

NEWSLETTER ANTRIEP

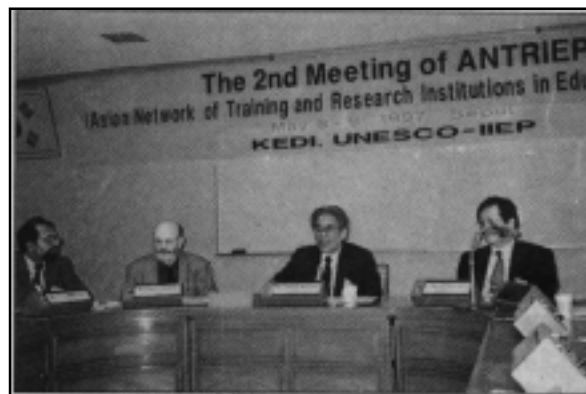
VOL. 2 NO. 1, January - June 1997

Bi-annual

Second ANTRIEP Annual Meeting

The Second Annual Meeting of the ANTRIEP was held at KEDI, Seoul, Korea from 8th to 9th May, 1997. The meeting started with an inaugural address by Professor Kuldeep Mathur, Director, NIEPA and outgoing Chairman of the Network. It was followed by an address by the incoming chairman Dr. Don-Hee Lee, President of KEDI. Mr. G. Carron, Senior Programme Co-ordinator of the IIEP, made a short statement on behalf of the IIEP. All the three speakers stressed the progress made by ANTRIEP since its inception in December 1995 and commented upon the challenges the Network might face in future. Professor Kuldeep Mathur felt that the Network has reached a stage where it has to discuss more seriously about the possibilities of initiating future activities in a more self-directed and bilateral fashion. Dr. Lee elaborated on the possibilities of the Network mustering institutional strength to promote educational research and training.

Mr. Carron emphasised on the need for promoting Network activities and elaborated on the efforts by IIEP on the promotion of ANTRIEP. Dr. N.V. Varghese then presented the report on the ANTRIEP activities on behalf of NIEPA, the Focal Point. On the second day the member institutions made their presentations on their research and training activities in the area of teacher supervision and support. Further discussions centered around the issue of how to consolidate and expand the Network, details of which are given in the Resume of Discussions'.



*A View of Inaugural Session :
L to R : Dr. N. V. Varghese, Mr. G. Carron,
Professor Kuldeep Mathur and
Dr. Don-Hee Lee*

The meeting ended with concluding observations by Dr. Lee and a formal vote of thanks proposed by Dr. Varghese. The issue of the Newsletter focuses on the deliberations of the Second Annual Meeting.

Editor

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A Report on ANTRIEP Activities*

The Beginning

The educational systems in all countries have expanded considerably in the past decades. The impact of this expansion can be seen in terms of proliferation of institutions, multiplication of teachers and explosion in student enrollment. Managing such a large system has become a difficult task and a continuing challenge. Professionalising educational planning and management has become a necessary condition for improving the management of education. Professionalisation of educational planning and management requires capacity-building among educational managers and administrators. With recent trends towards decentralization, the manpower required to plan and manage educational programmes has increased and so also the demand for capacity-building in educational planning and management. Institutional arrangements to facilitate capacity-building on a large scale in all the required areas do not exist in many of the countries of the Asian region. However, each country in this region has some institutional arrangements to train its educational planners and managers. These institutions get rarely a chance to meet among themselves regularly to share their experiences and expertise. At present there exists no established mechanism to facilitate such professional interactions. This forms the broader context for initiating the Network activities.

The idea of developing a network in this region took a concrete shape at a workshop in Kathmandu in December 1994 organised by the International Institute for Educational Planning (IIEP), Paris in cooperation with UNICEF. This workshop was attended by a number of researchers and heads of research and training institutions of the Asian region. During its delib-

erations, the workshop expressed the need for continued formalized structured interactions among the institutions involved in similar activities across countries. Based on these deliberations, a proposal was developed for the network activities. NIEPA offered to host the first meeting of these institutions. Consequently, the next meeting of these institutions was held at the National Institute of Educational Planning and Administration (NIEPA), New Delhi in December 1995. The meeting brought together 12 institutions from 8 Asian countries of Bangladesh, China, India, Indonesia, Korea, Nepal, Pakistan and Sri Lanka. This meeting organized jointly by IIEP and NIEPA with funding support from UNICEF and ODA saw the concretisation of the idea of a Network in the form of birth of the ANTRIEP.

The participants of the meeting decided that the Network will be known under the acronym ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning). To facilitate and coordinate the Network activities during the initial period, the meeting unanimously chose the host institution of the meeting, namely, the National Institute of Educational Planning and Administration, New Delhi as the 'Focal Point'. The IIEP agreed to continue to provide academic and professional support to the Network until it became self-sustained and self-directed.

The membership of the ANTRIEP is open to all Asian training and research institutions involved in educational planning and management. There is no membership fee and institutions remain members by their active participation in the ANTRIEP activities.

* Presented at the Second Annual Meeting of the ANTRIEP, 08-09 May 1997 at Korean Educational Development Institute, Seoul, Korea.

The major objective of the Network is to develop professional competency and capacity in educational planning and management in the region through active cooperative and collaborative activities among the member institutions to meet the increasing demand for skilled manpower. The ANTRIEP activities are envisaged to include: (i) regular exchange of technical information and publications on issues related to educational planning and management among the member institutions; (ii) exchange of professionals on short-term basis for study visits or as resource persons in the on-going programmes of the member institutions; (iii) initiating collaborative research and training activities on themes of common interest; (iv) organization of annual meetings of professionals of member institutions; and (v) bringing out an ANTRIEP Newsletter twice a year, starting from 1996.

ANTRIEP Activities during 1996

ANTRIEP Brochure: Efforts to prepare a brochure on the ANTRIEP were initiated immediately after the Delhi meeting. All the participating member institutions agreed to provide the necessary information about them in a format discussed and accepted by them during the first annual meeting. All the member institutions responded promptly and positively and provided the required information. Based on the information gathered from the member institutions, a brochure on the Network was brought out. This brochure is of around 70 pages and it provides an introduction to the ANTRIEP objectives and activities; a report on the first Annual Meeting of the ANTRIEP held at New Delhi; a detailed profile of member institutions focusing on the general mandate and functions; organisational setup and funding; research, training and consultancy activities organised by the member institutions. A leaflet on ANTRIEP was also prepared. The brochure

and the leaflet were distributed among the member institutions, other individuals and agencies, including funding agencies.

ANTRIEP Newsletter: The first Annual Meeting decided that the Network will publish a Newsletter twice a year. The responsibility of organising and publishing the Newsletter was entrusted to NIEPA, the Focal Point. The Focal Point developed a format for the Newsletter and it was discussed and finalised in consultation with the IIEP. The first Newsletter brought out in June, 1996 contained an introduction to the Network and its activities and an overview of the training programmes organised by the member institutions. The second Newsletter, which was theme-specific, focused on Decentralised Planning and Management of Primary Education and was brought out in December 1996. It carried articles on Decentralised Planning and Management of Primary Education in India, Korea, Pakistan and Sri Lanka with an introduction by the IIEP focusing on the recent trends in Decentralization of Planning and Management of Primary Education in the South Asian Region. Since the Focal Point could not receive responses from other member institutions, the articles in the Newsletter were confined to the above mentioned countries. We have received very positive and encouraging responses on the Newsletter from various individuals and agencies including the funding agencies located in Delhi.

Exchange of Documents and Information: Efforts were made soon after the Kathmandu seminar to exchange information on research and training programmes of the member institutions. There are member institutions which bring out regular Newsletters; some of them do send a copy of it to the Focal Point. However, whether they send copies to all the member institutions or not is not very certain. Similarly, some of the member institutions have sent recent research reports and

seminar/ workshop reports published in English language. Our experience in the previous years have shown that there is enough scope for improving this activity; i.e, there is a need for more frequent and regular flow of information and exchange of documents among the member institutions. Exchange of Professionals: One of the major objectives of the Network is to facilitate professional development and capacity building. This requires meetings among professionals on specific themes. Exchange of professionals among member institutions for short duration stays involves financial commitments and very often the funding support has to come from international agencies rather than from national governments. Some of the institutions have offered stay and hospitality by the host institutions. It needs to be mentioned that institutions like NIEPA have made financial provisions for the current year to enable faculty members to collaborate in research with other ANTRIEP institutions. However, this is an activity that has not really picked up in the real sense of the term.

Collaborative Studies: The only collaborative study that has been initiated after the first annual meeting is on Improving Supervision and Support Services for Basic Education started by the IIEP. Many of the member institutions are participating in this study. This research study forms the basis to the deliberations of the Seoul seminar. Efforts towards developing bilateral collaborative study arrangements are almost a non-starter like the exchange of professionals. In fact, these two dimensions are related and the reasons for not getting these activities to the centre stage are partly the same.

Organisation of Annual Meeting: Although regular meetings and exchange of professionals among the ANTRIEP members have not taken place, the Annual meetings seem to have become more regular. The initiatives, efforts and mobilising

funding support in this regard come mainly from the IIEP. The regional research study launched in 1996 and its culmination towards a seminar on Improving Supervision and Support Services for Basic Education and the annual meeting following the seminar are activities that have facilitated and helped strengthening of the ANTRIEP.

New Members: The brochure and the first issue of the ANTRIEP Newsletter gave an open invitation to institutions in this region to become members of the ANTRIEP. Two institutions, namely, SEAMEO INNOTECH, the Philippines and CMDR, Dharwad, India expressed their eagerness to become members of the Network. We had requested them to send a brief profile of their respective institutions. These profiles were received, edited and published in the second issue of the Newsletter which welcomed their entry into the ANTRIEP.

ANTRIEP Activities: Future Perspectives

Based on the missions and activities, the member institutions can broadly be categorised into two:- (i) Those which are primarily research institutions with limited focus on training activities, and (ii) Those which are research and training institutions. An understanding of the member institutions from this point of view is important to initiate collaborative activities among them. There are institutions among which possibilities of collaborative arrangements in research are more feasible than in training activities. Similarly, there are member institutions among which collaborative activities in training are more desirable and feasible. Identification of areas of mutual interest becomes an essential initial step towards developing an institution-to-in-situation collaboration leading to developing joint research or training programmes. For example, NIEPA in the recent past has been

conducting training programmes for secondary school Principals of Sri Lanka with ADB funding. Efforts are now being made to develop joint research and training programmes between NIE, Sri Lanka and NIEPA, New Delhi. This essentially implies that developing bilateral arrangements becomes necessary to initiate and continue with collaborative activities within the Network framework.

A closer look at the research priorities of member institutions shows that some of them focus more on pedagogical dimensions, while others focus more on decentralised planning and institutional planning. Therefore, the areas of focus even within research will give a better idea regarding the possibilities and professional competency available in different institutions. For example, there are institutions which have developed research capacity in curriculum reforms, text-book development and monitoring of quality of basic education. It may be more beneficial if institutions involved in similar areas of research get a chance to collaborate more on an institution-to-institution basis.

Among the institutions organising training programmes there are certain features which need to be considered to develop collaborative activities. Some of the member institutions have long-term training programme; leading to a diploma or degree. Other institutions focus more on short-term training programmes on specific themes. An analysis of the training programmes may show that it is more difficult to have collaborative arrangements in a long-term training programmes unless these programmes are modular. However, it may be easier to develop cooperation and collaboration in developing and organising short-term training programmes which are more theme-specific. Therefore, as a first step towards establishing joint training activities, the member institutions

need to analyse more closely the themes on which collaboration will be more rewarding and mutually beneficial.

An examination of training programmes organised by many of the member institutions in the previous decade shows that most of the institutions have organised short duration training programmes focusing on decentralised planning, institutional planning, project planning, computers and their use in educational planning and management and developing education management information system. It seems that these themes can be seen as areas of common interest for further collaboration in training activities among institutions. Closer interactions between institutions on the above mentioned themes will strengthen the process of capacity building in the region as a whole.

A notable feature and the major mode of capacity building exercise in educational planning and management in this region is training. Unfortunately, most of these training activities are centralised. In other words, even when focus is on decentralised planning, institutional planning etc., the capacity-building process and arrangement are more centralised. One of the reasons for having a more centralised pattern of capacity building activities is that only a few people with the requisite professional expertise are available in the individual member countries. Collaboration with institutions engaged in similar activities in other countries may lead to developing a critical mass of professional expertise in the region on the one hand and developing more decentralised process of capacity-building in individual member countries on the other. Operationalising this process requires identification of areas of common interest, assessing the comparative advantage of each member institution in any selected areas and then drawing up plans of collaboration in a mutually beneficial manner. Needless to add, discussions and negotiations need to be more on an institution-to-institution basis.

Our past experience shows that most of the activities taking place now under the ANTRIEP are those which encompass all institutions. Since the funding support required for such large scale regional activities is large, it is difficult to mobilise funds. In the absence of large scale funding, very few collaborative activities could reliably be initiated. On the other hand, if institution-to-institution based collaborative arrangements are attempted, then the funding support required will be less. The concerned institutions will be able to further reduce the cost by bearing incidental expenses, if possible by providing expenditure on account of stay etc. The funds required for actual conduct of studies or other collaborative activities can be reduced considerably. Moreover, such arrangements will provide each institution an opportunity to take initiative in the areas of their direct concern. This will further strengthen the association between institutions through concrete activities. In other words, ANTRIEP activities may lead to the next stage of development of Network through forging co-operation through continued and sustained professional activities.

Establishing bilateral collaborative arrangements depends upon the relative autonomy enjoyed by the member institutions. The extent of autonomy enjoyed by member institutions varies considerably. For example, there are institutions which are more independent and autonomous than others to take decisions on collaborations. Some of the member institutions are working in close collaboration with or under the direct control of the Ministries concerned. By their very nature and organisation, these institutions enjoy less autonomy to take decisions and carry forward collaborative activities. Therefore, a governmental sanction is essential for collaboration between member institutions. It can be in the form of developing Memorandum of Understanding

between the institutions through the concerned Ministries in the respective countries. Such a step will help facilitating any initiatives to negotiate collaborative arrangements in any field of activity. However, this is an area which needs more detailed discussion in the Annual Meeting.

In effect, now, there are two regular activities going on under the ANTRIEP. They are: (i) organisation of Annual Meetings, (ii) and publication of the Newsletter. Two Annual Meetings have been organised; similarly two Newsletters have been published. It is interesting to note that the activities which are picked up are those which require either large scale funding like the annual meeting where all institutions are involved or activities where the funding requirements are not large and no funding support is sought from any external agency, like the publication and distribution of ANTRIEP Newsletter. The other activities which require funding support could not take off for one reason or the other. The initial enthusiasm and encouragement cannot be sustained and the momentum of ANTRIEP activities cannot be maintained, if ANTRIEP activities are reduced to these limited areas. Therefore, in future we may have to look towards collaborative arrangements where the funding requirements can be met either through the institutions subsidizing part of the expenditure required for any selected activity (research or training) or by seeking limited funding support from any agency. This will help each individual institutions taking initiatives in developing the collaborative arrangements rather than any particular institution or funding agency taking the full responsibility of bringing all institutions together for all activities. In other words institution-to- institution-based activities may be made more frequent and regular as an essential step towards developing institution based professional

support in the region. It may be worthwhile to consider the possibilities of each institution formalising an exchange programme with another ANTRIEP member institution where the travel costs may be borne by the guest and hospitality may be taken care of by the host institution.

Developing such arrangements and networking of activities also require clear-cut understanding about the operational modalities vis-a-vis the Focal Point and the IIEP. There should be some mechanism whereby information about bilateral arrangements are maintained and available to any other member institution. The ANTRIEP Newsletter can be one forum where such an information can be easily available. Similarly the IIEP will be able to facilitate such an arrangement through their persuasive powers with funding agencies and other national governments. The role of the Focal Point in these collaborative arrangements also needs to be discussed and agreed upon. In other words, the operational mechanism in terms of specific activities to facilitate bilateral collaborative arrangements between institutions, linkages with the Focal Point and these collaborative ventures and the facilitating role of IIEP in the regional activities need be discussed and defined.

More specifically, to provide future direction to ANTRIEP activities, discussion on the following aspects need to be emphasized: (i) the areas of collaboration; (ii) identifying institutions between which this collaboration is more feasible and mutually beneficial; (iii) possibilities and modalities of seeking funding support for collaborative activities; and (iv) sharing of information among the member institutions on the collaborative activities.

At present the funding support for the Annual Meeting is mobilised by the IIEP. It may be de-

sirable to discuss the possibilities of member institutions of ANTRIEP mobilising part of the funding so that the entire financial burden is not on the IIEP in the years to come.

Another item on which more focused discussion is needed is the Newsletter. One may notice that while format of the Newsletter remained more or less the same, the content and structure did change between the first and second issues of the Newsletter. The first Newsletter focused more on the Network and provided an overview of the regional training programmes. The second Newsletter focused more on a regional overview followed by country-specific efforts on decentralisation, i.e, the second Newsletter became theme-specific. One may have to discuss the nature of Newsletters that are to be brought out between the second and third annual meetings. Should the subsequent Newsletters be theme-specific? How to ensure contributions from all member institutions? Is there any need for focusing on institutional level activities? How to consolidate the list of individuals and institutions receiving the Newsletter?

Similarly, there is a need to discuss and formalise the membership policy. At present, any institute which expresses its willingness to join the network is welcomed as a member of ANTRIEP. Once the Network activities proliferate, there is a possibility that more and more institutions may be expressing their eagerness to become members. In the first annual meeting we had decided that the membership would be open. Should we continue the same policy or develop certain specific criteria based on which membership of the Network may be decided? If decisions are to be arrived at on enrolling any new institute as a member, then there should be some specified criteria and mechanism to finalise the membership.

Future of ANTRIEP activities also depends upon the network developed by the member institutions among other institutions within the country. Unfortunately, we have very little information about the in-country networks developed by various member institutions. In other words, the institutions associated with the ANTRIEP member institutions should also be benefited from the Network activities. How these associate institutions are to be linked to the major ANTRIEP activities is also a question to be addressed.

Finally, many a time it is not very easy to contact institutions and exchange information. Are there possibilities of strengthening the communication channel between member institutions, the Focal Point and the IIEP? It may be helpful to identify a faculty member from each of the member institutions who would act as the contact point for all ANTRIEP related activities.

*N. V. Varghese
On Behalf of the
Focal Point
NIEPA, New Delhi*

Resume of Discussions

Discussion on future development of ANTRIEP were broadly classified into six areas: (i) Areas of Cooperation; (ii) Organisational Arrangements; (iii) ANTRIEP Membership; (iv) Funding; (v) Newsletter; and (vi) Next Meeting.

(i) Areas of Cooperation: Discussion on areas of cooperation focused on (a) Exchange of information; (b) Exchange of staff, and (c) Collaborative activities.

It was pointed out in the discussions that the areas of cooperation are essentially linked to exchange of information and professionals on the one hand and initiating joint research and training activities on the other.

Participating institutions felt that once the Network grows it is important to develop an information base about the Network and its activities which are easily available to all the member institutions.

As was pointed out by Professor Mathur in his opening speech, the Network made only limited progress in terms of collaborative training and research activities. Participants agreed with Professor Mathur that the best way to intensify collaboration may be through developing bilateral relationships between institutions around specific research and training activities would ensure that a good number of professionals in each of the member institutions are actively associated with ANTRIEP related activities. This can be done only if research areas are identified on the basis of specialization of faculty members. These areas should not be limited to the field of basic education. Some member institutions felt that ANTRIEP activities so far had increasingly targeted to basic education and that the focus of ANTRIEP activities should be widened to cover all levels of education.

The Newsletters can become very useful media to exchange information about collaborative arrangements among institutions. The Newslet-

ter should be relied on for sharing information among member institutions while follow-up activities should be initiated and continued among those faculty members of different member institutions who are interested in such collaborative arrangements. On the basis of the discussions, it was found that there was good scope for developing bilateral collaborative arrangements in the following areas:- (a) Educational Management Information System at the district level. Several governments of the region are involved in developing EMIS. The member institutions are seeking help from other institutions to develop EMIS. It was felt that the member institution from Nepal (CERID) could prepare a brief write-up on their initiative and the support required which could be published in the forthcoming Newsletter, (b) School Based Management is another area promoted and encouraged by many governments. It was felt that KEDI may attempt to highlight their initiatives in this area in the next Newsletter. It is expected that other member institutions would respond to these requests, (c) The Use of Different Research Methods for Impact Evaluation is another theme suggested by Agakhan University which may be taken up in the future.

Staff exchange programmes could be linked to the specific themes identified, with staff from two or three institutions co-operating in training or research. It was generally felt that funding was a major concern for all the participating member institutions and it was the lack of funding that makes for many institutions difficult to initiate and facilitate many of the collaborative network activities. In this connection, it was pointed out that the initial proposals made by some of the heads of institutions in the Kathmandu and Delhi meetings should be actively revived and implemented. The proposal is that for faculty exchange programmes travel expenses will be borne by the guest country or

institutions whereas expenditure on account of hospitality will be borne by the host institution. Therefore, unless these exchange programmes are based on specific themes, it may not help strengthening the Network activities in the long run.

(ii) Organisational Arrangements:- The first annual meeting held in Delhi decided that NIEPA will act as the Focal Point for ANTRIEP activities in the initial years. All the participating institutions unanimously felt that this arrangement had worked very well and requested NIEPA to continue to act as the Focal Point of the ANTRIEP.

It was agreed that Mr. Don-Hee Lee, the president of KEDI and the host of this Second Annual Meeting will act as the Network's chairperson until the beginning of the following meeting, when the chairmanship will be taken over by the host of that meeting. The chairperson, in consultation with the Focal Point, will be in charge of examining new applications for Network membership and of deciding upon their acceptance.

(iii) ANTRIEP Membership:- At present, ANTRIEP membership is open. The issue of continuing with this open invitation for membership was an important item of discussion in the meeting. Some of the members felt that criteria for identifying institutions and enrolling them as members should be clearly laid down. Some others felt that since the number of institutions involved in the ANTRIEP activities at present is not too large, one need not have to be restrictive at this stage. Finally, it was decided to keep the membership open for the time being. There were still a number of institutions in the region which did not join the Network and they should be encouraged to do so. In the larger countries, such as India or China, it might be useful at a later

stage to think about developing national in-country networks in order to facilitate interaction with the regional network. Institutions, which wish to become a member, have to send a detailed profile to the Focal Point, who, in consultation with the chairperson, will take a decision. Once a new member has been accepted, its profile will appear in the next Newsletter. This arrangement will continue till the next annual meeting.

(iv) Funding:- So far funding has been mobilized mainly by the IIEP except for the ANTRIEP Newsletter, and some funding agencies have been contacted for providing financial support during the coming years. Depending on the results of these contacts, it may be appropriate for the Network members to develop a collective proposal containing a plan of action, for submission to international or regional sources of financing. In addition, it was pointed out that most of the funding agencies have provision for funding national programmes. This gives scope for funding ANTRIEP activities especially those related to exchange of professionals between institutions on a bilateral basis which can further strengthen the Network activities. Bilateral arrangements may help institutions develop Network activities based on areas of specialisation where each institution has a relative advantage.

(v) Newsletter:- The first Annual Meeting decided that ANTRIEP will bring out two issues of the Newsletter every year. The Focal Point was entrusted with the responsibility of bringing out the Newsletter. The Focal Point felt that it may be advisable to discuss about the contents of the forthcoming issue of the Newsletter. Based on the discussions, it was felt that the Jan-June, 97 issue of the Newsletter (third issue) will focus on the second Annual Meeting of the Network. The fourth issue of the Newsletter will focus on 'Research Study

on Teacher Supervision' and the fifth issue on 'Education Reforms in the Asian Region'. It was suggested that the Newsletter should give a little more information about the member institutions in terms of the Newsletters and journal brought out by each of the member institutions, regional activities organized by the member institutions and training materials and research studies completed by them during the period covered by the ANTRIEP Newsletter.

(vi) Next Meeting:- Discussions were also held on the Third Annual Meeting of the ANTRIEP. ANTRIEP's third meeting tentatively scheduled for end 1998 and would focus on approaches to increasing school efficiency. The meeting could retain the same format as that of the second one: three days of substantive discussions, open to a broader public, followed by a one-day business meeting, restricted to ANTRIEP members. The representatives of NIE, Sri Lanka, expressed their willingness to host the third meeting, subject to official confirmation. A final decision on the precise venue, dates and topic will be arrived at later and will be communicated to all member institutions.

*Focal Point
NIEPA,
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Seminar on Improving Teacher Supervision and Support Services for Basic Education in Asia

*organised by
International Institute for Educational Planning (IIEP), Paris
in collaboration -with
Korean Educational Development Institute (KEDI), Seoul, Korea
from 6-8 May, 1997*

As part of the research programme on 'Improving the Quality of Education' IIEP initiated a new project with the objective of analysing different country experiences in providing professional support to teachers. In the first phase of the project, focusing on Asia, national diagnoses on supervision and support services were carried out in five countries (Bangladesh, India - (the State of Uttar Pradesh), Korea, Nepal and Sri Lanka), while monographs were written on three innovative strategies in supervision, implemented in Bangladesh, Nepal and Sri Lanka. These different studies, together with a comparative analysis, formed the seminar's main working documents.

The objectives of the Seoul Seminar were : (i) to exchange experiences on teacher supervision and support services among countries of the region; (ii) to identify innovative ways of improving them. Needless to add it was expected that the seminar would contribute to the strengthening of supervision and support services to teachers to improve quality of basic education.

The seminar brought together researchers, senior administrators, incharges of primary education, specialists in teacher support services and the representatives from national training institutions engaged in the areas related to monitoring of quality of education. Thirty-one participants from nine Asian countries, and a participant from South Africa participated in the Seminar.

The first theme of the seminar namely; 'Supervision and Support in Asia - Main Issue and Trends' provided a comparative analysis of the national diagnosis study undertaken under the project. This general presentation on the comparative analysis was followed by country-specific presentation from Korea, Philippines, India (Uttar Pradesh), Nepal and Sri Lanka. The second theme of the seminar focused on bringing supervision and support closer to the local level. Presentations on experiences of resource centres and school clusters in Nepal and Bangladesh was followed by presentation of the experiences of supervision of non-formal education programme in Thailand. Another presentation provided an analysis of educational supervision practices in Malaysia.

The third theme of the seminar was on reinforcing in-school - supervision and support which had presentations on school based support experience of Sri Lanka, Pakistan and Newzealand. The final thematic session focused on promising avenues for improving supervision and support services in the countries of this region. Participants were divided into two groups to provide scope for detailed discussions on the theme.

The seminar provided very good opportunity to clarify many of the issues pertaining to supervision and teacher support practices in most of the countries of this region. It is interesting to note that discussions in the seminar essentially centered around the following themes :-

Support versus Control: In many countries, inspection and supervision activities were seen more as control mechanisms than as support services to improve quality of education. Therefore, the need for re-orienting the existing administrative managerial machinery from a controlling to a supporting system was emphasised in the deliberations.

Remote versus School Based Support ; Whether the supervision mechanism should be school-based or remote-based was another issue which was deliberated upon in the seminar. School-based supervision and support mechanism focuses more on academic dimensions which closely relate to day to day functioning of the schools. The experiences of cluster level resource centres show that support services can be provided even outside the traditional administrative channels and closer to the schools even when they are not directly school based.

Micro versus Macro Changes : Another major issue which came up for discussion was on integration of micro level successful experiences and initiatives with the larger system. Some of the country experiences have shown that innovation experiences on a smaller scale are very successful. However, when efforts were made to translate such experiences to the system they were found to be less successful. Therefore, efforts towards integrating micro level initiative experiences with the macro system is an important issue.

The seminar while discussing these very dimensions also highlighted the need for involving supervision mechanisms as facilitating instrumentalities to provide a sustained support system for improving quality of education.

IIEP, Paris

Educational Management Information System in Nepal

CERID, with financial support from UNESCO/PROAP, conducted a pilot project on EMIS on Nepal's school system.

Major Activities

- Analysed the current situation of EMIS in the country.
- Developed a prototype model, especially for District Education Offices.
- Workshops were conducted at various stages with the involvement of personnel from regional educational offices, district education offices and schools.

Major Issues

- Need for standardising the data recording system at the source.
- Need for establishing reliability of data.
- Need for orienting people on how to use information at school, cluster and district levels.

Areas Where Action is Required

- Policy formulation
- Functional Linkage
- Training
- Motivation

Member Institutions interested to collaborate with CERID in developing EMIS in their own countries may contact: Mr. Bijaya Kumar Thapa, CERID, Tribhuvan University, Kathmandu NEPAL, P.O. Box 2161, Fax 977-1-226639.