



LINK COMMUNITY DEVELOPMENT REVIEW OF 'FROM ANTIGUA TO ZAMBIA – GETTING TO KNOW YOUR COMMONWEALTH'

As part of the Commonwealth Consortium for Education project 'Using Commonwealth School Partnerships to Promote Commonwealth Citizenship and Awareness

ROYAL COMMONWEALTH
SOCIETY

FINAL DRAFT

27 July 2011



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Introduction

Link Community Development received a grant of £3,500 from the Commonwealth Foundation through the Commonwealth Consortium for Education project 'Using Commonwealth School Partnerships to Promote Commonwealth Citizenship and Awareness'. The initial project idea was adapted and the aim of the changed project is for Link Community Development to support the Royal Commonwealth Society to raise awareness of their resource 'Antigua to Zambia – Getting to know your Commonwealth'; and to review the resource and provide feedback from teachers about the potential to create a similar primary resource.

The teachers involved in providing the feedback were: one group of four teachers each of whom teaches in Islington, London; and one group of three teachers from three different local authorities in Scotland (City of Edinburgh, West Lothian, and East Lothian) – see appendix 1 for teacher information. Feedback also received from one teacher from each of Ghana, Malawi, South Africa and Uganda in order to include a wider Commonwealth perspective.

This report to the Royal Commonwealth Society presents the views of all teachers in relation to the adaptability of 'Antigua to Zambia – Getting to know your Commonwealth' to a primary audience. See appendix 2 for the lists of questions put to the UK and African participants. The conclusions and recommendations draw together the suggested way forward for the Royal Commonwealth Society.

Methodology

Link Community Development approached our network of teachers and other contacts offering the opportunity to be involved in the process of reviewing 'Antigua to Zambia – Getting to know your Commonwealth' in return for a contribution to travel and school cover and / or consultancy costs.

Four teachers whose schools are not yet part of the Link Schools Programme, all based in Islington, London offered to be involved; and three teachers were recruited from Link Community Development's network in Scotland (see appendix 1). Both groups were invited to a three hour focus group session, one held in Edinburgh and one in London. The London group of teachers (referred to in this report as group 1) received the set of questions and the publication 'Antigua to Zambia – Getting to know your Commonwealth' prior to the meeting; and the Scottish teachers (group 2) did not.

Link Community Development staff facilitated the sessions with Madeline Bain leading the London session and Catherine McKenna recording the session, and with Louise Stuart leading and recording the Edinburgh session. These staff are involved in Link Community Development's UK schools work, the Link Schools Programme.

The group 1 session started with a few additional questions about the resource generally and the Commonwealth as a topic and framework. Both the group 1 and group 2 sessions used the set of questions (appendix 2) to guide the focus group discussions. None of the teachers had been able to review the DVD attached, as the resources were missing from the version received, and due to timing.



In order to gain an insight into wider Commonwealth perspectives and potential market for a primary Commonwealth resource, Link Community Development in Ghana, Malawi, South Africa and Uganda interviewed one teacher each (see questions in appendix 2). The responses are available in appendix 3.

In 'Antigua to Zambia – Getting to know your Commonwealth', the Commonwealth is both a topic and a framework to explore the issues of diversity, democracy and development. The group 1 teachers were not aware of any other Commonwealth teaching resources. One teacher made a comparison between the 'Youth Summits' and the 'Model UN' – where schools and universities can organise events to role-play a UN meeting. Guidance and support is offered online (see <http://www.una.org.uk/mun/>).

The Commonwealth as a topic and framework for learning

None of the group 1 participants had taught about the Commonwealth in the UK. One teacher had discussed the Commonwealth Games in relation to achievement when a student had been awarded a medal but not as part of a lesson. Another participant mentioned that while teaching the Bahamas 20 years ago, the Commonwealth and citizenship had been a significant part of the curriculum.

When asked about using the topic of the Commonwealth as a framework for considering key global issues such as diversity, democracy and development, group 1 mentioned that it could be a good introduction at key stage 2. The conversation moved on to the potential of using the Commonwealth to introduce different countries, flags and maps.

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One teacher spoke about the 'national days' at school that focus on the culture, traditions and food of the celebrated country. It was felt that Commonwealth Day could be celebrated in the same way, and that pupils could communicate with children in Commonwealth countries to discuss and compare weather and food (possibly using www.ebuddy.com).

The group 1 participants were initially positive about the topic of the Commonwealth but as the discussion continued, comments were made about the restrictive nature of the Commonwealth as is not global.

'Our school is talking about climate change, and malaria could be an interesting topic but these are global issues not just Commonwealth issues, and the world we live in is wider than the Commonwealth'.

Furthermore, some schools may not support the topic of the Commonwealth as it may not represent the full range of ethnicities within the school. In addition, the following comments were made: 'it does not have the same kudos as the Olympics which is global'; 'The UN is more powerful'.

Although the group 2 teachers were not specifically asked about the Commonwealth as a topic and framework, they commented that one key learning objective would be to raise awareness of the Commonwealth – therefore seeing the potential of the Commonwealth as a topic. The additional point was made that Scotland is to host the Commonwealth Games in 2014 so local



authorities and schools will be interested in the Commonwealth, and particularly a resource that develops knowledge about the history of the Games.

The group 2 teachers were positive about the resource 'I really like it, there are no extra boxes, everything is here. I don't need to gather anything extra. It is a topic in itself'.

Developing a primary Commonwealth resource

The following factors emerged as important to consider and address in the development of a primary resource

The curriculum

The group 1 teachers recommended focusing on key stage 2, years 4-6. It was advised that there should be clear direction about the fit of the resource to the curriculum. History and geography were recommended as the best place for a Commonwealth resource rather than personal, social and health education, and citizenship which are not statutory requirements. One teacher made the point that literacy and numeracy are the focus of primary education, and so linking to these goals would be important.

The group 1 teachers recommended that it may be preferable to have a whole school event focus such as a Commonwealth day or week rather than trying to fit a resource such as this into an already crowded curriculum.

'The curriculum is so crowded, it may be better to have an events focus and book a time in the year where a week is given over to the Commonwealth with workshops and lessons to be covered during that week. It could be creative and something that is repeated each year where each year group have different roles'.

It was suggested that the period before the end of the school year could be a good time for a celebration week at the end of year 6, or during transition week. The whole school could be involved, with activities and lessons 'to pick and choose from' for all stages. A series of assemblies was also suggested. However, the group 1 participants did not like the assemblies suggested in 'Antigua to Zambia – Getting to know your Commonwealth' as they felt the role plays were too 'flat' for an assembly and would not work in the average assembly hall which is normally on a single level, flat surface where it would be difficult for the whole audience to interact with the performance. It was suggested that it would be better to have representatives from Commonwealth countries come in to speak at an assembly, as well as involving students in giving presentations using ICT. In contrast, group 2 liked the assembly ideas.

The group 2 teachers believe the resource can be adapted for primary level and that it can span the curriculum. As a primary resource it would be preferable if it progressed through all 3 stages (early, first and second) without repetition. Although the resource could be relevant for all stages of the primary curriculum, level 2 (primary 4-7) is the best fit.

In Scotland, the teachers felt that social studies would accommodate the topics of Commonwealth, diversity, democracy and development. However, they also felt that it could fit within health and wellbeing, ICT and religious and moral education, and that it had the potential to be cross-curricular and to impact on literacy and numeracy across the curriculum. For these teachers, lesson plans with descriptions that provide a starting point and can be adapted was



suggested as the best approach. Ideally, the resource would take half a term to complete (though this is dependent on whether the teacher works through the resource continuously or dips in) and would consist of four lessons with the same number of activities in each lesson as there are in 'Antigua to Zambia'.

Topics of interest

Group 1's preferred topics to focus on are diversity and democracy. It was suggested that these topics link to the Commonwealth and could be easily manifested in the classroom. The comment was made that diversity and democracy are inclusive, where development tends to be about developing countries i.e. diversity and democracy would allow equal learning by all learners around the world while development may be biased in favour of 'Northern' learning. Though a further point was made that democracy and governance can link to development i.e. the reason for poverty.

When asked which lesson activities could be applied at a primary level the following comments were made:

- Guess Who? PowerPoint (1r1) is a good introductory exercise – it would be good to add music, flags and artefacts etc. to this activity
- Call my bluff cards (2r1) could be simplified with images added
- Democracy Dominoes (3r1) is a good activity as it gets pupils getting up and moving about
- Diverse Commonwealth letters (2r2) is an interesting activity but it would be better to exchange letters with your partner school (if you have one)
- Democratic Commonwealth briefing sheet (7r2) – principles p.117 – it would be useful to compare these principles with some other values

Group 1 teachers concluded that lessons and activities that compare the lives of children in different countries would really engage pupils. Communicating with children in other countries could broaden the horizons of children, especially those children that never have the opportunity to travel outside of their own local area. An 'in my shoes' activity with video clips of children, animation and pictures, where pupils in groups or as a whole class research a country to find out what life is like was suggested as a way forward.

'From my experience, with children if you match their experience against that of another child in a different country, either contemporary or historical, they go for it, it gets them to think'.

Whether taking on a lesson plan or event format, the resource should aim to develop the following key skills: research, team work, presentation skills, ICT skills, writing skills, and map reading. It should aim to develop empathy in young people and should cover the topics of global citizenship and place within the Commonwealth, and democracy around the world. The key learning objective should be knowledge and understanding of different cultures, backgrounds and ways of life, inspiring a wider view of life and independent thought. It was suggested that the resource could be a topic within geography, focused on learning about life in other parts of the world.

The group 1 teachers suggested that sophisticated concepts such as the Millennium Development Goals and Commonwealth Heads of Government Meetings should be avoided in a primary resource. One teacher explained that children at key stage 2 (and even 3 and 4) have trouble understanding their own country's governance system never mind across the



Commonwealth. It was suggested that the Commonwealth should provide advice about where the Commonwealth fits in at a global level, and how to make this relevant to teaching.

Group 2 recommended the most suitable topics to be the Millennium Development Goals, Fair Trade, democracy, human rights, climate change, sports and the Olympics. One participant did though make the point that she would not do a whole lesson on the Millennium Development Goals but would 'dip in to' the lesson.

This group felt that all of the 'green' lessons in 'Antigua to Zambia – Getting to know your Commonwealth' could be adapted for primary level. They made specific reference to: Guess Who? PowerPoint (1r1); and Call my bluff cards (2r1). Like group 1, this group mentioned that they liked the letter writing activity but would prefer to exchange letters with partner schools.

In common with group 1, this group recommended the addition of music, art, and artefacts. They also mentioned the potential to focus on matching flags, languages, populations etc. to countries.

The key areas of learning in Scotland would be raising awareness of the Commonwealth, open-mindedness, broadening outlooks, and human rights. Key skills would be transferable skills, critical skills, cooperative learning, listening and talking skills.

Format

The group 1 teachers discussed the format of the resource, and in comparison with 'Antigua to Zambia – Getting to know your Commonwealth', the following comments were proposed:

- The text should be simplified, there should be fewer words and more pictures, and it should be 'lifted off the page a bit more' – a bit more interactive It needs to be 'easy to use and ready to go' – primary teachers do not have time to photocopy and laminate – it should come with all of the handouts prepared and ready to use (one teacher suggested using the format of the 'Real Game' series which comes in a lever arch file where all resources required to deliver the series are provided <http://www.realgame.co.uk/>)
- Links to the curriculum should be clearly highlighted as primary teachers do not have time to make the connections, and they struggle to apply one resource across separate curriculum subjects

Group 2 agreed that the resource should include activity sheets, an evaluation form (which may not be completed), a grid to track progress through the resource, and suggested including activities that make use of the white board, including interactive and 'speaking' resources. This group would like to see a list of Commonwealth goals and countries in the introduction section, and a section with 'quick ideas' to fill time, especially during games. They also recommended including a list of other resources that could accompany this resource e.g. music to demonstrate cultures, typical art and artists from various countries, and different books that could be referenced, especially picture books for early level.

Key for the group 2 teachers is that the lessons are matched to Curriculum for Excellence experiences and outcomes (see <http://www.itscotland.org.uk/understandingthecurriculum/howisthecurriculumstructured/experiencesandoutcomes/index.asp>). They also suggested completing a similar exercise for all countries involved (matching lessons to the curriculum).



Ensuring use of the resource

Group 1 made the point that even if the resource fulfils all of the suggested criteria in this section above its launch and distribution will be the key. Due to the number of resources available to teachers, non compulsory resources would need to be introduced in a workshop setting. It was suggested that the issue is not getting the resource into schools; it is about getting teachers to make use of it. As a free resource, it may be worth trialling it at a borough or local authority level, with introductory workshops in cluster groups – this way there may be a stronger chance of it being used. However, nowadays it is not possible to approach a local authority and request to come along and present at a head teacher meeting (as the relationship between schools and local authorities is weakening). A launch and distribution plan that involves workshops with schools should be set in place to ensure the resource is used as 'if you just send it [the resource] out, you would find 1 in 100 people would pick it up'.

Another point to consider is timing. It would be best to present the resource to teachers before annual planning takes place so that the resource can be integrated into plans. An event such as Commonwealth week would need a lead-in time of around 3 months.

The group 1 teachers commented that if the resource provides a solution to a problem being faced by teachers and head teachers then it would be more likely to be used. Examples include helping to work towards school mission statements, providing media opportunities, satisfying Ofsted global dimension criteria, and attracting an award /awards.

Following the suggestion of an award, the discussion turned to a charitable return i.e. if the school worked through the resource, a less privileged school would benefit by receiving e.g. some bricks to build a school which would be donated by a charity organisation. In return, the school here would gain a photo, or plaque/certificate to thank them for their support and contribution.

Group 1 teachers felt that a primary resource focused on friendship, partnership, and children exchanging information about their lives could build support for diversity, awareness and empathy. At the same time this could support a school in a less fortunate position to improve their school which would be an 'award' for the pupils and teachers here.

The recommendation with regards to international distribution is that international NGOs with networks around the globe should be distribution partners. School partnerships would also be a suggested way to distribute a resource around the world i.e. asking partner schools here to send a copy to their international partner school. The second group suggested international NGOs, translating a resource into other languages, and making it accessible online.

Group 2 teachers highlighted the importance of matching lessons to the Curriculum for Excellence 'If the resource is Curriculum for Excellence friendly then there is more chance of teachers using it'. They also discussed the importance of gaining the approval and support of management in determining the uptake and use of the resource

The African teachers felt that elements of the lower secondary lessons and activities could be adjusted for primary level, especially with a focus on culture, geography, flags etc. In addition, the resources should be simpler with more pictures and points of interaction. See appendix 3 for full responses from African teachers.



Conclusion and recommendations

Based on this piece of research, there is a market for an adapted primary version of 'Antigua to Zambia – Getting to know your Commonwealth'. However, the resource must link to the curriculum, and should make the links clear to teachers. Both groups made this point very clear but while Scottish teachers felt they would be able to fit the lessons into their teaching, either in one area of the curriculum or across the curriculum; the London teachers felt that the curriculum may not be flexible enough to accommodate an additional series of lessons and activities about the Commonwealth, diversity, democracy and development. Their recommendation was to base the resource around an 'international day' or 'week'. The group 1 teachers felt that the Commonwealth as a framework to introduce and consider issues such as climate change, democracy etc. could be restrictive as the Commonwealth is not global and the issues are global. While the London teachers referred to the Olympics as being more high profile, the Scottish teachers could see a place for a resource based around the Commonwealth Games.

The key concept for a primary resource that emerged from discussions is perhaps more simple. It would not cover more complex issues such as democracy and development, and the Millennium Development Goals but would be focused on raising awareness of different people, cultures, traditions, food, music, art, maps, flags, populations and languages etc. The resource would be interactive with photos, sound and video clips, and would broaden horizons and build awareness and empathy towards people with different backgrounds and in different situations. Where the Commonwealth may not be global, it could be inferred that in its membership, it has a rich mix of countries bound together in partnership and 'friendship' by a set of values. Comparison of these countries and reference to the values and principles they adhere to could be the basis of a resource that could add value to various curriculum subjects, including geography and social studies; and which could build empathy among young people. There is potential to link schools across Commonwealth countries together, or for schools with already established partnerships to work with their partners to develop the meaning of partnership and to gain an even greater insight into the culture, traditions and way of life of people in another country based on direct communication between partners.

Whether the resource provides a series of lessons to be integrated into teaching, or a series of activities for an event, it should aim to provide activities for all levels of primary, forming a progression through the stages so that it can be repeated each year. If it is to be targeted at one stage of primary it would be upper primary level, years 4-7. The resource should aim to deliver literacy and numeracy objectives (the key objectives of primary education), and should be sufficiently flexible to allow teachers to pick and choose the activities according to time available and relevance/interest.

With so many free resources available to teachers, as mentioned above, it is recommended that the resource meets a need, and clearly adds value to or fits within the curriculum; and that any promotion and distribution strategy focuses on gaining the support of the management team, followed by a considered approach to introducing the resource to teachers.



Appendix 1

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All teachers from group 1 and teacher 3) from group 2 would be interested in discussing the development of a primary resource further.



Appendix 2

Additional questions for Group 1:

1. Are you aware of any other Commonwealth resources?
2. Is the Commonwealth a topic of interest?
3. Is the Commonwealth a useful framework to introduce topics such as diversity, democracy, and development?

Main set of questions for Groups 1 and 2:

1. Would it be possible to adapt this resource for primary groups? What challenges might there be? What age group would it be most suited to?
2. Where in the curriculum would you cover topics of Commonwealth, development, diversity, democracy?
3. Is the scheme of work too broad for primary groups? Do you think it would be better to make the scheme more focused? If so, which topic(s) do you think would be most suitable?
4. Which lessons and activities could be amended to work for the primary version?
5. How many lessons would be useful / how long would you recommend it should be?
6. Do you think that primary teachers would prefer a cohesive scheme or individual lesson plans?
7. What key learning you would hope the resource would cover?
8. How would you make a primary resource as accessible internationally as possible?
9. What key skills would you be looking for a primary resource to help develop in pupils?
10. Do you have any other comments or recommendations for the resource and its development?
11. Would anyone be interested in consultancy work to produce this pack? And how long would it take?

Questions for African teachers (Ghana, Malawi, South Africa, Uganda)

1. Would lessons on the Commonwealth and the other topics within these 3 lessons be useful at primary level?
2. If yes, where in the curriculum would you fit these lessons?



3. How should these lessons be adapted to make them relevant and interesting to primary level?
4. Any other comments you have



Appendix 3

QUESTION 1:

Would lessons on the Commonwealth and the other topics within these 3 lessons be useful at primary level?

GHANA

The lessons on Commonwealth and other topics within Lesson 3 can and should be very useful at the upper primary preferably to enlighten the pupils on all about The Commonwealth, Diversity, Democracy and Millennium Development Goals which Ghana is a good-standing member and beneficiary country. So on that I'll say a big very '**YES**'. While the 3 lessons are designed for use at the secondary level, teachers may wish to adapt the lessons for use with younger learners at the primary level. In schools where English is not their first language advanced preparations should be made to translate the resource material.

MALAWI

These lessons will be more ideal to secondary school students in Malawi. The grades or classes at the secondary level that can participate well in these lessons on commonwealth are forms one to form four which are also the same as from grade 9 to grade 12.

UGANDA

Lesson one is applicable to primary level and some few topics in lessons 2 & 3 i.e. Democracy, Rights and Responsibilities, Feeling empowered to make a difference, and the Millennium Development Goals.

SOUTH AFRICA

Yes.

QUESTION 2:

If yes, where in the curriculum would you fit these lessons?

GHANA

The subjects for the curriculum for Primary level in Ghana are English and Ghanaian Language, Mathematics, Integrated Science, Creative Art and Culture, **Citizenship Education**, Physical Education, Religious and Moral Studies and ICT. The 3 lessons could and/or should be fixed in to the Citizenship Education curriculum which part-takes in some history of the country (Ghana) and of the world.

MALAWI

These lessons can be best fit in the subject called Social Studies at a secondary school. The same topics are already taught in the new curriculum and secondary school teachers will find the resource very important as it will act as a reference material to both the teachers and the students.



UGANDA

- The first lesson (Commonwealth) can fit under the following topics
 - Foreign influence in Africa in upper primary (P5-P7)
 - Regional Economic Grouping in P6 and P7
 - Africa's relation relationship with the outside world under international matters i.e. International Organisations like OAU/AU, UNO, Commonwealth
- In the second lesson, MDGs can be integrated in all subjects from P4-P7
- In the 3rd Lesson, Democracy, Human Rights and Responsibilities can be fixed in
 - P4 under leadership and Administration in Social studies
 - Also under voluntary organisations in Religious Studies
 - P5 under Government in social studies
 - P6 under the road to independence in East Africa in social studies
 - P7 under voluntary organisations in Religious studies

SOUTH AFRICA

- Life Orientation
- Language Literacy
- Human & Social Sciences
- Mathematics
- Arts & Culture

QUESTION 3:

How should these lessons be adapted to make them relevant and interesting to the primary level?

GHANA

The basic structures outlined in each lesson of the PDF document should be seen as flexible and adaptable as a guide to learning in order to support teachers professional development, a guide for teachers both methodology and terminology has or should be provided and without rigidity it could be difficult to achieve the intended level of learning and sharing between member countries.



There are certain basic good practices that teachers need to acquire to make their teaching and learning activities more effective for the Implementer, Teacher and Learner.

Good Primary Practices Before a Lesson

Good primary practices before a lesson are all the activities that a teacher undertakes before the actual lesson delivery.

- Effective use of the three basic curriculum materials namely the syllabus, pupils' textbooks and teacher's guide as well as other reference books
- Selecting appropriate Relevant Previous Knowledge (R.P.K.) for the topic
- Statement of specific objectives which are achievable, measurable and observable and suit the level of the class
- Selection of teaching and learning activities that will help the pupils to develop the necessary process skills and acquire scientific knowledge (core points)
- Preparation of Scheme of work
- Preparation of a good lesson plan
- Testing TLMs before teacher goes to the classroom

Good Primary Practices during a Lesson

Good primary practices during a lesson are all the activities which a teacher and the pupils engage in during the presentation of the lesson.

- Very good introduction to link the topic with the R.P.K.
- The use of activity method of teaching together with other methods like discussion, demonstration, etc, to achieve the stated objectives and to derive the core ideas/facts
- Effective use of questioning skills, i.e. using probing questions, distributing questions evenly, etc.
- Being sensitive to gender issues during lesson delivery
- Sequencing of core points during general class discussion on the activities which were performed by the pupils
- Very Clear and audible voice together with legible handwriting on the chalkboard
- Effective use of chalkboard, which helps pupils to follow the lesson sequence and the summarised lesson content
- Evaluating the lesson step by step

Good Primary Practices after a Lesson

Good primary practices after a lesson are all the activities which a teacher and the pupils undertake after the presentation of the lesson. Normally, pupils are assessed during the activities.

Evaluation of the lesson, which can take the form of:

1. Drawing and labelling of objects
2. Doing a short writing or oral exercise based on the activities
3. Writing chalkboard summary
4. Assigning a project work
5. Discussion with pupils after they have written an assignment



6. Evaluation should be based on profile dimensions

MALAWI

These lessons can be adapted to fit the primary curriculum by revising the content and activities so that the learners at primary level can understand the terminologies better as the vocabulary of learners at a primary level is not all that advanced for them to understand the content and the activities as they are in the resource.

UGANDA

- The lessons will need to be integrated in all subjects as indicated above
- Some topics can easily be prepared as “debate motions”. This would mean forming debating clubs on Commonwealth topics and issues
- Some of the topics can be presented in form of drama focusing on issues such as CHOGM meeting (Commonwealth Head of Government meetings) and on activities of the common wealth secretariat
- There could be composing of songs on Commonwealth activities
- Having inter school or intra-school games and sporting competitions and winners being rewarded with certificates
- Composing poems and speeches on common wealth
- Availing materials and resources on common wealth activities to schools
- Letters and essay writing competitions

SOUTH AFRICA

- A few extra resources could be included in the introduction
 - Glossary
 - National flags of the 52 members of the Commonwealth (in South Africa each part of our flag has a specific meaning)
 - The countries national anthems
- 3r2) would need to be simplified further. Perhaps the piece on page 35 could be broken down into smaller paragraphs and put on separate pieces of paper. There appears to be too much information altogether.
- For use at primary level the font could be bigger with more pictures.
- The resources will be much more interesting if relevant to the country of residence i.e. South Africa rather than Tanzania on page 36.



Lesson adaption would be required e.g.

- Mathematics: word/problem sums
- Geography: graphs including demographics of the particular country; situations or location in the global map
- Arts & Culture: play/musical
- Human & Social Sciences; similarities and differences in their education, communities and societies.

QUESTION 4

Do you have any other comments?

GHANA

The desire or enthusiasm to access school education in order to acquire knowledge, skills, and new tools of analysis, is one thing; to actually succeed in acquiring them and showing evidence in having acquired them in concrete terms is quite another ... The quality of the products of an institution or a programme is often evidenced in the quality of performance of the products ... (Gyekye, 2002:28)

Quality in education is now crucial in Africa's strategic plans towards catching up with the developed world. While the notion of quality and priority foci may differ from country to country, the term has become a determining factor in facilitating international support for educational expansion and developmental initiatives. Understanding the geographical context of quality in education, what its indicators are within the cultural milieu of particular countries, the challenges associated with implementing quality education are therefore significant. Increasingly successive governments in Ghana have sought and continue to seek strategies for quality delivery of education.

Successful teaching and learning to a large extent emanates from careful planning and preparation. Before this can be done, the teacher must be fully aware of the need to familiarize himself/herself with the requisite curriculum materials. The curriculum of a school is the structured and controlled total learning experience under the guidance of a school.

Specific learning outcomes covering the development of skills, knowledge and understanding, values and disposition are defined with an indication of how these relate to specific curriculum areas and requirements in each member country. Learners are invited to make their own assessment as to how the lessons have helped them develop. Some key facts, view points and other about Diversity, The Commonwealth, MDGs, Democracy are provided for reference and use during the lessons but it is also always worth checking and looking up for updates on statistics provided.

MALAWI

The lessons are good. By the end of teaching these lessons, students from Malawi both in primary and secondary schools will have garnered knowledge that will assist them to help the Government of Malawi in achieving the agreed Millennium Development Goals (MDGs).



UGANDA

New items in the curriculum should be designed with the consultation of relevant schools. And before implementation, piloting should be done in some schools.

More still there is need for induction of teachers on the use of the resource otherwise its full potential may not be realised.

SOUTH AFRICA

The resource pack is very interesting, informative and well-planned. Above are just a few added suggestions and depending on the availability of resources, many activities could be adapted according to various grades. The resources available to learners and teachers will also have an impact on how any activity can be adapted accordingly.

Inclusion of multiple intelligences:

- a) Spatial
- b) Linguistic
- c) Logical-mathematical
- d) Bodily-kinesthetic
- e) Musical
- f) Interpersonal
- g) Intrapersonal
- h) Naturalistic
- i) Existential

No two individuals are the same; similarly each learner has his/her own strengths and weaknesses. MI can be included in lesson plans to assist learners in their various subjects.