



Ethics, Conduct and Competency of Teachers

Ensuring quality education for all presupposes having adequate number of trained, qualified and motivated teachers with desired qualifications, skills and competencies. The recommendation concerning the status of teachers (ILO, 1966) affirm that “Teaching should be regarded as profession” with a sense of responsibility towards learners and society. There have been public debates and policy discourses about the uncertain – or even declining – status of teachers. Teaching profession is increasingly becoming more complex, demanding high standards and competency. Teachers are expected to

demonstrate professional responsibility and accountability towards students, parents, peers and community and abide by laid down code of ethics. The teaching community needs to internalise the code of ethics and demonstrate integrity and dignity in their profession. The ethics and standards of professional conduct are necessary preconditions not only to resolve the ethical conduct issues at the work place but also to regain the trust of the public trust and the status of the teaching profession. As Asia and Pacific Region face the unhappy prospect of quality of teachers coupled with unprofessional conduct, the member institutions undertook a decision to deliberate on “Code of Ethics, Conduct and Competency of Teachers”. The member institutions shared a perception that “We need to deliberate beyond shortage of teachers and focus on good Ethical Teachers who understand not only ethical principles and conducts of teaching profession but are professionally competent to reflect those principles in practice with high performance standards”. The six papers included in this issue are from NUEPA (India), IIEP (Paris), SEAMEO INNOTECH (Philippines), IBE (Malaysia), NCED (Nepal) and CLED, NIE (Sri Lanka).

The paper from India highlights the distinction between Code of Ethics and Codes of Conduct by reflecting on the policy pronouncements and recommendations made by teacher education commission. The Code of Professional Ethics provides the ethical values and principles to be adhered by teachers to discharge their profession whereas code of conduct reflects the government statement on professional standards. Ethics

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is the basis of conduct and mirrors the standards, to which an individual teacher must adhere, and the responsibilities and guidelines he must observe. The paper further discusses the guiding principles underlying the two documents on “Code of Professional Ethics” and emphasizes the role of teacher organisations in evolving a mechanism for compliance. Self guidance and self discipline among members of the teacher community have been recognised in the paper as the core guiding principles. The paper throws the attention on the Codes of Conduct, as part of the government documents and service rule, and discusses on the positive and negative statements, to encourage teachers to observe standards of professional norms and forbids them from indulging in misconduct. Almost all the codes underline concern over private tutoring and unethical behaviour. While drawing attention to some deviant behaviour of teachers and lack of implementing mechanism of the codes of conduct , the paper recommends preparation of a model code for teachers for nationwide use with an appropriate implementation mechanism. In addition, the teacher unions need to be supported by state and national bodies for implementation of Code of Professional Ethics. The document should be made readily available to all the teachers at the time of induction.

The paper from IIEP reflecting on the “professional misconduct” of teachers emphasizes on the merits of adhering to the professional code of conduct in the education sector to realise the educational objectives of the respective country. The main objectives of these codes are to provide guidelines on self-discipline to

the practitioners, through the formulation of ethical norms and standards of professional conduct. Acknowledging the difficulties confronted in the development and observance of the code of conduct, the paper emphasizes to share the wealth of experience on the successful development of teacher code of conduct by several other countries. The IIEP, through its continuous endeavour, has organised forums, meetings and prepared a series of documents which are available online. The workshop in Seoul provided further impetus by reflecting on how to take into consideration ethical issues in teacher’s performance appraisal, involve parents and communities in the monitoring process, and promote gradual internalisation of the importance of ethics as part of the self-regulation modes of the profession. A report including all the presentations made on this theme is available on the ETICO information platform, including country briefs summarising the situation of participating countries with regard to the development of teacher codes.

The paper from Southeast Asian Ministers of Education Organisation - Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH) has attempted to explore the existing teaching competency standard in the Southeast Asian region. The major objective of the research study was to examine the transformative aspect of teacher’s professional development in an increasingly decentralised educational management system. The paper tries to identify the commonalities in the competency standards across the Southeast Asian

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region. Further it also explores the common domains of teaching standard in the region - professional knowledge, skills, personal traits, ethical values, professional development and continuous learning. The convergence/complementarities in the different models of teaching competency, of the Southeast Asian region, can be broadly classified into curriculum design and lesson planning skills, school policies and legislations on education. The paper highlights the common core competencies required for Southeast Asian teachers of the 21st century. In this aspect, the paper includes gap analysis on factors such as absence of nationally recognised teaching standards in many countries, dilemma over national teaching competency standards and relatively speaking, lack of awareness about the impact of national teaching standards on students' academic performance.. To bridge these gaps, the paper recommends preparation of comparative statistical profiles of Southeast Asian teachers to initiate policy measures and address the problem of lack of core competency.

The paper from IAB, Malaysia discusses the concept of school based management under the cluster school concept. The paper explores the effectiveness of SBM as an effective tool for bringing improvement in cluster schools in the context of student learning outcome. The majority of the respondents acknowledged the potential of SBM as it provides flexibility to the schools to meet the needs of the students and delegates autonomy to the schools to undertake decisions in the areas of curriculum and pedagogy. The paper stresses the need to develop greater understanding of SBM and advocates

adherence to school improvement plans by districts and cluster schools. It further suggests several preconditions such as a strong support from school staff; imparting adequate administrative training at school and district community levels; recognition of the new channels of communication; adequate financial support to provide training to regular staff and delegation of authority to principals for successful implementation of SBM.

Two brief research reports from Nepal and Sri Lanka discuss teachers in action and their role expectations from their respective societies. A brief action research paper from Nepal draws attention to the modes of observation, monitoring of training programmes and its ultimate implications on actual classroom practices. The research points out that classroom observation mechanism would not only make teachers more accountable, but also develop performance-based teaching pattern on a sustainable basis. On the other hand, the Sri Lankan paper shares the societal expectations of an accomplished teacher based on a specific study. Acknowledging current challenges in teacher management and development, the paper shares Sri Lanka's perspective on establishment of a National Council of Teacher Education to provide guidance for developing core competencies in the teaching profession and ultimately, meeting the expectations of the society at large by effectively discharging the role of an accomplished teacher.

Pranati Panda
Editor

Teacher codes of conduct

Teacher development occurs through a variety of methods and with the assistance of many agencies. Faculties of education are responsible for initial teacher education; professional associations assist with professional or in-service education; federations or unions respond to a teacher's well-being, economic needs or working conditions; and, regulatory bodies ensure that teachers are licensed. However, it is the

collective conscience of the profession that is often responsible for regulating the behaviours of its members. Indeed, as stated by Khandelwal (2006, p. 161), "teacher quality does not refer to academic qualifications and training status alone; more importantly, it includes the professional commitment and ethical behaviour of the teacher".

A wide variety of teacher's professional misconduct affect students, resulting in their tardiness, absenteeism and decline in performance. The term "professional misconduct" refers to conduct which may deserve a sanction. It refers to a variety of malpractices, e.g. lying about qualifications/diplomas, being absent without justification, going to work under the influence of alcohol (or of drugs), favouring or disadvantaging certain students (in particular while marking scripts or correcting exam papers), having sexual relations with a pupil, being physically or verbally violent with a pupil, collecting illegal fees from parents, disseminating confidential information etc.

To curb such practices – which contradict the major aim of education consisting of teaching universal values – various countries have developed professional codes of conduct in the education sector, in addition to the general statutory rules in force for all members of public service. The main objectives of these codes are to provide self-disciplinary guidelines to the practitioners, through the formulation of ethical norms and standards of professional conduct. As envisioned they can support and guide practitioners, protect pupils and teachers, achieve and maintain professionalism and promote public trust in – and support for – the education profession.

More and more countries are in the process of developing such codes, or of reviewing existing ones, to increase their relevance and impact. However, experience shows that many of these countries are confronted with a number of difficulties, in particular, lack of information about the existence of the codes, low ownership of the codes by teachers, absence of adequate training for teachers, weak capacity to implement the codes, limited knowledge about the procedures for lodging complaints etc. Nevertheless, there exists today a wealth of experience regarding the successful development of teacher codes of conduct among countries, and these experiences need to be shared.

Within this context, the International Institute for Educational Planning (IIEP-UNESCO) launched in 2008, as part of its programme on 'Ethics and corruption in education' a new project on teacher codes of conduct. So far, this project included the implementation of the following activities: a literature review (Van Nuland, 2009); the conduct of an international survey (McKelvie-Sebileau, 2011); the organisation of an expert workshop (Montreal, 30-31 March 2009); the publication of guidelines on the design and effective use of teacher codes of conduct (Poisson, 2009); and the setting up of a new website offering various resources in the area of teacher codes (<http://teachercodes.iiep.unesco.org>).

For the first time, IIEP presented the main outcomes of its work on teacher codes during a workshop organised in Seoul, on 12 and 13 May 2011, in collaboration with the Korean Ministry of Education, Science and Technology (MEST), the Korean Society for the Study of Teacher Education and Education International (EI). It provided international experts, representatives from ministries of education and members of teacher unions the opportunity to learn from international knowledge and the experiences of the following countries in this regard: Australia, Bangladesh, Canada, China, India, Korea, Philippines, Thailand and Vietnam.

The main objectives of this workshop was to facilitate the exchange of information about the status of development and enforcement of teacher codes of conduct in the sub-regions; to discuss the many challenges faced by these countries in elaborating and monitoring codes of conduct for teachers; and to encourage participants to improve the enforcement of codes in their countries by learning from successful experiences. There is indeed a wide variety of situations in the sub-region that relate to the issues covered by the codes, the actors involved in their design, their accessibility, the training strategies used to help teachers apply the codes, and the institutional mechanisms put in place to report and investigate unprofessional behaviour.

The discussions concentrated in each of the steps involved in the development of codes, as specified in the guidelines developed by IIEP, namely: i.e. (i) defining a code of conduct; (ii) formulating its content; (iii) developing the code; (iv) adopting the code; (v) disseminating and promoting the code; (vi) implementing the code effectively; (vii) reporting and sanctioning misconduct; and (viii) reviewing the code and evaluating its impact (Poisson, 2009, p. 14). They referred to the need to develop participatory processes throughout the development of the code, in order to build ownership. They also gave attention to the legal basis of the code, and to the sanctions applied in case of violation of the code, considering that “a code is only effective if it is accompanied by appropriate penalties” (Poisson, 2009, p. 41).

All participants agreed on the need to design proper monitoring tools to collect both quantitative and qualitative information on the ways in which codes are applied and enforced. More specifically, they reflected on how to take into consideration ethical issues in teacher’s performance appraisal, involve parents and communities in the monitoring process, promote gradual internalisation of the importance of ethics as

part of the self-regulation modes of the profession. A report including all the presentations made is available on the ETICO information platform, including country briefs summarising the situation of participating countries with regard to the development of teacher codes.

A report summarising the main outcomes of the workshop is being prepared by IIEP in partnership with NUEPA. When available, it will be widely disseminated through the networks of these two institutions. IIEP will organise an online forum from 21 November to 02 December 2011 to pursue the discussions and open them up to other regions. Moreover, the Institute has already planned other regional workshops dealing with the development of teacher codes within the forthcoming years. It will be happy to provide assistance to countries that are in the process of developing their own codes and willing to learn from international experience in this regard.

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[Download the following titles online:](#)

McKelvie-Sebileau, P. 2011. *Patterns of development and use of teacher codes of conduct in 24 countries*. Series: Ethics and corruption in education. Paris, France: IIEP-UNESCO.

Poisson, M. 2009. *Guidelines for the design and effective use of teacher codes*. Paris, France: IIEP-UNESCO.

Van Nuland, S. 2009. *Teacher codes: Learning from experience*. Series: Ethics and corruption in education. Paris, France: IIEP-UNESCO.

Van Nuland, S. and Khandelwal, B.P. (2006). *Ethics in education: The role of teacher codes*. Series: Ethics and corruption in education. Paris, France: IIEP-UNESCO.

Consult the following information platforms online: on ethics and corruption in education, ETICO: <http://www.iiep.unesco.org/research/highlights/ethics-corruption/in-brief.html>; on teacher codes of conduct: <http://teachercodes.iiep.unesco.org/>

Code of Ethics and Conduct for School Teachers in India

1. Introduction

The demand for quality schooling and quality teachers are becoming more complex and challenging in India with the recent constitutional amendment of the right of children to free and compulsory Education Act (2009) and initiative towards universalisation of secondary education. As a sequel to the Dakar Framework (2000), all countries, including India have committed to enhance the status, morale and professionalism of teachers. The recent renewal of school curriculum also demands that, “teachers need to recognise him or herself as a professional endowed with necessary knowledge, attitudes, competence, commitment.....” (The National Focus Group on Teacher Education for Curriculum Renewal, 2006). The National Curriculum Framework for School Education (2005) and Teacher Education (2010) place different demands and expectations on the teacher as a reflective practitioner and prepare them as a professional and humane teacher. There is also continuing debate about the changing role of teachers in India from mere transmitters of knowledge to reflective practitioners (National Curriculum Framework, 2005).

Retrospectively, a teacher enjoys high status and respect in society especially in India. Teachers’ morale, ethical values, character, conduct and accountability have been univocally pronounced since ancient times to the present modern education system. Along the lines of development of civilisation, the contradictions and adaptations can be seen in a variety of occupational identities and self images of the teacher such as the traditional Indian guru, the modern western pedagogue, the professional, the academic salesman and the bureaucratic functionary (Kale 1970: 371).

National Policy on Education (1986) clearly emphasizes that “the status of teachers reflects the socio-cultural ethos of the society; it is said that no person can rise above the level of their teachers.” The National Commission on Teachers (1983-85), the only

commission that reviewed teaching profession in a very comprehensive manner through a couple of broad terms of references - (1) A measure to give the teachers the status he needs and deserves to help him conduct his duties at the highest possible level of performance and (2) To indicate the broad parameter of code of conduct which would motivate and help the teachers give his best while performing his duties. The National Policy on Education (1986) further envisages two important approaches by ensuring accountability and curbing professional misconduct for enhancing the dignity of the teachers by: 1. evaluating teachers through open, participative and data based system and 2. preparing the code of professional ethics for them and monitoring their observance.

2. Codes of Ethics and Conduct

In pursuance of the recommendations of NPE (1986, 1992), two initiatives have been taken at the national level to prepare the Code of Professional Ethics for School Teachers in the years 1997 and 2010. The 1997 document clearly defines the code of ethics and states that, “the existence, acceptance and enforcement of the Code of Ethics is one of the basic characteristics of a profession, as it makes the profession self regulating and self governingIt also disciplines them to adhere to the ethical principles and ideals of the profession” (NCERT: 1997). The Code of Professional Ethics for School Teachers (NCTE, 2010. draft) while acknowledging the importance of ethical principles ensures professionalism among teachers. It also states that “like all other professions, the teaching profession should also have its Codes of Professional Ethics to ensure its dignity and integrity.....It provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community.” Both the documents have placed the code of ethics as core ethical values and principles intractably linked to the teaching profession. Carr (2000, p.3) justifies that teaching is a professional activity that is deeply and significantly implicated to

ethical concerns and considerations. Teaching as a profession is a worthwhile activity, and teaching is being intentionally transmitted in a morally acceptable manner (Peters 1966, p.25). It is visible that every teacher should have the urge to adhere to the ethical principles through voluntary observance of the code of ethics.

The terms, code of ethics and code of conduct are used interchangeably by the Education Codes (a government document on rules and regulations) in different provinces of India. Nuland (2009) has defined both the terminologies in different perspectives. "The code of conduct sets the principles of action, behavioural standards, or how the members of the group will work, while the code of ethics is aspirational in tone stating the ideals of the profession and emphasizing the values that guide it." The Code of Professional Ethics for School Teachers (NCTE, 2010. draft) while differentiating the observance of the ethics and conduct, it clearly articulates that, "the violation of code of conduct invites disciplinary action for which detailed rules are prescribed. However in the case of violation of Code of Professional Ethics by teachers, the responsibility to discipline them rests with the authorised representatives of the profession". Ethics is the basis of conduct, a statement of the standards, to which an individual teacher adheres, and the responsibilities and restrictions that are to be observed. Hence, ethical values are considered the foundation for observance on codes of conduct.

3. Code of Professional Ethics for Teachers

As mentioned in the preceding paragraph, the 1997 document on professional ethics are enlisted in five professional activities with defined principles such as Teacher in relation to- students; society and the nation; profession, colleagues and other professional organizations; management/administration. The primary source for the principles of the code is based on the spirit of the Constitution of India. The document was evolved in active participation of the national-level teacher organisations. In the observance of the code, the moral responsibility lies with professional

organisations of the teachers. The All India Primary Teacher Education Federation taking the lead role adopted the Codes of Professional Ethics for Primary Teachers and published and distributed the copies to all the members of the federation.

As a sequel to Right of Children to Free and Compulsory Right to Education Act (2009), the National Council for Teacher Education, 2010, appointed a committee to prepare the Code of Professional Ethics for teachers. Accordingly, a draft code of professional ethics for teachers was prepared in consultation with education secretaries and teacher organisations. The preamble to the code acknowledging the fundamental right of all children to education of good quality, expounds the professional knowledge as prerequisite for the teaching profession. The preamble clearly recognises the need for self direction and self discipline among members of the teaching community. The report clearly states that "the present code of professional ethics for school teachers has been evolved to provide direction and guidance to the teachers in enhancing the dignity of their professional work". Very precisely, the document emphasizes three major obligations of the teachers towards: students, parents, community and society; profession and colleagues. For the first time, a detailed explanatory note and observance of the code have been included in the document to provide proper direction for implementation and adherence. The draft codes of Professional Ethics for School Teachers suggests four significant initiatives such as Registration of the person teaching in schools and taking a Oath, copy of the Codes to be given at the time of joining and a detailed mechanism to deal with violation. A three-tier mechanism at the School/Block level ethics committee, State level ethics committee and National level ethics committee has been suggested to make the observance of the code more systematic and meaningful. The draft document was discussed with experts and teacher organisations. The suggestions were incorporated while finalising the document. However the document is yet to get its approval from different agencies.

National Policy on Education had entrusted a significant role to the teacher organisations to evolve a suitable mechanism for the observance of the code by the teachers. Few teacher organisations have gone ahead with the translation of the code of professional ethics (1997) into Hindi and other regional languages. The teacher organisation claims that they have been using it in the professional development programmes and distributing it to all teachers who are members of their organisations. It is worth mentioning that there is multiplicity of teacher organisations. Membership in any organisation is optional; hence quite a good number of teachers are not members of any teacher organisation. The 2010 document clearly states that “ideally, the Code of Professional Ethics should be prepared by the professional organisations of teachers themselves as it is their responsibility to administer the code in the form of an oath to its members and ensure its observance as a self imposed discipline on the part of its members. Unlike other professional bodies, there is a multiplicity of professional organisations of teachers”.

4. Teacher Codes of Conduct

The teacher codes of conduct, occupies a chapter in the Education Codes and is not independent of overall education codes of the States. It is an integral part of the service rules for restraining teachers from misconduct. Almost all states have Education Acts and Codes to ensure security of service to the teachers working in aided or unaided recognised schools (Government of India 1997: 4). The Education Acts of different states have the approval of the State Legislature. The government is empowered to frame rules and regulations from time to time within the framework of the Act.

The teacher codes of conduct vary across the country with substantial overlapping. The basic objectives of these codes provide guidelines on what teachers shall not do and shall do to adhere to the standards of professional norms.

The positive statements under the code are:

Every Teacher Shall

- Be punctual in attendance and in respect of his class work and also any other work associated with duties.
- By percept and example, instill in the minds of the pupils, entrusted to his care, love for their motherland; respect for law and order; promote tolerance for all religions amongst them.
- Regard each individual pupil capable of unique development and taking his due place in society, and help him to be creative as well as co-operative.
- Have an exemplary moral character. His dealing with the members of the opposite sex reflects on his character and does not bring discredit to the Vidyalaya.
- Be a learner throughout his life not only to enrich his own knowledge, but also of those who are placed in his care.
- Be clean and trim. He shall not be casual and informal, while on duty. His dress shall be neat and dignified. He shall on no account be dressed so as to become an object of excitement or ridicule or pity at the hands of students and his colleagues.

The negative statements in the code:

The Teacher shall not

- Absent himself (except with previous permission of the head of the school) from the class which he is required to attend.
- Discriminate any student on the grounds of caste, creed, language, place of origin, social and cultural background.
- Indulge in or encourage any form of malpractice viz. examination or any other school activity.
- Accept any job of remuneration other than private tuitions to students or engage in any other business.
- Cause or incite any person or damage to school property;
- Smoking, chewing of betel leaves and such other undesirable habits in the presence of students and within the precincts of the Vidyalaya.
- Member of any political party, State or State legislature.

The analysis of all the teacher codes of conduct developed by the states reveal that most of the states have used negative statements intended to regulate misconduct within the regulatory framework. The Delhi School Education Act, 1973 has specified that the breach of any condition specified in sub-rules shall be deemed to be a breach of the code of conduct. Similarly, Education code for Kendriya Vidyalayas clarifies that violation of these codes of conduct shall make an employee liable for action under the CCS (CCA) rules, 1965. On the contrary, the Himachal Pradesh Education Code has placed the Code of Professional Ethics as the code of conduct of teachers with a special note on banning of tailoring, knitting and embroidery and taking private tuitions. Almost all the codes have placed their concerns over private tutoring, unethical behaviour relating to drinking, chewing pan etc.

5. Reported Misconduct and Unethical Behaviour

In spite of the presence of Code of Professional Ethics and Code of Conduct, there are many reported cases relating to misconduct and unethical behaviour amongst teachers. Absenteeism amongst the teachers is the major cause of concern and obstacle for achieving quality education for all. Research studies have attributed the multifarious reasons for absenteeism as habitual truancy, private tutoring, side business, health and family problems, distance from the school and poor physical facilities at place of work etc. In recent years, the sexual abuses by teachers are reported heavily by media and newspapers raising concerns over the safety of students more so of girls students. The mismanagement of school funds and finances allocated for the various functions of school and private tuitions have remained a major source of unethical behaviour amongst the Indian teachers.

6. Implementation of Codes of Conduct

The above discussion presents a critical dichotomy between Codes of Conduct as documents of service rules and Codes of Conduct in practice. There are numerous constraints towards adherence to the codes of conduct by teachers. Political interference, accessibility of codes by teachers, lack of capacity at

various spatial levels of educational management are considered the most important constraints (Khandelwal and Biswal, 2004). The critical observation is that almost all the states have not revisited the teacher codes of conduct, keeping in view the changing educational scenario and changing role of teachers. The impact of the code largely depends on its mechanism of implementation.

7. Conclusion

The Right of Children to Free and Compulsory Education Act, 2009 has given further impetus to teachers' professional responsibilities by placing him under a justifiable law. The RTE categorically pronounced the duties of the teacher which have larger implications on current practices of code of conduct and professional ethics. It envisages that all the regular teachers: maintain regularity and punctuality in attending school; conduct and complete the curriculum; complete entire curriculum within the specified time; assess the learning ability of each child; hold regular meetings with parents and guardians, and appraise them about regularity in attendance, ability to learn and perform such other duties as may be prescribed. Further, the Act emphasizes the prohibition on physical punishment and mental harassment to the children. The Act clearly mentions about the disciplinary action in the case of default in performing the duties under the service rules, applicable to the teachers. Hence' RTE not only calls for meaningful enforcement of codes of conduct but also ensures suitable mechanisms to follow the ethical principles enshrined in the code by the teaching community.

The government has not evolved a simple and suitable mechanism to enforce the Code of Conduct. In other words, without specific enforcement provisions, a breach of the Code of Conduct is observed as an unethical behaviour. Simultaneously, issues should be addressed concerning the application and enforcement of the code of conduct. Though Teacher Associations are playing a critical role in the development and observance of the code of professional ethics, not all teachers are members of teacher associations. Unlike other countries, it is not mandatory for all teachers to

become members of the association. Hence the system calls for developing not only Teacher Codes of Conduct through bottom-up approach but also evolving accountability across the stakeholders. To fulfill the mandate of Right to Education, a national model of code for teachers with a proper implementation mechanism must be evolved by the stakeholders. Besides, the teacher education regulatory body i.e. NCTE, needs to respond much more meaningfully by integrating the conceptual framework of Codes of Ethics and Codes of Conduct in the pre-service and in-service training programmes.

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Teaching Competency Standards in the Southeast Asian Region: An Eleven Countries Audit

Introduction

Since the Dakar Framework Education for All (2000) the development of teaching standard/ quality education has become a growing global agenda to cater the opportunities for effective participation in the societies and economies of the twenty-first century. Southeast Asian countries have actively participated in this agenda to pursuit the international development goals. Recent years have witnessed a significant concern for the harmonization of teaching standard in the region.

The main focus area of research of the SEAMEO INNOTECH was an exploration of current status of teaching competency standards in the Southeast Asian region. As part of the SEAMEO INNOTECH Regional Evaluation Program (SIREP), the research project surveyed the teaching competency standards of the region in 2009. The main thrust areas of the research were developing, implementing, assessing, and monitoring the standards in order to provide transformative teacher professional development in

Southeast Asian countries in the context of an increasingly decentralized educational management system. It identified commonalities in the competency standards across the different countries that will support active and dynamic regional complementarities on capacity-building, teacher exchange and lifelong learning. The intention was to assist the other member states in developing their own teaching competency standards.

Methodology of the Research

The methodology of the study was through survey of inventory of teaching competency standards for their respective countries in the first quarter of 2009 by the selected Southeast Asian teachers and education experts. Simultaneously, it was brought for validation in a Regional Experts Meeting on Teaching Competency Standards. The Experts offered a platform for discussion the elements and units of competencies that define teaching competency standards in the region; the characteristics of competent teachers; the

prevailing policies and practices in teaching competency standard development, monitoring and assessment; and current systems for rewards and recognition. The outputs were synthesized with additional inputs from review of literature and related secondary sources and were afterwards subjected to a peer review from selected experts. The results of the Teaching Competency research have also provided support for the development of a “SEAMEO INNOTECH Competency Framework for Southeast Asian teachers of the 21st Century.”

Regional Domains of Teaching Competency Standard

Results of the study have confirmed that certain professional competencies of Southeast Asian teachers are generally expected to demonstrate. The comparison shows that “teaching competency standard” has adopted numerous and it exhibit common strand in the region. However, the common domains of teaching standards in Southeast Asia were identified (See also Figure 1):

- Professional knowledge: mastery of content and methodology for teaching;
- Professional skills: pedagogies, classroom management and learner assessment;
- Professional characteristics: personal traits viz. responsible, punctual, etc.;
- Professional/personal ethical standards and values: ethical standard and morality; and
- Professional development and lifelong learning: participation in professional teacher organizations and activities, etc.

Moreover, the preceding research revealed that the Southeast Asian countries have points of convergence in teaching competencies in the following respects.

- professional knowledge (pedagogical knowledge);
- content and technological knowledge;
- lesson planning and curriculum designing skills;
- knowledge of principles of learning;
- knowledge of their schools’ vision and mission;

- knowledge of child psychology, and awareness of required standards;
- awareness of school policies; and
- awareness of laws and legislations on education

The teachers of this region are generally expected to have positive characteristics in respecting cultural diversity, encouraging equality, demonstrating positive attitudes, demonstrating a passion for excellence and demonstrating social awareness. Some of the professional values like being respectful, law-abiding, understanding, consistent, emphatic, open-minded, humble, forgiving, morally upright, non-discriminating, humane, patient, dynamic and enthusiastic should be imbibed by the Southeast Asian teachers.

Common Approaches in Developing Teaching Competency Standard

The Southeast Asian countries have common approaches in developing and finalizing the teaching competency standard. The following phases were observed:

Phase I: Benchmarking with Developed Economies

The review of best practices in different countries is the methodology in development the teaching competency standard in the region. The foreign consultants also provide advice and technical inputs in the development of teaching competency standard.

Phase II: Technical Working Group at the Ministry Level

A team at the ministry level is designated to develop teaching competency standard by drafting performance standard and developing a teaching competency standard framework. Some countries sought the help of experts from developed economies as per the national education laws, code of professional practices and experts’ advice.

Phase III: Pilot Testing of the First Draft of Teaching Competency Standards

Most of the countries underwent a pilot test of their first drafts of Teaching Competency Standard. These

drafts were presented to several stakeholders and subjected to review. The qualitative procedures like focus group discussions, interview and extensive consultations or public hearing activities were also held.

Phase IV: Rollout and Full Implementation of National Teaching Competency Standards

There are six countries in Southeast Asia have rollout teaching competency standard. The remaining five are still in Phase III of the implementation framework. Teachers were given guidelines, manuals and compact discs understand their country's teaching competency standards.

Phase V: Monitoring and Evaluation

Some of the countries are already implementing teaching competency standard conduct audits, reviews, and monitoring activities using various observation techniques, survey instruments, and consultation meetings. Most of the countries associated teaching competency standard with rewards for good teaching performance and teacher training for those who need to enhance their competence. Teachers utilize their own improvement plans where areas for capacity-building are noted. Summaries of the teachers' trainings needs based on the competency standards are then compiled, collected, reported, and given appropriate budgets.

Competency Framework for Southeast Asian Teachers of 21st Century

The common core competencies were fleshed out into a competency framework for Southeast Asian teachers of the 21st century with incorporating general competency areas and the units of elements of enabling competencies. The general area of competencies of the Southeast Asian teachers in the 21st century is

identified are as follows:

1. Facilitating the development of learner's life and career skills;
2. Creating a conducive learning environment;
3. Facilitating learning;
4. Preparing appropriate lesson plans as per the school vision and mission

5. Developing higher order thinking skills (HOTS)
6. Developing and utilizing teaching and learning resources
7. Enhancing ethical and moral values
8. Assessing and evaluating learner performance
9. Engaging in professional development
10. Networking with stakeholders especially with parents
11. Managing students' welfare and other tasks

Issues for Policy Action

The main gaps and issues for policy action are the following.

- There is an absence of nationally recognized teaching standards in many countries in the region. Around half of the countries in the region are currently involved in the development of teaching standards, while remaining countries are on the way to implementing the national teaching standard. SEAMEO is well-positioned to take the lead in providing a platform for facilitating collaboration between and among countries to develop, implement and improve the monitoring and evaluation of teaching standards.

- The experience of many countries with teaching standard has yet to be fully documented and it is difficult to assess the extent to which "national teaching competency standard" have been fully developed, implemented and institutionalized in the region. The Southeast Asian countries must assess the lessons learned and the challenges they faced in developing the national teaching standards and give more policy attention to the gaps identified. Other countries can gain insights from the lessons learned to guide them in the planning, development, implementation, and monitoring and evaluation of their own national teaching standard.

- Relatively little is known about the overall impact of national teaching standard on educational performance of students, particularly in national achievement tests or exit examinations. Research and

evaluation are required to highlight correlation of teaching standards and good practices with student achievement and student learning outcomes.

- The issue of how best to develop teaching standards has been a concern for most of the countries. Some would like to benchmark with developed countries to expedite the development and adoption of national competency-based teaching standards. The various policies and models of completed national teaching standards will support more effective approaches in other countries in the region by way of benchmarking and complementation of efforts.

- The identified regional core teaching competency areas in the study are an important milestone in this study. There is a need for countries to support regional competencies of Southeast Asian School Teachers as developed by SEAMEO INNOTECH from the findings of this study and other succeeding validation workshops.

Recommendations

Although the study has identified a set of common teaching competency standard for the Southeast Asian teachers, the performance indicators and measures of verification for each of the general and enabling competencies have yet to be fleshed out. This could be the focus of a future SEAMEO INNOTECH SIREP research project. Moreover, the follow-up studies below are recommended.

- Development of comparative statistical profiles of Southeast Asian teachers, which include teachers' education profiles, workloads, hours, class sizes, employment conditions, capacity-building activities, professional development activities, and participation in school- and community-level concerns

- A survey of qualifications in the region focusing on tertiary qualifications, pre-service requirements, and professional training and other requirements used in assessing teachers

- Future SIREP researches should come up with the demographic composition of teaching forces across the region, looking further at the match between pre-service and in-service requirements, as well as the teaching salary expenditure per student.

- A policy review of teacher professional development strategies in the region, with emphasis on areas of collaboration and identifying the strengths of countries in terms of offering capacity development programs.

- A teacher competency profiling study to determine the level of alignment of teachers in Southeast Asia with the competencies of the SEAMEO INNOTECH SEA Competency Framework for Teachers of the 21st Century. The study should seek to identify key competency gaps among existing Southeast Asian teachers and recommend strategies on how these gaps might be addressed.

Within SEAMEO, there is also a need to institutionalize the conduct of study visits, benchmarking missions and secondment programs for Ministers of Education (MOE) personnel related to National Teacher Competency Standards. This will help MOEs to further enhance their capacity to develop and implement their teaching competency standards.

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SEAMEO INNOTECH

School-Based Management (SBM) in Malaysia under the Cluster School Concept

Cluster School Concept is one of the significant thrusts in the Education Development Master Plan(2006-2010). It attempts to enhance excellence in educational institutions by heavily relying on SBM implementation. Researchers in education are challenged to analyse as to what extent the feasibility and viability of the SBM implementation would transform the Malaysian education system and make it world class. The viability of the educational change depends on the extent to which the concept and strategies of implementation are understood and perceived, in a uniform manner by all the stakeholders such as decision makers, policy planners, policy implementers, teachers, students and special interest groups.

The objective and purpose of the educational reforms in Malaysia in the 2006 Cluster School concept is to enhance schools to global level status, enhance students' learning outcomes and actively incubate some good attributes in one or two niche areas, in schools. In terms of pedagogy, this concept is aimed to transform teachers into true professionals. The most important and crucial thing is to empower the head teachers to play the role of true leaders in determining the destiny of the school, in terms of its character, ethos and accountability. The leadership role of head teachers has been cutout to ensure the progress of the school and to upgrade students' skills. However, the problem is mostly centered on the policy implementers and special interest groups who lack the full understanding of the SBM concept and are at a loss to devise the best strategy to accomplish the desired policy. It is imperative that as an interest group for education, we need to grasp clarity in the conceptual framework of SBM and its implementation within the Malaysian cluster schools.

1.0 Issues and Challenges

The MoEM is confronted with the entrenched rigidity

of the educational management structure which is hierarchical in nature – top heavy pyramidal structure with sector/division at the top and district/school at the bottom. Bureaucratic red tape coupled with systemic inefficiency as well as ineffective management of resources and personnel, compound that challenge. The concern for both policymakers and educators in Malaysia is whether SBM in cluster schools is an effective tool for bringing improvement in schools. Specifically, the concern is to identify as to what extent SBM is viable in the context of cluster schools policy and in terms of:

- school's capacity and level of readiness
- efficiency in terms of value for money
- effectiveness in terms of student learning outcome
- equity ensuring equal opportunity for all.

As educationists, we might say that although the SBM concept and its implementation is an ideal solution to enhance effectiveness of schools and bring all round improvement, several factors have to be taken into account. While those contributing factors could be easily identified, managing change in the school organisation could be problematic. Managing change could be challenging because of lack of information and consequently inadequate understanding of the rationale for change. Ignoring these issues could become the stumbling block in introducing SBM in the organisation.

One of the key questions is whether equity can be maintained with lump-sum allocation of funds to schools on a per pupil basis. Most respondents who were interviewed stated that the allocation granted to them was not enough to manage the school facilities. Furthermore, the manner in which resources are allocated must be reflected in what actually transpires in the classroom as far as learning and teaching is concerned.

According to the respondents, SBM provides the necessary flexibility to the schools to meet the needs of the students. This potential can only be realised provided the central, state and district delegate full authority to the schools to take decisions and carry out improvements, particularly in the areas of curriculum and pedagogy. Devolution of power to the school level posits a direct challenge to the traditional pattern of governance and can often ignite power struggle. Majority of respondents claimed that, in order to use SBM effectively, schools and districts must be committed to the higher goal of school improvement and should devote a great deal of time and effort towards learning their new roles. There is an immediate need to learn from pilot projects the pros and cons of SBM especially as it relates to capacity, effectiveness and efficiency at the school level while maintaining equity or equal opportunity. While welcoming the trend towards greater autonomy for schools, further research is needed to discern the relationship between school autonomy and school effectiveness within the domains of SBM and cluster school policy.

2.0 The Implementation of School-Based Management in Malaysian Cluster Schools

The scope and approach of the SBM implementation in Malaysia is still new and limited to certain areas. Most developing countries are still looking for an ideal SBM model. In the Malaysian context, the concept of SBM is debatable, and was not initially well received, especially at the political level. Certainly, this could be due to the fact that Malaysia is a multi-racial country with diverse cultural and religious composition. Care must be taken that the implementation of any new policy must not counter the principle of unity in diversity. Therefore, the educational reforms in the Malaysian educational system must be radically changed to ensure that no one is left behind. There should be equal opportunity to all, to ensure universal access to quality education provided by mainstream school system.

SBM in Malaysia can be successful if it can overhaul ineffective schools and make them effective in terms of improved teaching and learning. The desirability

and the viability of the implementations of the Cluster School concept in Malaysia would largely depend upon the true understanding of the SBM concept at the level of both, principal and staff and leveraging all the internal and external resources available at their disposal. The first step to be undertaken by MoEM is to determine the criteria in selection of Cluster Schools and to ensure the readiness of the target schools. Secondly, structured training and relevant exposure on leadership and management at the National Institute of Educational Leadership and Management (IAB) must be provided to all principals of cluster schools.

The provision of SBM in the Malaysian Cluster Schools does not imply that all decisions are to be made at the school level. Instead, it empowers the schools with greater flexibility in decision making in those areas that are critical in improving pupil learning as well as in the niche areas in which the schools aim to develop.

3.0 Implications for Policy and Practice

When policy makers adopt SBM as a tool to bring dynamic change and innovation in the system, they need to plan for changes at all levels of the educational system. In the Malaysian context, the organisation at all levels - the ministry, state, district and schools - must understand the concept of SBM and the rationale behind it. Previous school reform policies, often failed because of lack of understanding among policy makers, planners, implementers as well as stakeholders and interest groups rather than policy per se. The need to implement SBM must be well understood by all the stakeholders. At the same time, the ministry of education should establish a steering committee to monitor the implementation of SBM.

4.0 Conclusion

SBM has the potential to provide schools with greater flexibility that is required to meet the needs of pupils. However, the success of SBM would depend upon the extent to which the central, state and district education offices empower the schools to take decisions. Devolution of powers to the school posits a direct challenge to the traditional pattern of governance and

can often ignite power struggle. To ensure effective implementation of SBM, the schools and districts must adhere to school improvement plans and devote a great deal of time and effort towards learning the new roles. The viability of SBM implementation depends on the ability of school governance in terms of decision making and problem solving approach as well as how dynamism of all parties and community members, especially in the early years of implementation. The sustainability of SBM would critically depend on the principal's leadership skills and the willingness of all stakeholders to discharge their role in a responsible manner. The successful implementation of SBM requires several preconditions to be met at local level such as:

- A strong support from school staff;
- Imparting adequate administrative training at school and district community levels;
- Recognition of the new channels of communication;
- Adequate financial support to provide training to regular staff;
- Central office administration must delegate authority to principals; and
- Principals in turn, must share their authority with teachers and parents.

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Teacher Training and classroom Practices in Nepal: An Action Research

The professionally trained teachers occupy the 98.2 per cent of the regular (permanent) teachers in Nepal. The impact of the training on the real changes in the classroom practices is not very visible. The action research on teacher training tries to explore the causes of why the teacher training programme is not bringing substantive changes in the class room practices and why this is happening. The research also tries to observe how much of skill and knowledge the teachers learned during the training programme and their use in the classroom.

For this action research, both qualitative and quantitative research techniques such as personal observation, questionnaire for head teachers, trainee teachers, other teachers, students, and school management committee chairs were used. All the respondents are the stakeholders of the school. The over all analysis reveals that the use of teacher training in the classroom teaching practices are not very satisfactory. The major findings of the study are:

- Most of the trainee teachers showed some kind of fear with the classroom observation. So there is a need for developing the self efficacy of teachers and appreciating the classroom observation for implementation of the training to overcome difficulties in teaching.
- Head teachers are of the view that the class teaching of trained teachers are more effective, but they are not satisfactory. Most of them agree that there should be regular observation and monitoring to provide feedback for the better implementation of teacher training into classroom practices.
- Most of the school management committee chairs recommended that the time for teacher training should be organised during the holidays to avoid the absence of the teachers from school and disturbance in teaching activities, They also appreciated the need of regular observation of teachers by competent trainers.
- Research team and school supervisors claim that 25 per cent of the training is applied in the classroom practices. They agree that the teachers themselves are more responsible for not implementing training in the

classroom. The teachers use teaching materials at the time of only classroom observations but not in regular teaching hours.

- The students shared their perspectives by stating that teachers teach differently at the time of class-room observation and in regular teaching process. Students were of the view that there should be regular observation of the teachers so that they can use better approach to teaching in the class.

- Subject teachers were of the view that 50 per cent of the math training can be applied in the classroom. Social study teachers agreed that class observation should be held once in a week.

- The major challenges stated by teachers for not applying training in the classes are large sized classes, too much work, and the lack of facilities such as science lab etc.

The research concludes that regular observation and continuous support system can yield better implementation of teacher training in the classroom. The research also reveals that classroom observation mechanism would not only make the teacher more accountable, but also develop sustainable performance-based teaching. Thus, it can be concluded that a strong mechanism of classroom observation and monitoring mechanism with good support services can help the teacher in transferring training into classroom practices. The study was conducted with the belief that ‘Action research is to improve, not to prove’.

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The Accomplished Teacher: The Perception of the Sri Lankan Education Community

There is a growing consensus worldwide in what a teacher should know and be able to do. This includes knowledge of the subjects to be taught and how to teach these subjects to the students of different levels of ability and learning, how to monitor their learning and knowledge, how to adjust programmes to suit different learning needs of students, how to work collaboratively with other teachers in school, how to develop teaching and learning strategies to achieve school goals across grade levels, and for shared reflection on the practice of teaching. With this in view, a study was conducted as to how the ‘Sri Lankan Education Community’, perceive, ‘what an accomplished teacher should know and be able to do’. In carrying out the above study, a research team met with students, teachers, teacher trainees, principals, teacher educators, and education administrators and had interviews, focus group discussions, and obtained written submissions. The research team, after careful deliberation, developed five statements to express “An

Accomplished Teacher”, with indicators of evidence for each statement. These findings are disseminated and integrated into the teacher preparation curricula.

An Accomplished Teacher

Statement 1: A teacher has a sound knowledge in the subject matter and constantly updates it and relates teaching/learning to social and environmental contexts.

- Is fully aware of syllabus changes and curricula reforms.
- Has sound knowledge on subject matter.
- Successfully answers the questions from students.
- Gives good / appropriate examples and explanations.
- Gives new information to the students, updates oneself.
- Keep a close relationship with professional bodies and educational institutes.

- Regularly discusses with teacher educators/In-service Advisors.
- Participates in educational tours, seminars and external activities.

Statement 2: A teacher is able to use a wide range and variety of techniques that enable students at different ability levels to learn.

- Focuses on aims and keeps congruence between aims and subject matter.
- Prepares lesson plans with clear and appropriate objectives.
- Learning activities are initiated by the teacher.
- Teacher has prepared evaluation plan / assessments.
- Actively uses learning / teaching materials / visual aids.
- Uses electronic media where necessary.
- Practises / experiments with various methodologies.
- Creates a stimulating learning environment.

Statement 3: A teacher has multiple qualities of a leader and is approachable, accommodates the students, peers, parents, and super-ordinates, and is understanding.

- Shows emotional balance at all times.
- Praises students according to their responses.
- Demonstrates collective responsibility.
- Changes one's opinion when necessary.
- Is impartial in decision-making and gives reasons for decisions.
- Understands and respects others.
- Listens attentively when students speak.
- Appreciates and accepts ideas of stakeholders.

Statement 4: A teacher is an extended professional who reaches beyond oneself and has a high degree of commitment to make students successful in their lives.

- Becomes a learner along with the students.
- Is aware of duties and attends to duties without fail.
- Commits towards the total development of students.

- Encourages students / others to achieve targets.
- Has a teachable heart.
- Attends to intellectual growth of students.
- Demonstrates willingness to implement changes as appropriate.
- Recognises student diversity and guides them at all times.

Statement 5: A teacher provides an exemplary image; is a model to all; his/her mere presence makes a difference.

- Is a change agent and acts as a transformer where necessary.
- Recognises others' talents.
- Engages in creative activities.
- Cares and shares.
- Helps the needy.
- Positively responds to new ideas.
- Shares Resources.
- Has a high degree of integrity.

To translate the role expectations of accomplished teachers of the Sri Lankan Community, there is a move by the government of Sri Lanka to establish National Council for Teacher Education.

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News from Member Institutions (January 2011-June 2011)

Research Centre for Educational Innovation and Development (CERID)

Kathmandu, Nepal

- The study on Rethinking Millennium Development Goals (MDGs): Stakeholders' Perception and Strategic Choices is a choice experimental survey being undertaken in seven developing countries including Nepal in two phases with the support of Swiss Network for International Studies in coordination with World Trade Institute, University of Bern, Switzerland. The purpose of this survey was to investigate how different groups of stakeholders perceive the MDGs and identify their developmental priorities.
- Prepared a regional synthesis paper as part of the project on Financing Secondary Education in Asia and the Pacific Questionnaire Survey conducted by UNESCO Office in Bangkok.
- ECCE Practitioners' Status and Professional Development study was initiated in April 2011 with the support of UNESCO Office in Kathmandu. The main purpose of this study was to analyse policies related to ECCE and identify concrete options to improve the quality of ECCE.

Institute Aminuddin Baki (IAB)

Pahang, Malaysia

- Thirty Training Programmes for National School Leaders of High Performance Schools (HPS) were conducted both at primary and secondary school levels to reaffirm their roles as managers.

- School Improvement Programme (SIP) 2011 initiated by the Ministry of Education Malaysia involving School Improvement Partners (SI Partners) from various divisions of the ministry assisted in identifying non-performing schools especially in rural areas of the country.
- Teach for Malaysia Programme 2011 initiated by the Ministry of Education Malaysia involved young graduates with excellent achievements as volunteers on attachment basis to serve in selected non-performing schools of the country as Fellow TFMs for a stipulated time period.
- Ten LINUS (Literacy and Numeracy) Programmes were conducted until July 2011 for headmasters to ensure that schools are capable of implementing strategic plans based on issues and problems faced by the school leaders of under-performing schools in Malaysia.
- Ten High Education Officials from the Brunei Ministry of Education on JWG visited IAB on 31 March 2011 to discuss about training programmes for school leaders and educational officers from Brunei to be conducted in IAB late this year.

Centre for Multi-disciplinary Development Research (CMDR)

Dharwad, India

- Conducted evaluation of Effectiveness of Nali Kali Programme (Activities Based Learning) in Karnataka, sponsored by

Sarva Shiksha Abhiyaan (SSA) of Karnataka State. The study tried to evaluate this programme in eight districts of the state to know the impact the programme has made on the skills and competencies of the students of the 1st and 2nd standards. Nali Kali has made a positive impact on the learning levels of the students especially students belonging to the socially backward and minority communities.

Korean Educational Development Institute (KEDI)

Seoul, South Korea

- The Global Education Leader's Programme's (GELP), International Seminar on Innovation of the 21st century Education was held on 6 May 2011 at the Press Center in Seoul, Korea. GELP is a network of education leaders from United States, England, Canada, Australia, New Zealand, Finland, China and Korea. It aimed to share the achievements of each country's educational reform cases and seek action plans for future education and educational reform strategies.
- Two delegates from Finnish National Board of Education visited KEDI on 3 May 2011. They had a discussion with research fellows from KEDI on education system and innovation in Finland.
- The KEDI Journal of Educational Policy vol. 8 no. 1 was published on 30 June 2011. KJEP, an English, biannual journal published by KEDI, gained international authority by registering at Social Science Citation Index from June 2007 (Vol. 4, No. 1).

Bangladesh Rural Advancement Committee (BRAC)

Dhaka, Bangladesh

- Conducted a study to explore the low performance in education: the case of Sylhet division. Geographical conditions of the division, late entry and early dropouts of children, poverty and child labour, teachers' absenteeism and lack of punctuality, weak management, lack of awareness of parents and unavailability of enough secondary schools were identified as the reasons for low performance in education in Sylhet division.
- A three-member research team of BRAC provided technical assistance to AusAID, Manila in planning a study to implement BRAC-type non-formal education programme in a low-performing region of Muslim Mindanao.
- Two non-governmental organisations, BRAC and FIVDB, has jointly undertaken a pilot campaign project in five selected unions in Sunamganj and Hobiganj districts to ensure Universal Primary Education in Sylhet Division by 2015.

Shanghai Institute of Human Resource Development (SIHRD)

Shanghai, China

- Analysed the development of national education in the year 2010— new progress as well as new challenges — from the statistical perspectives. On the basis of these researches, a Concise Analysis Report on Chinese Education was completed in 2010.
- Entrusted by the Office of National Education Inspectorate, SIHRD appraised the situation of development in lower secondary vocational education at the national level from four

aspects: the strategic position and policy implementation, development and social contributions, resource allocation and financial supporting, personnel training and innovation.

- Entrusted by the Department of Finance of the Ministry of Education, SIHRD completed the Analysis Report on the Inter-provincial Diversity in Compulsory Education Investment during the Eleventh Five-Year Period.
- Entrusted by the Higher Education Evaluation Center of the Ministry of Education, SIHRD completed the first draft of the 2010 Analysis Report on National Human Resource Training on Vocational Colleges.
- SIHRD project team coordinated Empirical Research on the Inspection to the Balanced Development of Compulsory Education funded by the Ford Foundation.

South East Asian Ministers of Education Organisation, Regional Centre for Educational Innovation and Technology (SEAMEO INNOTECH)

Manila, The Philippines

- SEAMEO INNOTECH held its Third Regional Education Forum on the theme Re-discovering the Passion for Teaching. The meeting was attended by award-winning teachers. The major output of the forum—success profile of an excellent teacher—was produced to help education ministries and teacher education institutions in developing specialised training programmes and policies on how to ignite and keep the passion of teachers in their profession.
- SEAMEO INNOTECH and NIDTEP (National Institute for Development of Teachers, Faculty Staffs, and Educational Personnels), which is under the Ministry of Education of Thailand,

formed an agreement on a technology transfer model that builds the training capacity of NIDTEP as it assumes more responsibility for the implementation of ICeXCELS Thailand.

- Convened the First International Course on Fit for School: Capacity Building for Effective School Health at SEAMEO INNOTECH with delegates from Cambodia, Indonesia, Philippines, Uzbekistan, and Lao PDR.
- Project SmaLL (Small Schools Management for Lifelong Learning) is an action research that aims at continuous improvement of SEAMEO initiatives in managing small/multi-grade schools. Need analysis and capacity building were carried out to develop a replicable model that may be adopted by small schools in the pilot countries of Lao PDR, Malaysia and the Philippines.
- Developed a Madrasah Secondary Education Curriculum from November 2010 to May 2011. The draft of the curriculum guide will be used in the course after a review.
- Presented the results of the UNESCO Bangkok - commissioned study entitled Financing of Secondary Education in Asia and the Pacific. The study used a survey that gathered qualitative and quantitative data on the development of secondary education sub-sectors in the Philippines and its funding mechanisms and strategies.

International Institute of Educational Planning (IIEP)

Paris, France

- Organised a Research on the functioning of district education offices in the Philippines and Sri Lanka. The study has been implemented in collaboration with the Philippines and Sri Lankan Ministries of

Education, as well as with SEAMEO INNOTECH (Philippines) and the Centre for Education Leadership Development (CELD) of the National Institute of Education (NIE) (Sri Lanka). The results will be published through a comparative study which will also include research undertaken with the Pakistan Academy for Educational Planning and Management on the same topic in 2007-2008.

- Launched a research programme on “Design and management of higher education systems: the role of steering policies and governance reforms in the management of higher education” in 2010 in five Asian countries – Cambodia, China, Indonesia, Japan and Vietnam – which examines the introduction of increased autonomy and its effect on higher education institutions. To share the findings from the five case studies and a comparative analysis with policy-makers from the region, a Policy Forum was organised in Jakarta, Indonesia, on 23 and 24 May 2011.

State Institute of Educational Management and Training (SIEMAT)

Allahabad, Uttar Pradesh

- Completed the research studies on – “Discrimination in classrooms: Transaction, Interaction, Behaviour, Approach of Teachers and Children”; “Study of reasons for low attendance and low retention rates in primary schools” and “A Comparative Study of the Performance of Graduate and Non-Graduate Teachers in Primary Parishadiya Schools”.
- Organised a five days training programme for newly recruited Sub-Deputy Inspectors of Schools in four batches between January and April 2011. 125 participants were trained. Administrative and academic responsibilities

of SDIs especially in the context of RTE Act were discussed.

National Council of Educational Research and Training (NCERT)

New Delhi, India

- A study was conducted for Teaching of English in Government Schools at the Primary Level in India, both as a subject and medium of instruction. Video conferences were held in different states along with interactions with the Chairpersons of Boards of School Education and Directors of SCERTs of North East Region.
- Conducted an All India Competition of Innovative Practices and Experiments in Education for Schools and Teacher Education Institutions and organised a national seminar to distribute the awards.
- A Golden Jubilee National Seminar on Universalisation of Secondary Education : Issues, Challenges and Policy Perspectives in Rural Context was held to offer a platform to educational planners, administrators, researchers and policy makers to share national experiences on secondary education in rural areas.
- Research was conducted on Strengthening Science Education at Secondary Stage of schooling in States/UTs under Rashtriya Madhyamik Shiksha Abhiyaan, with the specific objectives to orient state functionaries on laboratory practices and also to develop science laboratory kits for the secondary stage as per the requirement of state science curricula. The findings revealed that most of the States/ UTs did not have well-equipped laboratories for secondary schools and did not conduct in-service teacher training programmes in laboratory practices.

National University of Educational Planning and Administration (NUEPA)

New Delhi, India

- Conducted an Orientation Programme on “Professional Policy Making” with an objective to enable better understanding of the concepts and dynamics of policy making and implementation in the system at the centre, state and institutional levels.
- Organised the first phase of the six months XXVII Diploma Programme from February 1 to April 30, 2011 in Educational Planning and Administration (IDEPA) for 37 senior level educational planners and administrators from 27 countries of Asia, Africa, Latin America, Europe and Pacific region. The major objectives of the Diploma programme was to understand educational development in the developing countries from the global context with special reference to the national systems of education, policy, pertaining to education for all, universalisation of elementary education, vocational and higher education; to foster the spirit of regional cooperation, international understanding and goodwill through exchange of experiences, particularly in the field of education and human resource development. The

programme was funded by Indian Technical Cooperation Division of Ministry of External Affairs, Government of India.

- Organised the Global Conclave of Young Scholars of Indian Education between January 27-29, 2011. The purpose of the Conclave was to bring together young researchers (doctoral, post-doctoral students and early-career faculties) working on Indian Education from universities and research institutes in India and abroad. The Conclave, a first of its kind, provided the young researchers a forum to share and showcase their research, to network and to publish across boundaries of nations and discipline. Around 70 papers were presented covering diverse themes ranging from classroom practices, stakeholders’ perspectives on higher education and financing of education through vouchers to diaspora.
- Conducted a workshop on Institutionalising the concept of School Safety from 21-24, March 2011 in Sikkim for teacher educators of the North Eastern Region. 45 participants from seven states of the Region participated in the workshop and prepared an “Action Plan on School Safety”.

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2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)
3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA – 12041, Indonesia.
4. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh (www.brac.net)
5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh (www.campebd.org)
6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380 001, Karnataka (INDIA) (www.cmdr.co.in)
7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka (www.nie.lk)
8. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG, Malaysia
9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)
10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, (www.kedi.re.kr)
11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh (www.naem.gov.bd)
12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal (www.nced.gov.np)
13. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) (www.ncert.nic.in)
14. National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.nuepa.org)
15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, (www.cerid.org)
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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)
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19. The Aga Khan Education Service, Pakistan (AKES,P) House No.3 & 4, F-17/B, Block VII KDA Scheme 5, Clifton, Karachi-75600, Pakistan (www.akdn.org/akes)
20. The Aga Khan University-Institute for Educational Development, (AKU-IED), 1-5/B-VII, F. B. Area Karimabad, P.O. Box No.13688, Karachi-75950, Pakistan (<http://www.aku.edu>)

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