



Importance of Incentives in School Education

The current ANTRIEP Newsletter focuses on the transformative role of incentives in education, exploring their impact across various countries and educational settings. Through eight insightful articles, the newsletter examines government-driven initiatives, financial aid, teacher incentives, and student-focused programmes that enhance learning outcomes and educational access. It highlights how policies such as scholarships, free uniforms, and performance-based rewards contribute

to student retention, motivation, and equity in India, Malaysia, Pakistan, and beyond. The discussion extends to circadian patterns in education governance, examining the effectiveness of public funding, digital education strategies, and skill-based learning programmes. With a focus on holistic development, inclusivity, and innovation, the newsletter underscores how strategically designed incentives can drive educational progress, reduce disparities, and empower both learners and educators. Through case studies and policy analyses, this edition presents a comprehensive overview of incentive-based strategies as catalysts for educational transformation worldwide.

The first article explores the strategic role of government incentives in Indian education, highlighting how initiatives such as the Mid-Day Meal Scheme (MDMS) and merit-based scholarships support student retention, while programmes like Digital India and Skill India equip learners for an evolving digital landscape. The discussion extends to teacher training programmes such as NISHTHA, inclusion policies under the Right to Education (RTE) Act as well as National Education Policy (NEP) 2020, and region-specific efforts that address local educational challenges. By assessing the transformative impact of these policies and schemes, the article underscores how government incentives play a vital role in fostering an inclusive, innovative, and high-quality education system in India.

In this Issue...

The Strategic Role of Government Incentives in Indian Education	4
Impact of Free Uniform Distribution on Enrollment and Attendance of Students in the Context of Uttar Pradesh in India	6
The Significance of Incentives in Indian School Education	7
The Importance of Financial Incentives in Education: Implementation and Challenges in Malaysia	8
Cultivating Learning via Incentives: A Catalyst for Inspiration and Growth in Malaysia	10
Rimba Gems: Best Practice in Nurturing MADANI Generation in Malaysia	12
Importance of Incentives in School Education in Pakistan	13
Teacher Incentive Schemes in Philippines: Taking Stock of Contexts and Motivations in the Philippines	15

The second article examines the influence of free uniform distribution on student enrollment and attendance in India. As part of the larger programme of Samagra Shiksha, this initiative aims to remove financial barriers to education, encouraging universal access through Direct Beneficiary Transfer (DBT) and community-based self-help groups. The provision of free uniforms has shown a positive correlation with increased enrollment and attendance rates, particularly among girls, as it alleviates the financial burden on families while instilling a sense of dignity and motivation in learners. This analysis underscores the need for functional schools and comprehensive incentive frameworks to maximise educational participation.

The third article discusses the significance of incentives in Indian school education, emphasising how scholarship programmes, financial aid, and student recognition schemes lower dropout rates and empower marginalised learners. Teacher incentives, such as performance-based rewards and professional development opportunities, contribute to educator excellence, enhancing classroom instruction. The article further explores how inclusive policies encourage innovation and problem-solving among students. Gender-focused initiatives like “Beti Bachao Beti Padhao” also play a crucial role in addressing educational disparities, making incentives a pivotal tool in shaping the future of Indian education.

The fourth article discusses the role of financial incentives in Malaysia’s education system, examining how scholarships, cash rewards, and meal programmes contribute to improved student performance and reduced dropout rates, particularly among disadvantaged learners. The article highlights that rural and low-income students often face difficulties accessing incentives due to limited resources and recommends a balanced, research-informed approach, which is necessary to refine Malaysia’s incentive-based strategies in education and ensure the effectiveness and sustainability of these initiatives.

The fifth article explores how incentives serve as catalysts for learning, inspiration, and professional growth in various educational and workplace settings. It examines the impact of monetary and intangible rewards on motivation and engagement, demonstrating how institutions can foster a culture of continuous learning. The article underscores the transformative power of well-implemented incentives, arguing that when thoughtfully designed, they can serve as a driving force for both personal and institutional development, encouraging individuals to strive for excellence and lifelong learning.

The sixth article discusses the Rimba Gems programme at SK Taman Rimba Sandakan Sabah, a unique initiative aimed at nurturing the MADANI generation by instilling values such as respect, prosperity, and kindness. The programme incentivises students through a token-based system where stars earned through full attendance and good behaviour can be redeemed for rewards, including a BMX bicycle. Supported by funds from Yakult Malaysia Sandakan Branch, the initiative has successfully increased student engagement while promoting ethical conduct. By integrating principles of self-determination theory, the programme’s leadership demonstrates strong competence in managing student affairs and external partnerships, reinforcing the importance of creative incentive-based strategies in achieving meaningful educational outcomes.

The seventh article focuses on how incentives drive improvements in Pakistan’s school education system, addressing critical challenges such as low enrollment, high dropout rates, and inadequate resources. Academic rewards, performance recognition programmes, and professional development incentives for teachers emerge as key motivational tools that enhance educational participation and quality. Government initiatives like Free Textbooks, the Waseela-e-Taleem Programme, the Prime Minister’s Scholarship Programme, the Zero

Out-of-School Children campaign, the Education Voucher Scheme, and the Girls Stipend Scheme are examined for their contributions toward improving learning outcomes. However, the successful implementation of these programmes requires overcoming bureaucratic inefficiencies and resource limitations to ensure equitable access, particularly for marginalised communities. The article underscores how well-structured incentives can transform Pakistan's education system by sustained academic participation of students.

The eighth article examines teacher incentive schemes, assessing their impact on educator motivation, retention, and student learning outcomes. It analyses

various financial and non-financial rewards such as performance-based bonuses, awards, special allowances, scholarships, and training opportunities, to understand how they drive teacher engagement. This article argues that for teacher incentive schemes to be effective, they must be strategically tailored to support holistic educational development while fostering a positive teaching-learning atmosphere.

Madhumita Bandyopadhyay
Editor, ANTRIEP Newsletter

For Editorial correspondence, please contact:

The Editor

ANTRIEP Newsletter

National Institute of Educational Planning and Administration (NIEPA)
(Deemed to be University)

17-B, Sri Aurobindo Marg, New Delhi - 110 016, India

Tel: (+ 91 11) 26544820, 26544888

Email: antriep@gmail.com; madhumita@niepa.ac.in

Website: www.niepa.ac.in

The Strategic Role of Government Incentives in Indian Education

India's dynamic educational landscape requires strategies that go beyond traditional rewards. This article introduces a novel framework that blends digital gamification, community engagement, and continuous professional development to motivate both learners and educators. Based on behavioural theory and strengthened by case studies from India, the suggested incentive routes seek to increase student participation, enhance teacher performance, and reduce regional differences. The debate ends with policy suggestions for using adaptive, outcome-driven systems that promote creativity and lifelong learning. Traditional incentive schemes are inadequate to address the varied difficulties Indian institutions confront in today's fast-changing academic scene. Although conventional programmes, such as scholarship programmes and physical infrastructure support, have made progress, new difficulties demand creative incentive systems that are forward-looking and relevant. By encouraging intrinsic and extrinsic motivation among students and teachers, this article reconsiders how incentives could transform the approach to instruction given and experienced throughout India.

Recent research in behavioural economics stresses the delicate interplay between intrinsic motivators, including passion for learning, personal success, and intellectual curiosity, and extrinsic rewards, including digital badges, financial bonuses, or public acknowledgements. Combining these two aspects can help close economic divides and solve academic disengagement in the Indian school system. For instance, systems that combine adaptive digital input with community-based recognition provide dual benefits: they reward instant reinforcement while fostering a feeling of personal achievement. The incorporation of technology into incentive systems

might totally transform the classroom. Encouragement of learning continuity and creativity comes from digital gamification, by which students receive points, badges, and levels. Unlike conventional assessments, these real-time reward systems let students track their development and stay motivated outside of regular classroom environments. Furthermore, using leaderboards and interactive activities helps schools encourage good rivalry that fosters group learning and digital literacy, a critical ability in the twenty-first century.

Teachers define the heart of any educational system. Beyond one-time monetary advantages, teachers should receive imaginative incentive paths such as peer-to-peer recognition systems, digital certification, and continuous professional development. Structured programmes stressing experiential learning—like workshops, online training sessions, and mentorship opportunities—can greatly improve teaching techniques. Schools can maintain excellence in education and foster a culture of ongoing improvement by matching teacher incentives with real, quantifiable classroom improvements.

Education as a cooperative endeavour is shaped in India by local values and communal involvement. Including parents, local business owners, and community leaders help create a shared responsibility for academic performance by means of motivation initiatives. Among instances of community-driven recognition systems would be participation in award ceremonies, local success exhibits, and advisory boards providing comments for school programmes. Such all-embracing systems guarantee that incentives are co-created with the community rather than only top-down, hence promoting more cultural relevance and accountability. Approaching an outcome-based incentive system will guarantee that rewards are strongly connected to gains

in infrastructure growth, academic performance, and general well-being. Pilot initiatives in several Indian states have shown that incentive systems linked to particular goals, which include eliminating the problem of malnutrition, increasing enrolment, preventing dropout, absenteeism and silent exclusion, better test results, or increased digital literacy and so on, mainly for stimulating transformation. These models also allow ongoing monitoring and recalibration to guarantee that incentives stay just and efficient in several socio-economic situations.

It is required to pay an attention and give top priority on several related approaches in order to totally include these creative incentive mechanisms within the Indian education system. First, a sizable technological investment should prioritise building the digital infrastructure in schools, especially in remote and resource poor areas and institutions, to enable gamified education and real-time reward systems. Moreover, it is critical to create collaborative platforms by means of locally pertinent and culturally sensitive incentive initiatives run via school administrators and community-led committees. Equally crucial is encouraging teachers' ongoing education by creating strong national and state-level programmes committed to their professional development that blend conventional training techniques with cutting-edge

digital technology. Finally, to guarantee openness and a fair distribution of benefits, rewards should be directly related to defined and quantifiable performance measures—that is, outcome-based incentives must be put in place. These approaches taken together not only celebrate India's great educational history but also create an adaptable and future-ready school environment.

Reforming education in India calls for a whole rethinking of reward systems outside traditional approaches. The new paradigm presented in this paper promises to revolutionise educational experiences and results throughout Indian schools by blending digital invention, community involvement, and ongoing teacher development. Adaptive, outcome-driven incentive systems will be very important in developing next-generation learners and teachers ready to face the demands of tomorrow as India modernises its educational system.

Madhumita Bandyopadhyay

Email: drbdmadhu@gmail.com

and

Anupam Gupta

NIEPA, New Delhi, India

Email: lguptaanupam@gmail.com

Impact of Free Uniform Distribution on Enrollment and Attendance of Students in the Context of Uttar Pradesh in India

“Education for All” declares that everyone has a right to education. It aims to give everyone a chance to learn and benefit from basic education, neither as an accident of circumstance, nor as a privilege, but as a right. India adopted a rights-based approach to education and, through the 86th amendment of the constitution, made free and compulsory education for children in the age group 6-14 years a fundamental right under Article 21-A. The Right of Children to Free and Compulsory Education (RTE) Act, which came into effect on 1 April, 2010, represents the consequential legislation envisaged under Article 21-A, which means that every child has a right to full-time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

In order to translate this concern into reality and help children realise their fundamental right, a centrally sponsored scheme, Sarva Shiksha Abhiyan (now Samagra Shiksha), was launched by the Government of India in 2001 to provide useful and relevant elementary education for all children in the 6 to 14 age group. It is a programme with a clear timeframe in response to the demand for quality basic education all over the country through interventions designed to promote social justice by improving accessibility, reducing gender and social gaps and improving the quality of learning. It is also an attempt to provide an opportunity for improving human capabilities to all children through the provision of community-owned, quality education in a mission mode. For the incentive distribution, funds at each level are transferred through DBT (Direct Beneficiary Transfer), which helped in timely and hassle-free fund transfer for such a striving and ambitious scheme. The incentive scheme of provisioning free uniforms provides major support to parents by distributing two sets of uniforms to each child. At the local level, self-help groups (SHGs) are constituted and asked to

stitch school dresses for students of government schools. The SHG received a warm response from the parents as they provided them the opportunity to purchase the uniform at the local level.

Universal coverage of the free uniform scheme has helped parents meet the cost of schooling in their wards and motivated parents to send their children to school. The quality of the uniform matters, and wearing it gives a sense of pride to the child and motivates him/her to participate actively in various teaching-learning processes. Two sets of uniforms are distributed to each child, keeping in mind the winter season. According to parents, their children are now more motivated to attend school, and the provision of uniforms is one of the reasons for this. Principals also supported this view and added that this provision has given a much-needed “identity” to government school children. Many instances show that free uniform distribution has a positive impact on enrolment and attendance. It is also observed that after the distribution of free uniforms, the rate of girls’ attendance at school has increased as compared to boys. Non-performing schools may not have a positive impact on attendance, but certainly give a boost to attendance in schools that function satisfactorily. It is noteworthy that the free uniform scheme works not in isolation, as other incentive schemes are also operational. Functional schools combined with reduced cost of schooling help increase the participation of students.

Dinesh Singh

Director, SIEMAT, Uttar Pradesh, India

Email: siemat@rediffmail.com

and

Amit Khanna

HOD, SIEMAT, Uttar Pradesh, India

Email: siemat@rediffmail.com

The Significance of Incentives in Indian School Education

Incentives play a crucial role in the educational landscape of India, which is known for its diverse and dynamic schooling system. As a nation, India is trying to develop the quality of education so that it reaches every sector of society. Therefore, the need to know the significance of incentives in Indian school education arose. One of the most important tools in India's far-reaching education reform sweeping through is incentives, owing to which goals like more enrolled students, improved retention, and connection with a larger school-community system would be addressed in Indian education. Incentives encourage and enrol several families who depend on such students for lower tuition fees, where a good portion comes by means of scholarships and other financial help that further develops equity in educational chances as well. Incentives are of significant importance in determining the education scenario of India, which is known for its varied and dynamic schooling system. With the country aiming at quality education for all, it is important to understand the role of incentives in Indian school education.

Incentives are a very powerful motivator of students and also improve the engagement of students with the learning process. In a country where students often suffer socio-economic problems, incentive schemes such as scholarships, awards, and recognition could boost their motivation to learn and achieve academically. For example, through the National Means-cum-Merit Scholarship Scheme, financial incentives are being provided to students belonging to economically weaker sections so that dropout rates can be reduced. Such incentives will not only motivate the students to excel but also continue their schooling despite financial difficulties. In fact, no role is comparable to that of teachers when it comes to shaping young minds.

The bonuses and other forms of rewards, such as performance-based, professional development, and

recognition awards, may stimulate teachers. For instance, the National Award to Teachers is the most prized accolade received by anyone when he/she has done excellent work in the education field. The awards help boost their morale and encourage them to keep working towards teaching day by day, thereby allowing them to perform well in their class. The rewarding of excellence helps in retaining good-quality teachers and creates a constantly evolving professional environment. The Indian education system accommodates diverse students from distinct backgrounds.

Making inclusive promotion easier, reservations, special scholarships, and the right to education among all members of society are promoted. As such, the Right to Education Act mandates that all private educational institutions set aside 25 per cent of their seats for children belonging to the disadvantaged sections of the population, making them increasingly inclusive places to learn. This also means it would make things even again for all communities and level things up a little. The incentives given to schools and other educational institutions can be greatly used to improve the infrastructure and facilities.

Some of the grants and funds available for school development are the Rashtriya Madhyamik Shiksha Abhiyan. This programme provides financial assistance in the construction of classrooms, laboratories, and libraries. These incentives have made learning easier and created an ideal environment for education to thrive. Another recognition programme for schools is the Swachh Vidyalaya Puraskar for cleanliness and hygiene. This encourages the schools to maintain high standards. It is beneficial both to the students and staff members. Incentives also help spur innovations and the implementation of technology within education. Some programmes give awards to schools and teachers to make innovative teaching methods available for them

and to start the use of digital tools for learning. The initiatives that include the Digital India Campaign and the Atal Innovation Mission (AIM) would encourage schools to engage students in technology and the overall culture of creativity and problem-solving. This is very important in preparing the child for the challenges that abound in the 21st century. Incentives are crucial in handling dropout rates and school retention.

This reduces the economic burden because incentives in the midday meal schemes, free textbooks, and uniforms encourage the children not to leave school. Incentive schemes like the BP scheme, which is a “Beti Bachao Beti Padhao” scheme, inspire the education of girls through initiatives and issues regarding gender disparity in education. Tangible benefits through incentives lead to a higher rate of retention and outcomes in education. Incentives are very necessary for the Indian

school education system, which will create motivation, performance, inclusion, infrastructure development, innovation, and retention that are more sustainable. It is understandable that, by strategically implementing and refining these incentives, India can develop an education system that is both more equal and more effective in helping its students and teachers reach their best. Yet even as education becomes an increasingly high and central engine for socio-economic progress in this country, a country growing with rewarding multi-faced enrichment, the role of incentives in shaping Indian futures cannot be overstated.

Avinasha Sharma

Haryana, India

Email: avinasha1019sharma@gmail.com

The Importance of Financial Incentives in Education: Implementation and Challenges in Malaysia

One of the most important elements in a programme's successful execution at a school is the allocation of funds. The topic of incentives in education is a subject of continuous discussion among scholars, educators, and policymakers across the globe. Financial incentives in education can take many different forms, ranging from financial rewards for excellent work to acknowledgement and appreciation for achievement and efforts. These rewards have the power to inspire students to pursue academic success, cultivate a love of learning, and reward good behaviour. Additionally, they can aid in lowering dropout and absenteeism rates, especially for underprivileged children.

This problem is especially important in Malaysia due to the nation's socio-economic diversity and the government's dedication to raising educational standards.

In Malaysia, the use of incentives in schools is not a new phenomenon. The government has implemented several incentive-based programmes aimed at enhancing student performance and narrowing the achievement gap. These include scholarships for top-performing students, cash incentives for excellent results in public examinations, and school meal programmes for underprivileged students. Other than that, financial

allocation is needed to maintain learning facilities that can guarantee learning well. Overall, these incentives, which were introduced either at the primary, secondary or tertiary level, were aimed at enhancing the quality of education, providing financial support, and creating opportunities for students in Malaysia. However, the effectiveness of these programmes can vary and may depend on factors such as implementation strategies, target groups, and monitoring mechanisms. Despite the potential advantages, the implementation of incentives in Malaysian schools is not devoid of challenges. A primary concern is the risk of engendering an excessively competitive environment that could result in stress and anxiety among students. There is also apprehension that incentives might undermine intrinsic motivation and cultivate a ‘reward mentality’, where students are driven to learn for the sake of rewards rather than for the joy of learning. An additional challenge lies in ensuring fairness in the distribution of incentives. In a diverse nation like Malaysia, there is a risk that certain segments of students, especially those from low-income families or rural areas, may be at a disadvantage due to restricted access to resources and opportunities.

Every year, the Malaysian government allocates a certain amount of money to manage schools. The government allocates Per Capita Grant Aid (PCGA) to all Malaysian students studying at government schools or government-aided schools. The amount of allocation received varies depending on the number of students. In a diverse country like Malaysia, there is a risk that certain groups of students, especially those from low-income families or rural areas, may be disadvantaged due to limited access to resources and opportunities. Since the financial allocation channelled by the government is based on the number of students in the school, schools that are smaller in terms of the number of students receive less allocation. In contrast, schools with a larger number of students receive much more funding. Most rural primary schools have a small number of students compared to urban schools.

Nevertheless, while financial incentives play a crucial role in enhancing educational outcomes in Malaysia, it is essential to address the associated issues and challenges. This requires a balanced and holistic approach that considers the diverse needs and circumstances of Malaysian students. It also calls for ongoing research and dialogue among all stakeholders to ensure that incentive-based strategies are effective, equitable, and sustainable. These programmes are designed with the aim of elevating the standard of education, providing financial aid, and creating opportunities for students in Malaysia. However, the efficacy of these programmes can fluctuate and may hinge on factors such as the strategies employed for implementation, the target demographic, and the mechanisms for monitoring. The impact of incentive programmes on enhancing educational outcomes in Malaysia has yielded mixed results and is the subject of ongoing research and evaluation.

In conclusion, while incentives can play a pivotal role in enhancing educational outcomes in Malaysia, it is crucial to address the associated issues and challenges. This necessitates a balanced and comprehensive approach that takes into account the diverse needs and circumstances of Malaysian students. It also underscores the need for ongoing research and dialogue among all stakeholders to ensure that strategies based on incentives are effective, equitable, and sustainable. This is a complex issue that requires careful consideration and thoughtful action from all parties involved. It is a journey that Malaysia, like many other countries, is navigating with the hope of creating a more equitable and effective education system for all its students.

Salwati Shafee

Institut Aminuddin Baki, Malaysia
Email: salwashafee@iab.moe.gov.my

Cultivating Learning via Incentives: A Catalyst for Inspiration and Growth in Malaysia

Incentives, often known as rewards, can enhance learning in a range of settings, including the workplace, personal development, and classrooms. Monetary and intangible rewards have the potential to pique learners' interest and desire. They can offer opportunities for professional and personal development, as well as incentives for meeting certain learning objectives. Well-executed incentives can significantly influence an individual's educational trajectory and initiate a positive feedback loop of accomplishment, contentment, and involvement. Here are a few proven techniques for utilising incentives to promote learning, such as personalised rewards, recognition and celebration, professional development opportunities, collaborative programmes, coaching and mentoring, as well as gamification.

Personalised rewards transform the way incentives are provided by adapting directly to individuals' passions and learning objectives. Educational institutions can create deeper engagement and motivation in their learners by tailoring rewards to their interests and aspirations, such as presenting a book voucher for bookworms or a software subscription for IT aficionados. This personalised method not only recognises individual preferences but also increases the relevance and impact of the incentives, making the learning experience more meaningful and successful. Whether it is instilling a love of reading or boosting technological abilities, individualised rewards demonstrate a true knowledge of learners' goals, propelling them to greater achievement and fulfilment.

Recognition and celebration are essential in creating a culture of continual learning and progress inside educational institutions. Individuals feel valued and appreciated when their learning successes are publicly recognised and celebrated through prizes, certificates, or "learner of the month" programmes. Furthermore,

staging events or ceremonies to commemorate key learning milestones not only generates a sense of satisfaction and success but also emphasises the significance of lifelong learning within the institution's culture. These acts of praise not only inspire individuals to succeed but also foster a supportive environment in which learning is valued as a key component of success.

Providing professional development opportunities is an essential component of developing talent and encouraging growth inside educational institutions. Educational institutions that offer incentives such as conference participation or skill-building programmes indicate a genuine commitment to their employees' long-term growth. These possibilities not only encourage continuous learning but also represent a tangible investment in people's progress. Educational institutions that allow employees to develop their knowledge and skill sets not only improve the capabilities of their workforce but also foster a culture of continual improvement and innovation. Professional development opportunities act as a catalyst for personal and organisational growth, allowing employees to thrive in their roles, and make meaningful contributions to the institution's success.

Collaborative incentives are an effective strategy for encouraging teamwork and camaraderie in learning contexts. Educational institutions foster a culture of shared success and mutual support by rewarding group learning achievements. This strategy not only fosters individual success but also promotes team collaboration and knowledge exchange. Working together to achieve common goals helps participants not only improve their learning but also contribute to the growth and development of their colleagues. Collaborative incentives not only stress the need for teamwork but they also foster a supportive learning environment in which individuals feel empowered to accomplish together.

Coaching and mentoring are extremely beneficial in promoting personal and professional progress, particularly in the areas of learning and development. Individuals benefit from personalised guidance and assistance targeted to their specific needs and goals when learning incentives are combined with mentorship or coaching opportunities. This tailored approach not only enhances the learning experience but also fosters a culture of continual development within educational institutions. Mentorship and coaching provide individuals with expert counsel, critical feedback, and support, thus enabling them to overcome obstacles and reach their full potential. Institutions that invest in mentorship and coaching, as well as learning incentives, exhibit a commitment to their workers' overall growth, which ultimately drives long-term success and creativity.

Gamification makes the process of learning more exciting and competitive, incorporating features of games like leaderboards, badges, and points. When learners are rewarded for their progress and accomplishments, such as gift cards, additional break time, or access to special resources, they are more inclined to engage fully in the learning process and achieve academic success. This method turns the educational journey into an interactive and immersive adventure in which learners

are motivated by the excitement of competition and the desire to attain their objectives. Gamification not only improves learning results but also generates an environment of constant development and achievement.

In short, incentives, when used wisely, can motivate learning, stimulate personal and professional development, and foster a culture of continual progress. By successfully utilising incentives, educational institutions can foster an environment in which the pursuit of knowledge is not only encouraged but also appreciated. The intelligent use of incentives can act as a growth accelerator, pushing people to take on new challenges, broaden their knowledge, and hone their abilities. Furthermore, a learning-focused culture promotes a sense of purpose and fulfilment, which leads to increased engagement and productivity. As we navigate an ever-changing world, the role of incentives in motivating learning remains a powerful driver of positive change and growth.

Hemathy Kunalan

IAB, Ministry of Education, Malaysia

Email: hemathy@iab.edu.my

For further details on ANTRIEP activities, please contact

Dr. Muriel Poisson
**International Institute for Educational
Planning (IIEP)**
7-9 Rue Eugene- Delacroix
75116 PARIS, France
Fax: + (33) 1 40728366
Email: m.poisson@iiep.unesco.org

Prof. Madhumita Bandyopadhyay
**National Institute of Educational Planning
and Administration (NIEPA)**
(Deemed to be University)
17-B, Sri Aurobindo Marg,
NEW DELHI - 110016, India
Tel: + (91 11) 26544820, 26544888
Email: madhumita@niepa.ac.in

Rimba Gems: Best Practice in Nurturing MADANI Generation in Malaysia

Schools in Malaysia have carried out various best practices to uphold the mandate of the latest national agenda, including the building of a MADANI generation. The development of a MADANI generation requires an emphasis on the values of respect, prosperity, and kindness reflected through the application of morals to school students. Rimba Gems or Permata Rimba is the 4th strategy to address the 2nd issue of the SK Taman Rimba Sandakan, Sabah (SeKTeR) organisation's strategic plan, meant to support the district and state strategic plans in ensuring the success of students and schools' quality. This programme is implemented throughout the year by giving tokens or stars for every good practice and full monthly attendance. To attract students' interest and motivation to get involved in this programme, the prizes are displayed at the Rimba Gems booth at the school hall, including the main prize, which is a BMX bicycle donated by the headmaster herself.

In this programme, each student is given a Rimba Gem Book to be stamped by the teacher every time the teacher is satisfied with the good practice exhibited by the student. In addition, students who regularly attend school for a whole month will also be awarded stars by the class teacher. Students then redeem prizes based on the number of stars earned. Funds to cover programme costs are obtained from the sale of Yakult as a result of cooperation with Yakult (Malaysia) Sandakan Branch. Information from the Rimba Gems coordinator, this programme has successfully attracted students to attend school with an increase in the average percentage of students' monthly attendance as well as instilling noble

values and morals among students in line with the formation of the MADANI generation.

Through this best practice, school leaders' ability to mobilise the organisation to generate creative strategies, especially in fundraising, that do not depend entirely on government financial assistance, is demonstrated. Besides, the cooperation of the teachers in realising the planned strategy shows an excellent work culture, with the presence of committed teachers, which proves that this school consists of quality human resources.

Dr. Anniliza Mohd Isa

IAB, Ministry of Education, Malaysia

Email: anniliza@iab.edu.my

and

Yuliana Makkana

Hjh. Munah Hj. Nasir

Pejabat Pendidikan Daerah Sandakan, Malaysia

and

Rainy Sintia

Khaziyati Osman

Institut Aminuddin Baki Cawangan Sabah, Malaysia

The *July-December 2024* issue of the ANTRIEP Newsletter will focus on the theme '**School Community Partnership: Policies and Practices**'.

Importance of Incentives in School Education in Pakistan

The education sector plays a crucial role in the socio-economic development of any nation. Education serves as the foundation of a nation, and Pakistan is no exception. However, the country's education system is confronted with various challenges, including low enrollment, high out-of-school children and dropout rates, low-quality teaching and inadequate resources. In such a scenario, the role of incentives in motivating both students and teachers to excel in their roles becomes vital. Incentives can come in various forms, such as rewards for academic achievements, recognition for outstanding performance, or professional development opportunities for teachers. These incentives are aimed at improving education standards and fostering positive changes. Over the years, to improve the quality of education, the government of Pakistan has introduced several programmes and incentives such as Free Textbooks to all Public Schools (2019 to date), the Waseela-e-Taleem Programme (2019-24), Benazir Income Support Program (BISP), the Prime Minister's Scholarship Programme for talented students from underserved areas (2020-24), Zero OOSC (Out of School Children) campaign (2023), Education Voucher Scheme (2019-22) for low-income families, and Girls Stipend Scheme (2018-24). However, the successful implementation of these initiatives depends on the ability of educational stakeholders to navigate challenges such as bureaucratic processes, resource constraints, and administrative obstacles. Understanding these challenges is pivotal for refining policies, streamlining processes, and ensuring that the intended benefits reach the grassroots level of the education system. This article explores the significance of incentives in school education in Pakistan and how they can improve the country's overall quality of education.

In Pakistan's educational landscape, incentives play a key role in motivating students. Most of them come from disadvantaged backgrounds and lack the

necessary resources and support to excel academically. By introducing incentives such as scholarships, awards, or even simple recognition for academic achievements, students can be encouraged to work harder and strive for excellence. Incentives can help instil a sense of purpose and drive among students, leading to improved academic performance and a greater likelihood of pursuing higher education.

Similarly, incentives play a significant role in motivating teachers to perform at their best. Recent studies in education have shown that low salaries, lack of training opportunities, and limited career advancement prospects often demotivate teachers, leading to a decline in teaching quality in Pakistan. By introducing incentives such as performance-based bonuses, opportunities for professional development, or recognition for outstanding teaching, educators can feel valued and appreciated for their hard work. This, in turn, can lead to increased job satisfaction, higher levels of commitment, and, ultimately, better learning outcomes for students.

In Pakistan, various incentives have been introduced to enhance the school education system and address the challenges faced by the marginalised section of society. Conditional Cash Transfers (CCTs) are programmes launched in various countries like India, Bangladesh, and Pakistan to encourage parents to ensure regular school attendance for their children. By offering financial incentives through the Waseela-e-Taleem Programme and the Benazir Income Support Programme (BISP), CCTs can effectively reduce poverty, boost enrollment rates, and enhance school attendance, particularly in marginalised communities.

School meal programmes that offer free or subsidised meals can encourage children to attend school regularly, especially in areas where malnutrition is common. These programmes can help increase enrollment rates, reduce

dropout rates, and improve learning outcomes. Various NGOs in Pakistan, such as Allah Walay Trust (AWT), The Citizens Foundation (TCF), Fortify Education Foundation (FEF), Ek Plate Biryani, and Akhuwat Foundation, also run school meal programmes as part of their efforts to support education and alleviate poverty.

Scholarships and Stipends: Providing scholarships and stipends to students from low-income families can help increase access to education and promote enrollment, especially at the secondary and tertiary levels. Prime Minister's Scholarship Programme and Girls Stipend Programme contribute to reducing poverty and improving literacy rates.

The Free Books and Stationery Programme reduces financial burdens on students and families, ensuring equal access to education for all. The School Trips and Excursions Programmes offer hands-on learning experiences that widen students' perspectives and enrich their cultural and social awareness. Student Exchange Programmes promote cultural exchange, global understanding, and language skills, preparing students for an increasingly interconnected world.

Infrastructure Development: Enhancing school infrastructure by constructing new schools, implementing digitised classrooms, providing adequate facilities, and ensuring a safe learning environment can encourage parents to send their children to school. Improved infrastructure can have a positive impact on enrollment rates, educational quality, and retention rates. Initiatives like the National Education Foundation, the Education Sector Reform Programme, and the USAID-funded projects aim to increase the number of schools, classrooms, and educational resources.

Teacher Incentives: Offering incentives to teachers, such as performance-based bonuses, professional development opportunities, and career advancement prospects, can enhance teaching quality, student learning outcomes, and school performance. Initiatives like the

Teacher Education Reform Programme, the National Training Programme for Teachers and the Pakistan Education and Research Network aim to improve teaching quality, curriculum content, and learning outcomes.

Community Engagement: Involving communities in decision-making processes related to education, providing parental training programmes, and fostering community ownership of schools can incentivise families to prioritise education and contribute to reducing dropout rates and improving access to schooling.

In conclusion, incentives can have a transformative impact on school education in Pakistan. By acknowledging and rewarding hard work and dedication, incentives can inspire students, teachers, and parents to aim for excellence. Policymakers, educators, and stakeholders must prioritise school education incentives and collaborate to build a better future for Pakistan's youth. Implementing these incentives could lead to positive transformation in Pakistan's education system, resulting in improved academic outcomes, decreased out-of-school children and dropouts, higher literacy rates, increased access to education for vulnerable communities, heightened student engagement, and a more competitive and innovative educational environment.

Shaista Bano

Joint Director

Pakistan Institute of Education (PIE)

Islamabad, Pakistan

Email: shaistabano2992@gmail.com

Teacher Incentive Schemes in Philippines: Taking Stock of Contexts and Motivations in the Philippines

Teachers are crucial to students' learning and central to the development of the education system. They are respected and valued for the contributions that they make to society. However, in many countries, the status and prestige of the teaching profession are relatively low compared to other professions. This is in part linked to the perception of teachers being underpaid and overworked. Another challenge faced by the education system is the global shortage of teachers. It demands more qualified teachers, which is fundamental to achieving quality and accessible education.

Both the challenges mentioned require a teaching workforce that is motivated and well-supported. Teacher incentives serve as one way of motivating teachers to stay in the profession and encouraging good performance. In Southeast Asia, teacher incentives vary per country, but these include performance-based bonuses, teacher awards with corresponding monetary rewards, special allowances for working in remote areas, and scholarships and training. As the main source of income, teachers rely on their income from teaching to satisfy their families' needs. It was posited that by increasing the salary, incentives, and benefits, teachers could better perform their roles and be encouraged to stay in the profession. The effectiveness of having incentives for good performance and better student learning outcomes, however, needs to be further studied.

In achieving effective teacher incentive schemes, it is important to consider and understand the contexts and motivations of teachers in the design of teacher incentives. Teacher incentives are only one of the many factors that drive teacher motivation. It is known to all that, incentives are the contributing factors to teacher motivation. Other contributing factors include the sense of being respected and valued, teacher well-being, school environment, and government laws and policies. Teacher motivation is also comprised of the core factors

which serve as the primary drivers for teacher motivation. These include a sense of purpose and fulfilment, teaching as interest and passion, and a sense of growth and development. These findings highlight that teachers have varying motivations, and are not only driven by monetary rewards. Non-monetary awards or recognition may have more impact on teachers depending on their motivation. For instance, a teacher driven by a sense of growth and development may value having opportunities for professional development as a form of incentive for good performance rather than receiving other forms of incentives. Teacher incentives are meant to motivate and reward performance. If not designed properly, teacher incentives may lead to unintended outcomes such as undue pressure on teachers, unhealthy competition, and narrow focus.

By understanding teachers' motivations and contexts, more effective teacher incentive programmes can be developed that are aligned with the desired outcomes. This leads to a well-supported and sustainable teaching workforce that stays in the profession, is characterised by good performance, and has the potential to make a huge impact on student learning outcomes.

Erlene G. Umali

*Educational Research Unit
SEAMEO INNOTECH, Philippines
Email: erlene@seameo-innotech.org*

and

Sherlyne A. Almonte-Acosta

*Educational Research Unit
SEAMEO INNOTECH, Philippines
Email: she@seameo-innotech.org*

News from ANTRIEP Member Institutions (January-June 2024)

Australian Council for Educational Research (ACER)

Australia

- ACER India organised a 5-day professional development workshop on competency-based assessment for 70 teachers from DBSE-affiliated schools in New Delhi on 20 February 2024. The workshop aimed to provide an understanding of competency-based learning systems and equip teachers with the basic knowledge and skills required to develop competency-based assessment items and tasks. These efforts are grounded in the DBSE criteria-based assessment framework, which aligns with the National Education Policy 2020.
- ACER conducted workshops on inquiry-based learning for the Delhi Board of School Education. As a technical partner to DBSE, ACER is committed to developing a coherent and equitable learning system that ensures every learner progresses and achieves high standards.

Bangladesh Rural Advancement Committee (BRAC)

Bangladesh

- BRAC's India Lead, Shweta Banerjee, recently joined Prof. Esther Duflo and Prof. Oriana Bandiera to discuss addressing climate inequality and focusing on the most vulnerable populations in funding and adaptation efforts. This insightful conversation took place on 2 May, 2024 from 6.45 PM to 8.00 PM London Time.
- The Bangladesh America Maitree Project, funded by the United States Agency for International Development (USAID) and implemented by

BRAC, recently called for Expressions of Interest (EOI) from local organisations seeking grant funding in selected thematic areas for the fiscal year 2024 grants programme. Through the EOI process, eligible local organisations were invited to submit proposals centred around innovative solutions led by local initiatives. Interested organisations completed a pre-qualification questionnaire and submitted relevant documents by 5.00 PM (Bangladesh Standard Time) on 29 June 2024. The Maitree project also facilitated virtual application development workshops for all interested parties on 11 and 24 June.

National Council of Educational Research and Training (NCERT)

India

- CIET, NCERT, New Delhi, organised an online training course on "Integration of Virtual Labs in Teaching-Learning" from 15 to 19 January 2024.
- In collaboration with the Indian Cyber Crime Coordination Centre (I4C), MHA, CIET-NCERT conducted online training on "Cyber Security Concerns in Emerging Technologies" from 5-9 February 2024, from 4.00 PM to 5.00 PM. This training aimed at enhancing the understanding of teachers, students, and stakeholders of social media and its cybersecurity aspects.
- CIET-NCERT organised a monthly training series on "Cyber Safety and Security" to raise awareness about cyber safety. For March 2024, a five-hour online training on "Cyber Club" was held from 4-8 March from 4.00 PM to 5.00 PM, aimed at enhancing the understanding of teachers, students,

and stakeholders on cyber security aspects related to Cyber Clubs.

- CIET-NCERT, New Delhi, organised a three-day workshop from 20-22 June 2024 on “Development of a Training Package on Leveraging Digital Technology for Teaching, Learning and Assessment.” The workshop aimed to design a comprehensive training package to enhance educators' digital skills, promote innovative teaching practices, and effectively integrate technology into classroom teaching, learning, and assessment processes.

National Institute of Educational Planning and Administration (NIEPA) *India*

- Held from 28-30 January 2024, the National Conference for Celebrating School Leadership served as a flagship event dedicated to recognising and strengthening the role of school leadership in education. The conference brought together a diverse group of stakeholders, including policymakers, administrators, and education leaders, to engage in meaningful dialogue on effective school management practices. Through keynote addresses, panel discussions, and collaborative sessions, participants explored strategies for enhancing leadership in schools and fostering environments that support quality teaching and learning
- A National Seminar on "NEP 2020 and School Education: Transformation towards School Quality Improvement" took place on 21-22 March 2024 at Residency Resort, USI Premises, Rao Tula Ram Marg, New Delhi. Approximately 100 participants, including Nodal Officers and Core Group Members of Shaala Siddhi and School

Heads from all States and UTs, attended the seminar.

- The Department of School and Non-Formal Education, NIEPA, organised the North Eastern Regional Training Programme on "Using Indicators in Evidence-Based Policy Making in School Education" at Shillong, Meghalaya. Around 30 participants from the Directorates of School Education and the Directorates of Economics and Statistics from five northeastern states participated in the programme. The opening session was held on 26 March 2024, featuring an overview by Shri A. N. Reddy and an address by Prof. Pranati Panda on NEP 2020 and emerging policy imperatives. The programme concluded on 28 March 2024.
- The National Centre for School Leadership, NIEPA, organised a Content Development Workshop on “School Leadership for Implementing Skills-based and Vocational Education in Government Schools” from 5-7 June 2024.
- The Department of School and Non-Formal Education at the National Institute of Educational Planning and Administration (NIEPA) organised a five-day workshop on "Research and Policy Planning for Improving Schools and Participation of Children in Schools in India." This event took place from 24 to 28 June 2024, in collaboration with Samagra Shiksha, SCERTs, SIEMATs, and universities from fourteen states across India. The inaugural session was held on 24 June 2024.
- The Department of Educational Planning at NIEPA hosted a five-day Northern Regional Workshop titled "Sharing and Finalisation of Select Modules on District School Education Planning" from 24 to 28 June 2024. This workshop was conducted in collaboration with the State Project Office, Samagra Shiksha, Government of Chhattisgarh, Raipur, and participants from ten states in India.

The Aga Khan University - Institute for Educational Development (AKU-IED)

Pakistan

- The Aga Khan University Institute for Educational Development (AKU-IED) has introduced a new academic offering: a one-and-a-half-year Bachelor of Education (BEd) programme. This launch was part of the commemorative activities for this year's International Day of Education on 24 January, 2024.
- To celebrate International Day of Mathematics on 8 March 2024, AKU-IED organised a weeklong "Playing with Math" event. Over 150 out-of-school girls joined math-game workshops to boost confidence, while 35 female educators were trained to design engaging, game-based math lessons, making mathematics more accessible and enjoyable.
- In collaboration with the Centre for Social Justice (CSJ), Pakistan, the Aga Khan University Institute for Educational Development (AKU-IED) hosted a dynamic policy dialogue on "Overcoming Educational Policy Challenges through Better Governance" on 30 April 2024.

The Aga Khan Education Service (AKES, P)

Pakistan

- The Aga Khan Nursery and Primary School (AKNPS) in Dar es Salaam held its annual Primary Years Programme (PYP) exhibition on 5-6 March 2024. The event attracted esteemed guests, including Her Excellency (H.E.) Ms Liberata Mulamula is a Tanzanian diplomat, politician,

and former Minister for Foreign Affairs and East African Cooperation. H.E. Ms Mulamula is also an alumna of the Aga Khan Mzima Secondary School, Dar es Salaam.

- On 22-23 March 2024, the Aga Khan High School (AKHS) in Kampala hosted an education conference for International Baccalaureate (IB) and International Certificate of Secondary Education (IGCSE) teachers and school leaders.
- The Aga Khan Education Service (AKES), India, hosted its Annual Training Programme (ATP), "Skill Up," at the Aga Khan Academy Hyderabad throughout June 2024. Held in two phases over five days, the programme aimed to enhance teaching and learning skills, foster collaboration among educators, and provide a platform for professional development. A total of 270 participants attended the ATP, including teachers from eight AKES schools in Maharashtra, Gujarat, and Telangana, as well as educators from Aga Khan Preschools, Aga Khan Hostel at Hyderabad, and AKES India's outreach partner, Girnar High School, Gujarat.

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

Philippines

Empowering Teachers through the Southeast Asia Teacher Competency Framework:

- SEAMEO INNOTECH and New Era University formalised a Memorandum of Understanding (MoU) on 6 February 2024, signifying their mutual commitment to innovation and collective impact

in education. The partnership will foster future projects and collaborations in research, training, and the development of educational solutions for learners in the Philippines and Southeast Asia.

- On 29 February 2024 SEAMEO INNOTECH held its inaugural Youth CoLab webinar titled “The Power Within: Nurturing Youth Decision- Making and Problem-Solving for Empowered Futures.” Aimed at empowering young people across Southeast Asia, the session provided a platform to foster critical thinking and leadership skills among the youth. The event was conducted via Zoom and simultaneously livestreamed on Facebook, ensuring wide accessibility and engagement across the region.
- From 19-22 March 2024, SEAMEO INNOTECH took part in the METAEDU Smart Education Expo, held as part of the Smart City Summit & Expo in Taiwan. During the event, the organisation actively engaged in discussions on the role of artificial intelligence (AI) in education, highlighting their initiatives in smart classrooms, maker spaces, and multilingual AI tools. Atty. Ira Paulo Pozon, along with the Knowledge Management and Networking Office (KMNO) Manager, shared valuable perspectives on AI readiness and the ethical integration of emerging technologies into educational systems.
- In April 2024, members of SEAMEO INNOTECH's Educational Research and Innovation Office (ERIO) attended the SEAMEO Centre's Policy Research Network Summit (CPRN) in Brunei Darussalam. Hosted by SEAMEO VOCTECH with support from the SEAMEO Secretariat, the summit's theme was "Embracing Inclusivity in Education, Science, and Culture towards a Future-Ready Southeast Asia." Ms. Emmy Yanga-Domingo and Erlene Umali of ERIO presented papers on "Multigrade Education Programme: Reaching the Underserved School

Communities in the Philippines" and "Motivated Teachers in Southeast Asia: Factors Influencing Motivation to Stay in the Teaching Profession," respectively. Dr. Diosdado San Antonio, the manager of ERIO, also participated.

- In June 2024, SEAMEO INNOTECH in Diliman, Quezon City, held the soft launch of the Localised Social and Emotional Learning (SEL) Framework. This initiative, in collaboration with Child Fund Philippines and the Department of Education - Philippines, was attended by esteemed guests, including Dr. Leonor Magtolis-Briones, ASEC, Dexter Galban, Mr. Anand Vishwakarma, and Dr. Grace Aguilin-Dalisay. The SEL framework, tailored to the current context of learning in the Philippines, aims to develop well-rounded and resilient individuals.
- SEAMEO INNOTECH and UNESCO Bangkok co-hosted the second webinar on "Empowering Tomorrow's Educators with Open Educational Resources" on 18 June 2024. The webinar, held via Zoom, attracted 678 participants from various higher education institutions (HEIs).

Korean Educational Development Institute (KEDI) *South Korea*

- KEDI announced the release of the KEDI Journal of Educational Policy Vol. 21 No.1 on 28 June 2024. The latest issue is now available online and aims to contribute significantly to the understanding and practice of educational policy through scholarly articles and reports on research projects of wide international scope.

ANTRIEP Member Institutions

1. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)
2. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb), Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA-12070, Indonesia. (www.kemdikbud.go.id)
3. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh (www.brac.net)
4. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh (www.campebd.org)
5. Centre for Multi-Disciplinary Development Research (CMDR), R.S. No. 9A2, Plot No. 82, Dr. B. R. Ambedkar Nagar, Near Yalakki Shetter Colony, Lakamanahalli, Dharwad-580004 KARNATAKA, India (www.cmdr.ac.in)
6. National Institute of Education (NIE), P.O. Box 21, High Level Road, Maharagama, Sri Lanka (www.nie.lk)
7. Institut Aminuddin Baki (National Institute of Educational Management and Leadership), Malaysia Education Ministry, Value Education Complex 71760 Bandar Enstek, Negeri Sembilan, MALAYSIA (<http://iab.moe.edu.my>)
8. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)
9. Korean Educational Development Institute (KEDI), 7, Gyohak-ro, Deoksan-eup, Jincheon-gun, Chungcheongbuk-do, South Korea (www.kedi.re.kr)
10. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh (www.naem.gov.bd)
11. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal (www.nced.gov.np)
12. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) (www.ncert.nic.in)
13. National Institute of Education (NIE), 80, Preah Nordon Blvd, Phnom Penh-120207, Cambodia (www.nie.edu.kh)
14. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.niepa.ac.in)
15. Pakistan Institute of Education, Ministry of Federal Education and Professional Training, Taleemi Chowk, G-8/1, ISLAMABAD-44000, PAKISTAN (<http://aepam.edu.pk>)
16. Research Centre for Educational Innovation and Development (CERID), Tribhuvan University, G.P.O. Box 2161, Balkhu, KATHMANDU, Nepal (www.cerid.org)
17. Institute of Human Resource Development (SIHRD), Shanghai Academy of Educational Sciences 21 Chaling Road, SHANGHAI, P.R.C.-200032, China
18. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines (www.seameo-innotech.org)
19. State Institute of Educational Management & Training (SIEMAT), 25, Sir P.C. Banerjee Road, Allenganj, Prayagraj-211002, ALLAHABAD, Uttar Pradesh, India (www.siematup.org)
20. The Aga Khan Education Service, Pakistan (AKES,P) 1-5/ B-VII, Federal B Area, Karimabad, Karachi – 75950, PAKISTAN (www.akdn.org/akes)
21. The Aga Khan University - Institute for Educational Development, (AKU-IED), 1-5/B-VII, Federal B. Area Karimabad, KARACHI-75950, Pakistan (<http://www.aku.edu/iedpk>)
22. Vietnam Institute of Educational Sciences (VNIES), Centre for Higher and Vocational Education Studies 101, Tran Hung Dao Hoan Kiem HANOI CITY, Vietnam (www.vnrw.vnies.edu.in)

Edited by Prof. Madhumita Bandyopadhyay on behalf of the Focal Point, ANTRIEP and published by the Registrar, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi-110016. Processed/printed by the Publication Unit, NIEPA at M/s Viba Press Pvt. Ltd., Okhla Industrial Area, Phase-II, New Delhi-110020, India.