NEWSLETTER
ANTRIEP

Capacity Development in Educational Planning and Management for Achieving Education For All (EFA)

During the last few decades, the countries in the Asian region, have had wide-ranging experiences and involvement in the development of the educational planning process .The countries of this region have accelerated their initiatives towards capacity development programmes in educational planning and management for translating their commitment to achieve Education For All and to build a well- planned National System of Education. One of the core activities of the ANTRIEP member institutions is capacity development in educational planning and management. The member institutions were requested to contribute articles on Capacity Development in Educational Planning and

Management for Achieving Education For All based on their country-specific wide-ranging experiences, challenges and future directions. It's heartening to share with you that the response from member institutions was overwhelming. In this issue, we have included articles from IIEP (Paris), AKU (Pakistan), CERID (Nepal), KEDI (South Korea), SIEMAT, UP (India).

Recognizing the fundamental necessity of capacity development programmes to achieve Education for All (EFA), the article from IIEP, Paris, presents an analysis of the key findings of the wide range of studies of an IIEP coordinated programme. The paper presents an operational definition of the capacity development programme and emphasizes the significance of capacity development at all levels-individual, institutional and public management. The article also establishes the need to develop existing capacity and focuses on the role of the state and effective public institutions. The article recognizes that capacity development is a long-term change process. Expressing concerns over the impact of external assistance on capacity development, the article further suggests strengthening of expertise of international agencies for designing and implementing more successful capacity development programmes. On the whole the paper basically establishes the fact that without capacity there is no development.

The article from AKU presents a detailed review of the Education For All movement in Pakistan. The successive governments of Pakistan repositioned their educational reforms and related programmes to achieve the challenging goals of EFA by 2015. All education development projects and programmes were aligned with the achievement of the EFA goals and a multi-dimensional and sector-wise approach was applied to create synergy in all educational initiatives to achieve the targets. The paper further acknowledges the fact

that in spite of multiple measures, the expected results have not been achieved due to the lack of desired capacity development. The paper also reflects the country's move towards replacing conventional planning tools and strategies with responsive tools to develop capacity, and from a segmented planning approach towards a sector- wise planning approach. Highlighting the diverse capacity development programmes, the paper finally establishes that capacity development at individual, organizational and institutional levels should continue to be in line with the plan of devolution of power so that better coordination is developed for effective implementation of educational plans.

The paper from CERID, Nepal, discusses the progress made implementing the EFA programme. The EFA goals have been targeted to be achieved in two phases through the EFA Programme 2004-2009 and School Sector Reform Programme 2009-2015. Annual Strategic Implementation Plan is the main guiding programme document for aligning resources in tune with the national policy considering decentralization as one of its main programme priorities. Further, the paper presents succinctly the grassroots level plans of school improvement , village education and district education. Reflecting critically on the concept of capacity development as changing phenomena in Nepal, the paper focuses capacity development more on measurable results (such as, improved learning in classrooms) rather than inputs (such as numbers of training programmes) or outputs (such as number of people trained). The paper further suggests more initiatives towards qualitative improvement of education by augmenting the capacities of the individual, organisation and institutions.

Highlighting the journey of Korea's unique educational development, the article from KEDI presents Korea's educational management and research to achieve EFA and how it is trying to fulfil its role as a member of the international community. Korea has a unique history of transforming from a recipient to a donor country. The paper shares the major international initiatives and developmental cooperation of Korea to assist developing countries in improving education. However, compared to the volume of assistance extended by other developed countries, Korea's foreign assistance is quite small due to which the government has committed itself to increasing the ODA budget and improving qualitative performance in ODA implementation. The paper also further reviews the ODA planning and management programmes .These activities and projects are extending support to strengthen human resource development in developing countries and eventually to share Korea's educational development experiences to realize EFA.

The paper from SIEMAT, Uttar Pradesh, discusses the role of the state agency in promoting capacity development in Educational Planning and Management. SIEMAT was established for the development of local capacity in planning and management of education, which helps in professionalizing educational planning and management activities at the state, district and sub-district levels. The paper tries to establish the salient features of SIEMAT's efforts in capacity development and highlights the details of the training programmes conducted for educational functionaries at different levels. The paper concludes by stating the need for establishing a state level body for building capacity at the local level and suggests a decentralised approach for capacity building programmes with defined needs and objectives.

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Capacity Development of Education Personnel

Without Capacity, There Is No Development

The UNESCO recognizes capacity development as a fundamental action without which countries will not achieve their development goals. However, activities by the UNESCO and other international agencies have not always led to the expected impact on capacity and have at times failed to lead to sustainable change in developing countries. Against this background, the IIEP has coordinated a programme aimed at developing a new strategy on "capacity development for achieving EFA". The programme undertook a wide range of studies so that its findings are supported by a profound knowledge of the realities on the ground. What follows is a summary of some of the key conclusions.

Capacity Development: Concepts and Definitions

The debate on capacity development is complex; there is an international consensus on several points. This consensus recognizes the need to develop existing capacity rather than to build from an imaginary scratch and emphasizes the role played by the state and by effective public institutions. Capacity development strategies must pay attention to four different levels in order to be effective: the capacities of the individual, the effectiveness of the organization, the norms and practices which rule public management and the political, social and economic context. They also must consider the supply of capacities as well as the demand for capacities by those inside and outside an organization. Finally, it should not be forgotten that the capacity development process has intrinsic values of ownership and participation.

A possible operational definition of capacity development could be as follows:

Any activity which aims explicitly at strengthening a Member State so that the Member State can better achieve its development objectives by having a positive and sustainable impact on any of the following: individual officers with the necessary capacities and incentives; Organizations which have a clear mandate and are effectively run; a supportive public service; and a motivating, stable and structured context, without having negative effects on any of these levels.

This definition has different implications. Firstly, capacity development is a complex process, on which a single actor has no control. This points to the need for collaboration among the actors or for the integration of all capacity development efforts within a common strategy. Secondly, capacity development is a long-term change process which demands a willingness to change. The creation of such willingness should form an integral part of a programme. Thirdly, differences in contexts make it crucial to adapt interventions to each specific situation. Such an adaptation can be done in close collaboration with national partners and is in itself a form of capacity development.

An Analysis of Capacity Development Processes

At the Individual Level

Individual capacity levels differ widely between and within countries: in some cases, planning departments have sufficient competent and committed staff, who contribute effectively; in others, there are enough trained people, but they are inefficiently used and incentives are missing to engender commitment; elsewhere, there is a significant lack of skilled staff. Training needs are diversifying because of governance reforms. During such moments of change, training can facilitate the change process and lead it to the desired direction. Because of trends towards decentralization, staff in regional and district offices need access to well developed and integrated training programmes, ideally offered by national centres.

Beyond the issues of skill levels and training needs stand other questions. Firstly, while many officers have useful backgrounds in teaching, they do not have the required profile to perform their planning tasks with competence. One reason may be an insufficient number of well-qualified candidates; a deeper cause lies in the lack of clarity about the profiles and a lack of recognition of educational planning and management as a specific professional field. Secondly, the rapid loss of staff is, in certain cases, a cause of the lack of skills. In such a scenario, training has to be part of a wider set of strategies, which aim at changing the utilization of staff in an office.

These findings have several strategic implications. Training is a necessary part of a capacity development strategy, but as an isolated intervention its chance of leading to organizational improvement may be limited in certain contexts. Training strategies and programmes need to be adapted to the national context; they therefore need to be demand-driven rather than supply-driven. Because of the diversity in contexts, those who supply training should offer a diversity of courses and programmes.

Technical assistance to the resident expatriate – counterpart model has had little success in transmitting skills and as a rule has failed to change organizational cultures. But other technical assistance models have been much more successful, when they are characterized for instance by strong national ownership, a flexible and responsive design rather than any standard offer and greater appreciation of national expertise.

At the Organizational Level

Staff effectiveness depends not only on skill levels, but on the functioning of the organizations within which individuals work. A complex set of interventions can lead to organizational change. One fundamental constraint is the weakness in shared vision among all staff, especially if combined with a sense of powerlessness. Creating a common vision about the role and responsibilities of the organization is, therefore, a priority.

At times, the absence of vision is reflected in the lack of a normative framework which explains in a structured fashion the roles of different units and members of staff. This can lead to chaotic situations. The development of these frameworks imposes a strategic reflection on the role of the ministry, each unit and each staff member. They also help regularize the recruitment, nomination and promotion processes. However, purely structural changes have not always led to improvement in performance.

Issues of monitoring and evaluation are of great importance. Their possible lack of linkage with performance and promotion may have detrimental effects on the functioning of the educational administration. In many countries, reforms are underway to make the evaluation process more transparent and output-oriented, linking the work of the individual staff member to the ministry's mandate and roles. Monitoring and evaluation tend to have a positive impact on the organization, when performed in a supportive atmosphere: the support received from superiors as part of an evaluation is a strong source of motivation.

Where officers feel a sense of accountability, organizations tend to function better. Efforts to strengthen accountability, however, may be counterproductive if officers feel isolated and unsupported. Unfortunately, few ministries have developed a genuine staff development programme, neither do they motivate their staff members to take personal initiatives in this regard. De-professionalization and de-motivation of the civil service is a real risk, if strengthening of external accountability is not accompanied by efforts towards professional development. The creation of professional associations can be part of such a staff development approach.

While financial incentives for public servants may be weak in many countries, several non-financial incentives can play a strong motivating role - a sense of mission, supportive staff development and participation in decision-making. These may demand a change in the organizational culture of the ministry, which needs to come from within and cannot be imposed from outside.

Capacity Development within Public Management

The characteristics of the public service and of the civil service in particular, have a widespread impact on the functioning of ministries of education and on the success of capacity development programmes. The public service can be a tool for national development but in some contexts it has become a source of patronage and an employment-creation mechanism. Many public management reforms have so far had little impact on ministries of education, partly because some of their precepts are not adapted to the specific needs of administrations in developing countries. More successful reforms have included a focus on strengthening capacities.

Public management reforms are very difficult to implement. It may be useful to involve the civil servants and their trade associations more in the reform and it may be necessary to guarantee that the reform develops the professional capacities of public servants.

There is much external support to capacity development, but its impact remains limited, where there is little national ownership. In addition, external support may take the form of inappropriately implemented technical assistance and one-off training courses. Conditionalities and monitoring and evaluation approaches, used by external partners, can be counter-productive because they lead staff to focus on short-term outputs rather than long-term impact. International agencies have to strengthen their own expertise in order to be able to design and implement more successful capacity development programmes.

Key Principles of Successful Capacity Development

Having recalled that sustainable capacity development requires complex interventions at the institutional, organizational and individual levels, the following foundational principles can guide successful capacity development:

- national leadership and ownership should be the touchstone of any intervention;

- strategies must be context-relevant and context-specific;

- they should embrace an integrated set of complementary interventions, though implementation may need to proceed in steps;

- partners should commit to a long-term investment in capacity development, while working towards some short-term achievements; and,

- outside intervention should be conditional on impact assessment on national capacities at various levels.

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Capacity Development in Educational Planning and Management for Achieving Education For All: A Case of Pakistan

Pakistan inherited its education system from the British. After the independence of the country in 1947, the system required alignment and cohesion with the new nation's ideology. Accordingly, a number of educational reforms were initiated. However, due to several factors like high population growth and poverty, lack of good governance and leadership, lack of effective mobilization and utilization of financial resources, lack of cohesive vision about education, and ad-hoc approach to policies, the educational reforms could not achieve their desired goals. This has affected the country's qualitative and quantitative dimensions of education such as gross/net enrolment ratio, drop-out rate, repetition rate, survival rate, pupil teacher ratio, literacy rate, gender parity, etc. On the other hand, there had been a significant increase in the number of educational institutions from primary to higher education as well as technical education institutions in the country, but access, gender equality and quality of education remained the key issues in the country. Education had been a priority as the Government of Pakistan (2007) reiterated that "Education is a key driver of economic growth because of its positive linkages with employability, entrepreneurship, empowerment of women and productivity-conditions that are all conducive to building a knowledge-based productive economy where our youth are better skilled, productive and scientifically trained to compete with the fast changing global trends…this is an opportunity to invest more in primary and higher levels of education and to eliminate gender differentials at all levels of schooling". This presents a broad-base education linking to socio-economic development of the country.

Education For All (EFA)

Following the World Conference on Education for All in Jomtien in 1990, a timely movement was launched in April 2000 in Dakar where 164 governments made their commitment for the achievement of six goals of Education for All (EFA).In order to achieve the ambitious goals of

EFA the successive governments of Pakistan repositioned their educational reforms and related programmes to achieve the desired targets by 2015 which shows greater commitment of the Government. The Government of Pakistan (2002) developed a National Plan of Action for Education for All (2001-2015), which highlighted the importance of the EFA mandate and described "Education in general and Education For All in particular, is one of the top priorities of the Government of Pakistan. …Sector-wise development approach covering all the sectors of education has been adopted….In order to address the EFA implications linkage plan focusing on development of other sectors of Education has been prepared…. It has been realized at all levels that preparation and implementation of an Education For All plan is the sine quo non for effective reaching and monitoring of the EFA goals". Other strategies included; a Ten-Year Perspective Development Plan (2001-2011), EFA National Plan of Action (2001-2015), Follow- up of National Education Policy (1998-2010), Poverty Alleviation and Development Strategies, Education Sector Reforms (2001-2005), Medium-Term Development Framework, Local Government Devolution Plan 2000, Pakistan Vision 2030, District Education Plans, etc. At federal and provincial levels, new departments/ directorates/units were created to provide necessary support for the achievement of the EFA goals. Hence, all education development projects and programmes were aligned with the achievement of the EFA goals. The multi-dimensional and sector-wise approach was applied to create synergy in all educational initiatives to achieve the targets (see Government of Pakistan, 2002). However, expected results have not yet been achieved due to the lack of capacity or 'capacity development' (see Federal Ministry for Economic Cooperation and Development, 2007).

In 2005, the Government of Pakistan initiated a systematic review of the National Education Policy-1998-2010. This process involved consultative meetings, conducting small-scale research studies, thematic group discussion, workshops, etc. The policy review group produced 23 green papers based on key themes. This process further developed a 'White Paper' in 2006 which provided sound bases for developing a new education policy, which will soon be approved since the existing policy has been deficient in the areas such as access, quality, and equity of educational opportunities (see Government of Pakistan, 2009). Another key reason for preparing a new policy was to reset policy guidelines to accelerate the achievement of EFA as well as MDG goals. As the

Government of Pakistan (2004) reiterated, "Progress and prosperity of a country, largely depends on the choices of education made available to its people. Indeed, education is one of the most powerful instruments of change. Its importance for achieving national goals through producing young minds imbued with knowledge, attitudes, skills and competencies to shape the future destiny of the nation has been fully recognized by the Government of Pakistan".

Achievement of EFA Goals

While reviewing the progress of actualization of six EFA goals it seems that Pakistan still falls behind the target achievement of EFA goals. However, in spite of political instability and security issues in the country, Pakistan has performed relatively better than the countries in the region, especially in early childhood care and primary education. The achievement of EFA goals are as follows.

i) Gross Enrolment Ratio (GER) for early childhood education and care has risen from 36 per cent in 2001-02 to 91 percent in 2005-06 which seems a remarkable achievement.

ii) The GER for primary education has also improved from 71 per cent in 2001-02 to 84 percent in 2005-06. The Net Enrolment Ratio (NER) has also risen from 57 per cent in 2001-02 to 66 per cent in 2005-06, although this ratio is below the mid-term NER target of 79 per cent. This suggests that Pakistan is some distance away from achieving universal primary schooling (Government of Pakistan, 2009). However, there is a substantial reduction in drop-out and repetition rates.

iii) In 2005-06, the Gender Parity Index for primary education was below the parity level 0.82 for both GER and NER. As compared to previous years the score has improved (UNDP Report, 2007-08 cited in Government of Pakistan, 2009). The gender parity is directly linked to access to education and completion of grade five (Government of Pakistan, 2009). More than a quarter of the students entering primary education do not reach the last grade. It may be noted that majority of female students do not complete a cycle of primary education, hence the gender parity index is further affected at secondary/ higher secondary and higher education levels. The gender parity in urban areas is better than rural areas.

iv) Quality of education across the education system, in general and primary education, in particular, has been a major issue due to various factors. These

include parents' lack of confidence in education offered by public schools, political interference, corruption, lack of merit in the recruitment and transfer of teachers and others, cheating in examination, lack of credibility of examination and assessment system, lack of abilities for competing for jobs in the market (see Government of Pakistan, 2009). The National Education Assessment System (NEAS) in Pakistan results indicated that the average score of Grade 4 students in Urdu (369) and Mathematics (421) was below the scaled average of 500. Grade 8 results presented better results in Urdu but the average score of students below 50 per cent score in Mathematics. Comparing the NEAS 2005 score with the Trends in International Maths and Science Study (TIMSS) score it appears that the students in Pakistan had performed poorly (Government of Pakistan, 2005).

Capacity Development in Educational Planning and Management for EFA

Various countries began initiating their educational programmes to achieve the EFA target within the stipulated time but Pakistan is far behind in its track to achieve the EFA target by 2015. I tend to agree with Gottelmann-Duret and Mahlck (2008) that the EFA target cannot be achieved without capacity development in educational planning, which is defined as "the process by which individuals, groups, organizations create, maintain and enhance their capacities over time" (OECD, 2006 cited in Gottelmann-Duret and Mahlck, 2008). The Paris Declaration on Aid Effectiveness in 2005 emphasized that "the capacities to plan, manage, implement and account for results of policies and programmes are critical for achieving development objectives – from analysis and dialogue through implementation, monitoring and evaluation" (cited in Gottelmann-Duret and Mahlck, 2008). Therefore, capacity development is *sine qua non* for the effective implementation of any education programme which is linked to economic development, gender equality, social justice, and poverty reduction.

The Federal Ministry of Economic Cooperation and Development (2007) also emphasized the need for systemic and country-wide strategies for capital development at three levels – Individual (Micro), Organizational (Meso), and Institutional (Macro) to implement the EFA plans more effectively so as to contribute towards achieving the EFA target. In this regard, a number of workshops were conducted at federal, provincial and district levels to assess the need for developing capacity at all levels. These needs were categorized as short and long-term for those who were responsible for effective implementation of educational reforms for achieving the EFA targets. In order to monitor the performance of these goals, the Government of Pakistan developed a National Plan for Action (2001-2015). Like other countries, in Pakistan, conventional planning tools and strategies were replaced with responsive tools to develop capacity, moved from segmented approach to sector-wise planning approach which is normally considered as holistic approach to planning. The Government of Pakistan also used inter-sectoral approach and prepared medium-term development, budget and expenditure frameworks at federal, provincial and district levels. The district-level planning process is being decentralized to engage the community at the grassroots level for participatory decision-making.

Individual (Micro) Level

Multi-pronged approach has been used to develop individual capacity. These include: recruitment of teachers, continuing professional education programmes for teachers and others to improve their capacity for enhancing enrolment and improving the quality of education, development of planning and monitoring skills of the concerned officers for effective decision-making and follow up, orientation of policy makers and educational planners to alternatives for effective planning and policy making, capacity building of district supervisory personnel and educational managers for developing informed educational plan and effective decision-making, orientation of school heads to seek community and other stakeholders' participation in school management affairs and for effective mobilization and effective utilization of financial resources.

Organizational (Meso) Level

Efforts have been made at different levels to develop organizational capacity. The provincial and district govrnments developed a medium term plan for developing capacity of educational organizations. Leadership and monitoring capacity of provincial institutes of teacher education, regional teacher education institutions, and other in-service teacher education institutions have also been developed through local and overseas professional development programmes. Further school management committees have been established to improve school management

system. Education Management Information System (EMIS) data is now made available to schools and other educational institutions for effective planning and decision-making. In addition linkages/networks/coordination have been developed for effective organizational performance.

Institutional (Macro) Level

Like other levels, institutional level is also very important since it deals with strategic matters. Educational reforms in Pakistan are initiated at system level, hence effective coordination needs to be ensured. In this regard, the EFA Wing of the Ministry of Education, Islamabad and the Provincial Education Departments were strengthened for effective planning and coordination of EFA related programmes. The Ministry of Information and Broadcasting played a key role in advocacy and dissemination of the EFA programmes. The Allama Iqbal Open University played a key role in offering a number of relevant programmes to achieve the EFA target. Efforts were also made to create awareness among masses regarding early childhood education and care at the system level by the Ministry of Heath, the Ministry of Social Welfare, the Ministry of Education, the Planning and Development Division, and private sector and civil society organizations. The Academy of Educational Planning and Management and the Provincial Education and Management Information Systems have been made responsible for gathering education data based on the EFA benchmark and performance indicators. Accordingly, their capacity was developed.

At provincial and district levels the departments for non-formal and literacy education have been established. The policy reform of devolution of power through Local Government Ordinance in 2000 provided a space for participatory decision-making and ownership of initiatives through improved governance and service delivery. However, devolution of power is still at the transition stage because of the lack of political support and commitment which is yet to be further ensured. The spirit of reform was remarkable but due to a weak implementation structure and strategy, it could not achieve its desired results. Districts have been equipped with skills and adequate know-how for preparing mid-term fiscal, budget, and expenditure plans which will help ensure securing and spending funds effectively for achieving the EFA targets. A number of incentives have been given to private sector and civil society organizations for strengthening their capacity to achieve the EFA targets. In this regard, the national and provincial education foundations have played a critical role in promoting public private partnership. The establishment of the National Commission of Human Development has significantly contributed towards the achievement of targets related GER/NER of primary education, early childhood education and care and adult literacy. Appropriate measures were taken to strengthen village committees, school management committees, school councils, and parent teacher associations for community mobilization at the grassroots level, which substantially contributed towards increasing GER/NER rates in the country.

Conclusion

In spite of several radical measures for capacity development in educational planning and management in Pakistan, the achievement of EFA targets by 2015 seems to be quite challenging, especially in adult and youth literacy, gender equality and quality of education. In order to accelerate the achievement of EFA targets the Government of Pakistan may consider establishing a 'Task Force' to take stock of the existing educational plans and policies and prepare a national plan based on accelerated targets and provide adequate funds and technical support. The EFA plan should also be linked to other tiers of education for effective planning to create capacity at secondary and higher education levels. Otherwise the purpose of the EFA movement will be defeated. There is also a need for developing effective partnership between public and private sectors for creating synergy between their plans and strategies that can further help achieve the EFA target. The capacity development at individual, organizational, and institutional levels should continue in line with the plan for devolution of power in the country so that better coordination is developed for effective implementation of educational plans. The proposed Task Force should review the performance of educational organizations and institutions for increasing efficiency and effectiveness.

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Capacity Development in Educational Planning and Management for Achieving EFA: Experiences of Nepal

Nepal, along with other participating countries in the World Education Forum held in Dakar, Senegal, in April 2000, has committed to the achievement of Education For All (EFA) goals and targets for every citizen and for every society by 2015. In order to achieve the EFA goals within the stipulated time, Nepal has prepared the Education for All National Plan of Action (EFA NPA-2001-2015). With a view to materialize this 15-year plan of action, a 5-year strategic programme called Education for All Programme 2004-2009 was designed and implemented with the financial support of Asian Development Bank, Australian Aid, Department for International Development, Denmark, European Community, Finland, The World Bank, Norway and the UNICEF under the pooled financing funding modality guided by the Joint Financing Arrangement. Similarly, Japan, UNICEF, UNESCO and the World Food Programme have also supported it as parallel funding donors.

Nepal is making progress in achieving the EFA goals. The EFA goals in Nepal are targeted to be achieved in two phases: EFA Programme 2004-2009, and School Sector Reform Programme 2009-2015. However, except for the Gross Enrolment Rate (GER) for ECD and percentage of total education budget channelled to primary education sub-sector, all the targets were not fully met but, it can be believed that the EFA goals can be achieved as per the targets set in EFA NPA 2001-2015, to the fullest extent possible. Upon the completion of the EFA Programme 2004-2009, School Sector Reform (SSR) Programme 2009-2015 will be implemented for which SSR core document and SSR Plan has already been developed.

Annual Strategic Implementation Plan

The Department of Education (DOE) under the Ministry of Education (MOE) is the main institution which facilitates and coordinates implementation of the EFA programme and SSR programme for which Annual Strategic Implementation Plan (ASIP) is prepared. The ASIP is the main guiding programme document for programme interventions. The ASIP is specially prepared for aligning resources in tune with national policies and strategies with the time-bound activity plan that include benchmarked outputs. It also works as a framework for monitoring and tracking programme progress (EFA/SESP Joint Consultative Mission, 2008). Decentralization is one of the main programme focuses of the ASIP. The main purpose of decentralization is to empower and mobilize the grassroots level organizations through the preparation of School Improvement Plan (SIP) and Village Education Plan (VEP).

Grassroots Level Plans

The SIP and the VEP are the grassroots level plans, the former is to be prepared by each community school and the preparation of the latter is the responsibility of each Village Development Committee, the lowest level of political unit in the country. A brief description of each of them is cited below.

School Improvement Plan (SIP)

The SIP is a five-year rolling plan prepared at the school level under the capacity development programme. Developing and implementing the SIP has been in progress in Nepal since 1999/2000. Each school, currently, has to develop the SIP and update it regularly as a bottom-up planning which focuses on access and quality of education. Based on the SIP, the annual action plan, including programme, strategies, placing responsible persons, time frame, indicators and expected outcomes, is prepared. The SIP has been designed to develop the feeling of ownership and accountability among the stakeholders through their cooperation and participation.

Village Education Plan (VEP)

The VEP is an action plan which is based on the decentralization principle adopted by the government and hence, it is considered a foundation of bottom-up planning. This plan is prepared with the initiative and participation of the community itself by using Participatory Rural Appraisal (PRA). While developing the VEP, the community itself is made responsible for identifying, planning, implementing and monitoring the need-based non-formal education. In addition, since the VEP identifies the need for formal and non-formal

education in the village and ways of addressing these needs through participatory approach, the education system of the village is expected to be operated with the ownership, active involvement and shared decision making of the local people.

The VEPs are supposed to be developed in 600 VDCs of 30 districts with literacy level below 40 per cent and based on this plan the literacy programme is aimed to be operated wherever deemed necessary.

District Education Plan (DEP)

The main objective of the five-year District Education Plan is to enhance quality of educational environment based on the felt needs of the district. While developing the DEP, the participation and contribution of district level stakeholders were sought to generate a sense of ownership among them. It was expected that each of the 75 districts of the country would develop and update DEPs to successfully implement the EFA programme 2004-2009 for achieving the EFA goals.

School Management by Communities

In order to improve the management of schools, the Government of Nepal issued the policy of transferring the management of community schools to respective communities. The Community School Support Programme was implemented in 2003 with the support of The World Bank. To date, management of 7,015 out of 28,131 community schools has already been transferred to the communities. The transfer of school management to the community has instilled the feeling of ownership among the community people towards the school and has started a process of change in community-managed schools, especially in the field of school management, physical and instructional improvement, and partnership building. The community-managed schools have improved their management practices, adopted transparent and competitive teacher recruitment procedures, and have generated considerable local resources (The World Bank, 2007).

Capacity Development: a Complex Concept

The concept of capacity development is changing. According to the SSR Programme 2008, capacity building focuses on measurable results (such as, improved learning in classrooms) rather than inputs (such as number of training programmes) or outputs (such as number of people trained) and it is considered as an integral and continuous part of every SSR strategy.

The SSR Plan, 2009, has planned to utilize capacity development as an overarching framework that crosscuts at individual, organizational and institutional levels for the governance, management and delivery of services in the entire system. Allocations have been made in the SSR Plan to accommodate capacity needs at the central, district, community and school levels, addressing sectoral and systemic needs. The capacity development component also entails interventions for the enhancement of school level capacity towards promoting good practices such as accountability and transparency, social audit, financial management including accounting and book keeping in all schools. Emphasis will be placed on enhancing the capacity of the Educational Management Information System (EMIS) to provide a broad base for educational planning and to feed into the SIP/ VEP/ DEP processes at local levels, linking resources with development results through an ASIP process.

Capacity Development Initiatives

More than a dozen organizations working for capacity development in the field of educational planning and management have been identified in Nepal (Sharma and Pant, 2003). One of them is the National Centre for Educational Development (NCED) which was established under the Ministry of Education to increase and improve competencies and professional capacity of individuals working in the field of education. The NCED needs to execute the decisions made by the Council for Educational Human Resource Development. The council issued the following policies for management training (Human Resource Development for MOE, 2006):

- Job-induction training would be considered as pre-requisite for newly appointed managers, including school heads of all levels before holding the position.
- Educational management training will be mandatory for all educational managers and school heads at all levels.

The NCED has developed and organized a 30-day management training package for capacity development of head teachers. Within seven years (from 2000/01 to 2006/07), 1,612 head teachers were trained through the NCED's Educational Training Centres. In addition, the

NCED also conducts training for school supervisors and District Education Officers, occasionally, to build their capacities so that they could discharge their responsibilities in the best possible ways.

The Department of Education (DOE) under the Ministry of Education is the next organization which conducts capacity development programmes for stakeholders working for educational planning and management in a massive way. In order to enable the schools to develop the SIP, the DOE has been organizing short-term training on educational planning and management for head teachers and chairpersons/members of School Management Committee since its implementation in 1999. It is still in operation with improved delivery modality through constant revision in the training manual. Currently, chairpersons and members of the School Management Committee/Parent-teacher Association and head teachers are trained concomitantly in order to develop the management capabilities through the use of short-term integrated capacity building package. This package includes contents such as school management, school grants, early childhood development, inclusive education, gender sensitization, girls' education and women's literacy, and other parental awareness programmes.

Training and orientation programmes organized under Community School Support Programme were also found useful for building capacities of the communities for managing schools, and monitoring and supporting school activities, working in partnership with NGOs/ social organizations for community mobilization (The World Bank, 2007).

In order to develop and implement VEP, an eight-day training programme was developed and implemented to train 'social mobilizers' at the district level for which Facilitator's Guide and resource materials have been prepared by the Non-formal Education Centre of the Ministry of Education.

Concluding Remarks

Increasing NER is one of the indicators of EFA in the Nepalese context. The NER at the primary level reached 91.1 per cent and the remaining 8.9 per cent of the primary school-age children belongs to hardcore groups i.e. children from disadvantaged/marginalized groups. These children, on the one hand, are to be brought in schools to reach the NER around 100 per cent and on

the other hand, time has come to shift the focus from access to quality. For the last twenty years, though attempts have been made to enhance the quality, efficiency and effectiveness of public education, the rate of progress has not been satisfactory. One of the reasons behind this situation is the weak planning and management in the field of education and ineffective implementation of the plans developed so far. A study conducted by Shrestha, Gautam and Singh (2002) has revealed that the SIP-based development programme has remained fund driven rather than guided by a vision. A rapid assessment of the SIP undertaken by Acharya, Sibbons and Bailey (2002) revealed that the head teacher who appears to be the responsible person for SIP had to miss many classes and other regular duties because there was no support from the trained facilitator. Majority of the primary school head teachers expressed that the training provided to them was inadequate to internalize the process of bottom-up planning. Even after the training, they had confusion and difficulty in understanding the process and skills for SIP preparation (Sharma, T.N and Pant, B.R., 2003).

In 2007-2008, the target was to prepare 150 VEPs but only 130 VEPs were prepared. One of the constraints for not meeting the target was the lack of professionals and technical resources at the VDC level. In case of the DEP, it has only been a documented plan which has not been implemented. It is prepared just to achieve the annual programme target of the Department of Education. In this context, District Education Officers (DEOs) expressed the need for strengthening the planning capacity in the district. The DEOs along with those involved in the preparation of the DEP should have a thorough understanding of developing the DEP by integrating the educational improvement programmes proposed in the SIPs and VEPs.

The SIP, VEP and DEP, and community management of schools are good to hear and look at. While studying these plans and community managed schools, it can be said that their quantitative expansion can be considered satisfactory. However, quality improvement is the pressing need. One of the main reasons for this is that the capacity development made so far for the preparation of the SIP, VEP and DEP and for the management of educational institutions has employed skill development approach through education and training of individuals and teams. However, enhancement of the capacities of organizations to perform (an organizational dimension

of capacity development) and an institutional dimension of capacity development focusing on the overall system and society need to be addressed in the days to come.

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Korea's Educational Management and Research to Achieve EFA

Progress

Korea has played its role as a member of the international community after UNESCO declared the Education For All goal in 1990. In 1987, the Economic Development Cooperation Fund was established at the Export-Import Bank of Korea to provide developing countries with concessional loans. The Korean National Commission for UNESCO began to send overseas volunteers to assist developing countries in 1989. In 1991, the Korea International Cooperation Agency (KOICA) was founded as an agency responsible exclusively for grant-aid and started to provide full-scale assistance for developing countries and transition countries after the collapse of socialism. Korea built on its own historical experience of overcoming poverty and attaining rapid economic growth with the support of advanced countries, which led the Government of Korea to share the unique development experience. Korea initiated the overseas volunteers programme and supported non-government organizations for international development. Korea joined the Organization of Economic Cooperation and Development (OECD) in 1996, embracing its role as a donor country and has sought to provide more and better development assistance, commensurate with its economic standing and significance in global affairs.

Korea has expanded its development cooperation and helped to meet international development objectives such as the Millennium Development Goals (MDGs), that the United Nations Millennium Summit declared in 2000. Korea has taken initiatives to strengthen its commitment to assist developing countries in improving education.

In order to complement the decentralized assistance system of Korea and to enhance cooperative discussions among ministries, the Committee for International Development Cooperation (CIDC) and the Working Committee were founded in 2006, with the Prime Minister as the Chairman. Korea launched 'Korea's Initiative for Africa's Development' in 2006 to maintain regional balance while giving priority to Asian countries. In addition, Korea gained a foundation to implement a joint project by concluding a Memorandum of Understanding (MOU) with the World Bank and UNDP on April, 2006. This is to show that the Government of Korea has improved policy directions for multilateral assistance. Korea introduced the solidarity contribution (named 'Contribution to International Poverty Eradication' in Korean), preparing for joining the OECD DAC in 2010. The amount of Korea's ODA has steadily increased since 1987. However, the total amount of Korea's official development assistance is less than 0.07 per cent of the nation's GNI. Compared to the volume of assistance extended by other developed countries, Korea's foreign assistance is quite small. The Government of Korea has committed itself to increasing the ODA budget and improving qualitative performance in ODA implementation.

Korea's ODA

Korea has been constantly increasing the amount of its ODA to contribute to the progress of developing countries.

The total amount of assistance reached 671 million USD in 2007. Bilateral assistance was 460 million USD and

multilateral 209 million USD. The proportion of ODA to Gross National Income (ODA/GNI) in 2007 was 0.07 per cent. The proportion of education ODA to the total KOICA assistance in 2007 of 16.3 per cent (44 million USD) remains high. KOICA's educational assistance has concentrated on human resources development in developing countries by implementing technical/ vocational education and training projects, basic education projects and higher education institution projects.

Korea has assisted developing countries in providing computers and training programmes to contribute to the expansion of ICT. The Ministry of Education and Human Resources Development provided some of the expenses in the budget. The Korea Education and Research Information Service (KERIS) implemented the ICT projects by providing computers and training ICT teachers. The subsidy of the Ministry of Education and Human Resources Development shared 40 per cent and the Regional Office of Education shared the remaining 60 per cent.

The central and local governments and diverse organizations like public research institutes and universities and NGOs provided assistance to ICT in developing countries. Governmental research institutes like the Korean Educational Development Institute (KEDI) and the Korea Research Institute for Vocational Education and Training (KRIVET) conducted invitational training programmes. There are a number of programmes like the Korea Foundation's intellectual and cultural exchange programmes, the KERIS' e-learning projects, scholarship programme for university students, and NGO's assistance to developing countries.

ODA Planning and Management

For effective adjustment and discussion among agencies, the Committee for International Development Cooperation (CIDC) and the Working Committee were founded in March 2006. The CIDC, chaired by the Prime Minister, was created with a mandate to deliberate the key policies and plans of Korea's development assistance. The establishment was based on the recommendation from the Comprehensive ODA Improvement Plan announced in November 2005. As one of the initiatives for 'infrastructure building', the formation of a committee on ODA was suggested. Although there existed a directorial ODA council between the Ministry of Foreign Affairs and Trade

(MOFAT) and the Ministry of Strategy and Finance(MOSF), a comprehensive ODA plan was not in place in the past. Moreover, the need for coordination arose recently as multiple ministries began to take roles in international development assistance. Thus, a presidential decree on establishing the Committee for International Development Cooperation was promulgated and put into effect. However, the bilateral assistance is divided into grants and concessional loans that have a different legal ground (KOICA Act, EDCF Act). The ODA is still inefficiently managed because individual ministries also 'sectionally' implement ODA projects.

The 'International Aid Act', regulating primarily the ODA scheme to include both grants and loans and policy, was proposed to implement the efficient ODA programmes for a new legislation. Accordingly, draft legislations were submitted to the National Assembly to propose that the MOFAT implement a unified ODA programme. The draft of the new ODA Act proposes that the Committee for ODA, with the minister of the MOFAT as the chairman, set up a basic ODA plan every three years and report the performance of operations to the OECD/DAC. Alongside with Korea's aim to join the OECD/DAC by 2010, the legislation of the ODA will internally enable the establishment of coherent ODA policies. However, the draft act was left pending because the National Assembly did not discuss the draft acts in 2008. The Government of Korea held the second meeting of the CIDC in July 2007 and carried out the deliberation and confirmation of the ODA Mid-term Strategy (2008-2010). The ODA Mid-term Strategy was prepared to join the OECD/DAC in 2010 and its contents were as follows: Firstly, Korea will expand ODA level 0.1 percent of GNI by 2010 and 0.25 per cent of GNI by 2015. The portion of grants will be raised higher than the current 60 percent. Secondly, Korea will increase "untied aid" to reach the international level (92 per cent). Thirdly, partner countries will be adjusted in the principle of selection and focus. Finally, Korea will systemize its development experience and lessons learned to share Korea's development experience applicable to developing countries. Thus, the new legislation was drafted to improve the ODA implementation system and support result-based management by ODA evaluation guidelines.

Priority partner countries will be decided every three years by selection criteria like the humanitarian aid, bilateral relationship, and supplementary element.

Especially, Korea will commit itself to reducing poverty in Africa, launching 'Korea's Initiative for Africa's Development.' At the same time, Korea prepared the Country Assistance Strategy (CAS) to understand development demands of partner countries in harmony with their development strategies and policies. Korea provides major support for seven sectors based on the country's comparative advantages which are education (prioritized sector), health, governance, rural development, ICT, industry and energy, environment and gender.

Research for ODA

Korea is committed to increasing the effectiveness of its aid and has taken the positive step of signing the Paris Declaration that stressed ODA partnership with recipient countries. The 2005 Paris Declaration committed both recipient and donor countries to increasing mutual accountability in ODA implementation. The KEDI has conducted research on educational ODA from 2006. First, the research titled 'A Korean Model of Knowledge Sharing for International Education Development' presented six cases applicable to developing countries:

- National Development Plan and Educational Policies
- Primary Education for All
- Universalization of Tertiary Education
- TVET and Industrialization
- ICT in Education
- Effective Management of Educational Finance

This is to systemize Korea's development experience and lessons learned, and share it with other developing countries.

The second research is 'Educational Cooperation with Developing Countries in Asia' which conducted a basic survey on an educational system, infrastructure and ODA needs of Asian developing countries like China, Mongolia, Vietnam, Indonesia, Cambodia, Laos and Uzbekistan during 2007-2008. This year (2009), the research continues more deeply to study educational cooperation on country basis and regional basis, separately. The KEDI also conducted a study on 'Development of Korea-OIC (Organization of the Islamic Conference) Cooperation in Education, Sciences and Technologies.'

Besides, diverse governmental research organizations like the Korea Research Institute for Vocational Education and Training (KRIVET), the Korea Institute for Curriculum and Evaluation (KICE), the Korea Institute for International Economic Policy (KIEP) have carried out research and development projects with developing countries. Especially, the KRIVET implemented many consulting projects and managed invitational training programmes to contribute to TVET development in developing countries. All these activities and projects were planned to support human resource development in developing countries, eventually linked to share Korea's educational development experiences to realize EFA.

Vision

Compared with other developed countries in OECD/DAC, Korea's ODA is still quite small. However, Korea overcame extreme poverty and successfully achieved industrialization with the help of the international community. Hence, Korea has a unique history of transforming from a recipient to a donor country and this gives the country a comparative advantage as a donor. Korea has a vision to secure its image as a donor by improving its ODA in quantity and quality and systematically transfer Korea's development experience to developing countries. Korea successfully realized educational development due to parents' strong zeal for education and students' strong desire for achievement which are based on Asian values. In other words, the tradition and values of the Confucius culture provided grounds for Korea's educational development. Thus, a strong interest and desire for educational development as a motif should be adopted prior to human resource development in developing countries. Even though developing countries have insufficient resources to provide equal opportunity for all children, their governments should assure that the people fulfil their dreams through learning.

Korea will create a unified organization for better international development and cooperation, preparing to join the OECD/DAC to contribute to educational development in developing countries with more responsibilities and vision.

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Role of State Agency in Capacity Development: Reflections from SIEMAT

The need for developing organizational arrangements to facilitate educational planning in a decentralised framework was recognized for a long time in India. Planning competencies were almost non-existent at local levels and it was recognized as one of the major constraints in translating the idea of decentralised planning into an operational practice. Accordingly, the National Policy on Education (1986) and its Programme of Action (1992) lay emphasis on the capacity building of educational planners and administrators. In view of this in Uttar Pradesh (the largest state of India) the Education for All (EFA) project included the proposal for establishment of an institute, in order to impart training in planning and management, to the different educational functionaries. As a consequence of which the State Institute of Educational Management and Training (SIEMAT) was established in Uttar Pradesh. SIEMAT has traversed a long way since its inception in 1995 and serves as one of the organizational arrangements towards professionalizing educational planning and management activities at the state, district and sub-district levels.

The purpose of educational planning and management for EFA is to secure the success of EFA programmes and ultimately to provide good quality education. Accordingly, SIEMAT plays an advisory and policy support role at the state level, organizing the long and short term capacity development programme for head teachers, block education officers, capacity building of all support structures at district and block levels i.e., DIET, BRC/CRC and capacity building of district and divisional educational officers to make effective supervision and to provide necessary support to schools.

The salient features of these efforts of SIEMAT are:

1. **Capacity building for decentralization of educational management**: Major capacity development programmes related to decentralization of educational management are orientation programmes for Basic Shiksha Adhikaris (District Education Officer) and Asst. Basic Shiksha Adhikaris/ Sub Dy. Inspector of schools on school supervision services and resource management; capacity building of District Institutes of Educational Training (DIETs) faculty members on school mapping and planning school management; empowering coordinators of Block Resource Centre (BRC) and Cluster Resource Centre (CRC) on qualitative improvement in elementary education.

2. **Partnership with the community and private sectors**: SIEMAT has been organizing meetings with the Confederation Indian Industries (CII) to join hands for the betterment of elementary education in the state. On the other hand, building capacity of the local bodies such as village education committee members, panchayat members by orienting them with their critical role towards educational development at local level. SIEMAT is also organizing several workshops on role of Universities in UEE, mobilizing youth for resolving local level issues to ensure quality school education.

3. **Capacity building for mobilizing additional resources:** SIEMAT has been playing a pivotal advisory role in preparing a district annual educational work plan and budget (under SSA) and organizing workshops for District Education Officer and Community members for enhancing capacity at district and local level for additional mobilization of educational resources.

4. **Training on effective implementation of educational legislations :** As an innovative effort, SIEMAT is organising series of programmes to acquaint the education officials at district and block level with the important Sections/Articles of the Indian Constitution and educational legislation of the state. Besides officials also receive orientation to avoid litigation and court cases and encourage mutual hearing of grievances.

5. **Capacity building for universalisation of secondary education:** SIEMAT has already expanded its vision in the area of secondary education i.e., Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The institute has already initiated a Diploma in Educational Management for Secondary School Principals and Lecturers for their capacity development, to achieve the goal of universalization of secondary education.

Concluding Observations

It has been aptly said 'you need to have capacity to run the education sector and you need the education sector to build capacity'. Thus, capacity development in educational planning and management at provincial, district and local levels are vital for achieving EFA. In this direction, SIEMAT, a state-level institution has been playing not only a pivotal advisory role in strengthening functions through its decision-making powers at the decentralized level but also strengthening capacity at the local level with defined needs and objectives to universalise education at all level of school education. SIEMAT is an evolving institution at the state level, learning from its own experiences and with support from national bodies.

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The ANTRIEP Policy Seminar on **Successful Education Systems for a Changing World: Monitoring and Evaluating the Effectiveness of Education Systems** will be held at Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling, North Road Shanghai-200032, China from September 16-19, 2009.

News from Member Institutions

Australian Council for Educational Research (ACER)

Victoria, Australia

- Leads the research for the Trends in International Mathematics and Science Study (TIMSS). TIMSS assessed 425,000 students in 60 countries. (www.acer.edu.au/timss07)

- Leading the research on the Organisation for Economic Cooperation and Development's Programme for International Student Assessment (PISA) and manages the PISA Plus exercise. (www.acer.edu.au/pisa)

- Conducted Research Conference 2008, titled 'Touching the Future: Building skills for life and work', in Brisbane. Its 2009 Research Conference will be held in Perth on 16-18 August 2009. (www.acer.edu.au/research_conferences)

- Organised several international capacity-building programs –workshops on higher-order thinking skills for the Botswana Examinations Council; item writing training in Chile.

Academy of Educational Planning and Management(AEPAM)

Islamabad, Pakistan

- Conducted four training programs for Capacity Building of 83 Education Managers from all over the country with a major focus on Education Leadership and Institutional Management, Financial Management and Good Governance and EMIS Training for Managers.

- Conducted a research study on "Need Assessment of Secondary School Teachers' in-service Training". The major objectives of this study were a). Investigate the methods of teaching at secondary education. b). Explore the professional requirements of secondary school teacher in context of contents of textbooks, teaching methods and student assessment. c). Suggest viable measures for policy formulation for training of secondary school teachers.

- Developed the Annual Statistical Report on, "Pakistan Education Statistics 2006-07" based on the school census data. This report is also available at AEPAM website: www.aepam.edu.pk .

Research Centre for Educational Innovation and Development (CERID)

Kathmandu, Nepal

- Completed series of studies on School Governance in Nepal; Provision and Conditions for Better Classroom Pedagogical Practices; A Study on Problems and Prospects of Mainstreaming Inclusive Education at the Primary Level; The Rights to Education for Disadvantaged Children; A Study on Existing Status and Challenges; Formal Education in Madrasas of Nepal.

- Conducted a 7-day training programme on Research Methodology sponsored by University Grant Commission, Nepal for teachers of constituent and affiliated campuses/research centre of Tribhuvan University.

Centre for Multi-disciplinary Development Research (CMDR)

Dharwad, India

- Conducted a ten day Research Methodology Course on "Computer Applications in Social Science Research", at the Institute from November 17 – 26, 2008.

- Completed research studies on educational data bank– Higher Education; Post Enumeration Survey of DISE Data in three districts of Karnataka.

Korean Educational Development Institute (KEDI)

Seoul, South Korea

- Dr. Dong-Seop Jin, a professor of Seoul National University , appointed as the 14th president of the Korean Educational Development Institute on August 8, 2008.

- Organised OECD meeting of the Education Policy Committee at Chief Executive Level on "Addressing the Challenges of Policy Implementation in Education" on 2-3 September 2008 in Seoul, Korea.

- National Research Center for Gifted and Talented Education of the Korean Educational Development Institute signed a Memorandum of Understanding with Psychological Institute of Russian Academy of Education on Sep. 23, 2008 in Russia.

- Organized an International Conference on Education toward Social Capital Formation on Oct. 9, 2008 in Seoul, Korea.

- Conducted KEDI-UNESCO Bangkok joint seminar from Dec. 15-17, 2008 in Seoul, Korea on the theme, "Decentralization of Implementing Education Policies and Reforms."

National Academy for Educational Management (NAEM)

Dhaka, Bangladesh

- Conducted four Foundation Training Course (FTC) from July to December 2008 for 240 Bangladesh Civil Service (General Education) cadre officers and Bangladesh Civil Service (Technical Education) cadre officers.

- Organized Educational Planning and Development Training Course for mid level education functionaries working in public sector.

- Organized a three-day workshop on Research Tools for NAEM Faculty members, experts from Institute Education and Research (IER), University of Dhaka, Bangladesh Rural Advancement Committee (BRAC), Bangladesh Institute of Development Studies (BIDS) and Bangladesh Public Administration Training Centre (BPATC), Savar, Dhaka.

- Completed four research studies on Improvement of Secondary Education in Bangladesh.

Centre for Education Leadership Development (CELD)
National Institute of Education

Padukka , Sri Lanka

- Professor Lal Perera has been appointed as the new Director General of the National Institute of Education.

- Initiated the "Bachelor of Education Management for Foreign Students" in February 2009. Twenty Maldivian Headmasters, Assistant Headmasters and Supervisors have already registered in this three year course.

- Programme on School Improvement has been extended to the schools of eight more zones. The CELD is providing conceptual guidance and leadership to the school autonomy movement.

National University of Educational Planning and
Administration (NUEPA)

New Delhi, India

- Organized four workshops on the higher education-The National Workshop on 11th five-year plan; Approach and Implementation Analysis of Higher & Technical Education; Orientation Programme in Financing of Higher Education in States; National Discussion Meet on Leadership in Higher Education: Problems and Prospects and Orientation Programme in Planning and Management of Higher Education Institutions.

- Organized three Programmes related to 'Rights of Child': Management of Child Rights to and in Education, Training Programme on Implementing Programmes for the Education of the Disabled Children and Youth and workshop on Planning Strategies for Education of the Urban Deprived in Million Plus Cities.

- Organised the twenty- ninth Diploma in Educational Planning and Administration (DEPA). (September 1 - November 30, 2008) 32 senior level educational officials from 15 states of India participated in this programme.

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

Manila, The Philippines

- Conducted the 11th International Conference on "Transitions for Youth Success: Creating Pathways for Work and Life" from 25-27 November 2008 .

- Organised short courses on ICeXCELS (Instructional and Curricular Excellence in School Leadership and Management for School Heads of Southeast Asia).

- In partnership with the UNESCO Asia-Pacific Center of Education for International Understanding, the Center conducted a Study Visit Program in the Republic of Korea on Strengthening the Promotion and Adoption of the Culture of Peace in the School Communities of DepED Region X for high education officials.

- Completed a Nationwide survey of technical-vocational high schools in support of DepED's. The survey profiled and determined the current status of the 261 technical-vocational high schools in the country.

- Conducted a rapid assessment of the social studies curriculum among Southeast Asian countries in 2008 to determine the common subject areas and content of the curriculum, for the purpose of benchmarking and comparability study with the Philippine curricular standards.

- Organized policy research forums on overcoming access barriers to secondary education, strengthening tech-voc education, and language of learning and instruction.

Shanghai Institute of Human Resource Development (SIHRD)

Shanghai, China

- Conducted research projects on early childhood education, academic qualifications for full time teachers and compulsory education for peasant workers' migrant children and left-home children.

- Building database and planning for the restoration and reconstruction of schools that collapsed during Wenchuan earthquake.

- Completed the project "Building Teacher Force in Urban Primary and Secondary Schools".

- Conducted a research on policies and system construction for promoting the priority development of education.

State Institute of Educational Management and Training (SIEMAT)

Allahabad, Uttar Pradesh

- Organized an Induction Training Programme for newly selected sub-deputy Inspector of schools to acquaint them with the latest techniques of educational supervision in the context of changing role and functions of supervisory staff.

- Conducted training programmes for BRC/CRC Master Trainers for developing the capacity to provide motivational leadership, financial management and self-supporting skills.

ANTRIEP Member Institutions

1. Academy of Educational Planning and Management (AEPAM), Ministry of Education, Taleemi Chowk, G-8/1,P.O. Box 1566, ISLAMABAD, Pakistan (http:/aepam.edu.pk)

2. Australian Council for Educational Research (ACER), 19 Prospect Hill Road, Private Bag – 55, Camberwell, Melbourne, VICTORIA-3124, Australia (www.acer.edu.au)

3. Balitbang Dikbud Centre for Policy Research (Puslit Penelitian), Office for Educational and Culture Research and Development (Balitbang Dikb) Ministry of Education and Culture, Jalan Jenderal Sudirman, Senayan, JAKARTA – 12041, Indonesia.

4. Bangladesh Rural Advancement Committee (BRAC) 75, Mohakhali Commercial Area, DHAKA – 1212, Bangladesh (www.brac.net)

5. Campaign for Popular Education (CAMPE), 5/14, Humayun Road, Mohammadpur, DHAKA – 1207, Bangladesh (www.campebd.org)

6. Centre for Multi-Disciplinary Development Research (CMDR), D.B. Rodda Road, Jubilee Circle, DHARWARD - 380 001, Karnataka (INDIA) (www.cmdr.co.in)

7. Centre for Education Leadership Development, (CELD), National Institute of Education (NIE), Meepe Junction, Padukka, Sri Lanka (www.nie.lk)

8. Institut Aminuddin Baki (National Institute of Educational Management), Ministry of Education, Sri Layang 69000, Genting Highland, PAHANG, Malaysia

9. International Institute for Educational Planning (IIEP), 7-9 rue Eugene-Delacroix, 75116 PARIS, France (www.iiep.unesco.org)

10. Korean Educational Development Institute (KEDI), 92-6 Umyeon-Dong, Seocho-Gu, SEOUL 137-791 KOREA, (www.kedi.re.kr)

11. National Academy for Educational Management (NAEM), Dhanmodi, DHAKA – 1205, Bangladesh (www.naem.gov.bd)

12. National Centre for Educational Development (NCED), Sanothimi, BHAKTAPUR 2050, Nepal (www.nced.gov.np)

13. National Council of Educational Research and Training (NCERT), Sri Aurobindo Marg, New Delhi - 110 016 (INDIA) (www.ncert.nic.in)

14. National University of Educational Planning and Administration (NUEPA), 17-B, Sri Aurobindo Marg, New Delhi –110016, India (www.nuepa.org)

15. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, (www.cerid.org)

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)