



Educational Innovations for Achieving Education for All (EFA)

The theme for this issue is Educational Innovations for Achieving Education for All (EFA). In order to meet the challenges of educational development, innovations play a key role in responding to problems and offering new solutions to unresolved issues. Moreover, to achieve quality Education for All (EFA), educational innovations facilitate acceleration of the EFA priorities, both simple and appropriate or advance, where applicable, to reach out to more children and keep them in schools and enable them to learn better. In this regard, many Asian countries are engaged in concrete innovations specific to their own diverse context. With this perspective, the member institutions were requested to contribute

articles and share their broad spectrum of innovations and initiatives to meet the set targets for achieving Education for All. In this issue we have included articles from SEAMEO INNOTECH (Philippines); KEDI (South Korea); IAB (Malaysia), NAEM (Bangladesh) and NUEPA (India).

The papers from SEAMEO INNOTECH and IAB presents varied educational innovations to resolve the contextual issues and to pioneer new and improved models of teaching and learning to achieve quality education for all children. Highlighting the importance of educational innovations as engines of productivity and social betterment, the paper from SEAMEO INNOTECH, Philippines, explores new models of innovations. Reflecting on the need for educational innovations to achieve EFA, the paper presents a detailed review of the changing educational environment. The paper further substantiates the argument that the changing scenario demands developing innovative and technology-based solutions to address the problems of quality and access. The paper further highlights important educational innovations developed by SEAMEO INNOTECH such as, Text to Teach (T2T), Enhanced Instructional Management by Parents, Community and Teachers (e-IMPACT system), Competency-based Continuing Education Program for Teachers Utilizing Education Technologies and Materials (COMPETE) and iFLEX of INNOTECH Flexible Learning. The paper emphasizes a greater need for radical restructuring and wider reaches of educational innovation through close partnership with local, national and private sectors of education.

Following this perspective, the paper from Malaysia concentrates on the innovative programmes organized by the Institut Aminuddin Baki (IAB) for improving the quality of life of the Aborigine Community in Malaysia to

In this issue...

<i>Educational Innovations for Achieving Education for All (EFA)</i>	<i>1</i>
<i>Educational Innovations to Promote Quality Education for All: The SEAMEO INNOTECH Solutions</i>	<i>3</i>
<i>Innovative Programmes to Improve the Life of the Aborigine Community in Malaysia</i>	<i>7</i>
<i>The Educational Information Disclosure System for achieving Educational Accountability and Achieving EFA</i>	<i>9</i>
<i>Bangladesh Perspectives and Challenges for Achieving EFA by 2015</i>	<i>11</i>
<i>Capacity Building of Teachers: SSA Initiatives and Innovations in India</i>	<i>15</i>
<i>News from Member Institutions</i>	<i>17</i>
<i>ANTRIEP Member Institutions</i>	<i>20</i>

achieve Education for All. The community was identified by the Ministry of Education as one of the communities in need of some assistance in polishing their communication, social skills and values based on their socio-cultural roots. Emphasizing on culture specificity as the core of the programme, the major objective was to improve social skills. It further noted that all the themes used in the activities with the Senderut Community were inter-related with their culture and their way of life. Thus, establishing the basis of the programme on the Paulo Freire approach, it concludes by emphasizing that all the activities carried out under the programme were aimed to create a more literate community among the members of the Senderut Community and thus achieve the goal of Education for All.

The paper from Korea presents analytical perspectives on the contribution of the Educational Information Disclosure System to the Korean educational reform and the achievement of the EFA goals. The content to be disclosed to the public at school and higher education level are broad and diverse. The paper highlights the use of disclosed educational information in availing admission to higher classes, scholarship and in funding policy related research. Acknowledging the problems in the way of the Educational Information Disclosure System, the paper proposes for evolving a process to raise the reliability of information. Emphasizing on developmental plans and appropriate implementation strategy, it suggests functional linkages, cooperation among educational information disclosure related institutions and restructuring the current operation system.

The paper from Bangladesh elucidates EFA progress and discusses the challenges to achieve the goal of EFA by 2015. The Government has identified the progress in primary education as a critical sector for investment to reduce the burning issue of poverty. Highlighting on the Primary Education Development

Project as a major step towards promoting the Governments EFA commitments and poverty reduction agenda, the paper discusses the policy reform agenda in detail. In addition to improve the quality of primary education, the government of Bangladesh is also supporting non-formal education and basic literacy program for adults. The paper also presents a detailed scenario of management of primary education. The paper concludes by recommending specific policy implications which would help capacity building in educational planning to achieve the EFA goals by 2015. The paper further reiterates that the recommendations relating to diverse indicators to achieve EFA need to be implemented with strong commitments.

The paper from India discusses the process of capacity building of teachers in India at elementary level through the initiatives and innovations of the Sarva Shiksha Abhiyan (SSA). The SSA, which is a Government of India initiative for universalisation of elementary education, places immense thrusts on capacity building of all teachers and has decentralized support institutions through varied training programmes. The paper further elucidates the SSA provision for appointment of additional teachers and provision of grants to schools and teachers for developing local context specific teaching-learning materials. Reflecting on the major objectives of in-service training of teachers under the SSA, the paper presents the institutional arrangement for providing training to teachers, development of need based training modules, etc. The paper further discusses succinctly the innovations undertaken by different States for in-service training of teachers such as Activity Based Learning (ABL) and Activity Learning Methodology (ALM); Distance Education Programme (DEP-SSA) and Advancement of Educational Performance through Teacher Support(ADEPTS). It concludes by stating that though the SSA has reinforced the culture of capacity development of teachers to achieve Education for all , its quality remains a matter of concern.

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Educational Innovations to Promote Quality Education for All: *The SEAMEO INNOTECH Solutions*

Introduction

Education has historically been plagued by a surfeit of innovation. Trying some new and responsive solutions to educational problems is perceived to contribute to significant improvements in performance. Most “innovations”—ranging from efforts to promote block scheduling to new mentoring programs and from “themed” high schools to new instructional approaches—have been anything but innovative. Some of them have taken shape in different geographical locations and environments. However, effective educational innovations have been engines of productivity and social betterment. In fact, a history of innovation in many countries is in many ways the history of progress and development in schools. Educational innovations have allowed schools to do more with fewer resources, to more effectively serve learners, and to pioneer new and improved models of teaching and learning. Are educational innovations really successful? Do we need them? How can they reach the goal of achieving Education For All?

Why Educational Innovations?

The 21st century is aptly called the century of massive educational development and technological advancement. The advent of globalized networking-computing has changed the educational environment. These developments provided wider opportunities for students to learn to use information and communications technology in order for them to function effectively and efficiently in an ICT-driven world. Problems on access and quality are treated with more educational solutions than ever before. The integration of ICT into the curriculum has provided significant contribution for raising educational quality and access.

Access, Quality, Cost: Fundamental Issues to Address

First, the major global policy agenda for education in the first part of the 21st century is to raise the age participation rates (APRs) and literacy rates in developing countries. Today, APR levels of 35 percent or more are considered a prerequisite for a country’s sustainable development in a global knowledge economy. In the Philippines, literacy rate is only 83.8

percent. The figures that describe the great disparities in APRs around the world are well known and I shall not repeat them here. The key point is that many countries want to raise the APRs and literacy rates now. They want to provide wider access to better quality education even to the marginalized communities and different ethnic and marginalized groups.

Ministers of Education in developing countries put forward their policy agendas for basic education in terms of access, quality and cost. They want to see wide access, high quality and low cost. Making a triangle from these three vectors gives us a simple way of assessing different models of education and points to the need for a new approach.

New Types of Students

Secondly, we require innovations and solutions because of the changes in the profile of the 21st century students. They are already much more varied than the previous generation of students. However, even within this diversity there are some traits which are common to countries rich and poor. The most common trait is that all of them want to complete basic education, using newer learning modes and delivery system. In addition, because many students use diverse electronic and computerized systems, their skills and attitude towards traditional method of learning also vary. Many have easy access to new information and learning material through the internet or their home computers; a big number uses cell phone SMS, not just in their own countries, but all around the world. Most of the students in high schools are better able to find assignments and learning resources on their own, electronically. These characteristics of students are increasingly becoming difficult to fit into the ‘one teacher–one class–one timetable’ model of instruction that is still widely prevalent. Today’s students look for learning in other settings using a variety of technology-oriented approaches that are asynchronous and self-paced.

Globalism and Nationalism

Thirdly, educational innovations and solutions have to maintain a balance between globalism and nationalism. Today, the local is connected to the remote. Students want to log on to the world. Greater global awareness

also creates greater national awareness. How do schools create global citizens, who can also make an authentic contribution to the development of their own countries? These are the three reasons for innovations in education: education must meet new objectives, cope with a diversity of students and live with the tension between globalism and nationalism.

This paper explores new models of innovation developed by SEAMEO INNOTECH and presents important highlights/evidences on the solutions developed by SEAMEO INNOTECH.

Educational Innovations by SEAMEO INNOTECH

The SEAMEO Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH) is one of the three SEAMEO regional centers hosted by the Government of the Philippines (GOP). It was established in January 1970 following the SEAMEO Council's approval of its five-year plan and interim plan of operations.

The SEAMEO INNOTECH is principally dedicated to identifying common and unique education problems and needs of Southeast Asian countries and developing innovative and technology-based solutions to address these problems. The Center aids the educational development within and outside the region through training and human resource development, research and evaluation, information and communications technology and other special programs addressing specific areas of concern in the Southeast Asian educational scenario.

Text to Teach : The Text to Teach (T2T) learning system is introduced to address problems in education, especially in the far-flung areas and the unreached in Mindanao. The system makes use of mobile telecommunications and satellite technologies to provide video and audio materials for classroom use, designed for places with limited access to quality teaching and learning materials. The Text to Teach intervention strategy was developed for improving the teaching of English, Mathematics and Science in grades 5 to 6 in selected schools in Cotabato City, Maguindanao and South Cotabato in Mindanao. In the Philippines, through the SEAMEO INNOTECH Text to Teach program, teachers of science in remote areas get a library of top-quality and Philippine-made instructional videos are delivered to them by mobile phones. These are then transferred to the computers in their classrooms. Using innovative technologies including the Text-to-Teach technology, pilot-tested in a recently completed Bridge-IT project, the SEAMEO

INNOTECH contributed to achieving two of the educational goals, namely, (1) improving access to quality basic education and (2) conducting equivalency matrix policy research to improve educational policies pertaining to Alternative Learning System and Madrasah education. At the end of the three-year project, the following ten (10) outputs have been completed:

- 120 schools participated in the program with 100,000-plus, grades 5 and 6 pupils reached by the program.
- 720 teachers trained in the use of technology in instruction and with improved teaching skills.
- 12 national trainers trained in facilitation skills and implementation of teacher workshops.
- 220 video and 140 radio programs integrated into English, Maths and Science lessons.
- 220 new lessons aligned with the national standards for English, Maths and Science.
- 120 school heads coached for leadership for schools' use of technology and new instruction methods and provided skills in managing alternative learning systems with the use of media-assisted approaches.
- 60 instructional managers of alternative learning systems, knowledgeable and skilled in the use of technology-based learning strategies.
- 8,000 learners provided with learning experiences with the use of multi-media learning packages.
- 100 learning modules conceptualized and produced for out-of-school project clients in ARMM and the conflict-affected areas of Western and Central Mindanao.

The Text to Teach evaluation results in three Mindanao provinces concluded that exposure to T2T substantially enhanced the academic performance of students. The study was done by comparing the best scores between sample schools with and without exposure to the T2T learning system. The study further reveals that in some impoverished areas of Mindanao, the T2T can spell the difference between some learning and no learning at all. More encouraging still is the finding that it is possible to overcome perceived learning handicaps attributed to ethnic affiliation, as shown by the outstanding performance of schools with predominant Muslim and indigenous-people population compared with schools that are predominantly Christian.

e-IMPACT System: The e-IMPACT system or Enhanced Instructional Management by Parents, Community and Teachers is a response to the call for improvement of basic education that has been declining. It also addresses the widening gap in accessing resources from parents and local officials and the private sector. The e-IMPACT system is a technology-enhanced alternative learning delivery mode for basic education. There are three modes of instructions in the e-IMPACT system. These are programmed teaching, peer-group learning and individual study. In addition, the e-IMPACT system utilizes other modes of learning for specific purposes: transition learning, learning through tutors, itinerant teaching, skills-training by community resource persons and contracting.

Under the e-IMPACT system, there are no class sections. There are families, with each family having as much as 40 to 50 students from Grades 1 to 6. One instructional supervisor may handle 2 to 4 families, provided that the entire group he/she manages does not exceed 120 pupils. All the instructional supervisors at the school or learning center meet together setting up families. One criterion to be met by the family make up is that friends, neighbors, brothers and sisters belong to the same family. This is important because family members may want to feel responsible for each other. Friends and neighbors will have a greater feeling of responsibility for their group mates. Another criterion is the mixing of genders in each level, an important contributor to the socialization of children.

The e-IMPACT system resulted in the following:

- Students with social sensitivity – Children under the IMPACT system are reported to be more spontaneous, even uninhibited in their activities and expressions. They work and communicate equally well among themselves as well as with parent groups and visitors.
- Motivation to learn – The system has helped develop among the children an intrinsic desire to learn. As the programmed teacher or peer-group leader stands before a group or among his/her peers, he/she would want to assure himself of some mastery of his/her assignment. The children became more motivated to learn.
- Self-confidence – As children are exposed to modular learning, their skill for self-study is enhanced even when they are absent from class due to

unavoidable reasons. The children make up for it through self-study.

COMPETE: The COMPETE programme (Competency-based Continuing Education Program for Teachers Utilizing Education Technologies and Materials) aimed at designing, developing, and trying out a competency-based continuing education program for teachers in the Philippines utilizing distance learning as a mode of delivery. It helped in strengthening the competencies of teachers in the elementary and secondary school levels and also contributed effectively to the improvement of the quality of education. The COMPETE identified general and specific competencies of teachers to realize the vision of basic education and meet the challenges of the 21st century. It developed a competency chart that established the pedagogical relationship and interrelationship of such competencies; and developed self-paced and self-instructional print modules and design the appropriate distance learning delivery system. These all contributed to the following outcomes: strengthened teacher competencies, use of information and communications technology already prevalent in many parts of the world and hands on knowledge of technology for teachers.

The COMPETE developed video supplements on multiple intelligences, vision of a global teacher and teacher as a constructivist. It also prepared videos on coping with change, wide use of resources, communication and interpersonal skills. To enhance the use of COMPETE in the 21st century, teaching materials incorporated web-browsing techniques, use of electronic mails and asynchronous discussions using the internet. Some participating universities included: Philippine Normal University, Benguet State University, Bicol University, Mariano Marcos State University and the University of Regina Carmeli.

iFLEX of INNOTECH Flexible Learning: The iFLEX allows SEAMEO INNOTECH flexible learners and tutors to interact extensively at their own pace, place and time. iFLEX is home for LEARNTECH eXCELS, which is SEAMEO INNOTECH's first competency-based, multi-modal educational leadership flexible learning courseware for education leaders such as emerging elementary and secondary school principals, new or experienced headmasters of public or private schools in Southeast Asia. The eXCELS or Excellence in School Leadership for Southeast Asia is a menu of flexible learning courses and instructional leadership.

The iFLEX is also used for ICeXCELS (Instructional and Curricular Excellence in School Leadership for Southeast Asia), a flexible learning short course package of SEAMEO INNOTECH for primary and secondary school principals/directors in developing instructional and curriculum development leadership competencies. It addresses the need to develop and strengthen the school head's role as a transformational and instructional leader in promoting better quality of teaching and learning in his/her school. The course is composed of two self-learning modules in printed and Web formats: (1) Affirm the Instructional Leadership Roles and Functions of the School Head and (2) Lead Curriculum Implementation and Enrichment. The ICeXCELS course runs for one month. Instruction under LEARNTECH eXCELS and ICeXCELS are primarily delivered through the print and CD-based self-instructional modules. This is coupled with the extensive use of learner support mechanisms made possible by iFLEX such as Web-based discussion forums, chats, files sharing, online access to multi-media resources and references, online submission of requirements, feedback loops, private messaging and other learning support systems.

The iFLEX is a robust learning management system that can be compatible with other training courses with bLearning (blended learning) or mLearning (mobile learning) or uLearning (ubiquitous learning) and other eLearning designs of the Center and its clients, partners and other stakeholders. The iFLEX to date, hosts DepED eXCELS for the Philippine Department of Education, ICeXCELS Indonesia, SEDF course: Excellence in Monitoring and Evaluation of Standards-Based School Performance, Project APEX, SEAMEO TrainNET and the SEAMEO Center Directors' Management Forum.

Trends and Issues on Educational Innovations in the Philippines

The leading edge of innovation is often interesting, likeable, and pleasant. It is easy to hail innovations so long as they are small and peripheral. Matters change when innovators become threatening or when their innovations expand and begin to threaten statutory policies and standards.

Every meaningful innovation inevitably encounters some of the following challenges:

- *Cost* – Educational innovations are more attuned to provide technology-based solutions which offer long-term benefits but are costly. The cost of educational innovation can affect sustainability and selectiveness.
- *Results-based* – When educational innovation does not give immediate result, the reception grows chillier. The educational innovations put pressures that the officials must confront.
- *Sustainability* – Identifying and nurturing meaningful educational innovation is not merely a process of panning for gold. It requires reforming the sector to make it more welcoming to innovators, more inclined to embrace productivity-enhancing innovations, less risk-averse, and more comfortable with diverse forms of provision.
- *Risky* – Highly successful innovations threaten comfortable routines, jobs, and make new demands. For that reason, schools are often slow to embrace new technologies or ways of doing things.

To date, SEAMEO INNOTECH's educational innovations have national and regional reach and a modest impact in promoting educational quality and accessible education for all. There is a greater need for radical restructuring, wider reach of educational innovation and a close partnership with local, national and private sectors of education. The journey for discovering new ways of doing things for SEAMEO INNOTECH is never ending. One discovery will just lead to another.

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Innovative Programmes to Improve the Life of the Aborigine Community in Malaysia

Introduction

Institut Aminuddin Baki (IAB) under the Department of Community and Basic Education has initiated a programme to support and strengthen the aborigine community in Malaysia, particularly the Senderut community in Pahang, Peninsular Malaysia. This effort was also intended to find out about the strength and specialty of this secluded aborigine community. Through this programme, the department was able to trace and learn the way of life, thinking, attitude and culture of this community. Senderut is a territorial division of Kuala Lipis in the state of Pahang. This division is the centre of activities for aborigine people from 14 small villages, each consisting of two to three families. These small villages are led by a village head called Batin, who is then led by a Senior Batin named Batin Kanan. These people are aware of the importance of education and most of them, especially parents have an understanding of the value and the importance of education. They have the desire and make effort to develop themselves, their family and community for the future. Unfortunately, there are some difficulties and obstacles created by some members of their families because of their poor understanding of education, health and economy.

The community was identified by the Ministry of Education as one of the social groups in need of some assistance in polishing their communication and social skills. They also need to be made aware of the importance of social values; and in order to instill these values into their life, these values should be based on their culture and way of life. This is in line with the World Bank's 1999 statement which states that "...social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions....Social capital is not just the sum of the institutions which underpin a society – it is the glue that holds them together..."

Based on this statement, the IAB hopes that its efforts in developing this community should be a continuous one. In addition, it is hoped that this effort can contribute to the materialization of the National Education Master Plan (PIPP 2006-2010) particularly the 4th thrust which is to narrow the education gap between

the rural and the urban areas regardless of their location, socio-economic and the ability of the children involved. These efforts are also in line with the South East Asia Ministry of Education Organization (SEAMEO) agenda "Education for All".

Objectives

The implementation of this programme was part of the effort towards improving the educational perspectives of the aborigine community in Malaysia, particularly the aborigine of Senderut in Pahang. The programme was implemented with the following objectives:

- to improve the co-operation that had taken place between IAB and the Senderut community
- to improve the Senderut community's communication and social skills through the activities conducted by both parties and
- to assist the Senderut community on how to practice the skills they had acquired from those activities.

Subsequently, the IAB and the Ministry of Education, Malaysia, should be able to help give their full assistance to this community for developing and improving the system for their family, health, economy and security.

Implementation Strategy

In order to get the full co-operation from those involved in this programme, the IAB had conducted meetings with the community's head, Batin Kanan Kon bin Chekut, other Batins of the 14 small villages, administrators from Senderut Primary School and the Senderut community itself to discuss plans on how the programme should be implemented and conducted. A functional model under specific themes was then created based on the data that had been collected and analyzed from the meetings.

The strategies were implemented through the following activities:

1. *Getting to know Yourself, Family and Relatives:* This activity was conducted in Senderut itself, involving 10 officers from the IAB and 403 people from the Senderut Community which included 30 children under the age of five.

The meeting included the following themes:

- Stating information about yourself, family and relatives;
- Stating ways on how to keep good relation and teamwork with the members of the community.

Among the activities involved during the meeting were: briefing session with the Senior Batin and the respective school administrator, interviewing session with the parents and game sessions with the children. Through the meeting the IAB was able to collect important information about the social background, culture and educational problems faced by the community's children in school.

2. *Civic, Economy and Security*: This project was a follow up of the activities of the first meeting in April 2008. It was conducted in Senderut itself, involving nine officers from the IAB and around 350 people from the Senderut Community, which included 30 children from two to four years old.

The second meeting included the following themes:

- Stating the importance of working and sources of income;
- Stating ways on how to increase the individual's and family's income;
- Stating the importance of personal and property documents;
- Looking after the importance of community rights.

This time, the people of Senderut were briefed on the importance of working and getting income for their family and their children's educational expenses. They were also informed on the importance of keeping their income, personal and property documents in place so that they do not become easy prey to irresponsible people trying to take advantage of them.

3. *Getting to know the Outside World*: This project was held in the IAB involving 40 people from Senderut which included two Batins and the Senior Batin, Mr. Kon bin Chekut. They were accompanied by two administrators of Senderut Primary School which

included the School Head and Senior Teacher (Co-curriculum).

The visit covered the following themes:

- Getting to know the surrounding;
- The importance of development;
- Information Communication Technology (ICT).

This visit was an eye opener for the people of Senderut. During the visit, they were introduced on how to use the computer and get involved with the celebration of the National Independence Day of Malaysia in Kuala Lumpur.

Conclusion

All the themes used in the developmental activities of the Senderut Community were inter-related with their culture and way of life and were aimed at creating awareness on developing their community. They showed us the work they had been doing and efforts were made to increase their knowledge on these to help them enhance their skills. This programme was based on Paulo Freire Approach "Education as a Practice of Freedom" (1967, 1974) which stated: "Education contrary to treat human being as subjects who are able to transcend and recreate the world..."

All the activities carried out under this programme are aimed to create the members of the Senderut Community a more literate community so that they will understand the true meaning of development. In the long run, this programme should be able to improve their way of life, both as individuals and as family members and as a member of the community and soon they will be able to appreciate the real meaning of development as part of the nation.

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The Educational Information Disclosure System for Educational Accountability and Achieving EFA

Social Background and Significance of the system

The need for rational decision-making is of increasing importance for our society, today. Clear and objective information is necessary to ensure rational decision-making at both individual level and state level. Freedom of Information Act was enacted in Korea in 2000. Freedom of Educational Institution's Information Specified Law was promulgated in 2007. Public educational institutions should disclose the information under the Freedom of Information Act. But the disclosure of information by general law was not activated for lack of an effective appeal procedure.

The establishment of Specified Law aims at making it mandatory for each school to disclose educational information. This disclosure of information by Specified Law is called 'Educational Information Disclosure System'. Disclosure system's effective operation requires electronic system to deal with educational institutions' data(information) management.

Educational Information Disclosure System is expected to contribute to Korean educational reform and improvement. In Korea, elementary and secondary education had already reached perfect school attendance stage, and higher education is very popular. Korea aims at raising the quality of educational competitiveness in schools. Excellent school system will bring up excellent human resources, and excellent human resources will result in economic growth. The most important goal of Korean education is to establish an educational system that serves and encourages all the students to foster best capacities. The system is expected to serve faster achievement of the goal.

Items and Contents to be Disclosed

The items and contents to be disclosed by schools and educational institutions are very broad and diverse. The elementary and secondary schools disclose to the public information on school management, student and teacher-related information, accounting information, and building and facilities information. For higher education institutions, the scope of disclosure is broader than elementary and secondary schools. The long-term and short-term development plan, the increase in expenditure in higher stage of education, the

employment percentage of graduates, the research accomplishment of the faculties, and library and boarding house-related information are expected to be disclosed to the public. The elementary and secondary school information is disclosed at the institution level. Information on some of the higher education level are disclosed at the department (major) level.

For the elementary and secondary schools, comparative information is not analysed and disclosed. In contrast, the diverse comparative information between the universities and colleges are analysed and are disclosed to the public. In short, the comparative information on institutions and department levels are given to people in general and the policy makers. This leads to competition among the higher educational institutions, which in turn bring higher efficiency, resulting in excellent educational outcomes.

Electronic Systems and Management Agencies for Disclosure

Two institutions were designated as general management agency of Educational Information Disclosure System. They are the KEDI(Korean Educational Development Institute) and KERIS(Korea Education and Research Information Service). The KEDI set up the Center for Educational Information Disclosure to fulfil the purpose of information disclosure system of the Higher education institutions. Two systems (www.schoolinfo.go.kr, www.academyinfo.go.kr) have been operating since December 1, 2008.

Use of the Disclosed Educational Information

The standardized information on most of the educational institutions will be disclosed to all. The students aiming for entrance in the upper class schools and their parents are the most interested readers of this information. Government officers and researchers will try to use information disclosed by educational institutions to make policies and to conduct policy researches. Especially, information from higher educational institutions will be used for formula-funding of the universities and colleges in 2009. The formula will be applied to scholarship payment degree, educational expenses per student, the percentage of employment, full-time professor supplement degree, student supplement degree, and

internationalization degree, etc. If some universities or colleges disclosed false information, the allocated funds would be withdrawn from those institutions. Otherwise those institutions would be subjected to administrative sanctions.

Problems of Educational Information Disclosure System

The revised regulations were based on the input provided by the policy research on the enforcement ordinance for Specified Law. And they were confirmed by the Cabinet Council in November, 2008, after preliminary announcement in August, 2008. With this, the Educational Information Disclosure System gains legislative enforcement status.

The KERIS was authorized as a general management institute for school information and the KEDI, as a general management organ for college information. Besides these general management institutes, the city and provincial offices of the education department take charge of the affair for the disclosure of school information. College information is managed by each sub-organization. The role and responsibility of these organizations with regard to information disclosure are delineated in the enforcement ordinance. But there are differences of viewpoint on the detailed roles, functions, responsibility and authority, of these organizations especially, in the case of college information. It is very important for effective operation of the college information disclosure system to clarify the roles and duties and construct a cooperative system among the disclosure-related organizations including general management institutions.

The dual administrative organization and system for school and college information disclosure, is now ready for operation. But there is no preparation for information disclosure for educational research center and educational administrative organizations. The information of educational research center and educational administrative organs should be disclosed by the Specified Law. We need to prepare the plan for the contents, range, and method of disclosure on educational research and educational administrative information in the long-term. The system for information disclosure for educational research institutions requires a little different approach from educational institutions information. Prior Disclosure System of Administrative Information leads to active disclosure of educational administrative information. But the situation is not conducive. The city and provincial offices of education

recently adopted a comprehensive management system for business, budgeting, and outcomes using digital technology. Accordingly, we need an understanding of those systems for effective information disclosure.

In the case of school information, 15 items and 39 contents as disclosure information are prescribed in the Form 1 attached to the enforcement ordinance. And for college information, 13 items and 55 contents are prescribed in attached Form 2. The validity of items and contents is guaranteed to some extent because the needs and perceptions of those who demand the items and contents are very high. Detailed examination of the procedures on the college policy planning and research was carried out and some parts of disclosure contents and detailed contents were amended and complemented. Each category and content of 'disclosed educational information' has reasonable validity and usefulness. However, there were some criticisms on the shortcomings of information about the educational process and outcomes which need further survey/research to the satisfaction of the students or their achievement test. These categories need to be included as part of the 'educational information disclosure system' for long term perspective, but they require relatively large preparatory operation.

The School information gathering and usage are based on the NEIS (National Education Information System) which is being used by schools all over the country. Therefore, information gathering, disclosure and utilization build up strong linkage among the schools. And reliability and consistency of the data are relatively high. However, in the case of higher education institutions, information gathering and utilization are highly dispersive. Therefore, maintaining its efficiency of process on 'educational information disclosure system' is also difficult. A plan which can gather information efficiently as well as raise reliability of the information should be proposed.

Development Plan and Implementing Strategy

The following development plans should be prepared to sweep away some people's worries about the side-effects of Educational Information Disclosure System and to achieve its original purpose. First, we should construct a functional linkage among the collection, disclosure, and utilization of educational information. The system does not have a meaning in itself. We should be able to solve problems, such as reduced reliability of information and inefficiency of information collection,

which arise when Educational Information Disclosure System is operated without a close linkage between information collection and utilization. What to disclose depends on how much necessary and important the information is. If it is indispensable to important decision-making and policy-making, it should be disclosed. Accurate and reliable information should be collected before disclosure.

Second, cooperation among educational information disclosure-related institutions is also as important as strengthening linkage. While the heads of education-related institutions are legally responsible for information disclosure, many other organizations or agencies including general management institutions get involved in the disclosure process. The cooperation system between these organizations and agencies should be well equipped for the successful settlement and development of Educational Information Disclosure System.

Third, a comprehensive educational information management and utilization system should be constructed both nominally and virtually to expand and develop Educational Information Disclosure System. Educational information includes that of educational research centers and educational administrative organs as well as those retained and managed by educational institutions. Accordingly, the development plans, including the contents and management methods of information, which are kept by educational institutions, educational administrative organs, and educational research centers, and

the comprehensive management and utilization plans should be discussed for a new education information system. We need to unify the dual system for school and college information or construct a linkage system for integrated management as well as expand the scope of educational information.

For this, we should restructure the current operation system for educational information disclosure. In the case of school information, city and provincial offices of education should implement their roles and duties specified in laws and ordinances. City and provincial offices of education should prepare plans for how to collect, disclose, utilize school information, and operate their sub-organizations. In the case of college information, general management organs and sub-organs should clarify their roles and duties, designate, and operate educational information coordinators for information collection and utilization. Educational information DMZ should be operated to solve problems like inefficiency of repeated research for basic data and information mismatch. Especially, department (major) classification and codes should be standardized and educational information coordinators manage the history of department (major) as their major duties.

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Bangladesh Perspectives and Challenges for Achieving EFA by 2015

EFA and Bangladesh

Bangladesh has been striving hard to achieve at least primary Education For All (EFA) by 2015 as part of its international commitment. The country has made remarkable progress towards increasing both primary and secondary education enrollment. In 2005 about half of the 18 million students enrolled in the primary schools in over 80,000 primary level institutions were female. The share of female enrollment at the secondary level has also exceeded 50 percent in over 18,500 schools and 9,215 Madrasas. This considerable growth in enrollment between 1990 and 1995 was accompanied by an unprecedented growth of non-government primary

schools and Madrasas. The government of Bangladesh has, however, linked the progress of primary education as a critical sector for investment to reduce the burning issue of poverty.

The Poverty Reduction Strategy Paper (2005) highlights the pressing need to narrow the gap in quality schooling between the poor and the rich. A National Plan of Action for All (2002-2015) embraces all the EFA goals of making education compulsory. Accordingly, the Directorate of Primary Education (DPE) under the Ministry of Primary and Mass Education began implementing the Primary Education Development Project (PEDP-II) in May 2004. The program aimed at improving the quality of

primary education, enhancing access to schooling and upgrading the overall management and oversee the provision of formal primary education. The program was supported by eleven development partners including the International Development Agency (IDA) with the Asian Development Bank as the lead Agency.

The PEDP-II represents a major step towards promoting the government's EFA commitment and poverty reduction agenda. It amounts to US\$1.8 billion of which Bangladesh government bears 64 percent of own resources. Earlier to this programme, the Primary Education Development Project (PEDP-I) was implemented with a total investment of US\$741.7 million of which half was contributed by the development partners. The PEDP-I had three main components: 1) improve school quality and system efficiency; 2) strengthen institutional capacity and management; and 3) increase equitable access to quality education.

The Primary Education Development Project (PEDP-II) addresses the following policy reforms:

1. Provide quality education and equitable access to include the Indigenous Remote, Special Needs and Poorest student groups.
2. Improve governance through establishment of minimum quality standards, monitoring of education systems performance and establishment of transparent financial and procurement management systems.
3. Create a primary education cadre and implement the human resource development strategy, fill up vacant positions at all levels and sanction the posts created under PEDP-I and PEDP-II.
4. Institutional assessments and restructuring of key institutions including the NCTB and the autonomy of National Academy for Primary Education (NAPE), devolution of authority to schools, Upazillas and district levels.
5. Strengthen the teachers' crops by upgrading their qualification, professional development and pay structures based on merit and incentives and opportunities for promotions.
6. Accelerate the curriculum reforms, textbook reforms and a national assessment to measure the standards and quality of education.

In addition, the government of Bangladesh is also supporting other programs like non-formal education and

basic literacy program for adults that are provided largely by the NGOs. Reaching out-of-School Children (ROSC) Project aims to improve access and the quality of education for out-of-school children. The project implements its program in the most disadvantaged section of the population at 60 Upazillas out of 481 through demand and supply side interventions targeting 500,000 children. The Hard to Reach Children Project supported by the UNICEF focuses on the urban working children in six metropolitan areas targeting 250,000 children. The non-formal education is also supported by the European Commission in fifty districts out of sixty four in Bangladesh. These programs are being gradually implemented through different national and international NGOs.

Management of Primary Education

The primary education system is mainly run by the government, private sector and the NGOs. In fact, it is essentially financed by the government. About 47 percent of the schools are Government Primary Schools (GPS). They, somehow, accommodate 58 percent of the total enrollment. Registered Non-Government Primary Schools (RNGPS) represent 25 percent of the primary schools. The NGOs cover seven percent and the rest are religious schools [madrasas (I-V grade), non-registered schools and other types of primary level institutions]. Most of these institutions, including private owned ones are subsidized by the government.

The primary education system came under the purview of the Ministry of Primary and Mass Education (MoPME) in 2003. The administrative levels run through divisions (6), districts (64), upazillas (481) and the schools (80,000). Divisions manage registration process of non-government schools. The rapid expansion of non-government primary schools led to the establishment of about 42,725 schools from 1995 to 2005. Primary school enrollment has steadily increased and students enrolled are distributed across eleven types of schools.

NGO schools: The NGO schools, in addition to GPS, play an important role. They usually capture a segment of the school-age population who normally would not have attended regular schools. The NGO schools follow the non-formal education system and cover about seven percent of the primary education.

Gender Equity: About 16.2 million students are currently enrolled in primary schools in Bangladesh. Of them 8 million are girls. The ratio of girls and boys enrolled in primary school has significantly increased from 83

percent in 1991 to 96 percent in 2000. The HIES, WB and DHS data show that 49 percent of the children enrolled in primary schools are female students.

The National Curriculum and Textbook Board (NCTB): The NCTB is responsible for the development of primary curriculum and printing of all textbooks. The GOB provides stipends to poor boys and girls and free textbooks to all schools including those run by the NGOs. Although the NCTB was bifurcated into primary and secondary wing, it continues to face a number of constraints as follows: (1) There is no permanent staff and the entire staff is on deputation from among teachers working in secondary schools and colleges. Most of them have no pedagogical experience in primary education. (2) Primary school teachers cannot be seconded since the NCTB functions under the Ministry of Education. (3) Severely constrained by lack of equipment and other resources. The writers are usually from among the teachers of colleges and secondary schools.

Finance in Primary Education: Education expenditure increased from 1.6 percent of total GDP in 1990 to 2.4 percent in 1995-96. Since 1999, the share of education in GDP has remained stable at 2.2 percent in Bangladesh. It is low compared to other developing countries in this region. Public policy has laid emphasis on the education sector since the country signed the EFA agreement in the early 1990s. Public education expenditure as a share of total government spending increased from 12 percent in 1990-1991 to 16 percent in 1999-2000. Now it has remained around 15 percent. The growth in primary school enrollment and the completion rate have enhanced the demand for post primary education. Consequently, it has been observed that the share of primary education in the total revenue budget has decreased from 49 percent in 1990-91 to about 39 percent in 1999-2000. On the other hand, the share of secondary and higher secondary education has significantly increased from 36 percent to 48 percent in the same period.

Recruitment of Teachers: According to PEDP-II Baseline Survey of 2005, Bangladesh has a teaching force about 350,000 of which 36 percent constitute female teachers. The average teacher student ratio is 59 percent in GPS and 47 percent in RNGPS. Bangladesh government has initiated steps in developing transparent criteria for teacher recruitment and deployment. The Directorate of Primary Education (DPE) centrally advertises teacher recruitment based on the requirement assessed by upazillas and districts for the GOB financed schools.

In 2005, the government has introduced Non-Government Teachers' Registration and Certification Authority (NTRCA) Act. It aims to make a panel of talented teachers for appointment at the secondary and tertiary level through a nation-wide competitive examination. As a result, the DPE recruits meritorious teachers for primary education and the NTRCA makes a panel of meritorious teachers for secondary and tertiary level in non-government secondary institutions. About 97 percent of the secondary education and 88 percent at the tertiary level education are being imparted in the private sector.

Stipend program: Primary education is free in Bangladesh. The primary school stipend program was started to increase enrollment by providing incentives for parents of 40 percent poorest students to send their children to schools. The program was initially providing Tk. 100 per month to the first child of the family and Tk. 25 for every additional sibling.

Food for Education Program (FFE): The FFE program was designed to provide grain rations to disadvantaged families so that they could continue to send their children to schools. It seemed to have succeeded in attracting poor children to school. But after analyzing the cost and benefit of the FFE, the program was discontinued in 2002 and replaced by the primary stipend education program.

Progress in Adult Literacy: The HIES 2005 shows that about 41.5 million people aged 15 and above are literate. According to this survey, literacy means a person aged 15 and above who can read and write a letter. The Bangladesh government also gives priority to non-formal education through basic and post-literacy programs and continuing education. The government recognizes that the literacy and numeric skills can help improve the income and welfare status of the poor. In 2001, the GOB initiated a program intended to promote Post Literacy and Continuing Education (PLCE-1) for human resource development. Thus, literacy and social mobilization programs have significantly contributed to raising the national literacy rate from 45.6 percent in 2000 to 52.7 percent in 2005. Bangladesh is likely to meet the EFA target of 50 percent increase in adult literacy by 2015 if the annual growth rate of literacy rate exceeds four percent.

Progress in Primary Completion Rate: Since 2000 Bangladesh has made significant progress in primary completion rate. Among children aged 10-15, about 48 percent have completed grade five in 2005 compared to

40 percent in 2000. It suggests that more children are not only being enrolled in schools but more importantly they tend to stay longer in school.

Policy Implications for Achieving EFA

1. *Teacher Recruitment:* Directorate of Primary Education (DPE) centrally recruits primary school teachers through written competitive examination all over the country. It has achieved national trust on recruitment of meritorious teachers. It must be strictly continued and enhanced in the years ahead.
2. *Teacher Training Institutions:* Qualified and reputed teachers with modern pedagogy may be appointed in the vacant positions of Primary Teachers' Institutions (PTIs) and National Academy for Primary Education (NAPE). Primary and Secondary Teachers' training policy must be immediately designed with new curriculum including incentives to retain competent and qualified teachers.
3. *Reward for Innovative and Better Performing Teachers:* Various incentives in both cash and kind for compensating better performing teachers to be introduced. The incentive structure may be characterized with transparent criteria for rewarding and retaining the best performers.
4. *Textbook:* Collection of manuscripts, editing, printing and distribution must be transparent and done by competent teachers and through effective management. Private participation can be encouraged for development and script writing on a competitive basis.
5. *Decentralization:* The PEDP-II must develop information campaigns on the delivery of services and resources from the DPE to local level authority and schools. The Management of

schools must be strengthened through training on financial management to monitor and evaluate the quality of education and utilize the resources they receive.

6. *National Assessment Cell:* The National Assessment Cell for rewarding the better performance of teachers must be constituted with appropriate staff endowed with training and experience in national assessments.
7. *Develop Partnership:* Primary school stipend distribution to the poorest students must be ensured. A stronger partnership with the NGOs may be developed for cost effective approaches to both school access and quality. Teachers training program can also be shared with different training institutions.

The Government of Bangladesh has always been facing different issues and challenges on education policy and management. The existing education system maintains equilibrium of the three streams of education – general, madrasa and english medium education. The recommended policy implications could help capacity building in educational planning to meet the EFA goals by 2015 if these are strongly implemented with commitment.

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Capacity Building of Teachers: SSA Initiatives and Innovations in India

Introduction

The significance of capacity development of teachers has been recognized from 1960s as an essential pre-requisite to improve quality of elementary education. The National Policy on Education (1986) places in-service teacher education as a continuum with pre-service and also emphasizes the need for a decentralized structural system for continuous in-service training of teachers. As a sequel to the 1986 National Policy on Education, the capacity development of primary teachers took a different shape with the introduction of mass innovative teacher training programmes like Programme of Mass Orientation of School Teachers (PMOST) (1986-90) and Special Orientation Programme for Primary Teachers (SOPT) (1993-97). The capacity building of primary teachers also figured prominently in District-Primary Education Programme (DPEP) in 1995 that made serious efforts and devised new strategies for linking teacher training with school processes and classroom practices. Capacity building of teachers and other functionaries is an integral component of the Sarva Shiksha Abhiyan(SSA) to improve the quality of elementary education .

Sarva Shiksha Abhiyan (SSA)

The Sarva Shiksha Abhiyan (SSA)(Education For All) aiming for universalisation of quality elementary education, places immense emphasis on capacity building of teachers. The four SSA goals are: Enrolment of all children in school, Education Guarantee Centre, Alternate School, and 'Back-to-School' camp by 2005; Retention of all children till the upper primary stage by 2010; Bridging of gender and social category gaps in enrolment, retention and learning; and Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stages. According to Analytical Report on Elementary Education in India (NUEPA, 2006-07) there are nearly 1.25 million schools and over 5.6 million teachers in the country at the elementary level. The pool of teachers has been expanded very rapidly from 3.6 million in 2003-04 to 5.22 million teachers in 2006-07. The overall number of para-teachers (contract teachers) increased from 499 thousand in 2005-06 to 514 thousand in 2006-07. More than 78 percent of elementary teachers are professionally trained and 45 percent of para teachers also have desired professional qualifications. This expansion of schooling facilities along with increase in

teacher provisions can be attributed to the implementation of the SSA by the Central Government in partnership with state governments. Besides, the SSA has provision for appointing additional teachers and provision of grants to schools and teachers for developing local context specific teaching-learning materials.

Capacity Building of Teachers

The SSA places emphasis on continuous capacity building of teachers, requiring each teacher to receive 20 days in-service training every year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits. The states have adopted different models and duration of training programmes keeping in view the context specificity and needs of the teachers. The major objectives of training teachers under the SSA are: to train teachers on curricular transaction, content upgradation, pedagogy and contextual issues; to provide adequate training to untrained/newly recruited teachers on a continuous basis; to strengthen the capabilities of support institutions for academic resource support to teachers. Decentralized academic resource institutions such as 587 District Institute of Education and Training (DIETs), 6,395 Block Resource Centres (BRCs) and about 68,352 Cluster Resource Centres (CRCs) have been established across the country to provide continuous in-service training to teachers. In this regard, a guideline has been developed by the National Council of Educational Research and Training entitled "The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA" (2006).The guideline provides multimodal approach for training of teachers to prepare them as reflective practitioners as pronounced in the National Curriculum Framework (2005).

Innovations in In-service Education and Training

Different States have started exploring several innovative training programmes for imparting in-service training to teachers. Some identified innovations for capacity development of teachers under the SSA is briefly discussed below.

Activity Based Learning (ABL) and Activity Learning Methodology (ALM) have been adapted especially for government schools by the Education Department of

Tamilnadu with adequate support from the SSA. It emphasizes a teaching and learning process that effectively individualizes and democratizes classroom transactions. Implementation of this approach was divided into four phases viz. i) Preparation Capacity Building Phase, ii) Experimental Phase, iii) Extension Phase, and iv) Evaluation Phase. As a result, the implementation of ABL at the primary level and ALM at the Upper Primary Level in the State resulted in quality classroom transactions in all schools. The use of the ABL methodology has significantly brought change in the process of learning in the classrooms and in the role perspectives of teachers. This has been made possible through intensive teacher training and on-site support and the development of appropriate teaching and learning materials. Moreover, the state has also evolved well planned training design and need based in-service training programmes every year. The master trainers, Block Resource Teachers (BRTs) and the teachers are all trained through direct hands on experience in ABL and ALM classrooms with children, allowing for intensive and experiential learning. The training is imparted in a cascade mode, with precautionary measures to avoid training loss. In the process, the ABL teacher in the classroom transforms to a facilitator of learning. It is an effective quality improvement initiative under the SSA where all coordinators, block resource teacher educators and other staff work together to achieve the State's objective of imparting quality education at the grass-root level.

Distance Education Programme (DEP) is a national component, created by the Ministry of Human Resource Development, Govt. of India, and operates in collaboration with the Indira Gandhi National Open University (IGNOU), with the major objective to build capacity of teachers and institutions associated with the SSA activities in a sustainable manner. The main focus of the DEP-SSA is to build capacity of elementary school teachers through distance mode by using teleconferencing, distance learning inputs, such as – developing high quality training materials (Print, Audio-Video, Multi-media packages), providing workplace-based training inputs without dislocating the functionaries from their workplace and facilitating states/ UTs in content generation for utilization of ICTs for ensuring quality in elementary education.

ADEPTS (Advancement of Educational Performance through Teacher Support) is an initiative of the Ministry of Human Resource Development (MHRD) and UNICEF

to develop a set of performance indicators/standards for teachers and teacher support structures including CRCs, BRCs, DIETs and State Council of Educational Research and Training(SCERTs). A set of Performance Indicators for schools and teacher training centers was designed at the national level after a series of consultations. The school level indicators focus on physical dimension, cognitive dimension, social dimension and organisational dimension and they are of four different levels in each category. For the teacher trainers, the standards include preparation for training, self-readiness, effective transaction, relationship with trainees, management, assessment reflection and follow up. Also standards for the teacher support centres including CRCs, BRCs, DIETs and SCERTs have been developed. Presently, more than 28 states have already placed such Performance Indicators for their teachers and trainers and have undertaken related training programmes to finalise their state specific indicators. The States like Madhya Pradesh, Gujarat, Assam, Chhattisgarh, Andhra Pradesh, and Orissa have undertaken large scale training programmes for teachers and trainers to familiarize them with their appropriate Performance Indicators.

Though the SSA has reinforced the culture of capacity development of teachers as a professional endeavour to achieve Education For All, their quality remains a matter of concern. The major challenges are lack of coordination among different agencies, lack of quality monitoring of in-service training programme by appropriate agencies, and challenges of assessing the quality of modules, training materials, structure of training and its impact on classroom transactions. This calls for more sustainable decentralized approach to in-service teacher education by making the present structure more functional and operational to meet the changing needs of education with a strong monitoring system in place. The need to provide continuous capacity development programme cannot be met by existing institutional structures. In this context, the coming decade will see the inevitable expansion of school based teacher education programmes requiring new and innovative modes of delivery at one end of the spectrum and use Information and Communication Technology (ICT) at the other end.

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News from Member Institutions (January 2009 – June 2009)

The Aga Khan University Institute for Educational Development *Karachi, Pakistan*

- AKU-IED organized a South Asia Regional Dialogue on Education Quality (CQE) from May 8-9, 2009, in collaboration with the Campaign for Quality Education. A key objective of this dialogue was to deliberate on the issue of defining quality in education at the regional level.
- Conducted a two day International Seminar on “Teaching English in Multilingual Contexts: Current Challenges, Future Directions”. The seminar concluded with the observation that teaching of English language in multilingual contexts can be effectively undertaken by improving existing teacher practices.
- Organized Issue Based Seminar on ‘Higher Education Reforms’ at the Institute of Education and Research-University of Peshawar, January 21, 2009, under the Pak-Norway Institutional Cooperation Project bringing together AKU-IED, IER-PU and the Oslo College University.

Australian Council for Educational Research (ACER) *Victoria, Australia*

- Conducted the National Assessment Program – Literacy and Numeracy (NAPLAN) on behalf of the Ministerial Council on Education, Training and Youth Affairs. The program assessed one million students in years 3, 5, 7 and 9 in all Australian schools.
- The Graduate Pathways Survey, conducted by ACER for the Department of Education, Employment and Workplace Relations, canvassed more than 9,000 bachelor degree graduates five years into their careers.
- The ACER International Institute organized a training workshops for a group of data administrators from Qatar on data analysis, management and reporting.
- The ACER CEO Professor Geoff Masters has

been awarded the 2009 Australian College of Educators’ Medal.

Research Centre for Educational Innovation and Development (CERID) *Kathmandu, Nepal*

- Organized the Third National Conference on ‘Early Childhood Development (ECD)’ from 26 to 27 February, 2009, in collaboration with the Department of Education, Ministry of Education, UNICEF Nepal, UNESCO Kathmandu, Save the Children Alliance, Plan Nepal and other partner organizations, with the purpose of enhancing the quality of the delivery of ECD services.
- Conducting eight new research studies under the Formative Research Project on Community Managed Schools: An Innovative Approach to School Management, Linking School Mapping with Educational Planning, Gender Issues in School Education, Alternative Schooling: Addressing the Unserved School Age Children, Ensuring Free and Compulsory Basic Education for Disadvantaged Groups in the Context of EFA, Exploring the Opportunities for Professional Development of Primary School Teachers, Assessing Quality of Education in Registered Madrasas and Longitudinal Study on System Indicators, 2009

Centre for Multi-disciplinary Development Research (CMDR), *Dharwad, India*

- Conducted several Training Programmes /Workshops /Seminars.
- Completed research study on ‘Validating the Children Census – 2008’ sponsored by the Sarva Shiksha Abhiyan (SSA), Government of Karnataka, Bangalore.

Centre for Education Leadership Development (CELD) National Institute of Education *Padukka, Sri Lanka*

- Offering Advanced Diploma in Education

Management to 230 newly recruited Sri Lanka Education Administrative Officers. The group includes general cadre officers who will manage Divisional Offices/Zonal Offices, Planning Officers and who will also lead subject areas such as, Science, Mathematics, English, Commerce, arts, Dancing and Inclusive Education.

- On the request of the Maldivian Ministry of Education twenty two school leaders are undergoing a three year Bachelors in Education Management Course at CELD.

**National Academy for Educational Management
(NAEM)**

Dhaka, Bangladesh

- Conducted three Foundation Training Courses (FTC) of four months duration for 80 Bangladesh Civil Service (General Education) Cadre officers.
- Organized two research methodology courses of one months duration designed for the teachers who secured top ten positions in the FTC conducted by NAEM.
- Conducted ten research studies focusing on Secondary education: Problems and Issues. Concerned research team submitted the draft report of each study in a Seminar arranged by the research committee of NAEM.

**National University of Educational Planning and
Administration (NUEPA)**

New Delhi, India

- Hosted a study visit programme for participants of Advance Training Programme of the International Institute of Educational Planning (IIEP), UNESCO, Paris, from April 6 to 17, 2009. The major objective of the study visit was to familiarize the ATP participants with the education system of India.
- Successfully completed the twenty-fifth International diploma Programme in Educational administration (IDEPA) which was attended by 33 participants from Bhutan, Botswana, Cuba, Cameroon, Estonia, Ethiopia, Ghana, Guinea Bissau, Ivory coast, Kenya, Laos, Lesotho, Maldives, Mauritius, Myanmar, Palestine, Sierra Leone, Sri Lanka, Tajikistan, Tanzania, Thailand, Vietnam and Zambia.
- Organized an International seminar on *Quality*

School Education For All from 5 to 7, March, 2009.

The specific objectives of the seminar are to review prevalent systems of elementary schooling in various countries of the world; to identify the core criteria of quality education for all and to discuss various aspects of quality school education relating to relevance, access, equity and excellence.

- Organized a National Seminar on *Teacher Management Issues at elementary level* from 22 to 23 January, 2009. The seminar critically deliberated on issues relating to recruitment policy, deployment, retention, career mobility, performance appraisal, working conditions, professional development etc.

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

Manila, The Philippines

- Educators from the eleven SEAMEO member countries converged for three days in May 2009 to tackle the current state of education decentralization in the Southeast Asian region. The educators presented country papers and actively engaged in focus group discussions.
- Currently carrying out short course packages for INNOTECH dubbed "ICeXCELS Thailand", for a total of 45 School Heads from various schools in Thailand.
- Facilitated an intensive capacity building programme for Master trainers from different teacher education institutions in Bangladesh from March 23 to May 15, 2009 with the purpose of enhancing the competencies of the Bangladeshi educators in conducting in-service training for secondary education teachers in their country.
- Conducted a research project, "The Basic Learning Needs (BLNs) Survey" to provide baseline data for policy and program to achieve the Philippine EFA 2015 goals.
- Conducted a research study, 'Meta-analysis of Teaching Competency Standards in Southeast Asian Countries'. It surveyed the systems, elements, and criteria that ensure teaching competency standards among Southeast Asian countries. The research included all SEAMEO member countries.

**State Institute of Educational Management
and Training (SIEMAT)**
Allahabad, Uttar Pradesh

- Initiated Research studies on Effectiveness of Itinerant & Resource Teachers in providing support services to Children with Special Needs (CWSNs); Transition Rates from Primary to Upper Primary level in Uttar Pradesh and Impact of Incentives and Intervention under NPEGEL (The National Programme for Education of Girls at Elementary Level).

- Organized a six-day training programme for about 500 teachers of Hindi and Mathematics of Kasturba Gandhi Balika Vidyalayas (KGBV) to utilize the appropriate teaching-learning aids to facilitate the process of learning.
- Conducted two workshops on 'Module Writing on Institutional Development'.
- Initiated a six-month Diploma in Educational Management (DEM) Training Programme for Principals and Senior Lecturers of High Schools/ Higher Secondary Schools.

Successful Education Systems for a Changing World: Monitoring and Evaluating the Effectiveness of Education Systems

An ANTRIEP Policy Seminar: Shanghai, 16-19 September 2009

The ANTRIEP Seminar

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) is constituted of 20 institutions in South, South-East and East Asia, and regularly organizes a major policy seminar. The 2009 seminar will be hosted by the Shanghai Academy of Educational Sciences and will take place from 16 to 19 September. Among the participants will be senior decision-makers from Asian ministries of education, directors and senior staff from ANTRIEP member institutions, representatives from international and regional organizations, and experts in the area of monitoring and evaluation.

Content of the seminar

The seminar will focus on three themes.

Firstly, the debates will examine how 'traditional' monitoring and evaluation strategies and tools are being used to assess the effectiveness of education administration. The focus will be on the role which the school inspection and supervision systems, EMIS and student achievement tests can play.

Secondly, the discussions will shift to the analysis of innovative approaches, for instance the introduction of performance-based management systems in ministries of education, the setting up of autonomous evaluation bodies to examine the functioning of the administration or the use of 'balanced scorecards'.

Thirdly, the seminar will identify constraints to the effective functioning of education administrations and the strategies that can help overcome these constraints. It will therefore link up with the present debate on rethinking capacity development strategies.

The seminar sessions will primarily revolve around discussion and exchange of experiences among the participants, by way of plenary sessions and working groups. Various working documents will be prepared and disseminated to aid discussion.

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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)
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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)
16. Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling North Road SHANGHAI - 200 032, China
17. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines (www.seameo-innotech.org)
18. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh, India
19. The Aga Khan Education Service, Pakistan (AKES,P) House No.3 & 4, F-17/B, Block VII KDA Scheme 5, Clifton, Karachi-75600, Pakistan (www.akdn.org/akes)
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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