



NEWSLETTER ANTRIEP

Vol. 23 No. 2 July - December 2017

Bi-annual

The Tenth ANTRIEP Policy Seminar and Members' Meeting



In this issue...

Report on ANTRIEP Activities (During 2011-17)	3
A Summary Discussion on ANTRIEP Meeting at IAB, Malaysia	10
ANTRIEP Policy Seminar on “Demographic Change: What are the Implications for Education Policy and Planning?”	11
A Summary of Study Report of Three Countries	12
News from ANTRIEP Member-Institutions	14
ANTRIEP Member-Institutions	16

The current issue of the Newsletter focuses on ANTRIEP Policy Seminar entitled “**Demographic Change: What are the Implications for Education Policy and Planning?**” and findings of related collaborative research of IIEP that has been conducted in three different countries: South Korea, Malaysia and India representing Asia Pacific region.

During the last few decades, almost all countries in the Asia-Pacific region have witnessed considerable improvement in school education. As many as nine out of 10 children in the region today are enrolled in primary school. For a continent that contained two-third out-of-school children of the globe in the 1970, the progress has been quite remarkable. The recent data indicate that the primary enrolment in this region averages around 90%, but at the secondary level, the enrolments are far

lower due to various reasons. All these countries are now facing emerging challenges posed by demographic transitions that these countries are experiencing. For example, while India with a huge young population as demographic dividend, provided it takes enabling policies to support its young population, South Korea is facing the challenge of increasing aging population.

This issue of Newsletter provides a detailed report of ANTRIEP activities conducted during 2011-17. After a brief discussion about the network, the focal point has explained the organisational arrangement of network. Subsequently, activities conducted during 2011-17 were presented which include Annual Meetings, publication of Newsletters and seminar proceedings, exchange of document and information, visits and exchange programmes, workshops and training programmes, collaborative research projects, etc. The focal point also mentioned about the new members who joined during the period of 2011-15 as well as changes in heads of member-institutions.

This report is followed by a report on Annual Meeting and Policy Seminar conducted at the Institut Aminuddin Baki, Genting Highland, Malaysia. Among the participants, ANTRIEP member- institutions from Bangladesh, Cambodia, China, India, Korea, Lao PDR, Nepal, Vietnam, Philippines, Sri Lanka and Malaysia attended the meeting to receive reports and to discuss the future activities of ANTRIEP. The Director of IAB was officially appointed the new Chairman of ANTRIEP in the meeting. The policy seminar was attended by 53 participants comprising of education experts, economists, policy makers and finance experts from the institutions involved. The Newsletter also contains a brief report of the study conducted in three countries: India, South Korea and Malaysia.

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Report on ANTRIEP Activities (During 2011-17)

Introduction

Education is a widely acknowledged key component of social change and economic development across the globe. Researchers have already confirmed a strong correlation between education and development in the context of different countries. During the last few decades, almost all countries in the Asia-Pacific region have witnessed considerable improvement in school education. However, the progress in terms of quality in education, which in turn affects learning outcome, has however been quite uneven. While, some countries of the region have already achieved the goal of Education for All, few others are still striving to reach to a large number of out-of-school children who are facing the threat of social exclusion and deprivation. Addressing these challenges requires comprehensive policies that include adequate financial investment, to improve teaching-learning process, capacity enhancements of teachers and teacher-educators, curriculum and pedagogic renewal and decentralisation of management. In this context, all these Asia-Pacific countries need to join their hands together for taking collective actions in favour of the region and its citizens.

In this context, it is understandable that, regional cooperation and collaboration assumes greater significance at this juncture. Further, a formal institutional arrangement for such cooperation and collaboration has been felt essential to share and disseminate successful policies, strategies in improving quality and equity in education.

About ANTRIEP

With the realisation of the greater need for such collaboration and cooperation among Asian countries, along with IIEP, educational planners and policy makers across the region have worked on such initiative around two decades ago; and ANTRIEP, a network of national institutions in Asia was created in 1995. The main

objective was to exchange learning experiences of different countries within Asia with the help of International Institute for Educational Planning (IIEP), Paris. At the time of inception, 12 institutions from eight countries were part of ANTRIEP and gradually the number has increased to 22 institutions from 14 countries. In 2016, Vietnam Institute of Educational Sciences (VNIES) joined as a new member of the Network.

The main objective of the Network is to develop co-ordination among the member-institutions located in different parts of Asia for sharing experiences and ideas to address diverse educational needs of learners and also for meeting growing demand of capacity building in various aspects of educational planning and management. The Network is also expected to ensure regular exchange of technical information among the member-institutions, continuous upgrading of knowledge and professional skills and conducting cooperate research and training activities in areas of common interest in the field of educational planning and management. A bi-annual thematic Newsletter is also published by the Network for disseminating different initiatives taken by the member-institutions for improving their education system and also various activities of the Network.

Organisational Arrangement

Any training and research institution in the Asia Pacific region, involved in educational planning and management, is eligible to become a member of this Network. No fee is charged for this purpose. The Network follows following organisational arrangements:

1. To be a member of the Network, the institute has to address a request expressing its willingness to become a member. The Chairperson of the Network examines profile and research and

training activities carried out by the institute. The request for membership is acceded after seeking recommendation from IIEP and NIEPA.

2. In the very First Annual Meeting held at New Delhi in 1995, it was decided unanimously that the International Institute of Educational Planning (IIEP) would provide special and continued support till the Network becomes self-sustaining and self-directed; that the National Institute of Educational Planning and Administration (NIEPA), New Delhi would act as the Focal Point of the Network during initial years, and that the President/Chairperson of the Network would be assigned on rotation basis.
3. The Network is successfully functioning with the academic guidance and necessary support from the International Institute of Educational Planning, Paris. The National Institute of Educational Planning and Administration, New Delhi, continues to function as the Focal Point.
4. Since the President is on rotation, normally the host-institute of the Policy Seminar and Meeting of the member-institutions becomes the President of the Network, which changes at every Annual Meeting. Currently, the President/Chairperson of the Network is the Vice Chancellor, NIEPA, New Delhi that hosted the last Policy Seminar and Meeting of member-institutions in 2011. The role of the Chairperson is to preside over the Annual Meeting, examine applications for new membership, if any, and give suggestions to the Focal Point for better facilitation of the Network activities.

It has already been mentioned earlier that the Network has 22 member-institutions from 14 countries, including International Institute for Educational Planning (IIEP), Paris. Of these, four are from India, three each from Bangladesh and Pakistan, two from Nepal, and one each from Australia, Cambodia, China, Indonesia, Malaysia, the Philippines, Republic of Korea, Sri Lanka and Vietnam.

ANTRIEP Activities during 2011-17

Annual Meetings

Organisation of policy seminar and a meeting of professionals from the member-institutions is one of the main activities of the ANTRIEP Network. The main purpose of conducting such seminar and meeting is to bring together professionals from different countries, on a regular basis, for creating synergy, and fostering a greater thrust for innovative action and cooperative activities within the region. Generally, the meeting of member-institutions is preceded by a policy seminar on a selected theme. So far, nine such policy seminars along with Annual Meetings have been conducted in different member- countries and the preceded policy seminar and Annual Meeting is the tenth in the sequence which was conducted at the Institut Aminuddin Baki (IAB) of the Malaysian Ministry of Education on 3-5 May, 2017.

The last Annual Meeting was held on 22 October, 2011 as a follow-up of a policy seminar on ‘**The role of private actors in education: An opportunity for innovation or barrier to equity**’ organised at the National Institute of Educational Planning and Administration (NIEPA), New Delhi during 19-21 October, 2011. Representatives from member-institutions i.e. NAEM, BRAC, CAMP (Bangladesh), IAB (Malaysia), Balitbung Dikbud Centre for Policy Research (Indonesia), KEDI (South Korea), CERID and NCED (Nepal), SEAMOINNOTECH (the Philippines), NIE (Sri Lanka) and ACER (Australia) participated in the seminar and meeting.

In each ANTRIEP meeting, the Focal Point presents a detailed report for deliberations on accomplishments and delineating strategies for strengthening Network activities. In the last annual meeting in 2011, the report highlighted the activities of the Network, including publication of five training modules on “Making Schools Successful” and also identified areas of priority action in the coming years. The report underlined the need for closer interaction among the member-

institutions in the area of research and training. This was followed by a detailed discussion on the future activities of the ANTRIEP. Some possible themes for future issues of the Newsletter were also discussed. The meeting of the member-institutions was preceded by the ninth policy seminar on **‘The role of private actors in education: An opportunity for innovation or barrier to equity’**. The detailed information of the seminar is available in the July-December, 2011 issue of the Newsletter.

It is mention-worthy that till now, IIEP is providing the significant proportion of funding for the annual meetings. However, in some cases, the funding support for the member-institutions is also mobilised from several agencies such as Colombo Plan Secretariat, UNICEF, European Union and Aga Khan Foundation. Though, the policy seminar could not be organised since 2011, under ANTRIEP, but NIEPA has initiated annual Regional Workshops, as mentioned earlier, inviting all member-institutions and other SARC countries since 2012, and an exclusive members’ meeting was also held in NIEPA.

Newsletter

It has already been mentioned earlier that as decided in the First Annual Meeting, the Focal Point of the Network was to bring out a bi-annual Newsletter in which different member-institutions contribute brief thematic articles. It is heartening to see that, since 1996, already 34 issues of Newsletters have been published successfully, including the current issue on the theme of **‘Gender Issues in School Education’**, including articles from 10 member-institutions.

The Newsletter also incorporates Institutional News, covering research and training activities, forthcoming programmes and events conducted by member-institutions. Timely publication of the Newsletter largely depends on collective efforts of all the member-institutions to contribute thematic articles and information about research and training activities. Prompt response by member-institutions in contributing

for Newsletter articles and providing information about research and training activities would certainly help in the regular publication of the Newsletter. More serious effort is needed from all the member-institutions in this regard in the coming years as well.

Generally, the themes for the issue of Newsletter are discussed during the Annual Meeting. Accordingly, the Newsletter brought out immediately after the Annual Meeting is devoted to reporting about the Annual Meeting itself. Therefore, after the Ninth Annual Meeting, which was conducted in October 2011, the next issue of ANTRIEP Newsletter Vol. 17 No. 2, July-December 2011 has brought out the report on ANTRIEP National Seminar. It also reported on the ANTRIEP activities during 2009-11. This issue was followed by five more issues of ANTRIEP Newsletters on the following themes:

- The Role of Private Actors in Education: An Opportunity for Innovation or A Barrier to Equity? (Vol. 18 No. 1, January-June 2012)
- Vocational Education and Training : Policies, Programmes and Challenges (Vol. 18 No. 2, July-December 2012)
- Post-Secondary Education and Global Financial Crises and Higher Education (Vol. 19 No. 1, January-June 2013)
- Education of Marginalised Groups : Policies, Programmes and Challenges (Vol. 19 No. 2, July-December 2013 – Vol. 21 No. 2, July-December 2015)
- Educational Administration and Management: Existing Practices and Innovations (Vol. 22 No. 1 January-June 2016)

The Newsletter is more widely distributed with each successive issue. As a normal practice, 10 copies of the ANTRIEP Newsletter are sent to each of the member-institutions so that they can send them to other institution of their choice. In addition, it is also distributed among individuals, institutions, agencies and partners at the

international level. Several encouraging responses have been received which demonstrate an ever-increasing interest in the publication.

Publication of Seminar Proceedings

During the Third Annual Meeting of the Asian Network of Training and Research Institutions in Educational Planning, Colombo, 15-17 December, 1998, most of the members suggested that the proceedings of the preceding seminar might be brought as an ANTRIEP publication. Following this suggestion, each issue of Newsletter which is brought out immediately after the seminar provides the proceedings of the preceding seminar. For example, the seminar proceedings, entitled 'School Effectiveness: Asian Experiences' have been brought out as an ANTRIEP publication. This publication is based on the ANTRIEP meeting held at Colombo and contains a resume of presentations, deliberations of the seminar and the papers presented by member-institutions, such as NIE, NIEPA, KEDI, IIEP and an expert from Australia. Similar trend was followed in the subsequent period. The proceedings of last ANTRIEP Policy Seminar along with Annual Meeting conducted in October, 2011 were published in the ANTRIEP Newsletter of Vol. 17 No. 2, July-December, 2011.

Exchange of Document and Information

Exchange of documents and information related to different activities of member-institutions was visualised as means of keeping informed and knowing about the developments in member-institutions. Accordingly, in all the Annual Meetings, it was emphasised that the member-institutions should exchange information among themselves. Compared to earlier, the bilateral exchange of documents and information seems to have increased. It is found that some individual member-institutions do request other member-institutions for relevant research or reference materials pertaining to the interest areas of their research work. The Focal Point has received feedback from some of the member-institutions indicating positive response while exchanging the documents with other member-

institutions. Some member-institutions have set a positive trend by sending the information about their regional and international training programmes to all the member-institutions as a regular feature. However, still except a few members, other institutions have been regularly sending the materials and research reports to the Focal Point. In earlier Annual Meetings, it was pointed out that the reason for not exchanging the documents regularly was the language constraint as many institutions do not bring out the documents in English. However, it is also true that most of the institutions do bring out some of their documents in English. Therefore, it seems there is immense scope for improving the exchange of documents and information on regular basis. There is a need to work out *modus operandi* for institutionalising the exchange of documents both bilaterally and also sharing among others.

It may be noted that ANTRIEP has its own website in which some of the publications such as modules, research reports, workshop reports, ANTRIEP Newsletters are available for consultation of member-institutions as well as other scholars, experts and educational planners. For example, NIEPA, along with ANTRIEP, and IIEP has published a set of five training modules on "**Making School Successful**" which is available on the ANTRIEP website. These modules were prepared based on the study conducted under ANTRIEP on "Improving School Management: Learning from Successful Schools in Asia." The five modules are: (i) Successful Schools; (ii) Managing People at Work; (iii) Managing Student Affairs; (iv) Managing External Relations; and (v) School Development Planning. Similarly, varied information regarding their publications, research, workshops, capacity building programmes, visits and exchange programmes can be shared by the member-institutions in this website.

Visits and Exchange Programmes

The exchange programmes are aimed at establishing and strengthening organisational linkages and relationships. Frequent and close interaction among the academics working in the same area is essential for

developing collaborative research and training. In view of developing such linkages during 2011-16, three regional workshops were conducted where members from other institutions participated and presented their papers. This must have facilitated exchange of ideas and sharing knowledge between member-institutions. In addition, Korean Educational Development Institute (KEDI), in collaboration with Vietnam Institute of Educational Sciences, organised in November 2011 a workshop on 'Policy on teachers to present education, screening, qualification, and training process of teachers in both countries.' However, it is felt that, there is a need for the member-institutions to initiate dialogue with bilateral and multilateral international agencies to explore possibilities of providing funding support for exchange programmes. There is also a need to evolve a more systematic and a common framework for exchange of personnel among the member- institutions.

Workshops and Training Programmes

Annual Meetings alone may not be enough to sustain the Network and make it more effective. In addition to the Annual Meetings, regular interaction and collaboration through mutual participation in training programmes among the member-institutions is essential. This will not only reinforce the Network activities but also help the member-institutions in internal capacity building. Towards this, ANTRIEP Focal Point in NIEPA initiated to organise regional thematic workshops during 2012-16. Professor Sujatha, who was coordinating for the ANTRIEP from Focal Point, had organised many regional workshops in NIEPA, New Delhi. Besides representatives from ANTRIEP member-institutions, professionals from other countries in the region such as Bhutan, Maldives, Fiji, Myanmar, Cambodia and Vietnam also participated in these thematic workshops.

The details about these workshops are available in the ANTRIEP Newsletters published soon after the workshops. These three regional workshops focused on the following themes:

- Vocational Education: Policies, Programmes and Innovations (5-8 November, 2012, New Delhi)

- Education of Marginalised Groups: Policies, Programmes and Challenges (25-27 March, 2015, New Delhi)
- Educational Administration and Management: Existing Practices and Innovations (19-21 April, 2016, New Delhi)

Similarly, a number of training programmes and workshops might have been organised by the member-institutions involving participants from other member-institutions. There is an immense potential for developing such collaborative training programmes and workshops. We do not have information about member-institutions whether they have conducted any such training programmes or workshops where the participants were also from the member-institutions of the Network. The challenge ahead for the Network of member-institutions is to develop close interaction with the governments of respective countries.

Most of the recent educational reforms in the region are according importance to invest more on capacity building. As a part of capacity building programmes, study visits and training programme are sponsored by the funding agencies in different countries. In fact, some of the members of the Network are also engaged in organising training and study visit programmes on the request of respective governments or funding agencies. However, the Network is hardly involved in these programmes. Therefore, there is a need to make concerted efforts through close interaction with the governments of respective countries that sponsor such programmes to make the Network as the medium to facilitate training activities.

Collaborative Research Projects

For mutual benefit and sustained inter-institutional linkages, collaborative research becomes an important impetus. During the Third Annual Meeting held at Colombo, the participating member-institutions emphasised initiating collaborative research project in the area of improving school management. So far, few

collaborative research projects have been conducted under ANTRIEP. These are:

1. Supervision and Monitoring of Schools
2. School Evaluation
3. Role and Functions of Heads of Schools
4. Case Studies on Successful Schools

Recently, a collaborative research project has been undertaken by three countries along with IIEP. The project is on “Strengthening Ministry of Education Leadership in the Implementation of Educational Policy and Reform in the Context of Demographic Transition and Changes” (188-RAS-0401) and was signed by the UNESCO International Institute for Educational Planning (IIEP) and the Malaysian Government in January, 2015 under the Funds-in-Trust Scheme. The preceding seminar, held during the last three days, was based on the completion of first phase of the study. We thank IAB and IIEP for playing crucial role in obtaining funding for the study and designing research framework. Member- institutions from three countries like-South Korea, Malaysia and India - are participating in this research. I sincerely thank Dr. Dominique Altner for her immense efforts for undertaking and coordinating the collaborative study, designing the proposal and implementing the research.

New Members Joined

In 2016, the Vietnam Institute of Educational Sciences (VNIES) joined as a new member of the Network. This institute, functioning under the Ministry of Education and Training of Vietnam, is mandated to assist the Minister of Education and Training in comprehensive research to develop educational strategies, public administration policies in education and training. It provides master and doctoral training in educational sciences and relevant fields. VNIES is headed by Director-General (Prof. Cong Phong Tran) and also has a Deputy Director-General along with a workforce of 495 people. All member-institutions are expected to

continue as members of the Network by way of actively contributing to the activities of the ANTRIEP.

Changes in Heads of Member-Institutions

Heads of several member-institutions have changed after the Meeting conducted in 2011 at New Delhi. Professor Suzanne Grant Lewis took charge as Director at the IIEP in 2014. Professor Chaechun Gim was appointed the new President of KEDI (2016), Korea, Dr. Hj. Zainal bin Hassan Aalam has joined IAB, Malaysia as Director and Dr. Jayanthi Gunasekara has taken charge as Director General of the NIE, Sri Lanka, and Professor Jandhyala B.G. Tilak as Vice-Chancellor (In-charge) of NIEPA (August, 2015). Prof. N.V. Varghese, Director, Centre for Policy Research in Higher Education, was appointed Acting Vice-Chancellor of NUEPA in May, 2017 and became full time Vice-Chancellor in December, 2017.

The Focal Point remained with NIEPA and took responsibility jointly with IIEP to coordinate research activities, organising seminars and preparing seminar reports and publications. Professor K. Sujatha, who has been in-charge of Focal Point since 1999, has superannuated in June, 2016, and Dr. Madhumita Bandopadhyay is assigned the responsibility of Focal Point.

On behalf of the ANTRIEP, I would like to express deep appreciation and thanks to Professor Sujatha who has made all-round efforts to make ANTRIEP successful and also for initiating regional programmes at NIEPA and mobilising resources through different sources during her tenure. It is because of her invaluable contribution, Professor Suzanne Grant Lewis, the Director, IIEP, has appreciated her for helping to keep a long and strong relationship with NIEPA as well as the collaboration of ANTRIEP so strong. Mr. Anton De Grauwe, IIEP, who worked closely with Professor K. Sujatha for ANTRIEP for a long 20 years, has also admired her professionalism, commitment and expertise and mentioned that the efforts she made on behalf of ANTRIEP, are impressive.

Future Perspective Plan

From preceding discussion, it is understandable that the Network has to be strengthened more and member-institutions need to be more proactive in sharing information as well as for collaborating with each other for various activities under ANTRIEP, including research and capacity building of people in educational planning and administration. The following activities may be taken up on priority basis:

- Exploring opportunities to increase membership of countries. The Ministry of Education in different countries, which are yet to be part of ANTRIEP, can be contacted and pursued for taking membership. The member- countries can also contact other institutes working on educational planning and administration within their countries for becoming member of the Network. For example, the Focal Point (NIEPA) can contact with SIEMATs in other states apart from Uttar Pradesh.
- In addition to membership, it is required to see whether frequency of visits and exchange of faculty can be improved more on regular basis or not. It may also be worthwhile to find out whether different member-institutions other than IIEP and NIEPA can hold a seminar or workshop involving other member-countries on some common issues in the near future. However, apart from ANTRIEP Policy Seminar, NIEPA will continue holding thematic regional workshop once in two years, as it was being conducted before.
- Although a collaborative research is already continuing involving India, South Korea and Malaysia, possibility of such collaborative researches and publications involving other countries can be explored. Possibility of funding from other internal or international agencies may also be explored for this purpose.
- Since many countries are facing more challenges now at the higher level of education, ANTRIEP

Newsletter can take up issues pertaining to secondary education from time to time. Earlier such attempt has been made but to a limited extent.

- The member-institutions may need to incorporate some of the ANTRIEP activities in their annual budget under the development programmes. This arrangement may facilitate in having regular collaboration among the member-institutions at bilateral and regional levels.

On behalf of the Focal Point of ANTRIEP, may I take this opportunity to thank Professor Suzanne Grant Lewis, Director of IIEP, and Professor Jandhyala B.G. Tilak, President of the Network and all the member-institutions for their invaluable guidance and persistent support to the Network activities, which kept the Network alive and active all these years.

I am profusely thankful to Mr. Anton Graue, IIEP, and Professor K. Sujatha, former HOD, Educational Administration, NIEPA, who made ANTRIEP sustained and successful during the last many years, and also for their kind support in conducting this present seminar.

Special thanks to Dr. Dominique Altner, IIEP, for making all arrangements for organising the policy seminar though, unfortunately, she could not come for the same. In addition, I must thank Dr. Mariela Buonomo Zabaleta, Dr. Hugues Moussy and Dr. Nhat Linh Nguyen for their unstinted support for organising this seminar and meeting.

I also extend my sincere thanks to Professor N.V. Varghese, Director, Centre for Policy Research on Higher Education, NIEPA, for his valuable guidance and support.

I look forward to collaboration and support from all member-institutions in the coming years as well.

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A Summary Discussion on ANTRIEP Meeting at IAB, Malaysia

The Tenth Annual Meeting of the ANTRIEP member-institutions was held on 5 May, 2017 at the Institut Aminuddin Baki, Genting Highlands, Malaysia. Agenda for the meeting included: presentation of the report of the Network activities, followed by a discussion on the report and its approval by member-institutions; discussions on the probable themes for the subsequent issues of the Newsletter; strengthening bilateral relationships. Among the participants, ANTRIEP member-institutions from Bangladesh, Cambodia, China, India, Korea, Lao PDR, Nepal, Vietnam, Philippines, Sri Lanka and Malaysia attended the meeting to receive reports and to discuss the future activities of ANTRIEP. The Director of IAB was officially appointed the new Chairman of ANTRIEP in the meeting.

The ANTRIEP meeting began with an introductory address by the Chairperson of the Network. The Chairperson of the Network, Professor Jandhyala B. G. Tilak inaugurated and chaired the meeting. His opening remarks were followed by a presentation by Dr. Madhumita Bandyopadhyay on the ANTRIEP Activities, on behalf of the Focal Point. According to the practice established by previous Network meetings, the Chairperson of the Network demits the charge at every meeting and, as per norm, the head of host-institute of the ANTRIEP meeting assumes this responsibility until the Network's next meeting. The Chairperson called upon Dr. Hj. Zainal Aalam bin Hassan, Director, Institut Aminuddin Baki, Ministry of Education (MOE), Malaysia, to assume the responsibility of the Chairperson of the ANTRIEP. Dr. Hassan thereafter chaired and conducted the proceedings of the meeting. The participants appreciated progress made by the Network as also the report of the Network activities presented by the Focal Point. The report was adopted by the representatives of the member-institutions. Deliberations on the report were followed by a discussion on the probable topics for the forthcoming issues of the Newsletter. Several topics

were suggested for the subsequent issues of the Newsletter, including the use of ICT in school education which was selected for the next issue of ANTRIEP News-letter (January-July, 2017). The Focal Point was suggested to consider various suggestions that were put forward in the meeting while finalising the theme of the forthcoming seminar.

The report on the ANTRIEP activities, presented by the Focal Point, mentioned about various ANTRIEP seminars conducted at NIEPA and attended by representatives of different member-institutions. The collaborative studies which have already been conducted by the member-institutions were also part of the presentation made by the Focal Point. It was suggested that member-institutions need to come forward to strengthen the Network through bilateral cooperation which should be further encouraged and promoted. The Focal Point reported about the ANTRIEP Website which is used to share academic resources and information regarding activities of the Network. The Chairperson suggested to all member-institutions to continue their efforts and encourage other institutions, especially from countries which are not represented in the Network, to become members. The participants appreciated the efforts made by the Focal Point for promoting this Network in various ways and all agreed to extend their support to continue Network's activities smoothly as they have been doing for the last many years. The meeting ended with a vote of thanks to the Chairperson and member-institutions by the Focal Point. A separate meeting was conducted to discuss implementation of the ANTRIEP project which was being conducted in three Asian countries: South Korea, Malaysia and India.

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ANTRIEP Policy Seminar on “Demographic Change: What are the Implications for Education Policy and Planning?”

A Policy Seminar¹ was organised preceding the meeting. The theme of this year’s seminar was “Demographic Change: What are the Implications for Education Policy and Planning? Findings from a Regional Comparative Policy Research in Asia”. The two-and-a-half-day seminar was attended by 53 participants comprising of education experts, mainly education economists, policy makers and finance experts from the institutions involved. Participants in this seminar and meeting included those who were representatives from different ANTRIEP member- institutions as well as from IIEP and UNESCO. In addition, 20 officers from various divisions in the Ministry of Education Malaysia, labor market and employment specialist from the Institute of Labor Market Information and Analysis (ILMIA), Ministry of Human Resources, Malaysia, also participated in this seminar.

The seminar received full support from the Government of Malaysia, specifically the Ministry of Education. The Deputy Minister of Education I, Honorable Dato’ P. Kamalanathan a/l Panchanathan officiated the opening ceremony and delivered the keynote speech while the closing ceremony was graced by the Deputy Minister of Education II, Honorable Senator Datuk Chong Sin Woon. Other delegates in the seminar included Professor Jandhyala B. G. Tilak, Vice-Chancellor of NIEPA; and Ms. Mistirinebinti Radin, Deputy Director (Training Services) of IAB as well. In his keynote address, the Honorable Dato’ P. Kamalanathan a/l Panchanathan cautioned that it is important for the countries in Asia to examine the profound demographic changes experienced by them in the last century. Analysis of population trends may provide crucial information for the nations to develop their national education and training policies which reaps the benefits of development opportunities or to mitigate the possible challenges. Findings of a regional comparative research

that was undertaken jointly by the Institut Aminuddin Baki (IAB), the Korean Education Development Institute (KEDI), the National Institute for Educational Planning and Administration (NIEPA), and IIEP UNESCO were presented in the seminar by lead researchers of the study.

In addition to sharing findings of the above- mentioned study, several group discussions were held to understand challenges posed by demographic transitions. It was followed by discussions on various measures that are to be taken up to address those challenges in different member-countries as well. In these group works, participants reflected and deliberated on research findings carried out in the three countries that represent different phases of demographic profiles, ranging from early, middle to late demographic transitions. It has been suggested that member-countries need to be proactive for exchanging ideas, sharing of information and reference materials in seminars, newsletters and other interactions and that can contribute to the improvement of the quality of education in the member-countries undergoing different phases of demographic transition with considerable implications on capacity building, policy and research. Members were also proposed to create synergy to enable participating institutions to address the needs for skill development in educational management in the region as well as help in the exchange of information among members related to capacity building in the field of educational planning and management.

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A Summary of Study Report of Three Countries

Demographic Trends in India, Malaysia and Korea

Based on a paper presented at the ANTRIEP seminar in Kuala Lumpur, this article presents some of the major demographic changes in India, Malaysia and Korea

The Demographic Growth

The Compound Annual Growth Rate of population of India has declined from a peak of 2.24 per cent between 1961 and 1971 to less than 2 per cent between 1991 and 2001, and further to 1.64 per cent between 2001 and 2011. One can find large variation in the growth rate of population by states. Many states, particularly southern states, and a few others have already entered what is now called the second phase of the demographic transition. The growth rate of population between 2001 and 2011 varies between 0.5 per cent in case of Kerala to 2.3 per cent in case of Bihar.

The total population in Korea is estimated to reach its peak in the year 2030 with 52,160,065 persons and is expected to decline afterwards. Although new estimates suggest that this breaking point could take place even earlier. The population growth will no longer increase but decline with the rate of -0.1% from year 2030-35, and such decline rate is expected to grow further until year 2060.

Over the period of 1990-2015, the total population of Malaysia has gradually grown by approximately 72 per cent. Nevertheless, the average annual growth rates are decreasing. From 2.7 per cent during 1990-95, it went down to 1.75 per cent during 2010-15. The decline in the population growth rate is in line with the continual drop in fertility rate since 1990. During 2015-40, the total population of Malaysia is projected to continually increase, yet at a much slower pace due to the decreasing growth rate ranged from 1.12 per cent to 0.61 per cent.

The Decline of Fertility

It took Western Europe more than 75 years for fertility rates to fall to the replacement level. In East Asia, the fall happened over 20 years; in South-east Asia, it took place over 40 years. In South Asia, the replacement level will be reached in about 50 years. Substantial fertility differences are evident within countries and between urban and rural areas. Half the states in India have a fertility level similar to the developed countries.

In India, the total fertility rate (TFR) has declined from 5.2 in 1971 to 2.3 in 2013, with variability across states. In as many as 11 states in South, North-West, West, and East, the TFR is lower than replacement levels by 2013. Even in BIMARU states, TFR has declined sharply but from very high levels of over 4.5 in 1991 to nearly or over 3 in 2013.

In Malaysia, during 1990-95, the average number of children born to a woman during the child-bearing age was 3.42. This figure fell to 1.97 in the time period 2010-15.

The fertility rate of Korea is one of the lowest in the world. As high as 6.2 in 1960, it is only 1.2, well below replacement level. Several factors account for this steep decline: high cost of child delivery and childcare; heavy burden of education costs; economic instability of the young people leading to delay or give up on marriage; changes in women's views, due to their increased social status.

The Demographic Dividend

The share of young people in Asia-Pacific reached a peak of 59 per cent in the early 1970s, before falling to 40 per cent in 2015. The share of the working-age population is growing faster than the dependent population. This creates an opportunity for greater economic growth, but with greater number of

productive workers implying investments in human capital. The first dividend is due to an increase in working-age population. The second dividend is due to increase in productivity. Developed Asia-Pacific countries experienced their largest first dividend from 1970 to 1990, led by Australia, Japan, New Zealand, Republic of Korea and Singapore - countries further advanced in demographic transition. In developed Asia-Pacific, however, the first dividend has now begun to turn negative. With ageing population, the number of consumers exceeds that of producers, slowing economic growth, although this is offset by the second dividend with increasing productivity and savings.

Within developing Asia, East and South-east Asia enjoyed modest first dividends from 1970 to 1990. In South Asia, in contrast, the first dividend was still negative at the time, indicating that the working-age population was still less. From 1990 to 2010, the first dividend picked up in all Asia-Pacific's developing regions, particularly in East Asia, led by China. The first dividend began to rise in South-east Asia and South Asia as well. As the fertility rates fell substantially, developing countries began to invest more resources in education and health of children, boosting increase in the second dividend as well. Overall, the demographic dividend contributed to 39 per cent of economic growth in developing Asia-Pacific.

In India, the proportion of economically active population (15-59 years) increased from 57.7 to 62.5 per cent during 1991 to 2011. The share of working age population (15-59 years) increased from 56.1 per cent in 1991 to 60.5 per cent in 2011 and further projected to increase to 63.2 per cent by 2041. Following the changes in age structure of population, dependency ratio is also declining. It has declined from 79.5 per cent in 1991 to 65.9 per cent in 2011. It is projected to further decline to 58.1 per cent by 2041. It may be noted that the decline in dependency ratio is entirely on account of decline in child dependency ratio.

In Malaysia, the proportion of the young age population (below 14 years' old) has been steadily decreasing, from 37.4 per cent in 1990 to 24.9 per cent in 2015, and is

expected to further drop to 18.6 per cent by 2040. The proportion of the old age population has been rising, from 3.6 per cent in 1990 to 5.8 per cent in 2015, and is expected to reach 14.5 per cent by 2040. As a result, the population pyramid of Malaysia will transform from triangular to bell-shaped with a narrower base but larger middle and top by 2040. Yet, a vast majority of Malaysians (69.2 per cent in 2015 and 66.9 per cent in 2040) are between 15-64 years old which still puts Malaysia at a favorable dependency ratio.

In Korea, the economically active population is expected to decrease drastically from 2017 onwards. Consequently, the dependency ratio is expected to rise from 17.5 per cent in 2015 to 82.6 per cent in 2060. As of 2015, 5.5 economically active persons are supporting one aged person and the situation is expected to become worse where there will be only 1.2 economically active population supporting one aged person by year 2060.

Conclusion

Such drastic population changes, including decline in school age population due to low birth and shortage of labour forces due to increases in aged population, are expected to influence these countries' economy, education and welfare sector. All Asia-Pacific sub-regions will be below the world average of 35 per cent by 2050, a major policy concern, indicating a shrinking pool of workers and ageing population.

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The next issue of ANTRIEP Newsletter (January-June 2018) will focus on the theme **“Early Childhood Care and Education: Progress and Challenges”**.

News from ANTRIEP Member-Institutions (July-December, 2017)

Aga Khan University (AKU), Institute for Educational Development, Pakistan

- The Aga Khan University (AKU), Institute for Educational Development in East Africa (IED, EA) organised the second Annual Education Conference during 23-25 October, 2017 under the theme: “Re-thinking Teacher Education” which was officially opened by the State Minister for Higher Education in the Ugandan Cabinet, Hon. John Chrysestom Muyingo.
- The Aga Khan University’s Institute for Educational Development (IED) marked the International Literacy Day on 14 September, 2017 under the theme “Literacy in a digital world”.

Australian Council for Educational Research (ACER) Australia

- ACER conducted the National Assessment Program – Civics and Citizenship (NAP-CC) survey for Assessment and Reporting Authority (ACARA) on the 2016 cycle to investigate the civics and citizenship knowledge, attitudes and participation. The report was released in December 2017.
- ACER has evaluated the inquiry-based learning skills of students in schools of India, the UAE, Malaysia and South Africa. Through International Benchmark Test (IBT), a large-scale assessment was conducted under the study for students in Classes III to X in English, Mathematics and Science in these countries.

- ACER has conducted a research to contribute towards the development of evidence-based policies and strategies for the universal provision of holistic, integrated, affordable, sustainable, high quality and equitable ECCE programs in Indonesia, particularly for the marginalised populations.

Bangladesh Campaign for Popular Education (CAMPE) Bangladesh

- A program on ‘Back to School Day’ was organized jointly by CAMPE and Dhruvotara Youth Development Foundation (DYDF). This program was attended by Honorable Member of Parliament Advocate Dharendra Debnath Shambhu.
- A school-based campaign program on ‘Peace and Values Education’ was held on 17 September, 2017 at Moharaja J. S. School and College at Natore. The program was jointly organized by CAMPE and ALWO-Natore in cooperation with European Union (EU).
- The 20th Annual General Meeting (AGM) of CAMPE was held on 13 September, 2017 at the LGED-RDEC Auditorium, Dhaka -presided over by CAMPE Chairperson Kazi Rafiqul Alam.

International Institute for Educational Planning (IIEP) Paris, France

- IIEP participated in the 9th Regional Conference of the ADB/OECD Anti-Corruption Initiative for Asia and the Pacific, which took place in Seoul, Republic of Korea.

- IIEP newsletter for July-December, 2017 came out with the focus on the current practices to help ensure the successful implementation of an education sector plan.
- The UNESCO Institute for Educational Planning (IIEP-UNESCO), in collaboration with the International Association of Universities (IAU), has published a book titled '*Quality Management in Higher Education: Developments and Drivers*' with the focus on knowledge gap on the state of quality management in higher education institutions.
- A course on 'Policy, Planning, and Leadership for Sustainable Educational Development' was started on 7 August, 2017 with two different phases. The course aims to strengthen the planning capacities of female planners, enabling them to better identify information needs and make policy suggestions in view of monitoring progress towards the Sustainable Development Goals (SDGs).

Korean Educational Development Institute (KEDI)

Korea

- KEDI Journal of Educational Policy Vol. 14 No. 2 was published on 31 December, 2017. It included 6 articles whose topics covered international education, school education, shadow education, multicultural education, etc.

National Academy for Educational Management (NAEM)

Bangladesh

- The 128th Educational Administration and Management Training Course was organized during November, 2017 to provide training to the Principals of Colleges and Senior Madrasahs
- In the completion of 25th Anniversary of the NAEM Forum, an annual gathering 'EHS & Sustainability Management Forum' of EHS leaders has been organized during October, 2017.

- 150th Foundation Training Course (FTC) has been started from September, 2017 which will continue till 8 January, 2018 to provide training to Education Cadre Officers.
- A Corporate Sustainability Management Conference has been organized by NAEM during August, 2017 in Chicago.

National Institute of Educational Planning and Administration

New Delhi, India

- Hon'ble Prof. N.V. Varghese has become full time Vice-Chancellor of NIEPA in December, 2017.
- A National Workshop on Qualitative Research Methods in Education was conducted during December, 2017 at NIEPA, New Delhi.
- An International Programme for Educational Administrators (IPEA) was organized by the Department of Training and Capacity Building in Education during 18 July –12 August, 2017 at NIEPA, New Delhi.

SEAMEO-INNOTECH

Philippines

- The Philippine Department of Education (DepEd), along with SEAMEO INNOTECH, organized a one-day Roundtable Forum entitled, '*Measuring Progress Toward SDG4: Where are the goalposts and how do we know we are winning?*' on 24 November, 2017 during the 2017 Philippine Education Summit organized in December, 2017.
- SEAMEO INNOTECH has announced two winners for UNESCO's Wenhui Award 2017 under a flexible course, '*Gearing up Responsible and Outstanding Teachers in Southeast Asia for the 21st Century* (GURO21).
- SEAMEO INNOTECH's Director, Dr. Ramon C. Bacani, participated as a plenary speaker in the '*1st National Assembly of Education Leaders* held at the Philippine International Convention Center.

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. Institute 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 Institute of Education (NIE), 123, Preah Norodom Blvd, PHOM PENH, Cambodia. (www.nie.edu.kh)
15. National Institute of Educational Planning and Administration (NIEPA), 17-B, Sri Aurobindo Marg, New Delhi – 110016, India (www.nuepa.org)
16. Research Centre for Educational Innovation and Development, Tribhuvan University, P.O. Box 2161, Balkhu, Kathmandu, Nepal, (www.cerid.org)
17. Shanghai Institute of Human Resource Development (SIHRD), 21 North Cha Ling North Road SHANGHAI - 200 032, China
18. South-East Asian Ministers of Education Organisation Regional Centre for Educational Innovation and Technology, SEAMEO INNOTECH P.O. Box 207, Commonwealth Avenue, U.P. Diliman, Quezon City 1101, Philippines (www.seameo-innotech.org)
19. State Institute of Educational Management & Training (SIEMAT), 25 P.C. Banerjee Road, Allenganj ALLAHABAD, Uttar Pradesh, India
20. 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)
21. 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>)
22. Vietnam Institute of Educational Sciences (VNIES) 101 Tran Hung Dao,- Hoan Kiem, Hanoi, Vietnam (www.vnrw.vnies.edu.vn)

Edited by Madhumita Bandyopadhyay on behalf of the Focal Point, ANTRIEP and published by the Registrar, National Institute of Educational Planning and Administration, 17-B, Sri Aurobindo Marg, New Delhi - 110 016 and processed/ printed by the Publication Unit, NIEPA at M/s Anil Offset & Packaging, New Rajinder Nagar, New Delhi-110060, India