation than 'problems' and challenges'. When the emphasis is on problems and what has not worked, it generates an overall feeling of hopelessness and powerlessness. Our experiences of leadership development and organizational change suggest that this approach may be helpful to a small extent but it may not take us very far in terms of bringing reforms at the system's level. We also believe that a continued and persistent emphasis on 'what did/ does not work' encourages a certain blame-orientation and defensiveness, and, therefore, is more likely to serve as an energy drain rather than generating energy. Let us now present some examples to illustrate how an alternate approach, using the pedagogy of 'reframing', has helped us bring improved outcomes.

In our leadership development programmes, the various educational leaders and managers come from diverse

contexts, fraught with the kind of challenges we have showcased above. The most difficult task, in such context, is to create the motivation for change. While facilitating sessions on educational development planning at the school/district level, a common category of responses would be: 'We can't think of change; we don't have the resources. These ideas for school improvement are not applicable in our context' (this would be followed by a long list of challenges to indicate why this was the case).

It would, thus, constrain their progress and forward thinking. However, a deeper analysis of the nature of contextual issues and an initial resistance towards change suggested that the issues did not have so much to do with the availability of resources but their perspective on the situation and their world view. Their mental models (Senge, 2006), we believe, had been shaped up by the predominant use of problem-based approaches towards life, in general, and planning, in particular. In contrast to the needs-based or problem-based approaches towards planning, we introduced them to strength-based approach in the form of Appreciative Inquiry (AI). Developed in the early 1990s by David Cooperrider, AI helped them to focus on the positive aspects of the situation and encouraged to build on their strength. We used AI not just as a tool for organizational planning and development but also as a powerful strategy for leadership development and change. The impact of encouraging an appreciative stance was rewarding in terms of the positive energy it generated, their readiness for change and acceptance of alternate approaches and innovative ideas.

The underlying assumptions of the two approaches are quite different. Whereas the traditional approaches focuses on identifying the root causes of failure, the AI focuses on an identification of the avenues of success. Overall the emphasis in the former is on treatment of the problem, where organization is seen as a problem to be solved rather than viewing organizations as having inherent potential to develop. AI helps in building on the prospects and possibilities by appreciating and valuing what is by envisioning 'what might be', and dialoguing and innovating 'what should be'. AI works since it builds on positive thinking and factors that are life-giving and energy-giving, such as strengths, successes and achievements; passion and dreams; prospects and possibilities – 'factors that hold the potential for inspired, positive change'. Drucker, the guru of management, has contributed his wisdom on the topic:

"The task of leadership is to create an alignment of strengths, making the organization's weaknesses irrelevant" ~ Peter Drucker

Futuristic Orientation: As a Frame of Reference

The above discussion has highlighted the issue of an over-emphasis on the problems and gaps as one major shortcoming of the current discourse on educational reforms. Another major shortcoming is its limited scope, focusing on past issues or current constraints. This short-sighted view on issues, we believe, can hardly yield results that could serve educational purposes in the long run. What we find missing is a futuristic orientation to analyse, anticipate, envision and strategize for future.

Planning inherently implies strategizing for future. This means that in order to plan educational reforms, it is important to envisage what kind of future it would be for which the reforms are being planned. However, if we look at the general or dominant approaches towards planning, it is rather unfortunate to notice that future is viewed as merely an extension of the past with an assumption that the nature of problems and challenges that we face today would remain more or less the same and that the world would not have changed much in a significant way in the next 15 or 20 years. Let us briefly look at some extracts from the vision document available on the Ministry of Education, Pakistan's website as an example to elaborate on the above argument.

The Emerging Vision of Education System

Politically motivated transfers will be eliminated and all personnel will be hired, promoted and retained because of their qualification and performance. All personnel will have access to a needs-based professional development infrastructure. Career advancement will be linked, in part, to professional development: anyone wishing to move up in the system will be required to pass a series of professional development courses from an accredited institution.

The roles and responsibilities of the SMCs, the district education structures, the provincial education departments, and the national education system, will be clearly defined and the distribution of authority throughout the entire public education sector will promote value for money for learning and efficiency. (Vision 2025 document; pp.14-16)

Even a brief glance indicates that the future has very much been derived from the current reality rather than

being based on an attempt to understand what the future would look like, what kinds of reforms would be needed and how we need to strategize for that. At least, no such efforts are explicitly evident from the current description of the vision for the next 25 years or so. Moreover, the vision seems to be dominantly viewed/conceptualized in terms of the 'absence of problems' rather than innovating on and envisioning the kinds of prospects and possibilities that the future may offer. Thus, the focus remains on the past or current, and that also with a problem orientation.

What are some of the underlying assumptions of the approach thus described? First, as mentioned above, it views future as a simplistic and linear extension of the present. It means that the same problems will continue in the future also or that the reform strategies identified will have similar relevance for the problems of future as well. Second, it works on the assumption that understanding/analyzing problem is equivalent to understanding solutions. Third, it creates an impression as if problems are the only way to look at the situation i.e. in the current situation, what needs more attention is what has been a consistent problem so far. These underlying assumptions on which our planning approaches are based need to be brought to the surface, to be examined and challenged. We contend:

- Future cannot be seen as an extrapolation of present; there is no linear relationship between future and present;

- The above implies that though the systems can and should learn from the past, to continue to look back into the past only, may not be very helpful in bringing change and improvement;

- Solutions can be found if we are able to identify the expectations of the future;

- To understand the expectations in/of future and plan backwards has strong prospects to help transform the situation;

- Problems are only one aspect of the situation; the situation needs to be understood from multiple perspectives, and futuristic orientation is one helpful way to do it; and

- In current situation, what needs more attention is what is likely to be more relevant in future.

We need to rethink the very notion of 'capacity', the kind of capacity that would be needed, for the future administrations might be very different from the one we have been planning for in the past. Therefore, the questions that become important for us are: What are the various kinds of opportunities and possibilities that the future would bring for our education systems? What kind of responses would be needed to build on these prospects? What kind of capacity would be needed at the system's level to frame desirable responses? The quality of our future, as Marshall (1998) puts it, is extricably connected to our capacity to learn continuously; this capacity will be the new measure of "wealth" and "wealth creation" in the knowledge era.

We believe that the language we use shapes our reality and, therefore, it is important to use a discourse that talks about prospects, possibilities, strengths and successes. If over six decades of reform has indicated that the issues, problems and challenges have continued, this in itself provides a strong rationale to reassess the situation. This paper, thus, is an invitation to re-examine the dominant discourse and reframe it for better educational systems and outcomes.

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Understanding the Effectiveness of the Education System: The Need to Find a Path

Elementary education especially in the context of developing countries plays a significant role in imparting the skills and strengthening the educational pyramid which acts as a base for fulfilling the educational needs at the higher levels. In order to bring in sustained quality into education, especially at the elementary level in a developing country like India, one needs to take a holistic view of the issues at stake. In the past it was a common trend to monitor the performance of the pupils and see how best they have performed at the school. On the face of it, there is no fault as far as such type of evaluation is concerned. But unfortunately this would give a truncated view of the whole picture. In other words, such efforts would be capturing a snapshot of what happens in the aftermath of the efforts within the schooling system. The efficacy of teaching as well as learning would be reflected by this method. But in so doing we would be ignoring a host of other factors that would have played their role in making the whole system more effective. In this background, it would be better to take stock of the monitoring and evaluation for the group of indicators that would play their role in the provision of educational services to the community. For example, the following group of indicators can be considered in the context.

- Indicators pertaining to policy formulation – for example, one can trace the historical evolution of educational policies and the behaviour of the reform content in such formulations ;
- Input indicators which would provide inputs like financial inputs, physical inputs like infrastructure and materials, inputs in terms of human resources for education ;
- Process indicators such as the transactions within the classrooms and mode of teaching ; and finally,
- Outcome indicators like students performance in core subjects and the respective languages.

The monitoring and evaluation of the educational system needs to take into account the following dimensions for the effective management of the system as a whole.

- Monitoring and evaluation of past policies which may pave the way for future policy framework ;
- Monitoring and evaluation of programmes that are in vogue ;
- Monitoring and evaluation of systems that are in place for the delivery of educational services ;
- Monitoring and evaluation of management component which may include financial management, data management andcreation of EMIS ; and
- All these need to be taken up simultaneously at different levels of the federation which would also address the issues of decentralized governance of the above factors.

As per the above description, one can consider the key elements that need to be addressed for a sustained improvement in educational quality. For example, we may consider the following while addressing the issue of monitoring and evaluation.

Reflections from the Evaluation of Educational Programme

In a bid to understand the effectiveness of the various programmes in the educational sector, a programme by the name "Mahiti Sindhu Programme" (MSP) was evaluated in the state of Karnataka in the Indian Union. "Mahiti" means information and "Sindhu" means a kind of reservoir. Thus, the programme aimed at providing the required information to the students at the secondary level through computer and computer aided education including the use of internet and browsing the required information from the net. The following discussion would highlight the lessons learnt from the evaluation and the impact that the programme had on various school related indicators. The basic thrust of the programme was to provide computer and computer aided education to the secondary level schools in the state. In so doing, it tried to bring in an element of Public Private Partnership (PPP) which was unique and probably a pioneering one. The programme tried to provide various inputs like computers, printers, UPS systems, Internet facility, special tutors for teaching computer skills to the students.

The MSP was introduced in right earnest to provide computer and computer-aided education to the selected schools in the state. The major features of the programme are as noted below:

- The MSP planned to provide computer education to 2.78 lakh students studying in 8th, 9th and 10th standards in one thousand schools out of 2667 government. secondary schools in Karnataka state ;
- Apart from Computer education other subjects like Mathematics, Science, Social Science and English were also considered for teaching using computers. It also aimed at providing Internet facility to all students.
- Teaching materials were to be provided according to the medium of teaching (Kannada = the local language in the state or English)

Computer education would be provided to the extent of 4 periods per week per student. In addition to this, one hour would be devoted to each class for computer education.

Methodology

Learning Processes: In order to ascertain the learning process of the students, an instrument for the students was developed to gain views of the students with regard to the skills gained in learning computers per se as well as learning other subjects through computer aided education. The major thrust of assessing the performance was based on the scores obtained by the students in different subjects for pre and during the MSP periods. Various modules of the instrument tried to capture the skills gained by the students in this regard. The instrument prepared for the students included some qualitative questions in order to capture the improvements of the insights of the students on account of computer education in MSP schools vis-à-vis non-MSP schools.

The study tried to assess the learning process of teachers other than computer instructors in respect of computer-aided education. This aspect was captured through the checklist specifically prepared for the teachers as well as for the computer instructors. The assessment of students on the teaching ability and competence of teachers was examined by using scoring chart in the instrument.

Flow of Inputs to the Schools: A questionnaire for the schools was administered as part of the study to know the flow of different inputs provided under the MSP. The timing and adequacy of the inputs and the maintenance of such equipments are captured through the instrument. The adequacy of the PCs supplied was examined taking into account students per PC in each school and time allocated per class for theory and practical. The same instrument also captured the training component of computer instructors as well as school teachers.

Enrolments, Attendance and Drop-outs: Using the data from the selected schools, the study examined these indicators for the pre and during the MSP periods. However, as one cannot wholly attribute the impact to the MSP alone on the enrolment, attendance and drop-out, an attempt was made to capture the impact the programme made on these indicators by using the information obtained through the key informants like students, parents and teachers.

The performance of the school during these periods (mentioned above) was examined in order to assess the impact of the performance of a particular school in influencing the enrolment, attendance and drop-out rate. For example, if the performance of the school after the MSP significantly improved followed by the improvement in enrolment and attendance, one may infer that the increase in enrolment and attendance may be on account of MSP.

Surprise visits to the schools were made at least 2 to 3 times during a week to verify the actual attendance in a particular school, besides checking the attendance register of the respective schools.

Stakeholders/Key Informants' Interview: Using the detailed checklists for different stake holders of the programme like providers of computer education (APTECH, NIIT, EDUCOMP & INTEL) government officials who are in charge of managing the programme at different levels, DSERT officials, DIET officials and others, an attempt was made to understand the possible impediments the programme is experiencing and how best one can come up with solutions to overcome them

Impact of the MSP

a. **Enrolment**

The enrolment seems to have increased significantly in MSP schools. Almost all the respondents unanimously endorsed which could be considered as a positive impact of the MSP. About 35 to 40 per cent improvement was witnessed as far as enrolments were concerned.

b.   **Attendance**

Attendance of students on account of MSP relatively improved in the schools. Most of the respondents opined that the computer and computer based education at the schools attracted students to the schools on regular basis. It was also observed by the school teachers as well as other block and district level officials that students prefer to stay at schools even after the school hours. This indicates another significant achievement of the MSP.

c.   **Drop-outs**

The drop-outs scenario also considerably improved. The obvious effect of the above two factors naturally brought down the drop-out rate in the schools. Of course, one can not easily attribute the reduction of drop out or improvements in enrolment and attendance, but nevertheless the wise judgment of the responsible people incharge of the programme does form the basis for such inferences.

d.   **Examination**

Many of the officials felt that the performances of the students had shown improvement in the examinations relating to the subjects as well as in computer related tests.

Observations from the Evaluation

It appears that the MSP has been successful in making a significant impact on the students. The indicators of enrolment and attendance show considerable amount of improvement as compared for the periods prior to MSP and during MSP. It also appears that these indicators are in a better position as compared to the schools in non-MSP category.

The programme has made considerable inroads in providing Kannada medium learning materials for the benefit of the students. The skills gained by the students with regard to computer per se as well as computer aided education need appreciation. However, there are certain weak spots which deserve immediate attention. Regular and uninterrupted power supply and effective internet connection are the two major ones in this regard.

Computer instructors feel that they are satisfied by the MSP. Their views are important because of the fact that they are the people who are implementing the programme at the school level and their interactions at the school would have given them good amount of insights about the impact of the programme.

Views of the computer aided teachers have clearly brought out the fact that the language issue of computer education is effectively dealt with by the officials who are incharge of implementing the programme. The performance of the students also seems to have improved due to the teaching of subjects through the help of computers.

The views of the students on MSP brought out the fact that greater numbers of students are aware of the programme. It also seems that there is considerable improvement of the skills of the students on account of computer and computer aided education. The attitudes of the students towards learning and participation in the activities of the school had also shown considerable improvement. The areas, which need improvement, could be the supply of internet based CDs and provision of other inputs to the students. On the whole, the student's community seems to be quite satisfied and they also enjoy this new and innovative method of teaching and learning.

As far as the performance of students in SSLC examination is concerned, it seems to be better in the MSP schools than the non-MSP schools. Students who got the benefit of computer and computer aided education scored higher percentages in subjects like Mathematics and Science at the public examination of tenth standard. This would also reflect upon the additional inputs provided to the students through the computer-aided education. The programme happens to be quite innovative and stands as a model for emulation by other states as well. Though it had some teething problems at the beginning, sincere and tireless efforts by the officials of the education department have put the whole programme on the right track. If extended, the MSP has great potential for the economy of Karnataka in the days to come.

Thus, the evaluation of the programme seems to have brought both the strengths and weaknesses of the programme to the forefront. Now, it would be apt to use these factors to bring the corrective measures to gain more mileage out of such a noble effort.

In the present context, there seems to be no systematic

effort either in monitoring or evaluating the educational system, in general, and other educational sub-systems, in particular, in India. Few institutions and researchers do undertake such efforts and such sporadic experiments would not carry us forward in getting a holistic view about the issues at stake. Thus, the need is felt to put in place a structured institutional mechanism for different types and levels of education. Such an effort would go a long way in putting the corrective measures that can bring us the desired fruits from the investments that go into the provision of educational services.

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Meeting the Basic Learning Needs: Philippines Audit of Providers and Programmes

The challenges in education and literacy that the world faces are enormous. The global summits in Jomtien (1990) and Dakar (2000) placed education once again at the top of the international agenda and reaffirmed the view of education as a fundamental human right. As the world continue to step up its efforts in accelerating progress towards the achievement of Education for All (EFA) before the 2015,satisfaction of basic learning needs (BLNs) has been made available to all by various means towards the attainment of functional literacy. Along a similar stratum, the Philippines, in its RA 9155 or the Governance of Basic Education Act 2000, defines basic education intended to meet basic learning needs and encompasses early childhood, elementary, high school and alternative learning system for out of school youth, adult learners and those with special needs. Since basic learning needs are complex and diverse, addressing them for all requires the implementation of diverse multi-sectoral strategies and action which are integrated for development efforts. These include early childhood care and development opportunities; quality of primary schooling and equivalent education for out of school children with basic knowledge and life skills training.

Findings of Survey- 2009
The paper critically reflects the findings of a Survey conducted in the year 2009 on non-school BLNs providers. What does the national audit convey?

An Overview of the Non-School BLNs Providers
The non-school BLNs providers represent not just the state but from the non-state sectors viz. Non-Government Organizations (NGOs) comprise the international and people's organizations; academic institutions' and extension programmes. These civil society organizations have played a major role in meeting basic learning needs because they are not only the advocators of change but innovators and service providers as well.

Non-School BLNs Programmes
The Non-School BLNs programmes largely focus on basic literacy, livelihood, entrepreneurship and functional literacy. The adult learning and A&E programmes, health and sanitation programmes are organized very rarely. A larger part of the programmes are regular and not project based. The predominant delivery method (face to face system) used in the programmes are media based delivery modalities. Accreditation and equivalency and vocational skills certification are the identification for certification mechanisms as utilized by the programmes.

Learners of the Non-School BLNs Programmes
BLNs learners are mostly the out of school youth, children, the women and the adults who have not completed basic education. They are mainly between15 to 40 age groups. The literacy level among the learners is functional. Filipino remains the most common language followed by the mother tongue or the vernacular language.

Instructional Managers and Teaching Facilitators

A small corps of 1 to 5 Instructional Managers (IMs) can be found in each BLNs organization. There is a lack of IMs in many areas, particularly, the remote and conflict affected areas. The IMs are lacking in their experiences and qualifications, thus putting into question whether the current cohort of IMs possesses the requisite skills for their duties and responsibilities.

Financial and Physical Resources

Non-school BLNs providers are under funded and most them are getting funds from donations and self-generated income. Partner organizations tend to give non-cash support in the form of learning materials. The learning resources tend to be in the form of instructional aids and books. The cost estimate for the annual budget, the physical facilities and learning resources tend to be higher than the actual budget the organizations work on.

Policy Recommendation

Based on the survey results and the qualitative evaluation of BLNs programs, the following recommendations have been recommended:

Quality Assurance: Quality standard benchmarks should be developed for BLNS programmes to guide implementers (competency standards for IMs, as well as schemes for progressive learner assessment and certification); Ensure multiple pathways for BLNs Learners; Career paths for IMs to be developed to facilitate sustained capacity building and development of a community of professional practice; Investment by BLNS providers on programme operations teaching and learning resources and other instructional materials for quality BLNs programmes.

Financing and Investment: EFA committee member agency should allocate annual appropriations funds to implement EFA related programmes; Investments needed to build capacity of BLNS programmes to develop tailor made learning materials, including use of ICT tools; make greater use of authentic assessment; and improve learning environments.

Governance: Strengthen coordination and communication among BLNS providers, the regional and central EFA committees, Literacy and Coordinating Council (LCC) and BALS; Interface among LCC, BALS and EFA Secretariat to manage EFA-related programmes should be immediately addressed. LCC should be part of EFA Committee to promote the regional LCC/municipal LCC which is an identified best practice. Articulation/interface between non-school BLNS programmes and formal schools needs to be strengthened to ensure multiple flexible entry and exit points and seamless pathway for lifelong learning; Accreditation of service providers of BLNs is still challenging and the database of BLNS requires full attention.

Advocacy and Social Mobilization: Conduct massive advocacy for BLNs to raise awareness, support and resource mobilization and action research from EFA members and other partner organizations

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News from Member Institutions
(January-June 2010)

The Aga Khan University for Educational Development
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- Several research studies have been initiated during January-June, 2010 on teacher education, educational leadership and management, curriculum, inclusive education, school quality, early childhood education and development; and teacher competencies in the context of the developing world. The completed and ongoing studies were presented different in seminars and conferences.

- A major policy dialogue on the 'Financing Education' was organized in collaboration with Campaign for Quality Education (CQE) in April 2010. The dialogue engaged around 50 participants from the community of education, policy makers, researchers, academics and other stakeholders from the public and private sectors to discuss the issues and challenges related to financing education in the country. It aimed at critically reviewing the process of financing education and its effective utilization in line with new education policy-2009 and also exploring efficient ways and means to finance education.

Research Centre for Educational Innovation and Development (CERID)
Tribhuvan University, Kathmandu, Nepal

- The academicians from universities of Bangladesh, Nepal and United Kingdom participated in the conference on 'Education, Gender and Development' from April 5-6, 2010. It was one of the key activities of development partnerships in higher education project in the context of gender and development issues in Nepal and Bangladesh.

- A national consultation workshop on 'Madrasa education' was organized in Kathmandu by CERID and Madrasa Managaement Council/Department of Education with the support of UNICEF on June 5-6, 2010. The workshop had two main objectives: (i) developing a common understanding on major issues of Madrasa education, and (ii) soliciting the stakeholders' views on strategies to align this system of education with the mainstream education.

- Completed a collaborative project with Department of Education and UNICEF, a study on 'Content Validation of Early Learning and Development Standards (ELDS)' in June 2010. The main purpose of this study was to validate the learning and development standards.

Institut Aminuddin Baki (IAB)
Pahang, Malaysia

- Institut Aminuddin Baki (a national institute of educational management and leadership), Ministry of Education, Malaysia has been running courses on School Management and Leadership and the National Professional Qualification for Education Leaders (NPQEL)

- Conducted training of school heads or head teachers from Oman, Indonesia, Namibia and many other countries who are alumnai of IAB.

- IAB also initiated collaboration with Bosnia, Thailand, India, Iran, Canada,Philippines, Turkey, etc. Besides, IAB has also initiated plan to work with Southeast Asian Ministers of Education Organization (SEAMEO) Member Nations

- IAB organized a working visit on April 26-30, 2010 of 20 members headed by the Director, Dato' Abdul Ghafar Mahmud in South Sulawesi, Indonesia. The objective of this visit was to ascertain the extent, the education officers of district Enrekang in South Sulawesi were able to implement the knowledge and ideas gained through the specially designed professional educational leadership development programme held in IAB.

- The Minister of Education of the Islamic Republic of Iran and his Excellency Dr. Hamid Reza Haji Babaei with delegates visited to the

Institut Aminuddin Baki (IAB) on July 6, 2010. The Memorandum of Understanding (MoU) in the field of education was signed.

- Research work using KOMPAS© titled, "Innovation in Educational Management Leadership: High Impact Competency for Malaysian School Leaders" was declared the best study among 8 entries and was awarded the SEAMEO Jasper Research Award on January 28, 2010 in Cebu, the Philippines.

Korean Educational Development Institute (KEDI)
Seoul, South Korea

- Korean Educational Development Institute (KEDI) signed Memorandum of Understanding with Association of Development of Education in Africa (ADEA) on January 25, 2010 in Seoul.

- The 2010 Korea-OECD International Seminar on "Educational Support Policies and Practices for Multi-cultural Students" was held on January 27, 2010 in Seoul.The seminar was hosted by KEDI and sponsored by OECD. The main objectives were to explore Korea's educational development scheme; and to examine development plan for sustainable educational cooperation between Korean government and OECD.

- The joint seminar on "Teacher development to meet the needs of general education reform" between KEDI and Vietnam Institute for Educational Sciences (VNIES) was held on March 23-24, 2010 in Hanoi, Vietnam.

- 19 Participants from Cambodia, East Timor, Egypt, Ethiopia, Indonesia, Laos, Nepal, Nigeria, Myanmar, and Vietnam visited Korea for the KEDI-KOICA Expert Training Programme for Education Policy Development.

- On May 10-20, 2010 participants of UNESCO, International Institute for Educational Planning (IIEP) and Advanced Training Programme (ATP) visited Korea for the study visit. The themes of the program were secondary education reform, teacher training and management, and ICT in education.

- KEDI and Korean-American Educational Research Association (KAERA) held the first joint symposium in Korea Press Center on June 23, 2010, organized by KEDI and KAERA and sponsored by Korean Ministry of Education, Science and Technology (MEST). Around 150 researchers and experts in education participated in the symposium.

- KEDI and UNESCO Bangkok Joint Seminar on "Monitoring Student Learning Outcomes and School Performance: Towards Improving Quality of Learning and Reducing Disparities" was held on July 12-15, 2010 in Seoul. The seminar was co-hosted by KEDI and UNESCO Bangkok.

- KEDI signed an addendum to the 1995 Working Arrangement between KEDI and UNESCO on July 12, 2010 in Seoul. The addendum will strengthen the past years' collaboration of KEDI and UNESCO Bangkok.

Shanghai Institute of Human Resource Development (SIHRD)
Shanghai, China

- Analysed and compiled report of Education in development 2009, assigned by Ministry of Education

- National Inspection Report was prepared on 'Vocational Education' assigned by the National Inspectorate Office.

- Shanghai Municipal Education Commission entrusted to SIHRD to prepare research plan drafted on the 'Basic Standard of Average Appropriated Funds Per Student of Municipality Affiliated Colleges'. The main content of the plan was to know proportion of increase on the expense of colleges and the feasibility of an advisory committee on higher education appropriation.

- SIHRD and the Beijing Office of UNESCO on July 2010 started a joint research project on educational integration between rural and urban areas in Shanghai. The focus was

to know the disparity of resource allocation between rural and urban areas in pre-school and compulsory education.

National University of Educational Planning and Administration (NUEPA)
New Delhi, India

- International Diploma Programme in Educational Planning and Administration (IDEPA) was organised from Feburary 1 to April 30, 2010. 34 Senior Level Planners and Administrators from 25 Countries participated in the course.

- A National seminar on "Autonomous Colleges: Challenges and Opportunities" was organised on December 17-18 2009. The main objectives were to review the functioning of autonomous colleges; to identify the variation in policies, rules and regulations adopted by these colleges; and to indentify challenges and opportunities in planning and management of these institution.

- A National Seminar on "Financing Elementary Education in States: Fund Flow Pattern and Utilisation of Resources under Sarva Shiksha Adhiyan" was organised on December, 9-11, 2009. The objectives were to understand the process and bottlenecks of the fund flow pattern from states to districts and sub- district level; and to explore the relation between the districts actual need and allocation.

A seminar on ''Management of School Education under Panchayati Raj Institute (PRI) in Gujarat'' was organised on May 18-19, 2010. The aims of the seminar were to discuss the strategies for strengthening the role of PRIs in school management; and to prepare strategies for providing capacity building to PRIs on different aspects of school management

ANTRIEP Member Institutions

1. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Taleemi Chowk, G-8/1,P.O. Box 1566, ISLAMABAD, Pakistan (http:/aepam.edu.pk)

2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)

3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA – 12041, Indonesia.

4. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh (www.brac.net)

5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh (www.campebd.org)

6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380 001, Karnataka (INDIA) (www.cmdr.co.in)

7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka (www.nie.lk)

8. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG, Malaysia

9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)

10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, (www.kedi.re.kr)

11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh (www.naem.gov.bd)

12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal (www.nced.gov.np)

13. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) (www.ncert.nic.in)

14. National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.nuepa.org)

15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, (www.cerid.org)

16. Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling North Road SHANGHAI - 200 032, China

17. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines (www.seameo-innotech.org)

18. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh, India

19. The Aga Khan Education Service, Pakistan (AKES,P) House No.3 & 4, F-17/B, Block VII KDA Scheme 5, Clifton, Karachi-75600, Pakistan (www.akdn.org/akes)

20. The Aga Khan University-Institute for Educational Development, (AKU-IED), 1-5/B-VII, F. B. Area Karimabad, P.O. Box No.13688, Karachi-75950, Pakistan (http://www.aku.edu)