

Asian Network of Training and Research Institutions in Educational Planning



International Institute for
Educational Planning, Paris



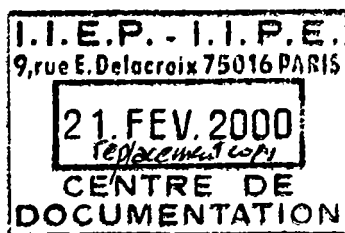
National Institute of Educational
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**Asian Network of Training and Research Institutions
in Educational Planning (ANTRIEP)**

Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)

*Presentation of the Network, Report of the first meeting and
Profiles of the present member institutions*



International Institute for
Educational Planning



National Institute of Educational
Planning and Administration

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List of abbreviations

ADB	Asian Development Bank
AEPAM	Academy of Educational Planning and Management
ANTRIEP	Asian Network of Training and Research Institutions in Educational Planning
CAMPE	Campaign for Popular Education
CERID	Research Centre for Educational Innovation and Development
CIET	Central Institute of Educational Technology
DEMD	Department of Education Management Development
DEPA	Diploma in Educational Planning and Administration
IDEPA	International Diploma in Educational Planning and Administration
IIEP	International Institute for Educational Planning
KEDI	Korean Educational Development Institute
MIS	Management Information System
NAEM	National Academy for Educational Management
NCED	National Centre for Educational Development
NCERT	National Council of Educational Research and Training
NFE	Non-formal Education

List of abbreviations

NGOs	Non-Governmental Organizations
NIE	National Institute of Education
NIEPA	National Institute of Educational Planning and Administration
ODA	Overseas Development Administration
RIEs	Regional Institutes of Education
SIDA	Swedish International Development Authority
SIEMAT	State Institute of Educational Management and Training
SIHRD	Shanghai Institute of Human Resource Development
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Fund

Introduction

The first meeting of the Asian network of training and research institutions in educational planning was organized in New Delhi from 5 to 9 December 1995. It brought together representatives of twelve Asian institutions from eight different countries (Bangladesh, China, India, Indonesia, Korea, Nepal, Pakistan and Sri Lanka) with the International Institute of Educational Planning (IIEP). The idea for **creating a network** emerged from the realization that in Asia several institutions are working in the field of educational planning and management, who know little about each other's activities and therefore rarely co-operate.

A concrete network proposal was first put forward during a workshop on *Decentralized management of primary education*, organized in December 1994 in Kathmandu by the IIEP, in co-operation with UNICEF. Different institutions took part in this workshop and that encounter showed how useful regular, more formal exchanges could be. IIEP was very supportive of this network proposal, as it has itself recently entered into collaborative arrangements with a number of training institutions in different regions of the world. The IIEP and these associate institutions systematically share information on current developments through exchange of professionals and publications.

To launch the network, it was agreed that directors or senior professionals of the participating institutions should meet formally. The Indian National Institute of Educational Planning and Administration (NIEPA) accepted to host this first meeting. It was felt that, in addition to providing an opportunity for an exchange of information and experiences, the meeting should be planned as a technical capacity-building workshop and thus be organized around a central theme. The theme chosen for this meeting was: *Decentralized management of primary education and capacity-building*, an area in which NIEPA has accumulated rich experience.

This brochure is a result of the first meeting. One of its conclusions was indeed that this initiative needs to be publicized more widely, in particular

among Asian institutions, which may wish to join the network, and among national authorities and international agencies. This publication is therefore the result of various inputs provided by all the institutions and it will serve as an information and promotion tool.

It consists of three parts. *Part I* proposes an answer to the questions: what are the precise terms of reference of the network? What are its objectives and which activities are planned for the near future? This text is based on a proposal discussed at the network's launch and takes into consideration the amendments made by the participants. A report on the proceedings of that first meeting follows in *Part II*. Finally, a brief profile of each institution present at the meeting, and as such a founding member of the network, concludes this brochure. The annexes contain the detailed programme and the list of participants of the network's first meeting.

Part I

***Presentation of the Asian Network
of Training and Research Institutions
in Educational Planning
(ANTRIEP)***

Rationale

Several institutions in Asia are involved in training and research in educational planning and management. These institutions have long-standing experience in assisting their respective governments in strengthening planning and management capacities. Some have also been involved in organizing regional and international activities. However, the level of communication among the institutions is generally poor and there is no established mechanism for exchanging experiences. What is therefore needed is to create synergy among the institutions through increased interaction and co-operative ventures. In order to achieve this goal it was proposed to set up a network of national institutions in Asia.

It is considered that such a network could effectively harness the capacity-building potential available within the region, at a moment when there is an increasing demand for training education managers in different countries. Not only have the educational management structures grown in size over the years, but the recent trends towards decentralization have broadened the range of actors requiring new management skills. In addition to top-level decision-makers and planners, these include managers and implementers across Ministerial departments, and down through their levels of authority to the district and the school levels and to the various partners involved in educational development, including NGOs, local community groups and even parents.

Building a critical mass of skilled manpower at all levels is increasingly seen as an essential precondition for improving the functioning of the existing education systems and for implementing the ambitious goals of human resource development set by national governments. This, in turn, implies the development of a strong institutional framework for capacity-building in the region.

Objectives

Within this perspective, as mentioned above, the overall objective of the network is to create synergy between the participating institutions in order to reinforce their capacities to respond to the growing and increasingly diversified needs for skill development in educational planning and management in the region.

More specifically, the network has the following operational objectives:

- to ensure regular exchange of technical information among the network members about specific issues relating to capacity-building in educational planning and management;
- to facilitate continuous upgrading of knowledge and skills among the professionals of the participating institutions through learning from each other's experience;
- to help launch co-operative research and training activities in areas of common interest.

Member institutions and organizational modalities

The network is open to all Asian training and research institutions involved in educational planning and management. No membership fee exists. Present members are encouraged to inform institutions, which might be interested to participate in the network, of its existence. Member institutions remain members by taking part in the network's activities. It is envisaged that, in the course of time, the network will grow region-wide.

One institution will be assigned, following a consensus decision by all members at the annual meeting, to act as a 'focal point' for the network. As such, it will be in charge of finalizing, printing and disseminating the newsletter at least twice a year. It will prepare the organization of the annual meeting, in co-operation with all other members and in particular with the host institution and IIEP. The participants in the first annual meeting chose NIEPA (India) as the focal point. The IIEP will provide academic and technical support until the network becomes self-sustained and self-directed, probably in three to five years' time.

The network will be known under the acronym of ANTRIEP (Asian Network of Training and Research Institutions in Educational Planning).

Activities

Concrete activities of four types will be undertaken.

1. Exchange of publications and other relevant information among member institutions

This exchange of information will include materials such as: research reports, training materials, course design prototypes, etc. Member institutions plan to implement this activity on a bilateral basis until an institution within the region takes up responsibility for its co-ordination. They agreed that on the short term the following activities should be undertaken:

- each institution will regularly send information on its staff, programmes and activities (including a calendar of activities) to all member institutions;
- each institution will send its free publications to all member institutions;
- payable publications will be exchanged between institutions on a bilateral basis;
- each institution will send a list of its training materials (in English and in other languages) to all member institutions.

2. Exchange of professionals

This exchange will take the form of short study visits, to begin with, and lead to more active involvement of specialists of one institution in the programmes run by another. Eventually, member institutions could act as nodal points for the respective countries in order to facilitate exchange of professionals from a broader spectrum of organizations. Here also, member institutions agreed on a minimum number of activities to be undertaken for the moment:

- staff of a member institution, who are travelling abroad on an official mission, will be welcome to use the facilities of a member institution in that country. Some institutions can offer local hospitality;

- when inviting participants to a meeting related to educational planning and management, institutions will give preference to staff of member institutions;
 - institutions will invite staff of other institutions, on a bilateral basis, to take part in research or training activities. Such exchanges can be one-way as well as two-way.
3. *Organization of an annual meeting of professionals from the member institutions*

This activity is crucial for the proper functioning of the network. It should allow professionals to learn from each other in a systematic way and facilitate the implementation of various training and research activities. More detailed information on the preparation of the second annual meeting can be found in a subsequent section.

4. *Launching collaborative activities among countries on themes of common interest*

Gradually member institutions will work together in designing and carrying out research and training activities on themes of common interest. It was envisaged to jointly undertake the following activities in the first year:

- common preparation of the present information brochure about the network;
- publication of a newsletter. This brief newsletter should appear twice a year. It will consist of two parts: news on the preparation of the annual meeting, and, an account of newsworthy events in the participating institutions. The institution, chosen as the focal point, is responsible for the preparation, printing and dissemination of the newsletter.
- preparation of the following annual meeting.

Resources

The successful implementation of the network initiative will require the mobilization of internal resources by each of the participating institutions and contributions from external agencies. Presently, the initiative is

receiving support from UNICEF, ODA and IIEP. It is expected that other agencies will also join.

The annual meeting

Bringing together professionals from different countries on a regular basis is considered to be an essential means for creating synergy, and fostering a greater thrust for innovative action and co-operative activities within the region.

Aims

Consequently the annual meeting of the network members should serve the following aims:

1. review developments in technical and methodological aspects of educational planning and management with respect to a selected theme of common interest;
2. exchange information on innovative experiences in relation to the selected theme of the meeting;
3. examine the implications for capacity-building of the new developments taking place;
4. explore possibilities for joint research and training initiatives in the selected area.

It is expected that strengthening the professional potential of national institutions in this way will have a direct multiplier effect on the process of building management capacities at different levels of decision-making within the region.

Selection of themes and venue

Each meeting will take the form of a short technical capacity-building workshop and will therefore work around a theme, chosen through mutual consultation at the previous meeting. Considering the current priorities in the Asian region, it is foreseen that during the first three to five years, the themes will be related to decentralized management of basic education,

putting special emphasis on issues of equity and quality. The first meeting's theme was: 'Decentralized management of primary education and capacity-building'.

The venue for the meeting will be rotated among different countries of the region with the corresponding member institution hosting the event. The next meeting will be hosted by the Korean Educational Development Institute (KEDI) and is planned for early 1997. It will be organized in conjunction with an IIEP meeting which is already scheduled to take place in the region. This IIEP meeting will discuss strategies to strengthen teacher support structures and will last three or four days while the network meeting will be one or two days in duration.

Participants

The participants in each workshop will include one or two professional staff from each of the member institutions of the network and from IIEP. In addition, a few specialists concerned with the theme discussed may be invited from outside the member institutions depending on the specific topic chosen for the meeting.

Part II

Report of the first ANTRIEP meeting

The first meeting of the Asian network of training and research institutions in educational planning took place from 5-9 December 1995 at the National Institute of Educational Planning and Administration (NIEPA) in New Delhi. The theme chosen for this meeting was: *Decentralized management of primary education and capacity-building*.

The meeting was organized jointly by NIEPA and IIEP and assistance was received from ODA and UNICEF.

Objectives

This meeting had three main objectives. The first **one** relates to the above-mentioned theme, the two others relate to the creation of the network. More specifically, the objectives were to:

- strengthen participants' insights in decentralized management of primary education and in capacity-building for such management, in particular in the Asian region;
- allow participating institutions to exchange information on their programmes and activities, strengths and needs;
- bring the network alive, by defining more precisely what it is expected to achieve and by elaborating a provisional plan of activities for the following year and beyond.

Participants

The meeting was attended by directors and senior staff of eleven Asian training and/or research institutions involved in educational planning and management, from eight different countries: Bangladesh (National Academy for Educational Management – *NAEM*), China (Shanghai Institute of Human Resource Development – *SIHRD*), India (two federal institutions: the National Institute of Educational Planning and Administration – *NIEPA* and the National Council of Educational Research and Training – *NCERT*, and one from the State of Uttar Pradesh: the State Institute of Educational Management and Training – *SIEMAT*), Indonesia (Office for Educational and Cultural Research and Development – *Balitbang Dikbud* – represented by the Centre for Policy Research – *Puslit Penelitian*), Korea (Korean Educational Development Institute – *KEDI*), Nepal (Research Centre for

Educational Innovation and Development – *CERID* and National Centre for Educational Development – *NCED*), Pakistan (Academy of Educational Planning and Management – *AEPAM*) and Sri Lanka (National Institute of Education – *NIE*, represented by the Department of Education Management Development – *DEMD*). A coalition of NGOs in Bangladesh, the Campaign for Popular Education – *CAMPE* also took part in the meeting. IIEP was represented by three members of staff, among whom the director.

A few resource persons from the region and representatives from the local offices of UNICEF, the European Union and UNESCO also attended the meeting. A list of participants can be found in *Annex 2* to this brochure.

Programme

In function of the above-mentioned objectives, the programme combined sessions related to the central theme and other sessions related to the creation of a network. A visit to the Indian Department of Education and to the NCERT was also included. *Annex 1* to this brochure contains the detailed programme.

Decentralization and capacity-building

Theme-related sessions consisted mainly of the presentation and discussion of a series of four papers prepared by participants. A first paper analyzed recent trends in decentralizing management of primary education in South-Asia and gave some attention to the implications for capacity-building. It was based on national case studies carried out earlier in Bangladesh, India, Nepal, Pakistan and Sri Lanka. The three other papers looked in more detail at different attempts to implement decentralization and to strengthen capacities at lower levels of decision-making. These attempts are:

- the ‘District primary education programme’, implemented in different Indian states. This programme aims to put in place a framework for planning and management of primary education at the district (rather than the state) level, following a bottom-up planning approach. It attempts moreover to involve the community in an active manner;
- the programme ‘Improving institutional development capacity of disadvantaged schools’ in Sri Lanka. Starting from the realization that

action at school level is key to improving quality, it aims at building management skills in disadvantaged schools by organizing in-school workshops and working intensively with head teacher and staff;

- the creation of ‘teacher resource centres’ in Nepal. As distance between the district offices and schools is considered too large, a project has been initiated in order to set up resource centres which offer support and guidance to a cluster of schools;

In the implementation of two of these programmes, namely in India and Sri Lanka, an institution present at the meeting was involved.

Some of the more salient points, which came up during the discussions of these papers, can be summarized as follows:

- decentralization refers to very different realities. Decentralizing to district-level, when, as in India, a district comprises on average two million people, cannot be compared to giving responsibilities to resource centres, as in Nepal, which are in charge of twenty schools at most. Questions to be asked, when discussing decentralization, include therefore: to which level are responsibilities conferred (regional, local, school ...); which aspects are included (policy-making, programme formulation, programme implementation); who, at the different levels, is involved (from administration to civil society); how is the process undertaken (executive order, legal changes, unwritten conventions);
- decentralization of educational decision-making cannot be seen as isolated from the political and social environment. That means, inter alia, that decentralizing education risks to remain illusory if political power and decision-making in other social sectors remain at the centre;
- any effort to decentralize must be accompanied by capacity-building. In other words, the capacities of those levels, which are given increased responsibilities and tasks, must be reinforced, mainly through training, while at the same time institutions at these levels must be strengthened. The Sri Lankan case study showed how disadvantaged schools can be strengthened by using the resources (material, but mainly human) available in the school and the community;

- problems could occur when well-intended efforts at reinforcing the local-level management take place outside the existing institutional framework. This is the case in Nepal: on the one hand, through a project supported by international agencies, resource centres are set up in different districts to offer support and advice to clusters of schools. On the other hand, government continues to work mainly with the traditional district education authorities and has not yet integrated the centres in the official structure. This could easily lead to the weakening rather than the strengthening of both district offices and resource centres.

In all, the discussions showed – and this is heartening – the presence of three trends in the Asian region: (i) a growing realization of the need for decentralization; (ii) a growing focus on the school level; (iii) the development of several innovative creative approaches to strengthen capacities at local-level.

Network-creation

Throughout the workshop, the thematic sessions were combined with network-related discussions. Firstly, each institution was asked to paint a self-portrait in show-and-tell sessions. Each portrait consisted of:

- a general description of the institution (objectives, functions, staff, funding and so on);
- its main programme activities in research, training, consultancy and publications;
- recent innovative initiatives for training local-level personnel in which the institution is involved.

These sessions showed a wide variety between institutions, from different points of view. As regards *status*, some institutions are an integral part of the ministry of education and have very little autonomy (e.g. NCED or Balitbang Dikbud), others have some degree of autonomy within the government set-up (NIEPA) or are semi-governmental (NIE, KEDI), while one institution forms part of a university (CERID). CAMPE finally, which is planning to create its own Centre for training and research, is a coalition of NGOs. Institutions vary in the *number of staff*. SIEMAT, with a staff of

five at present, or NCED, with ten professionals, do not easily compare with big organizations as NCERT (a total staff of 3,000) or even KEDI (a total staff of over 200). A further distinction can be made as to their *mandate*: while all institutions are engaged in research and training, some focus clearly on the former (KEDI, SIHRD), others more on the latter (NCED) and still others seek to balance both (NIE, NIEPA). Their *fields of interest* also differ. For some, such as NIEPA, educational planning and management is the main, if not the only, *raison d'être*, while others (e.g. KEDI) cover a much wider spectrum of education development issues. From the point of view of *funding*, various arrangements exist: some, for example NCED or NAEM, heavily rely on financing from international agencies, but most are funded by government. The somewhat exceptional case of SIHRD can be noted: some 35 per cent of its budget comes from the profit of a high-tech company, set up recently by the institution itself. Some institutions finally have many well-developed *contacts* with partner institutions, especially but not only in the north, others are fairly isolated.

While it is impossible – and arguably not necessary – to develop a robot portrait of the ‘ideal’ institution, at least two elements were stressed: institutions have to define for themselves a clear mission statement and they need some degree of autonomy. This last point does not imply that they have to be independent from government, but, when part of government, they should have enough freedom to set their own agenda while sufficient funds, staff stability and professional leadership should be guaranteed. To strengthen the weaker institutions, changes in their status and environment might thus be necessary. But at the same time, the institution itself needs to improve its image and its work, by making a case for its existence and by working on its comparative advantages. In quite a number of countries, institution-building remains a priority. One of the network’s objectives is precisely to assist in such efforts.

Towards the end, the discussions were focussed on a more precise description of what the participants understood by ‘network’ and expected from this one, and on identifying areas of co-operation for the near future, until and including the network’s next meeting. It was agreed that the network would be open to all Asian training and research institutions, which have interest in educational planning and management. As the initiative is now in an early phase of its development, its aim will mainly be to facilitate bilateral contacts between partners rather than to organize large-scale multilateral joint activities. It will be characterized by a pragmatic but

pro-active approach. Until the next meeting, participating institutions proposed to exchange publications and information, in particular on their programmes (through their calendar of activities), and to examine possibilities of exchanging personnel and undertaking joint activities. Participants approved of the proposal that the network's second meeting would be organized in conjunction with a planned IIEP meeting in the region. By consensus, it was agreed that the focal point for the network would, for the time being, be based in NIEPA.

Results

Undoubtedly, the most important result is that the network has received a strong impetus and has indeed come alive during this first meeting. Not only have institutions been able to get to know each other better and to be informed of each other's programmes and activities, but by situating themselves within the regional framework, different institutions also became much more aware of their own strengths and weaknesses.

Participants were enthusiastic about the idea of creating a network, but also realized the difficulties involved in such an effort. They have thus proposed a realistic plan of activities for the near future, which should allow the network to grow naturally and become self-sustained and self-directed in three to five years time. In a first instance, the network will thrive mainly, but not exclusively, through bilateral activities. Many bilateral contacts were made during the workshop and ideas for joint actions between two institutions were mooted. At the same time, some concrete decisions were taken regarding future activities.

Discussions on decentralizing education management were fruitful and the role which training and research institutions can play in this process was stressed, especially in regard to capacity-building.

Follow-up

Follow-up to this first network meeting will imply action by all the institutions involved in the network.

The network needs to be publicized more widely, in particular among Asian institutions and authorities and international agencies. Participants will inform their national authorities, the members of staff of their own

institutions and other institutions in their countries, of the existence of the network, of its rationale and scope. IIEP will assist in promoting the network at the international level.

The network's second meeting needs to be prepared. This meeting is scheduled to take place in early 1997 and will be hosted by the Korean Educational Development Institute (KEDI). The fact that it will be organized in conjunction with another programmed IIEP seminar should facilitate its preparation.

What is at this moment more important however, is that institutions take up the commitments they made at the meeting. This means primarily that they start exchanging publications and relevant information on their staff, programme and activities among each other. It is essential in this respect that all remain involved in the network and that other institutions of the region, which did not attend the first meeting, are invited to join.

Acting as the focal point, NIEPA will stimulate interaction between network members and publish, at least twice before the following meeting, a newsletter.

Part III

Profiles of the present member institutions

Campaign for Popular Education (CAMPE)

Dhaka, Bangladesh

General mandate and functions

CAMPE was established in February 1990 by a group of NGOs in Bangladesh as a coalition of all NGOs working in the field of literacy and education. It has now 414 affiliated organizations. Its vision is to transform Bangladeshi society by creating a decentralized and dynamic education system, through the collaboration of the principal actors, i.e. government, NGOs and donors.

Among its present objectives are to:

- assess the education system and improve the information base, especially on non-formal education;
- influence national policy in respect of e.g. resource allocation to education, decentralization, quality improvement, gender equity;
- strengthen the capacities of actors in education;
- increase community participation in school management;
- raise the awareness of the public on education issues;
- promote continuing education programmes.

While CAMPE originally worked mainly with NGOs on non-formal education (NFE), it has now broadened its scope to include formal education and to involve government organizations.

General organization

CAMPE's management is built up along two levels. At the policy level, the CAMPE council acts as a policy-maker. At the operational level, the Secretariat translates this into a strategy for action, to be referred to by CAMPE's partners and affiliated organizations. Its staff consists of some 35 members.

For its financing CAMPE relies mainly on donor contributions, in part on subscriptions and grants from its member organizations (for its

administration), and also on proceeds from the sale of its publications and from training.

Main activities

In function of its main activities, CAMPE's structure consists of three programme divisions:

- **Policy Analysis and Communication**, further divided into 'Research, Evaluation and Documentation' and 'Advocacy and Communication'. Its research has focussed mainly on strengthening the information base on non-formal education. In the framework of its advocacy efforts, it has organized several round table discussions and workshops, and took part in or initiated enrolment and literacy campaigns in several districts. It has produced different advocacy materials, including videos and television advertisements. In this regard, it also publishes a monthly journal for members of parliament, government and NGO officials and members of the civil society: Shakkharata Bulletin, and a quarterly Research Digest.
- **Professional Capacity Development**, further divided into 'Basic Education' and 'Continuing Education'. This division has been primarily engaged in training. CAMPE has developed, on the basis of a needs assessment, eight types of one- or two-week training courses:
 - training of literacy trainers;
 - training in NFE programme management;
 - training in NFE programme monitoring and evaluation;
 - training in the development of the continuing education strategy;
 - training in the development of continuing education materials;
 - training in the development of supplementary reading materials;
 - training for literacy journalists;
 - training on the role of the primary school management committee.

In total, some 675 people have so far taken part in these courses. CAMPE has also prepared various training materials and publishes two journals: Patua, a monthly, for neo-literate adults and adolescents, and Gashful, a bi-monthly for children between eight and ten years of age.

- **Management Support Services**, consisting of ‘General Administration’ and ‘Accounts and Budget’.

Prospects for the future

CAMPE foresees to set up, in the near future, and with the assistance of international organizations, a Centre for Capacity Development in Basic Education. This Centre should provide, as an independent organization, expert services to the nation, with particular emphasis on quality education for all. It should attract and retain young professionals in order to build national capacity in education research, training and policy-making.

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National Academy for Educational management (NAEM) Dhaka, Bangladesh

General mandate and functions

Originally established in 1959 as the Education Extension Centre, NAEM has since undergone several role and structural transformations to meet the changing demands of the education system, until it was finally renamed NAEM in 1991. It is a government department under the Office of the Ministry of Education.

Its main mandate is to impart training to ensure effective and efficient educational administration and management, in particular at the secondary and higher secondary levels. Moreover, it is expected to provide professional and technical support to the education sector for improving institutional capacity in educational planning, administration and management.

In pursuance of these, the main functions of NAEM are to:

- conduct foundation training for the new entrants to the Bangladesh Civil Service Education Cadre;
- develop and conduct training of educational functionaries in educational planning, administration and management;
- **develop, conduct** and disseminate training courses in institutional management targeted to the heads of secondary and higher secondary level institutions;
- undertake educational research to assist the government in the formulation of appropriate education policies and programmes at the secondary and higher secondary levels.

General organization

NAEM is headed by a Director General and has four divisions:

- Programme planning and development.
- Training management and implementation.

- Research and documentation.
- Administration, budget and finance.

Its staff consists of 35 faculty members and 115 other personnel.

The regular training and research activities are financed by the government budget. Several other activities, such as workshops, development of training courses and materials, publications, are partly financed by a UNESCO/UNDP/Government of Bangladesh project.

Main activities

NAEM mainly organizes training activities. It conducts two residential courses on a regular basis:

- a two-month foundation training course, for the new entrants of the Bangladesh Civil Service Education cadre;
- a three-week education administration and management course, for the heads of secondary and higher secondary level institutions.

Furthermore, it conducts a number of non-residential short training courses on various topics, such as project management and development, office management, institution management, research methodology etc.

Research work is in progress on eight priority areas:

- Secondary and higher secondary teacher education.
- Curriculum framework for secondary and higher secondary levels of education.
- Examination reforms.
- Vocationalization of secondary education.
- Institutional management.
- Legal and normative aspects of secondary and higher secondary education.
- Planning and optimum utilization of institutional infrastructure.
- Promotion of girls' education at post-primary level.

Consultancy services are occasionally provided to national and international organizations, subject to government approval.

Different publications, in English and Bengali, have resulted from the above activities including for instance training manuals on *How to make schools better* and reports on several workshops. NAEM has started publishing a quarterly newsletter in both English and Bengali.

Prospects for the future

It is foreseen to strengthen the Academy with a view to making it a centre of excellence for educational planning, management and administration for secondary and higher secondary levels of education. In this regard, it is planned that it will offer a wider and more diverse number of training programmes. Co-operation with national and international institutions working in the same field should be increased. NAEM has already established a management training network, involving almost all the national institutions who play a role in such training.

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**Shanghai Institute of Human Resource Development (SIHRD)
Shanghai, China**

General mandate and functions

The Shanghai Institute of Human Resource Development was founded in 1985 to study issues relating to educational development and human resource development by viewing them against the vast background of national development.

SIHRD is expected to conduct research and to provide consultative services on:

- manpower demand forecasting and educational planning;
- human resource development and educational policy analysis;
- educational administration, evaluation and financing;
- research on the development of science and technology;
- building and development of management information systems;
- training of high level qualified personnel for educational management and research through co-operation with universities and colleges.

General organization

Currently, SIHRD has 25 full-time research staff. Among them, seven are senior researchers. Furthermore, both national and international experts spend various periods of time as guest professors or consultants at this Institute.

SIHRD consists of four sections, assisted by an Information Center and an Administrative Office. These sections cover respectively:

- Educational Administration and Policy Studies.
- Educational Planning and Systems Engineering.
- Education Theory and Comparative Studies.
- Computer Applications.

It is a non-governmental research institution affiliated to the Shanghai Academy of Educational Sciences.

SIHRD is primarily funded by the following sources:

- The annual government allocations for recurrent expenses account for about 35 per cent of total expenditure.
- Payment from projects of various sources, including those entrusted by educational administrative departments at all levels, and international organizations such as UNICEF and UNESCO account for 30 per cent.
- Returns from a hi-tech enterprise owned by SIHRD account for 35 per cent.

Main activities

SIHRD is mainly preoccupied with research. Since its founding, more than seventy research projects, commissioned by the Government and other agencies, have been undertaken. Most were entrusted by the concerned departments of the central and local Government, some by international organizations, while about twenty were sponsored by various scientific research foundations.

This research has concerned mainly 'macro educational administration and policies' (including educational project evaluation) and 'forecasting of manpower demand and educational planning'. To a lesser extent, it covered 'development and allocation of human resources', 'building and development of management information systems' and 'development of scientific manpower'.

SIHRD has organized some residential training programmes. In most cases, it regards training as part of the research activity and a means of implementing and disseminating its research results. In recent years, the majority of training activities have been in evaluation and management of educational projects, sponsored by international organizations and/or the Chinese State Educational Commission. The training courses cater for educational administrative personnel, school principals and teachers.

The Institute has a monthly journal on educational research progress and publishes annual statistics reports which include an analysis of Chinese educational expenditure. Moreover, different publications including reports

and training manuals have resulted from the above activities. About one third of the research reports have been translated into English.

SIHRD places a strong emphasis on international co-operation. Agreements of co-operation have been established with scholars and organizations, in Taiwan and Hongkong, with regard to research, publications, conferences, and sponsoring international seminars.

Prospects for the future

The Institute will continue to strengthen its capacities in educational planning, financing and evaluation and improve its research scope. In this regard, it will pay more attention to training activities and the dissemination of research results. SIHRD is working towards more co-operation with international institutions.

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National Council of Educational Research and Training (NCERT) New Delhi, India

General mandate and functions

The National Council of Educational Research and Training (NCERT) was established in 1961 by the Government of India as an apex resource organization to assist and advise the central and state governments on academic matters related to schooling. It provides technical and academic support for the improvement of school education in India.

The specific functions of NCERT include: (a) research and development; (b) in-service and pre-service training; and (c) dissemination of research on school education in India. Accordingly NCERT:

- develops curricula, instructional materials, teaching aids and learning resources;
- organizes pre-service and in-service training of teachers, of teacher educators, and of other educational personnel;
- conducts and promotes educational research related to pedagogical improvement;
- disseminates improved pedagogical techniques, practices and research findings;
- acts as a clearing house of ideas and information for all matters relating to school and teacher education.

General organization

NCERT is headed by its Director and has a General Body and Executive Committee presided over by the Union Minister of Human Resource Development. Regular council activities are funded by the government.

It functions through its National Institute of Education (NIE) located in Delhi and Regional Institutes of Education (RIEs) located in Ajmer, Bhopal, Bhubaneswar and Mysore. Each has a distinct set of functions. While the NIE carries out research and development, and organizes in-service training

of key resource persons and teacher educators, the RIEs provide in-service training support to state and district level teacher training institutions. NCERT, which has 17 field offices located in state capitals, is responsible for carrying out liaison activities with state level institutions and departments of education.

NCERT promotes research, development and training on educational media through the Central Institute of Educational Technology (CIET) located in the NCERT campus. Similarly, the Pandit Sunderlal Sharma Central Institute of Vocational education in Bhopal organizes research and development related to vocational education in schools.

NCERT and its constitutes have approximately 850 academic staff, 600 technical staff and 1500 non-academic staff.

Main activities

NCERT conducts a large number of teacher training programmes (in-service and pre-service) at its headquarters in Delhi and in the Regional institutes.

Recent research concerns include:

- school effectiveness and learning achievement at primary level;
- curriculum development;
- teacher motivation;
- training methodologies and evaluation;
- educational application of computer technology;
- alternatives to schooling;
- early childhood education.

A large number of school textbooks, teachers' guides, instructional materials, research reports and monographs are published by NCERT. Two journals in English also form part of their publications, as well as the NCERT Newsletter published in English and Hindi. In addition, NCERT conducts periodic educational surveys.

Prospects for the future

NCERT has established international collaboration in research and development, particularly in recent years as co-operation has grown with many other Asian countries and international agencies.

**National Council of Educational Research and Training (NCERT)
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**National Institute of Educational Planning
and Administration (NIEPA)
New Delhi, India**

General mandate and functions

Established in 1962 under an agreement with UNESCO as the Asian Institute of Educational Planning and Administration, it became the National Staff College for Educational Planners and Administrators in 1970 and the National Institute of Educational Planning and Administration in 1979. NIEPA is an apex national institution providing academic guidance and professional support in the area of educational planning and administration in India.

The main functions of the institute are:

- research in educational planning and management;
- training of educational planners and administrators;
- providing consultancy services at state, national and international levels;
- initiating discussions on current issues in educational planning and administration.

General organization

NIEPA is headed by a Director. It has a council headed by the Union Minister of Human Resource Development, and an Executive Committee headed by the Director.

It is organized into eight academic units which are responsible for the development and execution of training and research in their respective areas. These units are: educational policy; educational planning; educational administration; educational finance; school and non-formal education; higher education; sub-national systems; and finally the international unit.

NIEPA is an autonomous institute which was founded by the government of India and is funded by the government budget.

Main activities

NIEPA conducts approximately 50-60 training courses annually. The institute has two long term (six month) regular diploma programmes:

- Diploma in Educational Planning and Administration (DEPA) for national participants.
- International Diploma in Educational Planning and Administration (IDEPA) for international participants.

So far, more than 250 officers from different states in India have attended the DEPA programme, and about 160 foreign nationals from 40 countries have participated in the IDEPA programme.

Every year, NIEPA organizes different workshops for Indian education officials, including regional and district officials, school and college principals, university registrars and librarians. They cover topics as diverse as 'planning and management of tribal education', 'district planning', 'management of girls' education' and so on.

For a number of years, the Institute has been organizing several training programmes of short duration for educational administrators from countries of the South Asian region.

Research is carried out in the area of educational planning and administration, an area which is particularly promoted and supported by NIEPA. In this regard, it runs a scheme for providing assistance to researchers from other institutions to encourage them to undertake research in this area. Some of the ongoing projects relate to the All India survey of educational administration, school mapping, women's development, national sample survey for monitoring of universal elementary education, management of autonomy in educational institutions, and effective utilization of resources in education.

Whilst the institute publishes books, monographs and occasional papers based on its research, it also brings out two academic journals: the quarterly 'Journal of Educational Planning and Administration' (in English, with a translation version in Hindi); and, '*Pariprekhya*' (in Hindi).

NIEPA extends professional advice and support to the government for all national level initiatives in the area of its operation and it provides professional input to state-level initiatives. At the moment, it plays an important advisory role in the design and implementation of the 'District primary education programme'.

Prospects for the future

Efforts in recent years have focussed on developing a network of research and training institutions in India to promote capacity-building in the area of educational planning and administration. The institute is also establishing collaborative arrangements with international agencies and research institutions. It is foreseen, in particular, to broaden the institute's focus to include Africa and Latin America more in its activities.

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

General mandate and functions

SIEMAT was established in 1995 within the framework of the Uttar Pradesh Primary Education Project, with the fundamental objective of improving educational planning and management competencies at a decentralized level, in the state of Uttar Pradesh. Its functions include:

- research and evaluation;
- organizing training programmes;
- extension and dissemination.

General organization

The institute is headed by a Director. It has a general body chaired by the Minister of Education, Uttar Pradesh and an Executive Committee chaired by the Principal Secretary of Education, Uttar Pradesh. It is envisaged that five departments will be set up within the institute:

- policy and planning;
- management;
- educational finance;
- research, evaluation and educational innovation;
- management information systems.

Due to the relatively recent creation of this institution, faculty recruitment is not yet complete. At the moment the staff consists of two professionals and three support staff.

SIEMAT is an autonomous institute, registered as a 'society'. At present it is funded by the World Bank financed Uttar Pradesh Primary Education Project.

Main activities

- Various research activities and training programmes have been initiated. A workshop focussing on girls' education, as well as training programmes for school inspectors, have been organized.
- The institute is currently developing close collaboration with state level institutions, university departments and national level resource organizations.
- A newsletter 'SIEMAT News' is being published and the preparation of a journal is also under way.

Prospects for the future

SIEMAT will expand its activities, through the recruitment of additional staff. It is hoped that the institute, within a number of years, will become increasingly self-sustained.

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**Office of educational and cultural research
and development (Balitbang Dikbud)
Jakarta, Indonesia**

General mandate and functions

The Office of educational and cultural research and development was first established in 1969 as the Office of educational development. It underwent various changes in the 1970s, to acquire its present name and structure in 1980. It is now known in Indonesian as Balitbang Dikbud.

Its functions, according to a 1980 ministerial decree, are to:

- prepare the Ministry's policy of research and development in the domain of education and culture;
- conduct such research for policy formulation;
- co-ordinate and foster implementation of research in various fields of education and culture.

General organization

The Office of educational and cultural research and development consists of a Secretariat and four centers: the Center for Policy Research, the Center for Curriculum and Educational Development, the Center for Informatics and the Center for Examinations System Research and Development. It also oversees the activities of the Center for Educational and Cultural Communication Technology.

Almost a thousand people are working in the Office of educational and cultural research and development, 40 per cent being technical staff, 60 per cent administrative.

Balitbang Dikbud is a government institution, working at a national level. It is financed almost completely through the budget of the Ministry of Education. Less than 10 per cent of its budget comes from international agencies such as the World Bank.

Main activities

Balitbang Dikbud is mainly involved in research. Its structure in five centers reflects its core research activities.

The Center for Policy Research focusses on evaluation of different aspects of the education system. In recent years it has undertaken studies on for instance the internal efficiency of the nine year basic education programme and a mid-term evaluation of the implementation of the same programme.

The Center for Informatics mainly works on the production of educational and cultural statistics and on the development of the educational management information system.

The Center for Curriculum and Educational Facilities Development has played an important role in different curriculum reforms. It also works on the elaboration of teaching materials and has taken part in the development of the teacher professional support system.

The Center for Examination System Research and Development focusses its research on supporting the development of standardized testing systems at basic and secondary level. It also plays a role in monitoring the quality of basic education.

The Center for Educational and Cultural Communication Technology has produced various educational television broadcasts.

Prospects for the future

Balitbang Dikbud plans to strengthen its role as a co-ordinating agency for all educational and cultural research which is policy-oriented. This implies that research will increasingly be undertaken by other agencies under the direction of Balitbang Dikbud.

In order for this strategy to succeed, a research network, involving different provincial offices, universities and teacher training colleges has to be set up. At the same time, the skills of educational researchers must be improved and an educational research database, accessible to all, must be developed.

**Office of educational and cultural research and development
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**Korean Educational Development Institute (KEDI)
Seoul, Republic of Korea**

General mandate and functions

The Korean Educational Development Institute was established in 1972. Its mandate is to develop methods, programmes and materials and to advise on policies that can help innovate and reform Korean education. In this regard, its main function is to act as a research institute, supporting the realization of national goals of development, by responding swiftly and timely to the changing educational needs of the present and future society of Korea.

General organization

KEDI has undergone several structural reorganizations since its creation. In its present structure, the Institute has been divided into four offices and seven centres. The offices are responsible for respectively: planning and co-ordination; international research and co-operation; educational information and resources; and, administration. Each of the centres is in charge of a different field of research: school development; curriculum research and development; education policy research; multimedia research and development; air and correspondence high school education; vocational and technical education; and, gifted education research.

The staff consists of some 225 persons, among whom 130 are professionals.

KEDI is a semi-governmental institution, independent in its operation, funded mainly by the government. Out of an annual budget of eleven million US\$, almost eight million consists of a grant from the central government. The local government gives a subsidy of almost 1.5 million US\$, while income from endowment and sales represents a comparable sum.

Main activities

KEDI is mainly a research and development institution, conducting on average some forty research projects annually. It is recognized as the main Korean institution in the field of educational research. In the 1970s, it was in charge of restructuring the elementary and middle school education. Since 1979, it has worked on developing national curricula and textbooks. In recent years, it has widened its research interests to cover the seven areas, for which the above-mentioned centres are responsible. Among these centres, the Centre for School development is the most recent one. It was created in 1996 to work, in particular, on:

- identifying innovative educational practices in schools and providing theoretical foundations for their further development and dissemination;
- examining the process of applying educational reforms to school practices;
- developing an innovative school model for the future society.

The Centre for Vocational and Technical Education has been mainly involved in developing a new dual system for technical education in vocational high schools.

At the moment, KEDI has only one regular training programme: computer education training for teachers. The programme consists of two short (eleven-day) courses: one for teachers who are involved in educational software development, the other for teachers who supervise and administer computer education. Almost 800 trainees have taken part in these courses, over the last four years, since their inception.

KEDI has also offered, upon request, some short-term educational training courses to foreign trainees. Such training has included for instance a study tour on educational examination and testing for Sri Lankan authorities and a course on 'non-formal education programmes' for Bangladeshi officials.

The Institute has published almost two thousand publications, mainly research reports and volumes of instructional materials.

KEDI's staff regularly serve as consultants, both for national bodies and international agencies.

Prospects for the future

To strengthen its research and training capacities, KEDI plans to intensify its relationships with international organizations and with partner institutions in Asia. It foresees to set up a regular international training programme in the near future.

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

General mandate and functions

The Centre was established in 1975 under the umbrella of Tribhuvan University. Its functions, within the wider mandate of the University, consist of carrying out research in:

- curriculum, instructional materials and teaching methods;
- educational policy, organizational structure, management, administration and evaluation;
- educational human resources development.

CERID is expected to work in close co-operation with the University's teaching departments and to offer consultancy and research services to related agencies.

General organization

CERID forms part of Tribhuvan University. The University comprises three other research centres, four faculties and five institutes.

A management development committee is responsible for CERID's overall operation. It is chaired by the Executive Director. CERID consists of three groups of units: Administration, Research support (including information/documentation, publication, secretarial services and audio-visual media) and Research. Research itself is made up of seven units: policy, planning and management; distance education; curriculum and instruction; non-formal education and rural development; programme evaluation and manpower development; education technology and, finally, development education.

CERID employs some 75 staff members, of which approximately 30 are professionals.

As mentioned above, CERID operates under the umbrella of the University, which enjoys an autonomous status. It thus operates as an independent body, within the rules and regulations set by the University.

CERID is financed by the university's budget. It gains supplementary income through its consultancies for various international agencies.

Main activities

CERID is mainly active in the field of research. The following are its present priority areas:

- education for all and eradication of illiteracy;
- quality improvement in school education;
- girls and women's development and non-formal education.

It is at the moment also involved in an ADB-funded project on 'Causes of school drop-out in South-Asian countries'.

It only occasionally organizes training courses. In 1995, it organized for instance a one-week workshop on 'Grassroots level planning for non-formal education personnel'.

CERID has brought out more than 200 research reports and other studies (in English and Nepalese). In addition, it publishes a journal 'Education and Development' in English, of which 16 issues have so far appeared, and a Nepalese journal 'Vikasko Nimti Shiksha' (11 issues so far).

Prospects for the future

In recent years, the professional staff of CERID has been upgraded. It is expected that in the future the Centre will be further strengthened in human and material resources.

Research Centre for Educational Innovation and Development (CERID)

Tripureshwar

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National Centre for Educational Development (NCED) Kathmandu, Nepal

General mandate and functions

The National Centre for Educational Development was established in 1993 within the Ministry of Education. Its mandate is to develop the necessary human resources in the field of education. It has, since its creation, focussed its activities on providing trained manpower to the education system.

Its main functions are therefore to:

- advise in formulating teacher training policies;
- develop and provide in-service teacher training programmes for educational managers and experts;
- accredit various in-service training programmes conducted by different institutions.

General organization

The National Centre for Educational Development forms part of the Ministry of Education. It is directed by a Co-ordination Committee, chaired by the Secretary of Education. Among the other members are representatives of the Faculty of Education of the Tribhuvan University, the National Planning Commission and the Ministry of Finance. The Centre consists of three main sections: research and evaluation, curriculum and training, and administration. A training co-ordination committee approves the curriculum and the training packages, developed by the NCED.

Its staff consists of ten professional staff and some support staff.

Main activities

The NCED is mainly involved in training. It organizes three types of training:

- Training for primary school teachers. It has designed a ten-month training programme, divided into four packages of two and a half months, for a total of 330 training hours. It is envisaged that this training will be conducted in region-based primary teacher training centres. So far, only one such centre is in operation.
- Management training. This training has been developed for four different groups working in the field rather than at central level: primary school head teachers (one month), school supervisors (one month), district education officers (12 days) and regional education directors (six days).
- Training of trainers. With the assistance of external experts, the Centre organizes a fifteen-day intensive training programme for various personnel who will eventually provide training to primary school teachers, for instance regional and district education officers. A similar but six-day course caters for district-based school supervisors.

The National Centre for Educational Development undertakes some research, in particular evaluations concerning the effectiveness of training activities.

Prospects for the future

The NCED will remain engaged mainly in training. The further development of region-based primary teacher training centres should strengthen the impact of its training. It plans to establish a mechanism to systematically and continuously evaluate the effectiveness and the quality of its training at different levels, including the impact on classroom practice.

National Centre for Educational Development (NCED)
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Academy of Educational Planning and Management (AEPAM) Islamabad, Pakistan

General mandate and functions

A Bureau of Educational Planning and Management was created in the 1970s within the Ministry of Education. It was converted into the Academy of Educational Planning and Management in 1982 and given the legal status of an autonomous organization. Its general mandate is to provide training opportunities to administrators and supervisors at different levels of the education system.

Its main functions are to:

- offer pre-service training to those considered for appointment as educational planners and administrators and in-service training to these, once employed;
- conduct specialized training programmes in computers and data processing;
- organize conferences, seminars and workshops on issues in educational planning;
- identify, develop and evaluate education projects;
- collect and analyse educational statistics and data;
- carry out action oriented research;
- provide expert advisory services to the provincial education departments and other institutions.

General organization

A Board of Governors, under the chairmanship of the Federal Education Secretary, administers the affairs of the Academy. The Academy is headed by a Director-General and consists of five divisions: Training, Management Information System (MIS), Administration and Finance, Research, and, Communication & Publications.

The staff consists of 90 persons, of which 24 are professionals.

AEPAM is presently a semi-governmental body, under the Ministry of Education. It is financed by the Federal Government Budget. Foreign assistance funds in part some limited operations, such as the computerization of the library.

Main activities

AEPAM is engaged in research, training as well as consultancy work.

It has organized or co-organized more than 125 seminars, workshops and training courses, mainly of short duration: from a few days to a few weeks. It has no regular training programme, but plans its courses in function of the demand. Several of its recent courses have been in computer skills. Over the last few years, it also organized different courses on educational planning and management and on girls' education for school principals, heads of teacher training colleges and district-based education officers.

Its research work has covered many different fields in educational planning and management. Surveys and statistical reports have been prepared by the MIS division. In recent years, research has covered the following priority areas:

- issues of inequity in education: status of female education, planning for educational facilities in less developed areas, determinants of educational participation in rural areas;
- analysis of private education;
- evaluation of teacher training programmes;
- evaluation of the collection, reliability and use of data in primary education.

Consultancy services are provided in particular to provincial authorities and to different national organizations in such areas as data collection techniques, the establishment of an education management information system and training methods.

A total of more than a hundred publications have resulted from these training, research and consultancy activities. An AEPAM newsletter was

published between 1987 and 1992; this newsletter is now being revived as a quarterly publication.

Prospects for the future

In order to strengthen AEPAM, the following operations are foreseen:

- The library and documentation centre will be computerized and rehoused.
- Several directories and databases on education and educational research and training in Pakistan will be updated. These include, inter alia, a bibliography on educational research in Pakistan, a directory of education institutions, a directory of resource persons in training and an index of articles in education.
- The first issue of a new six-monthly journal, the Pakistan journal on educational planning and policy analysis, will be published shortly.

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**National Institute of Education (NIE)
Colombo, Sri Lanka**

General mandate and functions

The NIE was established in 1985 by a parliamentary act of the Democratic Socialist Republic of Sri Lanka. It brought together different existing institutions into a new global structure. Its main objectives are to:

- advise the Minister of Education;
- provide and promote post-graduate education;
- conduct and promote studies on the education system;
- initiate and promote innovative practices;
- develop the professional and managerial competence of education staff.

General organization

The NIE is governed by a council, which is empowered to take all policy decisions and high level administrative decisions coming under its purview. The Academic Affairs Board, functioning under the Council, decides on standards, contents, curricula and evaluation processes of the Institute's programme.

The Institute is considered the professional arm of the Ministry of Education. It comprises eight divisions, each consisting of several departments. The department, which represents the NIE in ANTRIEP, is the Department of Education Management Development (DEMD). It forms part of the Professional Development Division.

The DEMD has its origin in the Sri Lanka Staff College for Educational Administration, established in 1976, but became part of the NIE at its creation. Its main responsibility is to provide staff development opportunities to a wide clientele ranging from primary school principals to senior administrative personnel in the Ministry. Its staff consists of some twenty professionals and some ten support staff. It is structured on the one hand, in five academic faculties and, on the other hand, in nine projects.

The faculties are:

- education policy and planning
- organisational behaviour / management studies
- curriculum studies and evaluation
- finance and education law
- education research.

The nine projects reflect the department's main programme activities.

The DEMD is financed mainly by the national government. A block grant is received each year from the national government for staff salaries and implementation of projects. Special projects are carried by grants from SIDA, UNICEF, World Bank and ADB.

Main activities

The DEMD, which is still at times referred to as the Staff College, is mainly involved in training. In order to cater for diverse groups, it has developed different training strategies:

- (a) provision of long-term specialized training and full-time academic courses (e.g. Post Graduate diploma and Masters degree in Education Management);
- (b) distance education programmes in education management, one specially designed for principals of small schools, another for secondary school principals;
- (c) short (two-week) intensive residential seminars, e.g. for headteachers of secondary schools;
- (d) one-or two-day workshops on selected current issues for different educationists;
- (e) training for personnel of the Sri Lanka Educational Administrative Service, adapted to the specific needs of this staff.

The DEMD also conducts some small-scale research studies, the results of which are published mainly through the NIE's official biennial journal: *Adyapana Kalamana*. It finally provides consultancy services to national and international organizations, to provincial education departments and to the Ministry of Education.

Prospects for the future

DEMD staff, through its continuous deliberations, responds to emerging needs of its clientele and determines the department's strategic direction. In the recent past, the DEMD has widened the scope of its activities and has adopted a more strategic role in order to improve the quality of its services. It is moving towards strengthening its links with other Asian institutions.

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Annexes

Annex 1

First ANTRIEP annual meeting, NIEPA, New Delhi 5-9 December 1995

Programme

Tuesday, 5 December 1995

09.00 - 10.00

Opening session

- Opening speeches by:
K. Mathur, NIEPA
G. Carron, IIEP
- Introducing participants
- Introduction to the workshop:
Objectives, programme and expected outcomes

10.30 - 13.00

Recent trends in decentralizing management of primary education in South Asia and implications for capacity-building

- Introduction by R. Govinda, NIEPA
- Discussion

14.15 - 15.30

Learning from each other's experience: Show and Tell by member institutions:

- National Academy for Educational Management, Bangladesh
- Campaign for Popular Education, Bangladesh
- National Institute of Education, Sri Lanka

16.00 - 17.30

Learning from each other's experience: Show and Tell by member institutions (cont.):

- State Institute of Educational Management and Training, India

- National Council of Educational Research and Training, India
- National Institute of Educational Planning and Administration, India

Wednesday, 6 December 1995

09.30 - 11.00

*Learning from each other's experience:
Show and Tell by member institutions (cont.):*

- Shanghai Institute of Human Resource Development, China
- Balitbang Dikbud, Indonesia
- Korean Educational Development Institute, Korea

11.30 - 13.00

*Learning from each other's experience:
Show and Tell by member institutions (cont.):*

- Research Centre for Educational Innovation and Development, Nepal
- National Centre for Educational Development, Nepal
- Academy of Educational Planning and Management, Pakistan
- International Institute for Educational Planning, Paris

14.30 - 16.00

The Indian experience in district level planning and management

- Presentation by N.V. Varghese, NIEPA
- Discussion

16.30 - 18.00

*The Indian experience in district level planning and management:
strategies for capacity-building*

- Presentation by N.V. Varghese, NIEPA
- Discussion

Thursday, 7 December 1995

- | | |
|---------------|---|
| 09.00 - 11.00 | Visit to Department of Education, Ministry of Human Resource Development, Government of India |
| 11.30 - 13.00 | Visit to National Council of Educational Research and Training, New Delhi |
| 14.00 | Bilateral meetings |

Friday, 8 December 1995

- | | |
|---------------|---|
| 09.30 - 11.00 | <i>Innovative capacity-building strategies for decentralized management: presentation of specific examples</i>
<i>'Improving institutional development capacity of disadvantaged schools in Sri Lanka'</i> <ul style="list-style-type: none">• Presentation by W. Perera, NIE• Discussion |
| 11.30 - 13.00 | <i>Innovative capacity-building strategies for decentralized management: presentation of specific examples (cont.)</i>
<i>'Teacher resource centres in Nepal'</i> <ul style="list-style-type: none">• Presentation by T.R. Khaniya, Nepal• Discussion |
| 14.30 - 16.00 | <i>Identifying priority areas for follow-up action with special focus on future network activities</i> <ul style="list-style-type: none">• Introduction• Group work |
| 16.30 - 18.00 | <i>Identifying priority areas for follow-up action with special focus on future network activities (cont.)</i> <ul style="list-style-type: none">• Group work |

Saturday, 9 December 1995

09.30 - 11.00

*Presentation and discussion of group reports
and of the agenda for future network activities*

11.30 - 13.00

*Steps to be taken at national, regional and
international levels in order to implement
follow-up proposals*

Closing session

- Closing speeches by:
K. Mathur, NIEPA
J. Hallak, IIEP

Annex 2

First ANTRIEP annual meeting, NIEPA, New Delhi 5-9 December 1995

List of participants

National institutions

Bangladesh

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