Dropout Problem in School Education

The current issue of the newsletter focuses on 'Dropout Problem in School Education'. This issue includes articles written in the above context by various experts and researchers from different member-institutions such as China, India, Pakistan and South Korea. Apart from these articles, the issue also includes a section of important news and events in the context of these member-institutions.

The first article in the current issue, is an overview of how China managed to alleviate the issue of dropout that occurs due to poverty and other related factors. However, major changes have taken place in poverty alleviation and compulsory education. Financial aid for students has grown rapidly consecutively for more than a decade. In addition, various levels of education have been subsidised for millions of students.

The second article takes a broad view at the issue of dropout in school education in India. It is noted that developmental efforts during the past two decades, with a focus on children's access to basic education in India, has led to the enrolment of more children in schools. However, the authors add that many of these students fail to complete the full cycle of basic education, due to various reasons like familial, social as well as school related issues. Thus, the authors note that reducing dropouts is key to improving the educational situation at all levels of education in the country.

The subsequent article has also focussed on the dropout issue in India, but with a special focus on the effect of Covid-19 pandemic on this larger issue. The author notes that apart from digital divide, there were also widespread instances of parents losing jobs, lack of alternative income sources, difficulty in accessing remote learning, frequent power-cut issues and the challenge of adjusting to virtual modes of learning, etc. that led to a lot of children dropping out of schools especially at the secondary stages.

The fourth article is in the context of Pakistan. The author observes that the rate of dropout in Pakistan is rather high in comparison to that of other developing countries. The state has been trying to reduce this as well as improve retention rate through various initiatives. Multi-pronged strategies have also been implemented in the form of income support and cash transfer programmes offered to poor households thus motivating them to enroll and retain their children in schools.

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

The last article in the current issue looks at the South Korean experience in terms of tackling the issue of school dropout and ensuring retention. The author underlines that school dropout is not something that affects the particular individual. In addition to hindering the individual's academic growth, it also entails larger costs for the nation, in terms of loss of human resources and increased crime rates. It is in this light, that the South Korean government has been taking initiatives across the nation to establish an inclusive education system that does not leave any student behind.

The articles included in the current issue have mapped the issue at hand on a broad level – in terms of its causes and effect – as well as within the specific context of their respective countries. Several initiatives and policies have been utilised by each country to alleviate this issue. While some have proven rather successful, in certain cases there is much more to do. This juxtaposition would therefore prove hugely beneficial for the countries that are still facing challenges in moving towards finding a solution for this issue. It has, however, been observed that despite the plethora of challenges in this regard, including the Covid-19 pandemic, all these countries have been working towards eliminating the issue of dropouts in school education.

Madhumita Bandyopadhyay
Editor, ANTRIEP Newsletter

Dropout Problem in School Education in China

According to statistics, by September 2020, the number of students who had dropped out of compulsory education had plunged from about 600,000 last year to 2,419 almost all of whom have returned to schools. At the same time, we have basically achieved full coverage of financial aid, and primarily eliminated school dropouts that occur due to poverty.

To ensure compulsory education, we must first ensure that students have access to education. China's education authorities have set up a ledger for every student who dropped out of school, working on a case-by-case basis, and have now basically brought them back to school. By 2019, China's net primary school enrollment rate had reached 99.94 per cent, and its gross junior high school enrollment rate had touched 102.6 per cent.

For students from poor families, China has rolled out full financial aid coverage. During the compulsory education period, China has implemented "two exemptions and one subsidy", exempting all students from tuition and miscellaneous fees, providing free textbooks, and providing living subsidies to students from poor families. At the same time, China has implemented a nutrition improvement plan, and every year about 40 million rural children receive nutritional meal subsidies, covering all poverty-stricken counties at the national level.

At present, China has established a student aid system covering both urban and rural areas, from preschool education to higher education. Statistics show that in 2019, China subsidised 10.597079 million students in preschool education, compulsory education, secondary vocational schools, regular senior high schools and institutions of higher learning - i.e. an increase of 8.05 per cent. The total funding reached 212.6 billion Yuan, up by 4.07 per cent. Student financial aid has grown rapidly for 13 consecutive years. In addition, nutritional meal subsidies benefited 40.6082 million students in 2019, with 29.028 billion Yuan invested.

Thanks to the efforts of various sectors, major changes have taken place in poverty alleviation and compulsory education. From 2013 to 2019, 221 million square metres of school space was built, renovated or expanded in poor areas, and 309,600 primary schools and teaching centres basically met the required conditions. In the past few years, the phenomenon of over-crowded classrooms was a serious concern. At present, the number of classes with more than 56 pupils has dropped to 3.98 per cent, and the number of large classes with more than 66 people has been basically eliminated. In order to strengthen the teacher base, China launched a government-funded training programme for university students. Every year, about 45,000 graduates teach in rural schools. The "special post plan" was implemented to recruit 950,000 teachers, covering 30,000 schools in about 1,000 counties nationwide. For in-service teachers, the state has a teacher training plan, and every year the central finance allocates about 2 billion Yuan to train primary and secondary school teachers.

In the field of vocational education, China has implemented an action plan for East-West cooperation in vocational education, with vocational education groups from the eastern part helping the western part. Students from less-developed or poverty-stricken areas will also be encouraged to receive quality vocational education in eastern China, and they will be encouraged to work locally after completing vocational education, so as to achieve the goal of "one person in employment, one family out of poverty".

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Dropout Problems in School Education in India

A dropout is an "ever enrolled person" who did not complete the last level of education for which he or she enrolled and is no longer enrolled in any educational institution. For the past two decades, in India, children's access to basic education has been the major focus of national and international education development efforts. However, though more children enroll in school, many of them fail to complete the full cycle of basic education due to various family related as well as school related reasons. School dropout has, therefore, been recognised as one of the major educational challenges across the globe, including in India. Dropouts at the school level is a matter of concern in India as well, even as the country is moving towards ensuring 'Education for all' with the Right to Education Act 2009. Therefore, reducing the rate of dropout is key to improving the educational situation at all levels of education. Many studies have thus mentioned dropout as a process, not a sudden event. Arresting the dropout rate has been an important objective of all national and state education policies, undertaken during the post-independence period. While Kothari Commission 1964-66 and NPE 1968 have both envisaged controlling dropouts, the subsequent National Education Policy 2020 has several policies in effect for preventing school dropouts.

The latest annual report of the Unified District Information System for Education Plus (UDISE+), published in 2020-21, has mentioned dropout rate for secondary level education to 14.04 per cent, for upper primary level education to 2.27 per cent and for primary level education to 0.76 per cent. Besides, there has also been a rise in school dropout rates of girl students, and students from Scheduled Tribes in India which pose an alarming situation as per a report by UNICEF. With the current situation, we might be risking a lost generation of children who may never return to school. This is indeed a matter of grave concern.

School staffs, both administrators and teachers, can have a profound effect on a student's learning and enjoyment. Community members who are part of school support groups can encourage children to continue in school. A child's schooling is influenced by several factors such as household factors, socio-economic factors and in-school factors. Though there have been improvements in the status of schooling during the last decade, there are many areas in the country where significant sections of children do not go to school.

The reasons for dropping out of schools differ, are unique for individual students. Some students drop out of school due to personal reasons, while others are forced to do so due to a variety of school related factors. There may be multiple reasons that cause school dropout of many students. Research demonstrates that dropping out of school is the result of a combination of factors like gender, work obligations, low achievement, family poverty, living far from the school, etc. These factors operate across multiple domains that include individual, family, school and community. Financial constraints, insecurity of child, peer group and school environment, disputes within the family, poor academic performance, infrastructure facilities in the school, bad teaching quality, sickness of child, re-admission issue (due to transfer or migration), taking care of siblings, unwillingness of parents, lack of interest in studies, long absenteeism, child labour and delinquency are the main reasons for dropout from school education in India. Lack of academic success is also one of the important reasons for dropout.

Students who more often get low grades, fail in exams and repeat grades are more likely to leave school prior to graduation. Students having trouble meeting the academic demands of the school tend to leave rather than continue in the face of the frustration of failing

to achieve good grades. The lack of opportunities for success can be viewed as an imbalance between the academic demands of the school, and the resources students must have, to meet those demands. The failure of students to find positive social relationships in schools and the lack of a climate of caring and support also appear to be related to increased rates of dropping out. Positive relationships between teachers and students, among students themselves, and a climate of shared purpose and concern have been cited as key elements in schools that hold students until graduation. Dropping out, in turn, may lead to increases in child marriages, domestic violence, early pregnancies, and a plethora of other issues.

In addition to issues of access to academic success and social acceptance within schools, in some contexts, there is an issue of the availability of schooling facility. This is a crucial issue as secondary schooling is not widely available.

There is always a need to spread awareness to minimise and, if possible, eliminate incidences of school dropouts. Besides, governments should devise ways and means to make people aware of the value of education in the life of children. Since child labour is still being practised in certain areas, there is a need for the government to assess the implementation of the policies that are meant to prevent child labour. Government should take multi-pronged strategies in addition to providing free education to children and bring them back to the fold of formal education in schools. Efforts must also be made for making children comfortable in schools and also for providing quality education ensuring their effective learning on the one hand, and successful completion of schooling, on the other.

From the above discussion, it is understandable that dropout is an important issue with regards to the schooling of children. Although the Government of India has taken several initiatives to prevent dropouts, there is still a long way to cover for ensuring the successful completion of schooling for many children, most of whom are from socio-economically disadvantaged groups, including girls. The reasons for school dropouts are numerous as mentioned earlier and therefore, multi-pronged strategies are needed for providing equitable access to quality education and also for preventing the dropout of children.

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School Dropouts: Causes, Concerns, Challenges and the Role of School Leadership

After multiple re-openings and closures, schools have finally resumed offline functioning in the post Covid situation. But how far have the students resumed schooling is yet to be explored. The closure of schools in the past two years has caused massive disruptions in the education of crores of school children. UNICEF reports that at the peak of the pandemic, around 24.7 crore school children were affected due to the closure, many of whom have not returned to schools. Apart from digital divide, parents losing jobs, grave livelihood and health concerns, difficulty in accessing remote learning, frequent power cut issues, and the challenge of adjusting to virtual modes of learning are amongst the other factors that led to a lot of children dropping out of schools, especially at the secondary stages. This resulted in a risk of a "lost generation of children" who will never return to school; the impact being worse on female students. Covid-induced school closures only exacerbated the already high dropout rates, especially at the secondary stage.

Moreover, while schools have resumed offline functioning, teaching-learning still continues to be majorly digital which now has become a 'new normal'. Many private schools, in fact, have asked parents to buy laptops for their kids, and have shifted to technology-enabled learning even within the physical settings of classrooms. Technology has seeped deep into the educational economy. The optimist in me cannot thank the teachers and educators enough for quickly learning and updating their techno-pedagogical skills and reaching the doorsteps of millions of children during the lockdown. However, the critic in me is looking at the neo-liberal angle that has added to existing divides and created another class; 'the technologically deprived' only adding up to the number of causes for school dropouts.

One out of every five children in the world is from India. With such a huge child population, the dropout issue in India is of particular importance and interest. While, as a nation, we have made significant progress over the past decade in increasing access to elementary education, reaching an almost 100 per cent enrolment of school-age children, it is important to retain them through the entire school cycle. On one hand, the Right of Children to Free and Compulsory Education Act 2009 ensures that the norms, standards and conditions essential to accessible, quality elementary education are in place; on the other, the New Education Policy (2020) restructures the entire school education to include pre-primary education and redefines the school age to 3 to 18 years age group. Thus, ensuring retention and completion of the entire school cycle, including the secondary stage is very important. The 2020-21 report by Unified District Information System for Education Plus (UDISE+) revealed that the annual dropout rate at the primary level is 0.8 per cent, at the upper primary level, it is 1.9 per cent while at the secondary school level it is 14.6 per cent. This picture becomes disturbing when we start examining the disaggregated data at the state and district levels with alarming dropout rates in some of the states that exceed the national average. The dropout rate in 2020-21 at the secondary level in Tripura is 26 per cent, Bihar 21.4 per cent, Gujarat 23.3 per cent, Madhya Pradesh 23.8 per cent, Odisha 16.04 per cent, and 16.6 per cent in both Jharkhand and Karnataka. In West Bengal, the dropout rate at the secondary school level is more than 15 per cent in 10 districts. In 2020-21, in Assam, 19 districts at the secondary level registered a dropout rate of more than 30 per cent. In Nagaland, this rate was more than 30 per cent in eight districts. In Uttar Pradesh, at the secondary level, 12.5 per cent students dropped out in 2020-21 (11.9 per cent for boys and 13.2 per cent for girls). The estimated number of children with special needs (CWSNs) enrolled in schools in Delhi during the 2020-2021 was 61,051, of which, 67.5 per cent dropped out or could not be identified. Thus state-wise, district-wise

or category-wise like gender, caste, CWSN and others further show a very grave picture and indeed a matter of severe concern and excessive wastage in the education system. Not only do many students leave school without acquiring basic skills, but their premature departure represents a significant waste of scarce education resources. A recent survey by the United Nations Children's Fund (UNICEF) states that 33 per cent of girls drop out of school due to domestic work, and 25 per cent due to marriage. According to the UNICEF, it was also found that after leaving school, children in many places started working as labourers with their families or cleaning people's houses.

Every year, a large number of students drop out of schools worldwide. This not only hinders their economic and social well-being but also poses threat to the health and life expectancy rates of the nation. It is critical that we work towards transitioning all children back into learning. In NEP 2020, the government targets for curbing the school dropout and achievement of 100 per cent Gross Enrolment Rate (GER) from pre-school to secondary stage by 2030. Different state governments and international organisations like UNICEF are supporting the back-to-school campaigns, awareness and outreach initiatives and learning recovery programmes at schools and in the communities. However, bringing children back to school alone is not enough, a focus on strong remedial learning initiatives is also required to ensure retention and continuity of learning.

The National Family Health Survey (NFHS-5), conducted in 2019-21, reports that one of the most commonly cited reasons (21.4 per cent girls and 35.7 per cent boys) for dropping out of school amongst children between the age group of 6-17 years was "not interested in studies". Indeed, this was the main reason found for children abandoning their education as against the often-perceived factors like cost and access to education. Due to lack of proper educated role models in the vicinity, many children also believed that they were destined to work like their parents, and education could not do them any good, thus showed lack of interest in studies and left schools at the primary stage itself for economic opportunities. The other key contributing factors for discontinuing education are help in domestic work (30.2 per cent girls cited it), poor economic conditions (36.9 per cent boys cited it). In the rural settings, the safety of girls was also cited by parents as one of the major causes, and with the attainment of puberty, the sanitary problems and the societal stigma also forces girls to stay back at home. Being considered to be a liability, a large number of girls are forced to stay back at home or forced to get married at an early age. In some other cases, hostile conditions at the school, especially for the marginalised sections of the population, have also been quoted as reasons for dropping out of school.

While policy interventions are irreplaceable, it is the joint efforts at all levels - right from the school and community to those at the systemic levels - that can reverse the vicious cycle of school dropouts. At this stage, it would be significant to share some of the leadership practices initiated at the school levels by teachers, school heads and principals to improve retention and reduce school dropouts. These are as follows:.

Seasonal absenteeism has been a common practice in several parts of the country, especially in areas where seasonal crops demand engagement of children as child labours; for example, plucking of the cotton flowers or tea leaves where the height of the plant favours children. This long-term absenteeism leads to poor learning and subsequently performance resulting into dropouts. The school heads in one of the government senior secondary schools in the district of Kangra, Himachal Pradesh engaged parents actively in the teaching-learning process, thereby making the curriculum and learning close to the child's lived experiences. The school heads also shared with the parents the school's efforts in giving remedial classes and improving learning outcomes which sensitised the parents towards the school's efforts

and also their role as parents ultimately contributing towards the learning and completion of the entire school cycle. Thus, the engagement of community in school processes could be one of the significant factors in improving retention.

The NEP 2020 mentions the efficient and sufficient infrastructural provisions as also setting up of alternative and innovative education centres for children of migrant labourers. Some of the states like Gujarat had also initiated the issue of transfer vouchers which the students can carry with themselves in case of migration to another district or state and continue education in the same grade. However, proper implementation and follow-up of such schemes is very important and it is the leadership at the school, block and district levels that could raise issues in case of failure to implement or scaffold in case of challenges in its implementation.

Developing a school vigilance team that collects grade-wise data of regular absentees, poor performers, and identifies students who are at risk of dropping out of school would be an important step in the right direction. Designing an early warning system that could inform teachers, create dialogue with parents and community for stopping dropout could also be a way forward. Further, school heads could address the language and other learning issues and encourage teachers to use innovative teaching methods to spark students' interest in learning. A primary school teacher in a government primary school in Navsari district of Gujarat used his personal laptop to impart computer literacy to children and shared with them stories of great personalities of the world, their struggles and hardships, and their achievements and perseverance thus, inspiring them to work hard. The school now has its personal you-tube channel where children give their performance, anchor shows and are excited about being at school and studying. Thus, active engagement and inspiration can build aspirations and lead to effective results.

Education enables a person to climb out of intergenerational poverty. It cultivates cultural values and beliefs in the child. This also means that schools have the potential to become the unit of change in any society. If efforts are made to understand why poor performers are losing interest and what can be done to restore their interest in studies, right at the school level, it could contribute towards curbing school dropout significantly. Only a whole-school approach to learning, wherein involvement of all stakeholders - right from the child to the parent, the community, the PRI, the teachers and school leaders - is ensured, can improve the learning crisis.

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The next two issues of the ANTRIEP Newsletter (January-June 2022 and July-December 2022) will focus on the themes: **'Education of Socially Disadvantaged Children'** and **'Education of Children with Special needs'** respectively.

Dropout Problem in School Education in Pakistan

The term dropout is used for those children who got enrolled in a school but left the school before completion of a certain level of education, due to any reason. For example, a student gets admission in Class I but before completion of primary education if s/he leaves the school in Class III or IV, they may be considered as dropout. The dropout rate from school education adversely affects the socio-economic growth of the country. The dropout rate in Pakistan strikes at 33 per cent which seems to be higher than other developing countries. Together with 22.8 million out-of-school children, it has worsened the literacy status particularly in less privileged areas and major cities in general. The dropout problem is adhered to many factors occurring at the school, family, community and student levels. These factors can be categorised as socio-economic background of the parents, geographical conditions of the region, harsh behaviour of teachers, corporal punishments, overcrowded classes (particularly at the primary level), parental illiteracy, early child marriage, unawareness of importance of education, lack of monitoring, non-availability of learning material and provision of basic facilities in schools. All these factors contribute towards high dropout rate in general and primary education particularly, thereby resulting in a stagnated literacy rate, which could not be improved.

The Government of Pakistan tried to reduce dropout rate through various policy interventions. Being the signatory of Sustainable Development Goals (SDGs), the Government of Pakistan tried to improve retention rate at the primary level through several initiatives such as national curricula revision, production and provision of free and quality textbooks, stipend to female students and placement of graduate teachers in schools. Besides, multi-pronged strategies were also implemented in the form of income support, and cash transfer programmes offered to poor households motivating them to enroll and retain their children in schools. Regardless of many policy interventions, Pakistan has barely been able to achieve Universal Primary Education which is further exacerbated with its obligatory role of delivering quality education as per the clause 4 of SDGs. Subsequently, access, equity and quality of education were given due attention in all National Education Policies and Development Plans. Although these approaches have resulted in improved enrolments, they have been unable to fully control the school dropouts.

Progressing towards complete achievement of SDG 4 by 2030 is only possible through universal access to quality education and retention of 100 per cent children aged 5-16 years. Pakistan needs to amend existing schooling scenario and make new cardinal arrangements on a broader spectrum to eradicate dropout problem in school education. These developments may include improved school infrastructure, provision of physical facilities, boarding and transport, incentivising primary education for the poor, modifying curricula, evolving vigorous monitoring and evaluation system, extending innovative teacher-training programmes and eliminating political interference.

Apart from these foremost steps, close coordination amongst all the key stakeholders, including parents, communities, schools, NGOs/philanthropists and private sector is the utmost requirement for bringing more enlightened perspectives in school education e.g. non-formal, inclusive, technical and vocational education programmes.

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Current Status of School Dropout and Countermeasures in Korea

School dropouts in Korea refer to students who leave school before completing their studies due to various reasons such as suspension (due to illness, long-term absence, unexcused study abroad, etc.), exemption (due to illness, leave for abroad, etc.) for elementary and middle school (compulsory education) students, and voluntary withdrawal (due to illness, housework, maladjustment, leave for abroad, etc.), expulsion (demeanour), dismissal, suspension, and exemption for high school (non-compulsory education) students.

The Korean Educational Statistics Service (KESS) of the Korean Educational Development Institute (KEDI) reported that elementary and middle schools have maintained dropout rates of 1 per cent or less and high schools of 2 per cent or less since 2010. In addition, the overall dropout rate in 2020 was estimated at 0.6 per cent (0.4 per cent for elementary school, 0.5 per cent for middle school and 1.1 per cent for high school). School dropout not only hinders individual academic growth but also entails social costs from a national perspective such as the loss of human resources and increased crime rates. Therefore, the government has been taking nationwide action to establish an inclusive education system that does not leave any student behind. Policy measures to prevent students from dropping out of school and support those who have already left the education system are being implemented. Following are some of the best examples of Korea's national efforts to prevent school dropouts.

First, the government allows a certain period (1-7 weeks) for students to have a thorough consideration of dropping out while implementing the "Mandatory Delay before School Dropout" policy to help them continue attending school. Second, the government has developed and is implementing an educational programme called "Ggumjirak (which means dream, wisdom, and joy)" made up of topics aimed at preventing school dropout on a national scale. Third, the government runs "Schools with Intensive Support for School Dropout Prevention" where more budget is allocated to schools with higher dropout rates to support preventative programmes, and "In-school Alternative Classes" which help at-risk dropouts to adjust to school life. For dropped-out students, if they have left elementary or middle school that are compulsory education, online and offline programmes are provided to help them continue to learn outside of school. In addition, the government recognises out-of-school learning experiences to encourage them attain academic background for primary and lower secondary education (compulsory education). Also, under the Act on Supporting Out-of-School Youth legislated in 2014, once the students become out-of-school adolescents after leaving the education system, relevant information is sent to out-of-school youth support centres in the region, where the adolescents are provided with a variety of programmes they need, from counselling to education, job tryout, job search and guide for independence. With a variety of policy measures in place, Korea strives to prevent school dropouts and help those who have left school. As a result, Korea records a significantly low dropout rate among OECD countries, and more dropouts are returning to school and entering the job market.

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News from ANTRIEP Member Institutions
(July-December 2021)

Australian Council for Educational Research (ACER)
Australia

- ACER joined 'The Smith Family's long-term educational scholarship programme' that aims to improve learning for disadvantaged students.

- ACER and Australian Government's Department of Foreign Affairs and Trade (DFAT) committed to the third phase of GEM Centre partnership to support the monitoring and improvement of education worldwide.

- ACER Research Director Dr. Dan Cloney has been appointed to a newly created panel to advise the Australian Government on delivering the best possible preschool outcomes for children and families.

- ACER's Annual Research Conference took place online with the theme 'ensuring excellent progress for every student' in 20 sessions during August 2021.

- An Australian Journal of Education (AJE) special edition on learning progressions from around the world came out online in November 2021.

Bangladesh Rural Advancement Committee (BRAC)
Bangladesh

- STITCH for RMG, a pilot project undertaken by BRAC Social Innovation Lab, H&M Foundation and The Asia Foundation, has launched the international virtual competition to find solutions for safeguarding the women in RMG in Bangladesh.

- BRAC's Gender Justice and Diversity (GJD) programme organised an advocacy dialogue on "Role of Technology in Combating Child Marriage and Child Labour" on 11 October, 2021 at BRAC Centre on the occasion of International Day of the Child.

- A national-level exchange-of-view event titled "Changing Perspectives of Youths regarding Vocational Education in Bangladesh" was organised by BRAC on 9 September, 2021.

- BRAC launched its first Mental Health Strategy at a virtual event organised on 25 August, 2021 in the presence of government and non-government agencies.

- A virtual roundtable on "Health Insurance for RMG Workers in Bangladesh: Designing Policy and Management Structure" was held on 18 August, 2021.

- BRAC Institute of Governance and Development (BIGD) and BRAC's skills development programme (SDP) hosted a webinar titled 'Building a Resilient Ecosystem for Women in the Skills Sector: Challenges and Prospects' on 11 July, 2021 to celebrate World Youth Skills Day.

Campaign for Popular Education (CAMPE)
Bangladesh

- CAMPE virtually organised the 24th Annual General Meeting on 23 October, 2021.

- CAMPE organised the 1st Episode of "Shikkha Shonglap" on Prospects and Challenges of Distance Learning during COVID-19 on 27 October, 2020 for emphasising on protecting right to education, addressing trauma and continuity of education through distance learning.

International Institute for Educational Planning (IIEP)

Paris, France

- IIEP organised a Policy Forum on Open Government in Education: Learning from Experience during 16-18 November, 2021.

- IIEP and Education Development Trust jointly conducted a research study on Teacher Management in Refugee Settings to discover the ways to support young refugees in their education.

- An interactive virtual event was organised from 3-5 November, 2021 to discuss the role of information systems in promoting more equitable and just societies through education.

- IIEP-UNESCO adapted a tailored-made blended learning programme for Tunisian universities on internal quality assurance (IQA).

- IIEP-UNESCO organised International Policy Forum from 6-8 July, 2021 to discuss the effectiveness of FLPs in a series of panels and parallel workshops.

National Institute of Educational Planning and Administration (NIEPA)

New Delhi, India

- Organised a workshop on Girls' Education in Aspirational Districts and Blocks in India from the Perspective of New Education Policy 2020, from 22-26 November 2021.

- Organised a webinar on Equity and Inclusion in School Education in NEP 2020 on 18 August, 2021.

- Organised a workshop in 'Implementation of the scheme of National Awards for Innovation and Good Practices in Educational Administration, Evaluation of application' on 25-27 October, 2021.

- Organised an Online workshop on 'Leadership Development for improving students learning outcomes in Government schools' on 26-29 October, 2021.

- NIEPA organised Consultative workshop with Block Resource Coordination/Cluster Resource Coordination for academic leadership on 07-10 December, 2021.

- NIEPA organised workshop on 'Gender and Leadership' on 14-17 December, 2021.

- NIEPA announced Post-Graduate Diploma course in Educational Planning and Administration (PGDEPA) for 2021-22.

- NIEPA organised a Training Programme on "Methodology of Formulating Outcome Based District School Education Plan under Samagra Shiksha in Himachal Pradesh" on 22-26 November 2021, Dharamshala, Himachal Pradesh.

- Organised an Orientation Workshop on "Functioning of Local Authority and Autonomous District Councils under Sixth Schedule of the Constitution in Management of Elementary Education in the North Eastern States" on 22-24 September 2021.

- NIEPA organised an Instrument Development Meeting on National Research Project "College Readiness and Student Success in Higher Education in India" on 7 December 2021.

- NIEPA organised a programme on "Developing Critical Thinking as a Prime Purpose of Education" in collaboration with CIET - NCERT on 7 October, 2021.

National Council of Educational Research and Training (NCERT)
India

- NCERT has announced its online course on Action Research in Educational Technology in July 2021. The course aims to help teachers address their educational problems.

- CIET - NCERT has organised a 5 days online workshop on "Use and Integration of Technology: Implementation of the Vision of NEP - 2020" from 9th August 2021 to 13th August 2021.

- NCERT organised a webinar for children of 14-18 years of (age children studying in classes 9-12th) in 'Relevance of India's Educational Heritage in modern times' in September 2021.

- NCERT and Tech Avant-Garde, Microsoft's Education Global Training Partner, have signed an agreement to join hands to strengthen digital transformation skills in school education in September 2021.

- NCERT has announced the launch of a new Diploma Course in Guidance and Counselling in October 2021. The course will be for a period of one year.

- Education ministry launched 'Bhasha Sangam' initiative developed by National Council of Educational Research and Training (NCERT) under the 'Ek Bharat Shrestha Bharat' mission in November 2021.

- NCERT-RIE, Bhubaneswar organised an online programme on "Capacity Building of teachers Training in Madrasas for Enhancement of Quality Education" on 13-17 December 2021.

- NCERT-RIE, Mysuru organised an online programme on "Effective usage of Teaching Learning Materials (TLM) for Science" on 29 November - 3 December 2021.

- NCERT-CIET organised an online programme on "Artificial Intelligence for Education" on 20-24 September 2021.

- NCERT launched the "National Initiative for school Heads' and Teachers' Holistic Advancement (NISHTHA) 2.0 for secondary stage teachers and NISHTHA 3.0 for primary teachers" on 29 July 2021.

Institut Aminuddin Baki (IAB)
Malaysia

- IAB organised a webinar entitled 'Empowering Educational Organisations through Coaching Practices' on 13 December, 2021 to share the coaching knowledge and its culture in organisations and challenges faced by education leaders and system leaders.

- IAB conducted a webinar for middle leaders facing the challenges of educational management and leadership on 8 December, 2021.

- A seminar entitled 'Instructional Guidance towards Quality School Management' was held on 25 November, 2021.

- Closing ceremony of the National Professional Qualification for Educational Leaders (NPQEL) Programme for the year 2021 was held on 18 November, 2021.

- A Colloquium for Outstanding Leaders of Educational Institutions was organised during 25-28 October, 2021 to share best practices that they have implemented in their respective organisations.

- A Digital Education Colloquium 2021 with the theme of 'Cultivating Insightful Digital Education in the Education Ecosystem' was organised during 23-26 August, 2021 at IAB.

The Aga Khan Education Service (AKES)
Pakistan

- Aga Khan Education Services has been recognized by the Federal Education Minister for providing quality education in remote areas of northern Pakistan.

- Four young inventors from the Sultan Mahomed Shah (SMS) Aga Khan School in Karachi received a special mention in an international science competition for designing and building a rotatable golf club.

The Aga Khan University (AKU)
Pakistan

- The Aga Khan University (AKU) has donated 300 academic books to three institutions based in Kenya.

- The Aga Khan University's Institute for Human Development, has launched a virtual Early Childhood Development Workforce Hub to advance the wellbeing of children and families around the world

- AKU's Centre for Innovation in Medical Education in Pakistan has become the first simulation center in South Asia to receive full 5-year accreditation in the discipline of teaching and education from the Society for Simulation in Healthcare.

SEAMEO INNOTECH
Philippines

- SEAMEO INNOTECH participated as a resource speaker in The Head Foundation's Webinar series on 'Bridging the Gaps in Remote Learning'.

- SEAMEO INNOTECH and DepED Bureau of Curriculum Development (BCD) jointly developed the explainer video on Senior High School Tracks and Strands to support the Career Guidance Programme of the Philippine Department of Education.

- SEAMEO INNOTECH conducted its virtual graduation ceremonies to commemorate the success of the Flexible Learners in Region II.

- SEAMEO INNOTECH offered Health Management Excellence online course to school health frontliners to build the capacity building among them in managing and implementing school-based health programmes.

Korean Educational Development Institute (KEDI)
South Korea

- KEDI produced video lectures on education statistics and indicators on 21 December, 2021.

- A Panoramic View of Korean Education was released in December 2021.

- KEDI Journal of Educational Policy Vol. 18 No. 2 was published in December 2021.

- KEDI organised a Workshop for Master Students from KOICA-KNUE Master's Degree Programme in Global Education Leadership in November 2021.

- UNESCO-KEDI Asia-Pacific Regional Policy Seminar was organised during October 2021.

- The International Conference on Education Statistics was held on 26-27 August, 2021 with Production and Development of Good Quality Education Statistics and Indicators.

Vietnam Institute of Educational Sciences (VNIES)
Vietnam

- The Vietnam Institute of Educational Sciences (VNIES) and the Lego Vietnam Company discussed a plan to cooperate in developing Robotics and STEAM education programs in general education institutions of Vietnam.

- VNIES in collaboration with Vietnet-ICT and Facebook organized the workshop "Promoting digital skills for students in the context of international integration" to announce, share, discuss theoretical and practical research results towards promoting, raising awareness, equipping necessary digital skills, preparing students for confident international integration on 24th September 2021.

- VNIES held a signing ceremony of a memorandum of understanding on strategic cooperation with KDI Education Joint Stock Company to develop STEM education ecosystem on 1st October 2021.

- VNIES organized a seminar "Educating cultural values for Vietnamese high school students - Identity and Integration" in the form of live and online combination on 5th October 2021. The workshop created a forum to share theoretical and practical contents related to the issue of defining cultural value systems and educating cultural values for Vietnamese high school students in the new period.

- VNIES and the Education Evaluation Research Board held a workshop on "Measuring and evaluating education for Sustainable Development" on 28th October 2021.

- VNIES in collaboration with the international organization NISSEM organized an international conference "Teaching and Learning Transformational Competency in Education" International Conference on Learning Transversal Competencies in ASEAN Countries and their Neighbors on 2nd December 2021.

ANTRIEP Member Institutions

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

2. 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-12070, Indonesia. (www.kemdikbud.go.id)

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

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

5. Centre for Multi-Disciplinary Development Research (CMDR), R.S. No. 9A2, Plot No. 82, Dr. B. R. Ambedkar Nagar, Near Yalakki Shetter Colony, Lakamanahalli, Dharwad-580004 KARNATAKA, India (www.cmdr.ac.in)

6. National Institute of Education (NIE), P.O. Box 21, High Level Road, Maharagama, Sri Lanka (www.nie.lk)

7. Institut Aminuddin Baki (National Institute of Educational Management and Leadership), Malaysia Education Ministry, Value Education Complex 71760 Bandar Enstek, Negeri Sembilan, MALAYSIA (http://iab.moe.edu.my)

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

9. Korean Educational Development Institute (KEDI), 7, Gyohak-ro, Deoksan-eup, Jincheon-gun, Chungcheongbuk-do, South Korea (www.kedi.re.kr)

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

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

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

13. National Institute of Education (NIE), 80, Preah Nordom Blvd, Phnom Penh-120207, Cambodia (www.nie.edu.kh)

14. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.niepa.ac.in)

15. Pakistan Institute of Education, Ministry of Federal Education and Professional Training, Taleemi Chowk, G-8/1, ISLAMABAD-44000, PAKISTAN (http:/aepam.edu.pk)

16. Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, G.P.O. Box 2161, Balkhu, KATHMANDU, Nepal (www.cerid.org)

17. Institute of Human Resource Development (SIHRD), Shanghai Academy of Educational Sciences 21 Chaling Road, SHANGHAI, P.R.C.-200032, China

18. 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)

19. State Institute of Educational Management & Training (SIEMAT), 25, Sir P.C. Banerjee Road, Allenganj, Prayagraj-211002, ALLAHABAD, Uttar Pradesh, India (www.siematup.org)

20. The Aga Khan Education Service, Pakistan (AKES,P) 1-5/ B-VII, Federal B Area, Karimabad, Karachi – 75950, PAKISTAN (www.akdn.org/akes)

21. The Aga Khan University - Institute for Educational Development, (AKU-IED), 1-5/B-VII, Federal B. Area Karimabad, KARACHI-75950, Pakistan (http://www.aku.edu/iedpk)

22. Vietnam Institute of Educational Sciences (VNIES), Centre for Higher and Vocational Education Studies 101, Tran Hung Dao Hoan Kiem HANOI CITY, Vietnam (www.vnrw.vnies.edu.in)