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Vocational Education and Skill Development: Policies and Practices

The current issue of the Newsletter focuses on “Vocational Education and Skill Development: Policies and Practices”. The articles have been written by various experts and researchers working in this area in the context of different member-countries in Asia Pacific region. These essays cover Australia, China, India, Pakistan, Philippines and Vietnam.

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Vocational Education and Skill Development of youth is gaining attention across the globe as it has considerable impact on education and employability of students after completion of their school education and for entering the world of work. In view of the immense impact of Vocational Education on human as well as societal development, more and more initiatives are being taken in almost all Asia Pacific countries to provide opportunities to access vocational education of reasonable quality. The target 4.2 of Sustainable Development Goal 4 aims that ‘By 2030, ensure that all girls and boys have access to quality vocational education so that they are ready for decent work and quality life.’

The first article talks about the vocational education system in Australia which includes a National Quality Agenda and Early Years Learning Framework for providing quality vocational education programme to ensure the best start of life for all children.

The subsequent article has focused on China’s experience in provisioning of vocational education which is the world’s largest vocational education system. The country is further strengthening its vocational schools and professional development programmes. It is also making efforts for developing high-level training bases.

This newsletter includes two articles narrating the status of vocational education in India. The first article

discusses about different steps taken by Government of India under its Skill India Programme in order to link education with the world of work and enhance employability of the youth. The second article has mainly focused on policy perspectives and challenges for implementation of these policies to improve reach and quality of vocational education.

The experience of India is followed by an article narrating Pakistan's experience of revitalising, modernising and harmonising the technical and vocational education as per the needs of its job market. The next article has focused on different policies and activities conducted by Philippines Government for addressing the challenge of mismatch between education and employment. The Government has enacted the Enhanced Basic Education Act which has added two years to basic education with the intention of preparing Senior High School (SHS) graduates to go to college, opt to work or engage in entrepreneurial activities. The article has also discussed about a toolkit prepared by teachers and its usefulness in the context

of changing situation of labour market as per the needs of fourth industrial revolution. This article is followed by the write-up highlighting the situation of vocational education in Vietnam which has set out a number of tasks and solutions in order to promote Vocational Education and Training (VET) development.

All the articles included in this issue have provided a detailed understanding about the existing policies and practices in different countries for implementation of early vocational education and skill development programme. It is evident that, all countries have developed their own policy framework and guidelines of quantitative and qualitative expansion of vocational education programme mainly for the students availing secondary education. However, all these countries have taken many initiatives to meet challenges while translating these policies into action for linking education with the world of work.

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Vocational Education System in Australia

In 1990, work began under Australia's National Training Board (NTB) on the development and approval of national and industry-specific competency standards. In 1992, the establishment of the Australian National Training Authority (ANTA) marked the creation of a nationally coordinated training system. ANTA was abolished in 2005 and was never replaced by an authority with a comparable role.

In April 2019, the latest review of Australia's national VET system was released. Led by former New Zealand skills minister the Honourable Steven Joyce, *Strengthening Skills Expert Review of Australia's Vocational Education and Training System* has made 71 recommendations and a six-point plan for change: (1) strengthening quality assurance, (2) speeding up qualification development, (3) simplifying funding and skills matching, (4) better careers information, (5) clearer secondary school pathways and (6) greater access for disadvantaged Australians. The review addressed long-held concerns that the VET sector lacked national coordination, its funding models were confusing and opaque and the quality of the sector's training providers was inconsistent. It has been proposed to strengthen

national regulation and quality assurance in the sector by, among a broad suite of measures, establishing a new National Skills Commission to start working with the States and Territories to develop a new nationally-consistent funding model based on a shared understanding of skills needs. Other recommended measures include establishing a new National Careers Institute, creating new vocational pathways for introduction into senior secondary schools, providing new support for second chance learners needing foundation language, literacy, numeracy and digital skills.

These are potentially significant developments in the evolution of Australia's national training system. They appear to represent a re-think of national competency-based standards for training and assessment. The next few years will have the potential to shake-up these now firmly embedded policy settings and practices in the context of rising concerns over the quality of VET providers and their graduates.

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Vocational Education in China

In 2002, the state council issued the decision on vigorously promoting the reform and development of vocational education, which promoted the reform and development of vocational education in China. At present, the world's largest vocational education system has been built and the basic framework of modern vocational education system with Chinese characteristics has been formed. According to the statistics of 2018, there are more than 8,000 secondary vocational schools with 15,552,000 students. With the adjustment of industrial structure and upgrading of products, the number of secondary vocational schools is decreasing year-by-year. The state vigorously supports the deep integration of production and education in vocational education. Schools and enterprises have jointly built 1,933 productive training

bases. A total of 660 training bases for "double-qualified" teachers have been built by school-enterprise cooperation, which promotes the two-way communication and cooperation between teachers and employees in Higher Vocational Colleges. As many as 351 international co-operations have been carried out in vocational education. The national standard of vocational education has been further improved, and the national teaching standards of vocational education, such as professional catalogue and professional teaching standards have been issued one after another. Vocational education quality control has also been strengthened. Around 86% of the schools have set up specialised monitoring and evaluation organisations for teaching quality and 93% of the enterprises said that the graduates of the cooperative

schools meet the requirements of the enterprises. Promulgated by the state council in February 2019, the national vocational education reform plan will further “perfect degree education and training of modern vocational education system, open technical skills talents growth channel”, “promoting qualified ordinary undergraduate course colleges and universities to applied, encourage conditional open application technology type professional courses in common colleges and universities. We will launch pilot programmes for vocational education at the undergraduate level. We will further expand enrollment in higher vocational education. We will launch trials of the system of “academic diploma + vocational skill level certificate” in vocational colleges and application-oriented undergraduate institutions. We will further expand enrollment in higher vocational education.

We will launch trials of the system of “academic diploma + vocational skill level certificate” in vocational colleges and application-oriented undergraduate institutions. We will further strengthen the development of high-level vocational schools and professional programmes and the construction of high-level training bases. We will carry out training for all teachers, and build a two-way communication and cooperation community between school and enterprise personnel. We will further encourage enterprises to participate in vocational education and promote diversified schooling.

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Skill Development and Vocational Education in India: Policies and Practices

Education bears a high order responsibility to impart knowledge, skills and values needed to create a just and sustainable future. The education for sustainable development (ESD) agenda recognises the role of education in developing critical skills and competencies valued at the global level and, at the same time, relevant to the national priorities. It has been realised that, it is required to develop global competence which would help developing work readiness and boost employability of students.

India has majority of its population in the working age group and, to take advantage of the demographic dividend, the country needs to invest heavily on the skill development of its youth. Further, India’s transition to a knowledge economy would require new sets of skills to churn out a more flexible and multi-skilled workforce. To address this, a flexible education and training system is required to provide a sound foundation for learning at all levels of education and to develop required competencies to attain lifelong learning. It requires integration of skills in the school curriculum, from the early stage to the secondary stage, to develop a sound foundation for re-conceptualising vocational education

in order to meet the challenges of the 21st century. Life Skill development needs to be an integral component of skill development and vocational education.

India has set a target of skilling 500 million people by 2022. The National Policy on Skill Development and Entrepreneurship, 2015 envisaged to create an ecosystem of empowerment by skilling on a large scale with high standards and to promote a culture of innovation-based entrepreneurship which can generate wealth and employment so as to ensure sustainable livelihoods for all citizens in the country. The challenge in India is creating institutional arrangements to achieve this target from a very low base. According to the national data, nearly one-third of the employed men and one-sixth of the employed women possess qualification levels of secondary education and above. The figures on vocational training are abysmal – only 2.2 per cent in the age-group of 15-59 have received formal vocational training and another 8.6 per cent have received non-formal vocational training.

The Government of India has initiated several steps to link education with the world of work and enhance

employability of the youth. For example, vocational education is introduced as an integral part of general education at the secondary and higher secondary levels. Further, vocationalisation of education is encouraged at higher education level through Bachelor of Vocation degree programme; community colleges are encouraged and Kaushal Kendras for skill development are introduced. However, it is recognised that skill development, through formal education system, will be very inadequate to meet the skilling target.

India established a Ministry for Skill Development and Entrepreneurship (MSDE) to provide added focus on enhancing employability of the youth through skill development. The country adopted a National Skills Qualifications Framework (NSQF) in 2013 and it forms the basis for skill development in India. The NSQF is a competency-based quality assurance framework which enables the learner to acquire the certification for competency needed at any level through formal, non-formal or informal modes of training and it recognises prior learning.

Skill India programme offers courses developed according to the NSQF and across 40 sectors aligned to the standards recognised by industry. These courses help produce job-ready persons to be employed in the production sectors. The National Skill Development Agency (NSDA) is part of the MSDE and it co-ordinates

and harmonises the skill development activities in the country. The National Skill Development Corporation India (NSDC) is created on a Public Private Partnership Company to promote skill development programmes in India.

Whether the skill formation takes place in formal institutions or not, it is important that curriculum is aligned with the demands of the labour market and entrepreneur skills required for self-employment. More and more employment will be generated in the non-farm sectors of the economy. There is a need to design specific skill development programmes for the non-farm sector. Female labour participation rate has been declining in India. There is a need to promote women employment by providing them with opportunities to pursue non-traditional skill courses in the non-farm sectors of the economy. With the age of technological advancement, innovative methods, using technology, could be adopted to impart skill training to keep pace with the globalised arena of work. In order to address the issue of skills mismatch and skills gap, there is need to promote research and develop a strong information base for skills to inform policy decisions on skill development and vocational education.

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Vocational Education in Secondary Education: Indian Perspective in Policy Making

The growing thrust over introducing vocational education in school education these days is not only to cater to the demand of employable work force in India but also to inculcate positive attitude towards work and life. Historically, Kothari Commission, 1964-66, in its recommendations, raised the importance of introducing vocational education by giving strong vocational bias to secondary stage and to increase emphasis on agricultural and technological basis at the university stage. Followed by this, the National Policy on Education (NPE), 1986 also recommended vocational

education at the secondary level of schooling related to agriculture, marketing, social services and also to develop skill for entrepreneurship and self-employment. The rationale behind the importance of vocational education at the secondary level has been to make individual self-reliant, especially catering to the disadvantaged groups and individuals who choose to pursue their interest apart from general education. Thus, vocational stream was initially meant to address the needs of those who would enter the workforce early as others opt to continue general education and

research. NPE, 1986 expected to cover 10 per cent of higher secondary students in vocational education streams by 1995 and 25 per cent by 2000, but the aim remained elusive till date. It was expected in NPE, 1986 that substantial number of students, after completing vocational courses, would be absorbed by wage or self-employment.

Later, National Curriculum Framework for School Education, 2000 (NCFSE, 2000) also gave high priority to vocational education to enhance students' employability in the near future in the emerging neo-liberal world. The purpose had been to offer opportunities to a large number of students who leave school at different stages of education. Further, National Curriculum Framework, 2005 (NCF, 2005) suggested craft-making at the elementary stage to children as a part of life skill introduction followed by child's interest to pursue the same in later stages of education. NCF, 2005, however, cautioned that care must be taken to ensure that curriculum does not reinforce stereotypes about preferences, choices and capabilities of different groups. Further, NCF, 2005 suggested gradual inclusion of vocational skill as a part of exposure to work which would be an important aspect of an inclusive curriculum. The child at the secondary stage of schooling undergoes a period of not only physical change but also experiences the process of identity formation in relation to the society. So, availability of options in learning a skill at the secondary level of schooling should be according to the choice of the child and not confined to traditional and gendered options of tailoring, hair-cutting, accounting and short-hand, etc. NCF, 2005 visualised establishment of separate Vocational Education and Training (VET) centres and institutions and underlined that VET should provide a 'preferred and dignified choice' rather than a terminal or 'last resort' option.

It is observed that the focus of vocational education in various policy documents has been to ensure social justice by attracting larger chunk of student population and making them employable. Another major pushing factor has been the sustainability issue that has not only impacted environment but employment as well. The efforts to achieve SDG-4 by the state governments

need to be in sync with SDG-8 target which aims for decent jobs agenda of International Labour Organization for the sustainable development.

It has already been highlighted by earlier studies that it is required to resolve the shortcomings that maintain 'no aspirations' among students and it has been recommended that there is a need to narrow down the gap between theory and practice in school and worksites, i.e. both can be learning venues. Some of the other recommendations, in the same study, included decreasing the age to introduce vocational education, i.e. from 13 to 10 years in India; vocational education should not be treated as separate and distinct from general education system; adoption of participatory approach to involve government as well as private stakeholders in designing curriculum; codifying skills and fixing standards; and having experienced teachers in vocational education. According to the study, VET should provide vertical and horizontal mobility for progressively gaining further qualifications which, in turn, would inspire parents and students to treat vocational pass out dignified. As the employers in labour market also want performance-oriented workforce, imparting skills at different stages of school education along with quality education has become crucial for schools. The promotion of vocational education under skill development programme, however, also presents some challenges of reproducing inequalities or hierarchies in society by offering soft and sophisticated knowledge and high profile skill to elite while vocational education warranting manual or menial jobs would be accessed mainly by students with socio-economically poor background. Thus, the challenge for the policy makers would be to minimise such risks by offering inclusive and quality education and skill to all.

The recently released draft of new National Education Policy, 2019 emphasised on vocational education by stating that states will be encouraged to introduce vocational education programme in regional languages through State Institute of Open Schooling (SIOS). The policy draft talks about increasing flexibility and choice of subjects to study across Arts, Humanity, Science, sports and vocational subjects which reflects at policy makers' intention to attract greater enrolment in

non-traditional subject stream like vocational stream. To this, the draft document on education policy states that no hard separation of vocational and academic stream to give opportunity in developing both kinds of capacities. Pre-vocational orientation will begin during the elementary stage and will be available to every child. Thus, there will be focus on experiential learning to foster respect for different professions. The suggestion of taking at least one art form for deeper study would further boost self-esteem of the child in pursuing it as a career in future. The proposed initiatives will break away from the conventional approach of opting Arts, Science and Commerce stream only.

There are various kinds of challenges associated in the process which the curriculum makers need to consider while offering educational choices to all at the secondary level. The highest drop-out at the secondary level across India (around 17 per cent) has been one of the main factors behind the introduction of vocational education at the secondary level. Followed by this, the existing shortage of qualified teachers in vocational stream at the higher secondary level in Indian school education system needs to be addressed. Another systemic issue that induces low aspirations is the use of the term 'resource person'. Additionally, in many government schools, teachers of vocational education stream at the higher-secondary level are treated differently when it comes to nature of employment and wages. These policies need to be reviewed.

Some of the major policy implications include - first, to promote skill-development, there is a need to increase public funding as an efficient public-funded efficient VET system can play a pivotal role by offering vocational education at various stages, mainly at the secondary level. The second policy implication is to make assurance of further education/jobs for the skilled and trained students in the Indian education sector/labour market. These two policy implications would facilitate a high positive correlation between education and employment for skill-development and also knowledge-development.

Thus, in order to revamp the secondary stage of Indian education system, policy makers need to work on several fronts for improving quality and efficiency of vocational education and skill development at the school level to induce scientific temper and maximising individual's potential to access job market for building up an egalitarian society.

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Vocational Education and Skill Development in Pakistan: Policies and Practices

Pakistan is a developing but industrialised country that needs skilled manpower for industrial and economic development. The present government has given top priority to technical and vocational education by revitalising, modernising and harmonising the technical and vocational education as per the needs of industries and job markets. The development of TVET and its linkages with industries and business is pre-requisite for socio-economic development of a country.

In this area of TVET, Pakistan is facing various constraints such as (i) shortage of qualified faculty, combined with a lack of incentives and adequate accountability mechanisms; (ii) outdated curricula, inadequate and insufficient teaching-learning materials; (iii) lack of competency-based training and assessments; (iv) nascent and un-coordinated efforts to develop national qualifications, without pathways between general education and skill training programmes;

(v) weak linkages with employers in terms of design, delivery, research and employment placement; and (vi) weak linkages between the public sector and industry. The present government has introduced National Education Policy Framework, 2018 emphasising on different areas relating to skill education. These are ranging from common certification framework and licensing, leverage multi-source funding, tapping into resources like the -Industry, Public-Private Partnerships and donors for capacity enhancement. This is done by increasing the number of skilled workers in priority sectors, introducing communication campaign to raise a “Skills Brand” industry led Skills Councils in key economic sectors, industry engagement enhanced in TVET authorities, National Skills Information System for better planning, student placement and setting priority skills areas.

National Vocational and Technical Training Commission (NAVTTTC) is responsible to regulate, facilitate and provide policy directions as well as promote linkages among various stakeholders in Vocational and Technical Training to enhance employability of skilled workforce. For this purpose, NAVTTTC, in collaboration with other departments/organisations, is jointly

introducing Competency Based Training and Assessment (CBT& A) in selected 60 vocational trades across Pakistan. The introduction of CBT& A is an important element of the National Skills Strategy (NSS). This is in line with the ongoing TVET sector reform in Pakistan towards implementation of the National Vocational Qualifications Framework (NVQF). Under this paradigm shift, the CBT programmes are designed and delivered by adopting a systematic approach, focusing on better employability of the trainees with strong market linkages. NAVTTTC’s Action Plan is in line with National Skills Strategy to evolve a “Continuous Training Programme” for TVET Trainers (Teachers). NAVTTTC has planned to provide skill training to 200,000 youth focusing on less-developed areas of the country. Skill development training programme of 130,000 youth has also been planned to meet the need of skills manpower of CPEC and local industry. The government has planned to establish National Accreditation Council for TVET.

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Vocational Education in Philippines

To stay relevant in the 4th industrial revolution, schools need to produce graduates with career mobility and 21st century skills aligned with the requirements of business and industry. However, due to job-skill mismatch, which is predominant in Southeast Asia, schools face the challenge of developing graduates with work-ready skills and values needed to increase industrial productivity and propel economic growth. To address this challenge, in 2013, the Philippine Government enacted the Enhanced Basic Education Act which added two years to basic education with the intention that Senior High School (SHS) graduates are

prepared to go to college, opt to work or engage in entrepreneurial activities. The country had a total of 11,087 SHSs in SY 2017-18, of which, 58 percent were public, 40 percent were private and 2 percent were in state universities and colleges or local universities and colleges. A total of 2.7 million students are enrolled in SHS, of which, 1.5 million are Grade 11 students and 1.2 million are in Grade 12 (PIDS 2018). The Philippine Institute for Development Studies conducted a study in 2018 to examine the experience of Grade 12 students and the views of firms about the labour market prospects of the SHS graduates.

To mitigate the impact of job-skills mismatch, several factors should be considered in making career decisions which include the interests and potentials of a student, education and training environment, values and aspirations of the parents and up-to-date information of the labour market. It is also important to consider the family's (mis) perceptions about employment opportunities and the economic values they place in career paths that are vital to the country's progress. Decisions on career choices could help spell the success or failure of a student's career. Having a sound career guidance programme in place, some of the schools help SHS graduates get better prepared to achieve their career goals. However, not all public secondary schools have professional Career Guidance Counsellors who can assist students in choosing a SHS track (i.e., academic, sports, arts and design and technical vocational livelihood). To address this need, SEAMEO INNOTECH is supporting the Philippine Department of Education to enhance its career guidance programme particularly for Grade 10 students. The Centre developed a *Toolkit on Multiple Career Development Pathways (MCDP) for High School Students* so that the homeroom guidance teachers, acting as career advocates, can confidently facilitate career guidance sessions even though they are not licensed career guidance counsellors. Teachers can integrate the MCDP Toolkit in selected subject areas during their regular classes and the career guidance week. The MCDP Toolkit was prepared by teachers and designed for teachers based on the issues they encounter in providing career guidance. According to the teachers of San Pedro Relocation Center National High School, career guidance is an additional load for them; they need to find a definite time to conduct the career guidance sessions using simple and easy-to-use resource materials. As a response, the MCDP Toolkit contains a practical set of useful information and lesson plans to enable teachers to inspire, mentor and inform students

on their best-suited career tracks, influence their parents in choosing the appropriate track based on labour market information and help students in transition from school to work.

The Toolkit has been piloted and evaluated in both rural and urban schools for Grade 10. Teachers from two pilot schools were oriented on the use of MCDP Toolkit prior to implementation. The general findings showed that majority of teachers and students agreed on the usefulness, clarity, organisation and relevance of the Toolkit in choosing a SHS track and career planning. Based on users perspectives, the MCDP Toolkit was revised and turned over to DepEd's Youth Formation Division and disseminated in several national conferences on career guidance. The Center will continue to support DepEd in the MCDP Toolkit roll-out by developing advocacy materials which can be used during career guidance sessions and teacher's training. As the number of career alternatives increases in the era of 4th industrial revolution, there is a need to contextualise and modify the MCDP Toolkit to align the students' aspirations, interests, choice, motivation, success, satisfaction, maturity and work values, among others with the economic, sociological, cultural and psychological career concerns of the country. The ultimate challenge, then, seems to be the development of a culture-sensitive school to work on transition model that will address a country's cultural diversity and networking with interested partners to be more equipped and motivated in forming the minds of the youth and giving them support to prepare them for their chosen career.

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Vocational Education and Skill Development in Vietnam: Policies and Practices

Government of Vietnam has acknowledged the importance of Vocational Education and Training (VET) to the national socio-economic development in recent years and so has made many innovations and adopted many policies for VET development. In 2014, the National Assembly promulgated the Law on VET. In 2016, the Prime Minister issued Decision No. 1982/QĐ-TTg dated October 18, 2016 by approving the National Qualifications Framework of Vietnam (VQF). In 2019, the National Assembly passed the amended Education Law, which also has many policies related to VET development. Policies focused on the development of vocational education institutions, through improvement of teacher quality; prioritise attracting learners to enroll VET institutions; and promote industry linkage with VET activities.

According to the Law on VET, Vietnam's VET system consists of three levels: Elementary, Diploma and Advanced Diploma. VET institutions in Vietnam consist of Vocational Education and Training Centres, Secondary Vocational Education and Training Schools and Colleges, including three types: public, private and foreign-invested vocational education and training institutions. The Ministry of Labour - War Invalids and Social Affairs (MOLISA) shall be accountable to the Government for performing the state management of VET excluding teacher training programmes. Currently, there are 1,954 VET institutions; over 86 thousand teachers; each year enrolling more than 2.2 million students and learners. Vietnam has many policies on the development of VET that give priority to disadvantaged groups (women, rural workers), the poor and ethnic minorities.

These include free tuition for the lower secondary school students entering VET institutions as well as many incentive policies for VET institutions and enterprises when participating in VET activities.

In the next years to come, in order to promote VET development, a number of tasks and solutions are set out. These include strengthening of the state leadership, direction of information and communication activities for raising public awareness about VET; planning VET institution network for improving its operational capacity and efficiency; strengthening the linkage between VET and the labour market and sustainable employment; promoting entrepreneurship spirit; promoting the autonomy of VET institutions in connection with accountability, independent evaluation mechanism, state control, social supervision; standardising quality assurance conditions; carrying out assessments and issue national occupation skills certificates; finalising the system of policies and laws, improving capacity, effectiveness and efficiency of state management of VET; promoting socialisation of VET. Vietnam is making breakthroughs in VET in both policies and practices for strong innovation to increase the quantity, improve the quality of human resources to meet the requirements of national economic development.

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News from ANTRIEP Member-Institutions (January - June, 2019)

Australian Council for Educational Research (ACER)

Australia

- ACER, in collaboration with Community Systems Foundation has planned to build a knowledge portal on learning assessments for South Asia. This knowledge portal will include comprehensive and diverse resources on assessment accrued from different sources and linked to specific assessment phases and activities. In addition to publications and reports, the portal will host other resources, including assessment data, instruments and tools or software useful for conducting large-scale assessments.
- The Global Partnership for Education and ACER jointly took initiative to support countries in analysing national learning assessment systems to identify areas of improvement.
- An ACER *Question-a-Day* programme, related to teaching and learning was designed to prepare students for the next large-scale international assessment of mathematics and science. *Question-a-Day* was developed for an education system that was keen to improve its students achievement in mathematics and science as evidenced in the results of large-scale international tests.
- ACER has published a report on ‘Validating Professional Standards for Teachers: A Practical Guide for Research Design’ which

provided guidance to countries pursuing standards-based reforms on methods for ensuring their measures of teaching quality are valid. The study has examined international examples of validation studies of teaching standards, to show many possibilities for validation study design.

Campaign for Popular Education

Bangladesh

- A National Sharing Meeting on Preventing Violent Extremism through Education Institutions was held on 17 June, 2019 at Bishwo Shahitto Kendro Auditorium, Banglamotor, Dhaka. The meeting was organised by CAMPE in cooperation with Manusher Jonno Foundation (MJF).
- A Memorial Session in honor of Late M. Habibur Rahman was held on 13 June, 2019 at the PKSF Hall Room, Agargaon, Dhaka. The session was jointly organised by CAMPE and its partner-organisations in cooperation with Bangladesh ECD Network (BEN), Dhaka Ahsania Mission (DAM), Save the Children and Under privileged Children’s Educational Programs (UCEP). The session was moderated by Rasheda K. Choudhury, Executive Director, Campaign for Popular Education (CAMPE), on behalf of host organisations.
- Dr. Rasheda K. Choudhury, Executive Director, Campaign for Popular Education (CAMPE) & Former Advisor to a Caretaker Government of Bangladesh, attended Dudok

Media Award Program as Chief Guest on 31 March, 2019, organised by the Anti-Corruption Commission (ACC).

International Institute for Educational Planning (IIEP)

Paris, France

- A closing ceremony of the 54th Session of IIEP's Advanced Training Programme in Educational Planning and Management was held on 27 June, 2019 with the speech of IIEP Director, Dr. Suzanne Grant Lewis.
- IIEP's focal point for gender equality and the coordination team from IIEP's regional office in Dakar organised a workshop on integrating a gender perspective into its training, research, technical cooperation and communication projects for staff members which was held on 24 May, 2019.
- Education officials from 17 countries gathered from 27-29 May, 2019 at IIEP-UNESCO in Paris for a seminar on enhancing the quality, relevance and reach of national training institutions that focused on educational planning and management.
- A Strategic Debate on Reforming the French Secondary School and its Flagship Diploma was organised on 14 May, 2019 at IIEP-UNESCO Auditorium, Paris.
- IIEP's Director Suzanne Grant Lewis participated in a plenary panel on 15 April, 2019 as part of the inauguration of the 63rd Comparative International Education Society (CIES) conference held in San Francisco from 14-18 April, 2019. The main focus of the panel was on how UNESCO is upholding human

rights, as well as how it is contributing to the ambitious 2030 agenda amid new global challenges and questions around the benefits of multilateralism.

- A delegation from IIEP-UNESCO attended the Annual Conference of the Comparative & International Education Society (CIES) with the theme on Education for Sustainability in San Francisco from 14-18 April, 2019.

National Institute of Educational Planning and Administration

India

- Thirty-fifth International Diploma in Educational Planning and Administration (IDEPA)- First Phase was conducted from February-April, 2019 at NIEPA, New Delhi.
- Orientation Workshop on Education of the Disadvantaged and Economically Weaker Section Children under RTE: Policy Issues and Programme Interventions was organised during 29 April-03 May, 2019 at NIEPA, New Delhi.
- A Workshop on Improving the Participation of Children in Elementary Schools in India was organised during 27-31 May, 2019 at NIEPA, New Delhi.
- A National Workshop on Implementation and Sustainability of Continuous School Improvement for Quality School Education was held in June 2019 at NIEPA, New Delhi.
- A Training Programme on Using Indicators in Planning and Monitoring of School Education was conducted in June 2019 at NIEPA, New Delhi.

- A programme to Review the Third All India Survey Report by the Department of Educational Administration, NIEPA, New Delhi was organised during 13-14 May, 2019.
- A Workshop for Finalisation of Module on Equity and Social Justice was held during 20-24 May, 2019 at NIEPA, New Delhi.
- A Consultative Workshop for collaboration with KVS-ZIETs, NVS, KGBV, CBSE Excellence Schools was organised for two days from 10-11 June, 2019 at NIEPA, New Delhi.
- A Workshop for Development of Assessment Framework for School Leadership Development was held during 13-15 June, 2019. The Workshop was organised by the National Centre for School Leadership, NIEPA, New Delhi.
- A Consultative Meet on Developing Tools for Research Project on Library Facilities in Indian Undergraduate Colleges & its Impact on Students' Academic Performance was organised during 27-28 June, 2019 by the Department of Higher and Professional Education, NIEPA, New Delhi.

Korean Educational Development Institute *Korea*

- KEDI Journal of Educational Policy Vol. 16 No. 1 was released on 28 June, 2019. It included six articles whose topics cover analysis of bachelor's degree, higher education, North Korean refugees, school counseling, principal leadership and

students' achievement, expenditures of post-secondary institutions, etc.

- Delegation from the 21st Century Education Research Institute of China visited KEDI on 25 April, 2019.
- Delegation from Ministry of Science and Education, The Republic of Croatia visited KEDI on 14 February, 2019.

SEAMEO INNOTECH *Philippines*

- SEAMEO INNOTECH conducted a Training of Trainers (ToT) for the National Institute of Education (NIE) to strengthen its partnership with the Ministry of Education, Youth and Sports (MoEYS) of Cambodia. Seventeen NIE faculties successfully completed this training programme held from 7-11 January, 2019 in Kampong Cham and Phnom Penh, Cambodia.
- SEAMEO INNOTECH facilitated the 1st National Training Workshop in the Philippines for the Southeast Asian Digital STEM Platform, or SEADSTEM on 12 February, 2019. Nineteen secondary school teachers of the country participated in this Workshop held in Quezon City, Philippines.
- Don Bosco Press Inc. (DBPI), a textbook publishing company and printing press, visited SEAMEO INNOTECH on 28 February, 2019, to know more about the emerging issues and trends in education which can help them improve their own programmes.

- A School Leadership Programme was jointly organised by SEAMEO INNOTECH and the Institute for Education Administration Development (IFEAD) from 4-8 March, 2019 in Lao PDR for school directors and deputy school directors in which participants worked on developing their own School Improvement Plan.
- SEAMEO INNOTECH, through its Flexible Learning Solutions Unit, facilitated a Training of Trainers (TOT) for one of its partners Higher Education Institutions, the Capitol University (CU) in Cagayan de Oro City from 3-4 April, 2019.

National Institute of Education *Sri Lanka*

- Faculty of Education Leadership Development and Management, MEEPE, NIE has announced Call for Paper 2019 for the Educational Management Review, Vol. XXVIII Nos. 1 & 2
- The Department of Research and Development, NIE has announced to conduct the annual conference on the dissemination of research findings on December 2019 for which a guideline has been provided to submit the executive summary of one page of completed research by June 2019.
- The Staff Awareness Programme was organised on 7 May, 2019 for the Security of the National Institute of Education.

Vietnam Institute of Educational Sciences *Vietnam*

- VNIES, in collaboration with UNESCO, Hanoi organised a workshop to announce and disseminate research results of the project related to strengthening Digital Capacity of Children in Asia-Pacific (DKAP) of UNESCO implemented in Bangladesh, South Korea and Vietnam on 13 June, 2019.
- A two-day Training Workshop on “Strategic Planning and Educational Development Planning” was organized at Hanoi from June 5-6, 2019 by VNIES, Ministry of Education and Training, in collaboration with National Committee UNESCO Vietnam (NATCOM) and Vietnam Association.
- An International Conference on Development and Planning of Education Development took place on 4 June, 2019 at Hanoi by VNIES in coordination with UNESCO National Committee of Vietnam.
- A Conference on the Orientation of the Development of the National Special Education Centre was held on 1 June, 2019 to publicise the decision to establish the centre and development orientation with new roles and positions.
- VNIES, in collaboration with University of Technology in Sydney, organised a Science and Training Workshop on 15 March, 2019 with the theme on improving the quality of journal articles on social sciences to international standards, towards publishing international journals.

- Trade Union of Vietnam Academy of Educational Sciences held an Award Ceremony 2018-19 at the Experimental Hall for the children of civil servants and officials and employees for their achievement in the 2018-19 school year.
- In order to promote cooperation in education activities for students with disabilities, the VNIES held a signing ceremony of a Memorandum of Understanding on education for students with disabilities with the Hanoi Department of Education and Training, on 26 February, 2019.
- In order to summarise the performance of tasks in 2018 and set out the task directions for 2019, the Vietnam Academy of Educational

Sciences held a Conference of Deputies and Officials on the topic “Innovation - Autonomy - Development” on 19 January, 2019.

- The Vietnam Academy of Educational Sciences (KHGVN) collaborated with UNICEF Vietnam to organise a workshop on “Prevention and control of violence against children in pre-school institutions” in order to contribute to the successful implementation of Vietnam’s ECEC development goals for the period 2018-25, towards implementation of the 2030 Agenda for Sustainable Development of the United Nations, including the target 4.2. “All boys and girls have access to quality early childhood education” on 18 January, 2019.

The next issue of ANTRIEP Newsletter will focus on “Learning Outcome in Schools: Issues and Initiatives for Improvement”

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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-380001, Karnataka (INDIA) (www.cmdr.co.in)
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12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR-2050, Nepal (www.nced.gov.np)
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