



## Educational Administration and Management: Existing Practices and Innovations



ANTRIEP Regional workshop: Opening Session

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The current issue of the Newsletter focuses on “Educational Administration and Management: Existing Practices and Innovations”. The articles in this issue are drawn from the papers presented in ANTRIEP Regional Workshop held 19-21, April, 2016 in New Delhi hosted by National University of Educational Planning and Administration. The articles cover Australia, Bangladesh, Bhutan, Cambodia, China, Indonesia, India, Malaysia, Maldives, Nepal, South Korea, the Philippines, Sri Lanka, Pakistan, and Vietnam. The brief article from ACER, Australia presents about educational administrative system at federal and state levels in the country and highlights recent innovation such as introduction of minimum standard for registration of teachers for improving teacher quality and the reasons why this is resisted. Education system in Maldives is small; however, it is not devoid of issues and problems in administration and management of the system. This resulted in a change in school administration from

provincial to a zonal level. Atoll coordinators assist the school leaders and school's administration. The paper from Bangladesh presents about educational administrative system including assessment, teacher training and initiatives by NGOs etc. The recent reforms in education system and administrative framework are discussed in the article from Cambodia. The paper from China explains in detail about school inspection and supervision system in Shanghai and presents different innovations adopted in recent years. The paper from India presents about educational administration at national and state level including the structure and functions of the system. The article from Bhutan explains evolving education system in the country and accordingly changing administrative arrangements at different levels. The paper from Pakistan detailed out Constitutional provisions and administrative organizations to look after different aspects of school education.

In Sri Lanka educational administration has witnessed reforms and changes in management of school education to improve efficiency. The paper from Vietnam dealt about reconstruction of education to improve quality, transparency and equity.

The papers from the Philippines, Indonesia, Malaysia highlighted different aspects related to teacher issues, school administration and leadership, management reforms and changes initiated at different levels.

Hope the readers will find the newsletter articles interesting and useful.

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## Governance of Education in Australia

The Commonwealth of Australia is the Federal Government in Australia, with oversight over all federal policies throughout the federation. But education is organised by the governments of the six states (New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia) and the two territories (Australian Capital Territory and Northern Territory). Primary and secondary education in Australia is provided by either State or Territory governments or by private providers.

In total there are around 9 400 schools, the majority of which are Government schools (6 639) with 1737 Catholic Schools, 1,028 Independent Schools and 2,765 non-Government schools (Australian Bureau of Statistics, 2015c). Government schools are owned and run by State and Territory Governments with the Australian Federal Government providing additional funding. State and Territory governments are responsible for the development of educational policy, service delivery, performance monitoring and conducting reviews of government schools.

Education is compulsory in Australia for the ten years from approximately age five to age sixteen (Year 9 or 10), although exact ages vary by State and Territory. A statutory body in each State or Territory has the authority to issue secondary school qualifications. While referred to by different names in each state these qualifications can be commonly referred to as the Senior Secondary Certificate. The Australian Curriculum, Assessment and Certification Authorities (ACACA) is the national body for the chief executives of the various statutory bodies in each state and territory.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) is an independent statutory authority that aims to enhance student learning across Australia. It leads national collaboration on the Australian National Curriculum and also runs the National Assessment Program via the NAPLAN test. ACARA also plays a significant role in reporting data about educational outcomes and, including the Measurement Framework for Schooling in Australia, the annual National Report on Schooling in Australia (ACARA, 2016). ACARA further provides detailed information on individual

schools to the broader community (particularly parents) via the My School website.

The Council of Australian Governments (COAG) is the peak inter-government forum in Australia which brings together the Prime Minister, State and Territory Premiers and Chief Ministers and the President of the Australian Local Government Association. It aims to promote reforms in policy that require action to be coordinated across all Australian governments (Council of Australian Governments, 2016a). Under its reform agenda focuses on schools and education. The Council highlights the key role of education in enhancing productivity and focuses on three key areas: teacher quality; better information about schools and working towards a national curriculum (Council of Australian Governments, 2016b).

In 2008 the Council of Australian Governments agreed on a National Partnership on Improving Teacher Quality. The National Partnership Agreement was developed to respond to the need for quality improvements in both teaching and leadership in Australian schools. It focuses on attracting, training, recruiting, developing and retaining teachers.

As in many other countries, the teaching profession in Australia struggles to attract the best high school leavers to become teachers. Professions such as law, medicine, finance and engineering are regarded as much more attractive by school leavers, with the potential for professionals to earn high salaries as their careers progress. As a result of school-leavers preferring to enrol in other degrees, there has been a tendency for education degrees in Australia to accept students with lower and lower grades.

Teachers need to be registered in order to teach in an Australian school. Each State and Territory has its own teacher regulatory authority but they are required to ensure nationally consistent registration requirements

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## Educational Administration in Bhutan: Teacher Management in School Education

Until the 1950s, education in Bhutan was mainly monastic education. The modern form of education was introduced in 1961 corresponding to the embarkation of modern development in 1961 to address the basic educational needs, and to develop human resources required for the socio-economic development of the country.

The education structure in Bhutan comprises of 11 years of free schooling starting from pre-primary to grade X, and two years of higher secondary education which is accessible to all on the basis of merit.

The responsibility for the administration of education in Bhutan is shared amongst the Ministry of Education (MoE), Royal Education Council (REC), Ministry of Labour and Human Resources (MoLHR), Royal University of Bhutan (RUB), local governments. MoE is responsible for policy planning and administration of school education (Primary up to class XII) and Non Formal and Continuing Education.

While Bhutan has made good progress in enrolling children in schools, the Government has also come under tremendous pressure to improve the relevance and quality of education. Various studies have indicated the need to enhance overall learning outcomes of the students. In view of this, Bhutan has initiated number of school reform programmes in the 11<sup>th</sup> Five Year Plan such as school autonomy, school leaderships, professional development, infrastructural development, Education ICT Master Plan, Teacher HR Policy among others.

Most studies have pointed out that low teacher's morale, inadequate incentives, and lack of career progression, and heavy teaching loads were some of the issues affecting the performance of the teachers.

To address this, the Ministry of Education has developed Teacher Human Resource Policy in 2014 with the main objective to attract and retain the best and the brightest into teaching profession, make teaching profession as a career of choice, create enabling environment to enhance the morale and motivation of teachers; and promote and strengthen fair and transparent human resource management.

The policy aims to achieve these goals through creation of career tracks, improvement in recruitment procedure, efficient deployment system, continuous professional development, and effective performance management system.

In-service Training (INSET) Master Plan and a Road Map for Teacher Resource Centers have also been developed and being implemented mainly to enhance the professional development of the teachers. Similarly, new divisions within the Ministry called Teacher Professional and Support Division has also been created to ensure continuous professional development needs of the teachers.

Further, the National Order of Merit was introduced by His Majesty the King to honor those high performing teachers during the national day every year. Recently, the Ministry has also formed a Task Force to review the workloads of the teachers and come up with recommendation on the ideal hours of teaching per week per teacher. Similarly, the Ministry has also developed teacher recruitment plan to ensure sound deployment and address teacher shortages.

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# Administration and Management of Primary Education in Bangladesh

## *Education System of Bangladesh*

There are three major stages of education e.g. Primary, Secondary and Higher Secondary Education in Bangladesh. Duration of primary education is for 5 years, secondary education is for 7 years and higher education in for 5 years.

Education System in Bangladesh is being managed and administered by two Ministries: Ministry of Education (MoE) and Ministry of Primary and Mass Education Division in association with the attached Departments and Directorates as well as number of autonomous bodies.

## *Governance*

Directorate of Primary Education (DPE) and Directorate of secondary and Higher Education are responsible for overall implementation of policies, plans and programmes as well as for supervision, inspection and monitoring of primary, secondary and higher secondary educational institutions. In addition to that, each educational institution has School Management Committee/Managing Committee/Governing Body constituted by local influential persons. This body is responsible for school management and development while Head Master/Principal is responsible for academic development.

The administration of primary education in Bangladesh has many layers starting from sub-district to the ministry. The Directorate of Primary Education (DPE) is the key institution under the ministry which is mainly responsible for implementation of primary education throughout the country. There are other government organizations to support DPE at the central level. Although various layers exist but major decisions come from the central office. Lower level offices are supposed to follow the directives of central office. Teachers' recruitment, posting, promotion and transfer, students' assessment at the end of primary education, establishment of new schools are managed from the central office of DPE. Sub-district level education officials are supposed to provide supervision at school level which is often not done properly due to lack of adequate human resources. School level managing committees have some responsibilities however, without any authority not much effective. Use of ICT in school governance is almost absent. Due to centralized administrative system empowerment of teachers and local level administrators are not happening.

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## Reforms in Educational Administration in Cambodia

### **The Five Pillars**

The Ministry of Education, Youth and Sports (MoEYS) has been implementing reforms with special emphasis on education. Within the educational sector, the reform is based on the five pillars, namely (1) Teachers, (2) Curriculum, (3) Inspection, (4) Assessment and Evaluation, and (5) Higher Education. The five pillars, which have been officially adopted and disseminated for the reform are the result of countless consultations

among the school principals and vice principals of all levels in the general education, heads and deputy heads of offices and departments of both national and sub-national levels, rectors and vice rectors of higher education institutions, think-tank taskforce and top management of the MoEYS.

The MoEYS has identified four major challenges within the educational sector related to management of personnel, examinations at all levels, quality of



education and skill development among youth. Concerning the management of education there were three main challenges such as teacher deployment, lack of regular promotion or salary status and irregularities in state examinations that made the public lose trust and confidence in public institutions.

The areas of reforms have been expanded to fifteen areas based on the progress of the one-year implementation of the eight prioritized areas covering MoEYS's five pillars. The fifteen areas for the reform are (1) Financial Management Reform, (2) Teacher Deployment, (3) Upgrading Teacher Training College, (4) Upgrading Teacher Qualifications, (5) Inspection Exercise, (6) Student Learning Assessment, (7) Grade 12 Examination, (8) Curriculum and Textbook Development, (9) Construction and Renovation, (10) Higher Education Institution Evaluation, (11) Enhancement of Sport Sector, (12) Implementation of Youth Development Policy, (13) Technical Education, (14) Future Generation Schools, and (15) Career Pathway and School Director Development.

A recent research study has found that targeting areas for reform are on the right track, and, the MoEYS will surely achieve its goals as scheduled. However, the research evidences suggest that the intension of reforms particularly the target areas should be disseminated among the public; need to seek advocacy from the Royal Government, development partners, donor countries, and other relevant agencies; the MoEYS should encourage and speed up its proper implementation of reform through regular follow up of the progress of each of the 15 areas of reform; should conduct the mid-term review of the ESP 2014-2018; the MoEYS should make itself ready in providing its inputs, preparing precise targets and indicators, and scheduling and being flexible in carrying out those areas of reforms.

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## **New Member Joined ANTRIEP** **Vietnam Institute of Educational Sciences (VNIES)**

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VIES is under the Ministry of Education and Training, mandated to assist the Minister of Education and Training in comprehensive research, to develop educational strategies, public administration policies in education and training; Provide master and doctoral training in educational sciences and relevant fields. VIES is headed by Director-General ( Prof. Dr. Tran Cong Phong ) and Deputy Director-General with a staff of 495 people. The organizational structure consists of 5 Functional Divisions, 12 Research Centers, 3 Training and Information Service Units and 3 Experimental Schools. VNIES manages various national and international projects and teams up with experts of worldwide with well-known international institutions and universities, multi-lateral and bi-lateral international agencies and organizations.

VNIES Conducts basic research on educational sciences, providing scientific rationale for the drafting and enacting of educational development strategies; providing guidelines and policies on fields of study and educational levels by the Ministry of Education and Training, providing Master and Doctoral training in educational disciplines and specializations; supplying in-service and training tailored to the demands of individuals, organizations and local authorities.

With over 50 years of history, the Vietnam Institute of Educational Sciences (VNIES) has continued and upheld the achievements and laid a foundation for developing a modern and advanced education science for Vietnam which reflects national identity, addresses issues arisen from the country's educational reality during the period of industrialization, modernization and internationalization. As the sole national educational science research agency in Vietnam it has participated actively in solving issues in response to educational reforms and development, and taken a lead role in research on developing the educational strategies and policies; provided research and consulting services in local educational development planning, educational technology transfer, education accreditation and quality assessment; postgraduate training; academic cooperation and exchange with national and international research agencies, organizations and universities. It has close cooperation with local and international research agencies and educational institutions.

## System Reform and Institutional Innovation of Education Supervision in Shanghai

In China, “educational supervision” means the government supervises, evaluates, and provides instructions in educational matters in terms of laws and regulations. In specific, it includes supervising relevant functional departments and subordinate governments in implementation and execution of their educational duty legally. Providing instructions to the running of all kinds of schools at all levels and monitoring the development of education and evaluation of quality. Since the establishment of supervision institutions, the insiders of educational supervision in Shanghai had undertaken active steps to promote reform in supervision through adopting innovative practices.

### **Reform in educational supervision system and mechanism in Shanghai**

In 2010, the government of Shanghai has constituted the Education Steering Committee, with Deputy Mayor as Director of who is also in-charge of education. The vice-directors are from different departments such as City Board of Education, National Development and Reform Commission, Finance Bureau, Human Resource and Social Security Bureau, Builders Exchange Executive, Planning, Land and Resources Bureau, etc. And the other 17 units are also members. The education steering committee plays a leading role in supervising schools

After setting specific Committee for supervision, Shanghai has established Shanghai Educational Supervising Affairs Centre (Shanghai Educational Administrative Enforcement Affairs Centre). The core functions of the center include education supervision and administrative enforcements. It takes charge of either specific affairs in education supervision, or the innovations in system and mechanism of educational administrative enforcement as a professional entity.

The Shanghai Educational Supervising Affairs centre is a public institutions with administrative function and part of City Board of Education in Shanghai. It has independent human resources, functions and finances. The Centre includes three operative departments with different responsibilities and functions. The department of educational supervision manages supervision of schools in the administrative regions legally under the control of the City Board of Education. It checks working of schools and adopts measures to rectify problems through supervision and inspection. It also affirms the quality of the educational supervisors and appoints the staff.

The Department of Administrative Enforcement has responsibilities according to the administrative penalty law and being authorized by the City Board of Education to investigate the illegal educational cases, mete out administrative punishments and administrative coercion execution. To promote the specialization of the education inspection, in 1998, the educational supervision office in Shanghai has proposed research studies on sustainable development of supervising evaluations in school. The educational supervision officers in Shanghai draft topics and conduct the research in order to develop professional competency and specialization among the educational inspectors. Several other strategies like training, exchanging and practicing etc. promote the specialization and efficiency of inspectors.

Since 2009, Shanghai has experimented certification of educational supervision in Huangpu, Changning, Minhang district, and Pudong new area. It conducts test to certify who aimed to work as an educational inspector. The educational supervision office in Shanghai introduced relevant policies which formulate the people who can take the test, the contents and form

of the test. In 2010 Shanghai extended research component to test to select full-time and part-time inspectors to work in the educational supervision departments. This facilitates educational inspectors to develop their administrative skills and abilities.

Since 1995, the educational supervision office in Shanghai introduced guidelines for assessment of primary and middle schools in Shanghai. In fact, every district sets its assessment standards for supervision. In 2005, Shanghai advised all the districts to set assessment standards and asked each district to self-check their educational affairs and announce it to the public. At the same time, in order to implement the increase finance and other core index, Shanghai announced executive conditions of educational function which belongs to the district government, and to show the effects of the government work to the society and press.

Exploring a development oriented supervision pattern, Shanghai has fully implemented developmental educational supervision assessment for school and achieved positive influence on a nationwide scale. The developmental assessment of educational supervision pays attention to the guidelines of self-check procedure. It focuses on collecting information from society, families, companies, etc. Emphasizing the combination of basic

evaluation and development evaluation, keep a watchful eye on the feedback and consult affairs after supervision.

Since the State Council promulgates education supervision ordinance and the issue supervision rules in Shanghai, there are some problems in the system of Shanghai education supervision. One of the problems has been absence of policy guarantee for the promotion of inspection's professional and technical posts. The certification of headmasters ranking and the professional technical duty of teacher requests certain class hour per week. This request prevents the headmasters and teachers to get in to supervision office. These problems not only discourage the inspectors in service, but also hinder the expansion and renewal of the staff. The over abundance of education supervision and evaluations of schools increased the burden for the district administrative departments, supervision sections, schools and the students. There are big gaps in education supervision assessment indicators and evaluation criterions of different districts.

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## Administration of School Education in India: Structures and Functions

The Constitution of India placed education in the Concurrent List which makes it a joint responsibility for the centre and the states. The system of educational administration thus follows two levels of control, namely, central government and the state government. States have to accept full responsibility for the school education as a whole, and in some of the states, local bodies are managing schools at the district, block and village levels. Besides, non-government and voluntary organizations are also managing schools. Education management in India therefore is not only confined to government and local bodies but also to a large number of non-government organizations. At the national level, the Central government discharges its functions of education policy and programme formulation through the Ministry of Human Resource Development and the education and training divisions of various other ministries. The Ministry of Human Resource Development has two departments—the Department of School Education and Literacy and the Department of Higher Education. Each department is headed by a Secretary to the Government of India.

At state level, the education department follows a hierarchical set up of four tier structure with Education Minister at the top for final decision-making. Below the education ministry administrative structure has been established with the three important functions: Policy and programme formulation at secretariat (Education Department) level, implementation of the programmes has been assigned with the different directorates of education. Their main functions include enforcement of rules and regulations of education, implementation of educational programmes, personal management of teachers, gazetted and non-gazetted staff of the department and ensure the delivery of educational programmes, as also, monitoring and supervision and coordination of all educational activities. Director is the

head of concerned directorate in all the states. Below the state level supervisory and monitoring functions are performed at regional, district, block and cluster levels. A general trend at district level indicates that educational programmes are supervised at revenue district level. However, some states also have educational districts below the revenue district. A district education officer looks after the educational governance at district level which includes admissions, examinations, personnel management and act as a link between state and the schools. Block education officers supervise primary and upper primary schools and also the incharge of literacy, mid-day meal programme and other flagship programmes for girls and differently able children. The size of department varies from state to state depending on various factors such as size of state, demography and political system. Each state formulates its own education policy as per the national level education policy guidelines. In case of any dispute between centre and state, guidelines given by the Central Government rules the roost. Significant changes have taken place in the educational administration during last two decades as a result of the policy reforms in the governance of school education. Educations being in the Concurrent List of the Constitution, several educational programmes were initiated by the Centre and States which transformed the educational administration from maintenance-based to mission mode of management. Local and global changes in educational administration have also made the administrative structures, functions and processes more responsive towards effective delivery of educational services to the target groups. There has been a much needed shift not only towards increased investment in elementary and secondary education, but also in expenditure pattern specifically from staff-salary oriented budget to infrastructure development oriented budget. Educational Planning has witnessed a major shift from supply oriented paradigm to demand oriented

paradigm with bottom top approach. Further Right to Education ( RTE 2009) Act has resulted with different changes in governance.

Teacher management in the states has become transparent and effective in the states. Almost in all the states teachers in primary schools are recruited on probation at first stage and there after they are made regular. Probation period differs from state to state. Eligibility for applying to the post of teacher includes senior secondary certificate plus two year pre-service teacher training diploma along with the condition of pass in the State Teacher Eligibility Test. For minimizing the gap in the availability of teachers, recruitment and transfer process has become online.

E-governance in educational management is one of the major landmarks which has made administrative processes and procedures easier and effective without any time gap in the information management. In several states like Andhra Pradesh, Kerala, Karnataka, Gujarat, Punjab, Uttarakhand, Maharashtra and Sikkim administrative, academic and financial matters including Government Orders, circulars, and other documents are directly sent by the directorates at regional, district, block, cluster and school levels. Recruitment and posting of teachers, admissions of students have also become online in several states.

Major focus of the educational administration in all the states is on children from disadvantaged groups like Scheduled Castes, Scheduled Tribes and Children with Special Needs, children with difficult circumstances like street children and children living in difficult areas. Management of educational programmes for elementary and secondary education is not possible in isolation. Education Department at district, block and school level has to converge and coordinate with different department and agencies. The Education for All project called Sarva Sikhsha Abhyan for elementary education is conceived as an “umbrella programme” which subsumed all the on-going projects, programmes and

schemes aimed at developing elementary education. A convergent approach helped overcome the problems of coordination between intra-sectoral and inter-sectoral programme initiatives and at the same time facilitated effective planning, implementation, monitoring and evaluation of the programmes.

The practice of school development plan in primary and upper schools and also in secondary schools has been started in almost all the states. The school development plan which is prepared with the help of School Management Committee in primary and upper primary schools and with the help of School Management and Development Committee in secondary schools provided opportunity for schools for target setting of the educational activities for the development of schooling facilities.

There have been best practices in educational administration which are practiced by the district education officers. One of these include the use of ICT in solving grievances of teachers.

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## National Standard of Teacher Competences in Indonesia: A Strategy of Assuring Equitable Quality Education

In the early of 2000, the government of Indonesia shifted its political system toward more democratic system. This shift had a significant impact on how public sectors are managed including education. The argumentation has been that decentralisation is more democratic than centralized system. In response to that, the decentralization in education sector is further extended to include two levels consisting of district and school levels. The decentralization at school level is developed through school based management system. The school principals are given discretion to set its target to achieve given certain period of time, while teachers are given discretion to decide the teaching methods and class management they are going to use based on given curriculum.

Despite the fact that the decentralization has been implemented for more than one decade, there is still problem of reconciliation between central government and district government as far as quality educational provision is concerned. Although discretions have been granted to district governments, central government is still responsible to allocate educational budget to district government and set education standards. Likewise, district governments are also required to allocate budgets to support their educational programs. In addition, they also have the authority to recruit and deploy teachers.

It is ironic, however, even the central government makes budgetary support to district government, it has no authority to hold district government accountable. On the contrary the district governments manage the programs according to their will and in many cases they may reallocate the budget received from the central government. Besides, they also have the authority to recruit and deploy teachers. These in turn result in ineffective target, since both teacher recruitment and deployment are based on political preferences of the head of district governments.

As the law of education stipulates, the district government shall comply with national standards of education set by the central government. The standards consist of seven components i.e. teacher and education personnel; facilities and equipment; management;

education finance; content; process; evaluation; and graduate competencies.

The Ministry of Education and Culture (MOEC) set up the mission with strategic plan for 2010-2019 to improve the quality of education through empowering teachers to keep their roles to educate and teach children to be strong and competitive graduates as well as workers among ASEAN countries. This mission is accelerated through an implementation of a best practice of managing teacher's career as a professional teacher called 'teacher's certification' which means that a teacher from preprimary school until senior and vocational school should have at least the S1 or Diploma IV as a standard of professional teacher. Besides, there are some conditions the teacher should fulfill as a professional teacher such as a number of teaching hours, research product, frequency of teachers' present in school, and others.

MOEC set up a policy to improve teachers' quality by means of enhancing his/her competence and skill and government also increases his/her salary or income through giving a monthly additional income for certified professional teacher which is equal to his/her monthly salary.

This innovation seems to be efficient and effective to motivate teacher, however there is still problem for them to increase teacher's knowledge as well managing school particularly to get qualified teachers in some remote areas. Therefore, MOEC works collaboratively with local government and local authority as well as other institutions to train school principal in managing school and the teacher in enhancing competence and skill of teaching process.

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## Educational Administration in Korea: Existing Practices and Innovations

Management of school and educational quality are implemented through two policy tools including evaluation and consulting. That is to say, a feature of education in Korea is that consulting through external education experts is utilized for schools to find and improve their problems by themselves.

Korea, an Asian country, is economically developed and has also achieved quality schooling provisions and student learning. After the establishment of the R.O.K. government in 1948, the Education Act was legislated in 1949 to adopt the “6-3-3-4 school system” which was the most widely used single ladder system in the U.S. Korea’s current educational system was built on this system.

The administrative power of Korea consists of three levels including the central government, regional local and basic local governments. For general administration, the regional and basic local governments are autonomous bodies. In case of educational administration, however, the regional one is an autonomous body while the basic local one is a lower organization of the regional one of which authority over human resources belongs to the regional one.

Jurisdictions for educational administrations of primary and secondary education and higher education differ from each other. The central government sets basic plans for jurisdictions on management, and education of primary and secondary school while regional local governments (education offices of the metropolitan cities) execute the plan. The regional local governments prepare details of the plan and entrust execution of the plan to the basic local governments (education support authority of the Shi (city)), Goon (smaller than city) and Gu (lower district office of metropolitan city).

In contrast, jurisdiction of higher education belongs to the central government (Ministry of Education).

Different from management and administration of primary and secondary education, higher education is autonomously managed and administered.

Unlike a general administration system where Mayors and Governors partially share administrative authorities with smaller district heads of Gu (lower district office of metropolitan city) or Goon (smaller than city), metropolitan Shi (city) and Do (metropolitan and provincial) educational administrators have independent authority that is not shared with basic local educational offices, and they appoint each head of basic local offices. Deputy superintendent assists the superintendents, and superintendents recommend their deputy to the Education Minister and then are confirmed by the President to be appointed.

Superintendents have the power to compile budget with the agreement of members of the board of education, and use the educational tax revenue to improve local education conditions. Given that the Education Act stipulates the areas of authority of superintendents, proper practice by a superintendent is not to be interfered by any National Assembly member, Education Minister or the President.

The Ministry of Education, in an effort to embody e-government, built the National Education Information System (NEIS). The system raised the efficiency of the Korean educational administration and improved working conditions for teachers. NEIS is a nationwide integrated information system which connects about 10,000 primary and middle schools, 17 metropolitan and provincial education offices and sub-organizations, and the Ministry of Education through the internet in order to share all education-related information.

Since 2008, Korea’s 17 metropolitan and provincial education offices and sub-organizations have been

using the Edufine System (education & finance e-system) that integrates local educational administrations and finances. Korea Education & Research Information Service (KERIS) is in charge of informatization of education and academic research field from preschool to primary, secondary and to tertiary education courses in Korea. KERIS is a quasi-government institution operating Edunet (an educational information service that provides learning materials for students and teachers in elementary school and middle school), Research Information Sharing Service (RISS), National Education Information System (NEIS), and Edufine which integrates local educational administrations and finances. It provides an Information Communications Technology (ICT) service for the Ministry of Education, metropolitan and provincial offices, smaller educational offices and schools.

The country began its school evaluation in late 1990s. The system evolved as the evaluator changed from central government to metropolitan and provincial offices to component schools. Such changes in evaluator reflects the global trend of educational decentralization where autonomous school management prevails, however, the purpose of school evaluation has not changed.

Since 2015, in particular, superintendents of local offices offered their own policies, which completely shifted the system from external evaluation to each school's self-evaluation.

One of the most contentious issues in Korean schools is school consulting. School consulting was introduced to Korean schools about a decade ago, and it is now thriving towards establishment. Metropolitan and provincial education offices responded to what local schools were calling for and came up with "consulting supervision" which applied consulting methods and procedures into the original supervision system.

### **Problems and Challenges faced by Central Government in Effective Educational Management**

In April, 2010, a local election was held nationwide, and for the first time, superintendents were directly elected by the residents. This changed everything. During campaigning, candidates who were supposed to be politically impartial began to induce or accept implicit support of political parties.

The elected, kept up their politically oriented education policies, the country's superintendents divided into conservative and progressive ideology supporters. Because of this political bias, superintendents who promote opposing education policy measures from the Ministry of Education, and some metropolitan/provincial offices are pitted against the central government. Some of these confrontations even escalated into law suits.

The central government is using three strategies to achieve cooperation by deploying an assistant (or deputy) superintendent to a local government so that he or she would adjust differences inside the local education office. Second, the central government provides financial incentives to 17 metropolitan and provincial offices in different amounts according to the office evaluations, meaning the Ministry of Education can choose preferences by handing out different amount of incentives to the officials, hence to draw out more cooperative attitude from the local education offices.

Finally, the central government started to pay attention to negotiation, mediation and arbitration within the Alternative Dispute Resolution (ADR) to address particular conflicts. For unusually stagnant cases, the Constitution and the Administrative Law provide juristic enforcement measures to secure efficiency of the educational administration.

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## Educational Administration and Management in Maldives

Maldives consists of 1192 islands depicting a garland in the midst of the Indian Ocean, grouped into ring-like atolls; 188 of these islands are currently inhabited by people, with a country population of 341,256. Over one-third of the population resides in the capital city of Male'. One of the densely populated land spaces in the world which is less than two square kilometers. Due to the geographical nature and structure of the country, as well as its population distribution, Maldives faces unique challenges in providing services to the community, including that of education.

The education system in Maldives is undergoing significant changes in the recent years. Historically, Maldivian children would go to the Imaam's house usually called 'edhuruge' where they would learn the national language 'Dhivehi' as well as Arabic. This semi-formal method of schooling was succeeded in 1945 by traditional schools named 'maktab' in the islands, which covered lower primary level education. In 1960, two English medium schools were established in the capital city of Male', and in 1978, education was officially spread into outer atolls, by establishing two government schools in each atoll.

There has been an increase in the number of educational institutions in the atolls, the two atoll schools in each region predominantly run by government has ceased to have the status of the only government schools. In 2005 government took over the community schools run by the public and established free education for all from grade 1 to 7, which gradually extended up to grade 12. In spite of free education in all islands very often families sent their kids to the predominantly government established schools in the atoll for better quality education and for better facilities. Furthermore, many families decide to move to the capital city of Male' and/or send their children to Male' in order to attain the best

quality of education. Such migratory trends for the pursuit of education make student tracking more difficult.

Maldives has been trying out different models to manage education system and for its quality and delivery. The oldest system seen to be used until 2009 was cluster system to manage the school system in the outer atolls. In this method the Atoll Education Centre was established to lead the cluster. Since these schools were superior to other school in all aspects. In the areas of human resources, infra structure and other facilities they lead and assist other schools. The administration of school system saw a major change in 2009 when the government administration system changed by forming provincial administrations. The province system did not last long and it was proven to be a very expensive method too. While, the province system also proved to be an additional layer of administration in the system. The required policies was not laid out and the practice was little different.

In 2014 the school administration was changed to a zonal system. In this system the central ministry houses desks for 4 education zones of the country while, atoll coordinators were appointed from the field to assist school leaders and carry out administrative issues. The new system seems to have been working and a close monitoring and reporting has been established.

The education sector has been developing new strategies to manage the system more effectively and efficiently though the existing practices.

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## Teacher management and Professional Development Initiatives in School Sector Development Plan (2016/2023), Nepal

Nepal is at a critical stage both at the global level with moving from millennium development goals (MDGs) agenda (2000-2015) to contextualizing and adopting the sustainable development goals (SDGs) agenda, and at the national level with rollout of the federal system. Regarding the changed context and evolving socio-political order under the new constitution provides a foundation for reforming educational administration and management system, school sector development plan (SSDP) was developed through an inclusive and participatory approach covering broader policy framework to contribute to the socio-economic development and to promote social harmony and peaceful existence.

Ensuring quality and need based teacher professional development and performance based and accountable teacher management is placed as the key component of SSDP. The lesson learnt from the school sector reform plan (SSRP) is to improve the quality and efficiency of

service delivery in school education needs to be based on the strong ownership of the programme among teachers and teacher's professional organizations too. It is necessary to transform teacher management and professional development structure to accommodate the upcoming decentralization of educational system under the new federal system.

With initiated in SSDP, Major initiatives of quality education include improved teacher (re) distribution and management, teacher recruitment, teacher deployment and redeployment, teacher management and professional development, teacher performance evaluation, and strengthen training and professional development institutions using content analysis method.

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## Educational Administration and Management in Pakistan

Since 1979, the education system of Pakistan consists of three tiers i.e. elementary, secondary and tertiary. The education system consists of 267,955 institutions, 44.435 million students and 1.652 million teachers. One-third of institutions are in private sector, covering 39% of students.

According to 1973 Constitution, the development and coordination of national education policies and plans, curricula and standards were the key mandate of the Federal Ministry of Education. As a result of 18<sup>th</sup> Amendment, education has become exclusively provincial subject except in those areas which comes under the jurisdiction of federal government. Under 18<sup>th</sup> Amendment, Article 25-A was added to the Constitution which declares "free and compulsory education" a fundamental right for all children aged 5 to 16. Subsequent to 18<sup>th</sup> Amendment, provinces have major responsibilities for management and development of education in their areas. The government of Pakistan has been cognizant about the issues and problems of education since 1947 and it has a strong resolve to address these issues through various educational

policies. The federal and provincial governments have initiated various measures to enhance access to education, reduce the gender gap, improve the quality of education and governance by abolition of school fee, provision of free text books, stipend for girls students, raising the minimum qualification for recruitment of elementary and secondary teachers, recruitment of teachers on merit, professional development of teachers, setting robust monitoring system, enrolment campaign and allocation of one fourth of provincial budget for education. Despite all these initiatives, the education system is still facing myriad challenges such as low access to education, gender disparity, high illiteracy rate, low quality of education, poor governance, high dropt rate, low budgetary provision in terms of GDP and low institutional capacity of the provinces to plan and implement educational reforms.

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# Success Competency Framework of Southeast Asian School Heads: Role of SEAMEO INNOTECH

Education plays a key role in facilitating the process of building a regionally-integrated community in Southeast Asia (SEA). In fact, most of the SEA countries are undergoing educational reforms in order to keep pace with the changing demands and emerging skills requirements brought about by the rapid technological advances and increasingly interdependent communities in the Region. These changes accentuate the need for school leaders and managers to continuously develop their abilities to adapt and improve to sustainably address the new challenges, and be successful amidst ever changing and more complex school environment. In response to these challenges and opportunities, SEAMEO INNOTECH, in close collaboration with the Ministries of Education in the Region, developed a success competency framework for the Southeast Asian school heads. The framework adopted the appreciative inquiry approach capitalizing on the exemplary stories and experiences of the selected outstanding school leaders from various stakeholders, like parents, students, teachers, faculty members from teacher education institutions, MOE officials, and the school leaders themselves. The development process generated a list of the qualities and competencies that make a high performing school head in the region, and this was validated with the MOE Officials, Governing Board Members of SEAMEO INNOTECH, core specialist from the Center and selected school leaders from the 9 SEAMEO member countries.

Reflecting the contextual realities in the Region, this framework defines the success competencies of a high performing school head in Southeast Asia. The Competency Framework for Southeast Asian School Heads consists of five core competencies<sup>1</sup>:

**Strategic Thinking and Innovation** is the ability to chart the strategic direction of the school, make informed decisions, and lead change and innovation.

**Managerial Leadership** is the ability to manage school resources and systems, manage staff performance, and manage sustainable school programs and projects.

**Instructional Leadership** is the ability to lead curriculum implementation and improvement, create a learner-centered environment, supervise and evaluate teachers' performance, and deliver planned learning outcomes.

**Personal Excellence** is the ability to manage personal effectiveness, act on challenges and possibilities, and pursue continuous professional development.

**Stakeholder Engagement** is the ability to promote shared responsibility for school improvement, manage education alliances and networks, and sustain collaborative relationships with stakeholders.

The five core competencies consist of 16 general competencies, 42 enabling competencies, and 170 indicators. The indicators explain the observable behaviours expected of a high-performing school head. All these are helpful in promoting common standards of performance among school heads across Southeast Asia

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<sup>1</sup>SEAMEO INNOTECH, the Regional Center for Educational Innovation and Technology, is one of the 20 regional specialist institutions of the Southeast Asian Ministers of Education Organization (SEAMEO). It is dedicated to identifying common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these needs. The Center aids in educational development within and outside the region through its service areas: training and human resource development, research and development, knowledge management and special programs focusing on key areas of concern in the Southeast Asian education community

<sup>1</sup>Success Competencies of Southeast Asian School Heads, A Learning Guide, SEAMEO INNOTECH, 2015

# Structure, Role and Functions of Educational Administration in Sri Lanka: Status, Reforms, and Innovations

## Educational Administration

The responsibility for provision of education in Sri Lanka is shared by the central government and the provincial councils. While Central Government is responsible for formulation of national policy framework and policy guidelines, formulating the national curriculum and training, writing, publishing and distributing school text books, administration of public examinations, human resource management of education administrators and monitoring the maintenance of standards of educational institutions, teacher education, management of specified schools designated as national schools, providing free school uniforms and subsidies for school children and donor coordination

The provincial councils are responsible for establishing provincial level norms and standard of education, preparation and implementation of provincial education plans, managing the provincial schools, managing teacher cadre and implementing teacher development programmes, implementing special and non – formal education programmes and conducting regular provincial level monitoring and evaluation.

Ministry of Education (MoE) headed by a Cabinet minister is responsible for the subject of General Education. The line ministry is responsible and accountable for entire education delivery system under the Secretary of Education.

The ministry is professionally supported by the National Institute of Education (NIE) set up by Act of Parliament and mandated to carry out teacher and curriculum development. It develops teachers in pre-service mode in 10 National Colleges of Education (NCOE) located in various parts of the island. National Evaluation and

Testing Services (Department of Examination) is responsible for carrying out Assessment and evaluation of students at three levels. Namely end of primary (as a selection test for popular schools and for stipend), secondary-GCE(OL) and senior secondary-GCE(AL)/ university selection.

As per the 13<sup>th</sup> amendment of constitution nine provinces of Sri Lanka vested with powers to handle certain affairs in the respective provinces. There are Provincial Secretaries and Directors of education in each province. They are governed both by the Line ministry and provincial Ministry of Educations at Provincial Councils (PCs).

National Education Commission (NEC) is the umbrella organization which formulates the policies for the entire education of the country and directly coming under the President of the country.

## Reforms and Innovations

The MoE, in consultation with NEC, PCs, the Ministry of Finance and Planning(MFP),the Finance Commission(FC) and other education stake holders has developed the National Education Sector Development Framework and Programme(ESDFP) 2012-2016 to address the challenges facing the general education sector.

The ESDFP emphasizes the importance of promoting a high quality general education system that is relevant for the national and global economic and social needs of the country.

The overall ESDFP is organized under three themes:  
i) Promoting access to primary and secondary

education; ii) Improving the quality of education and  
iii) Strengthening governance and delivery of education services.

The new Government of Sri Lanka has established a Education Reform Committee to focus on curriculum changes, education administration and management changes, principal / teacher training and to up- grade school infrastructure facilities. Some of the reforms and innovations include decentralization of the education

administration, introducing teacher evaluation programme and school base evaluation and establishment of new teacher service

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## **Educational Administration and Management: Existing Practices and Innovation in Vietnam**

Like other countries, in Vietnam too, educational administration and management plays an important role in reaching the vision and ensuring the implementation of educational objectives. These two factors, on one hand, represent to meet the macro-policy requirements of state management of education, on the other, ensure the stable growth in the governance of individual educational institutions in the state-driven market economy. Presently, Vietnam is in the process of basic and comprehensive reform of education with the mission of fundamentally renovating the educational and training management, ensuring democracy, unity, increasing autonomy and social responsibility of the educational institutions with focus on education quality management.”<sup>1</sup> Thus, this paper emphasizes on the following issues: (1) introduction of education system of Vietnam, existing practices, state-driven administration and management of educational institutions in Vietnam and future orientation; (2) an analysis of the role of the educational management at national level in the implementation of policies and programs on school education; (3) national management system of teachers, policies, practices and innovation relating to standardization, training, recruitment, deployment, transfer, professional development and accountability, etc. as well as improving inspection and monitoring the implementation of policies and programs school education; (4) a mechanism to ensure the transparency and accountability in education administration and management in Vietnam; (5) the relevance of educational

administration and management to current educational need, existing and challenge to Government and local authority to effectively manage educational system.

Based on the above-said analysis, some solutions to enhance effectiveness of educational administration and management are: (i) reform of education and training management, ensuring democracy, unity, increasing autonomy and social responsibility of educational institutions with focus on quality management; (ii) standardization of conditions to ensure education and training quality with emphasis on management of outputs to meet the market demand of human resource; (iii) monitoring schools and educational institutions, strengthening inspection at different levels; ensuring democracy, publicly and transparency; (iv) staff development to meet the requirements of educational and training reform, developing staff development plans, standardization of teaching staff at all levels; (v) reform of educational policies and relating financial mechanism, mobilization of participation in and contribution of various sources to enhance effectiveness of investment in education and training; (vii) actively integrate and improve the efficiency of international cooperation in multilateral and bilateral to strengthen the autonomy of educational and training institutions.

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<sup>1</sup>Communist Party of Vietnam. Resolution No.29- NQ/TW ngày 4/11/2013



## News From Member Institutions ( January-June 2016)

### **International Institute for Educational Planning (IIEP)**

*Paris*

- IIEP, Xiamen University and the Chinese Higher Education Evaluation Center (HEEC) joined together to organise this year's IIEP Policy Forum on "Higher education quality and employability: How can internal quality assurance contribute?" With support from the German Academic Exchange Service (DAAD/DIES) and the Chinese Higher Education Quality Construction Fund. The event took place at China's University of Xiamen from 9 to 11 June 2016. The event brought together some 180 Chinese and international participants from 25 countries.

### **SEAMEO-INNOTECH**

*Manila, the Philippines*

- On 16-18 May 2016, SEAMEO INNOTECH conducted the first regional forum on Teacher Education Frameworks and Reforms in Southeast Asia (SEA). Representatives from teacher education institutions, professional regulation

With the significant role of technology in education and the contribution of education to the digital knowledge society, SEAMEO INNOTECH and Goethe Institut collaborated to develop a Regional Digital Learning Platform in Southeast Asia. Education ministers and high-level education officials from the 11 SEAMEO member countries convened on 27-28 April in Bandung, Indonesia for the second Strategic Dialogue for Education Ministers (SDEM).

### **Korean Educational Development Institute (KEDI)**

*Seoul, South Korea*

- Dr. Chaechun Gim, a Professor of Yeungnam University, has been appointed as the new President of Korean Educational Development Institute (KEDI) on February 1, 2016, as followed by the successfully-completed presidential term of Dr. Sun-Geun Baek.

### **National University of Educational Planning and Administration**

*New Delhi, India*

- Successfully completed first phase of 32<sup>nd</sup> International Diploma in Educational planning and administration. Twenty nine participants from 19 countries attended the programme.
- The Centre for Policy Research in Higher Education and the British Council of India jointly organised the International Seminar on Teaching-Learning and New Technologies in Higher Education from 25 to 26 February 2016. The seminar brought together educationists and policy-makers from Afghanistan, Bangladesh, Canada, Denmark, Malaysia, Nepal, Republic of Korea, Singapore, Thailand, United Kingdom, United States of America and India.
- International Seminar on "Pathways for Change: Comparative Reflections for Reforms in Public Universities and Higher Education for India" was organised by NUEPA, 4-5 March, 2016 at New Delhi

## 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](http://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](http://www.brac.net))
5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh ([www.campebd.org](http://www.campebd.org))
6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380001, Karnataka (INDIA) ([www.cmdr.co.in](http://www.cmdr.co.in))
7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka ([www.nie.lk](http://www.nie.lk))
8. Institute 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](http://www.iiep.unesco.org))
10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, ([www.kedi.re.kr](http://www.kedi.re.kr))
11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh ([www.naem.gov.bd](http://www.naem.gov.bd))
12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal ([www.nced.gov.np](http://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](http://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](http://www.nuepa.org))
15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, ([www.cerid.org](http://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](http://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](http://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>)
21. Vietnam Institute of Educational Sciences ( VNIES) 101 Tran Hung Dao,- Hoan Kiem, Hanoi, Vietnam ([www.vnrw.vnies.edu.vn](http://www.vnrw.vnies.edu.vn))

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