

COMMONWEALTH CONSORTIUM

for

EDUCATION

REPORT 2011

Recording Activities of the Consortium in 2010

May 2011

Commonwealth Consortium for Education

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www.commonwealtheeducation.org

FOREWORD

By Professor Colin Power AM, Consortium Chair

Twice in each six-year cycle of Commonwealth activity occur 'rest-years' when neither a triennial Conference of Commonwealth Education Ministers (CCEM) nor a biennial Heads of Government meeting (CHOGM) takes place. One such rest-year was 2010, contrasting sharply with 2009 when 17CCEM in Malaysia in June was followed by CHOGM in Port of Spain, Trinidad and Tobago, in November. There are of course only two such rest-years in each six-year cycle. The Consortium is very much aware, as it looks forward, that we are already in a 'CHOGM year' (Perth, October 2011), to be followed by a 'CCEM year' in 2012 (18CCEM in Mauritius), and another CHOGM year in 2013. A busy period lies ahead.

The Consortium's programme is however multi-faceted and not defined by its presence at CCEMs and CHOGMs, or its submissions to them. As this report describes, the Consortium was far from inactive in this rest-year of 2010. In particular the programme of seminars run in conjunction with Link Community Development and the Ministry of Education, Sport, Arts and Culture in Zimbabwe was an important practical contribution to the rebuilding of education in Zimbabwe calling for a heavy investment of time and resources. The two seminars in Harare and London evoked great enthusiasm among participants and it is hoped will lead to further co-operative activity between Commonwealth organisations and counterparts in Zimbabwe. The Consortium is very greatly indebted to Link Community Development, and particularly to Stephen Blunden its CEO, for LCD's key role and substantial commitment of resources in respect of this joint activity.

Commonwealth Heads of Government had decided in Trinidad and Tobago to establish an Eminent Persons Group to review the workings of the Commonwealth; and in a memorandum to the Group CCfE, along with partner organisations in Commonwealth civil society, submitted its thoughts on future Commonwealth priorities.

For us in the Consortium the year started sadly, with news of the death of Professor Rex Nettleford, who had delivered an inspiring keynote address to our own Trinidad workshop only six weeks before. He had served educational and cultural development with great distinction, not just in the Caribbean but also in Commonwealth settings where *inter alia* he was a member of the Briggs committee which led to the establishment of the Commonwealth of Learning, and more recently of the Commonwealth Commission on Respect and Understanding chaired by Professor Amartya Sen. We extend our deepest sympathy to his family, friends and work colleagues at the University of the West Indies and the countless educational and cultural organisations with which he was associated.

The time came for us to say farewell to a number of colleagues in Commonwealth organisations with whom we had worked closely. We owe a particular debt of gratitude to Dr Henry Kaluba on his retirement after many years service as Head of the Education Section in the Commonwealth Secretariat and we wish him well on his return to work in higher education in Zambia. Bobbie Dohunso-Tetty in the Education Section support team had fielded many of our requests for information and practical help of various kinds. Andrew Firmin and Fareena Chaudhury, who had had programme responsibility for Commonwealth Foundation support for the education sector both left Foundation service at the end of 2010. We thank all these friends and colleagues and wish them every future happiness and success.

I am confident I speak for all Consortium members in expressing appreciation to our committed team of officers - Mark Robinson, Peter Williams, Stephen Blunden and Casmir Chanda - for their continuing service to the organisation; and in extending a special word of thanks to Professor John Tarrant, our most recent Treasurer, and our best wishes to him for his retirement. We are delighted to welcome his successor, the new Secretary-General of the Association of Commonwealth Universities, Professor John Wood. We are also much indebted to Keith Stephenson at ACU for looking after our finances on a day-to-day basis.

Colin Power
May 2011

Commonwealth Consortium for Education (CCfE)

REPORT OF ACTIVITIES FOR 2010

This Report on the Consortium's activities in 2010 follows previous reports covering the years 2001-2003, 2004, 2005, 2006, 2007, and 2008-2009.

Overview

The main activity of the Consortium in 2010 was a collaborative programme with Zimbabwe's Ministry of Education, Sport, Arts and Culture (MoESAC) and its development partners, to address the challenges facing the country's school system, to devise realistic strategies to meet them and to identify actions that might be taken by Government and its friends to move things forward in a constructive way. Two Seminars, each attended by about 100 people, were held; first in Harare, and then in London, in July 2010. The programme was orchestrated by Link Community Development and the Commonwealth Consortium for Education in close consultation with MoESAC, with generous financial assistance from the Open Society Initiative for Southern Africa and the Commonwealth Foundation, and logistical support for the London Seminar from the international law firm, Freshfields Bruckhaus Deringer.

This was part of a wider programme of activities by Commonwealth organisations to engage with counterpart organisations in Zimbabwe in the interest of maintaining links and promoting friendship. A prime aim of the programme is to identify where help is needed to assist Zimbabwe's reform and development programme, as well as its reintegration into the international community and, hopefully at some future date, its re-entry to the Commonwealth. The Consortium was an active member of the Commonwealth Organisations' Committee on Zimbabwe.

Along with other Commonwealth civil society organisations the Consortium responded in some detail to the invitation to submit views to the Commonwealth Eminent Persons Group that was established by Heads of Government and charged with undertaking an examination of options for reform in order to bring the Commonwealth's many institutions into a stronger and more effective framework of co-operation and partnership.

As the year ended the Consortium was engaging in discussions with Commonwealth partners about the scope for engagement in the Commonwealth People's Forum preceding the Commonwealth Heads of Government Meeting in Perth in October 2011.

A. Programme in 2010

Seminars on Education Development in Zimbabwe

Background

Following a round table meeting in Johannesburg in mid-2009 when Commonwealth organisations met to consider ways through which they might be able to orchestrate closer co-operation with Zimbabwe, Link Community Development (LCD) and the Consortium (CCfE) made overtures to Zimbabwe's Ministry of Education, Sport, Arts and Culture (MoESAC) to explore whether they could usefully share their experiences and contacts in education development, and provide practical assistance to the process of reconstruction of education in Zimbabwe. As part of the broader Commonwealth initiative to offer support to counterparts in Zimbabwe at a difficult time, the Consortium was offered a modest grant from the Commonwealth Foundation to back its programme.

From the outset, CCfE and LCD emphasised that their interest in engaging with Zimbabwe was to facilitate existing endeavours, not to duplicate them. They wanted to work with and through the mechanisms that had already been developed. The aim of dialogue was to assist the Government and its development partners to better define and communicate their goals, to strengthen their capacity to plan and implement development programmes, to improve the machinery of co-operation and to

mobilise a wider range of development partners in support of local development efforts. As part of their engagement with Zimbabwe, CCfE/LCD prepared a briefing paper *Education Development, Assistance Flows and Co-ordination in Zimbabwe, 2010* summarising the situation. For the Consortium, Peter Williams visited Zimbabwe three times in company with the LCD team consisting of Stephen Blunden, Alex Wright and Beth Kreling.

The first priority was to promote empowerment of the agencies and individuals already actively engaged with education development and with support of children and families within Zimbabwe. In relation to these experienced players the LCD/CCfE role was essentially that of catalytic agent. It became clear that where they could be most helpful was in furthering the efforts of the Ministry to develop a new education strategy, in this process availing itself of technical assistance from the World Bank, material support from bilateral donors and the EU through the Education Transition Fund and other programmes, and support on the ground from Unicef, UNESCO and international and local NGOs.

Accordingly it was agreed with MoESAC to mount a two-stage programme. The first stage was a forum organised in Harare under the auspices of the Ministry, but resourced through LCD and CCfE, enabling the main existing actors to share their thinking and experience regarding the shaping of a new education strategy for Zimbabwe. The second stage was a seminar in London convened by LCD and CCfE to enable a team from MoESAC, led by the Minister, to present the programme and priorities agreed in Harare to existing and potential development partners based in the UK, Europe and beyond.

The Harare Seminar July 11 and 12, 2010

This first-stage event took place at Meikles Hotel in Harare and was attended by over 100 people including the Minister of Education, Sport, Arts and Culture, the Hon Senator David Coltart, his Deputy Minister Dr Lazarus Dokora MP, and the Permanent Secretary Dr Stephen Mahere. Other participants were the Ministry's Strategic Planning Team - supported with technical assistance from the World Bank - which had been formed to develop both a short-term Plan setting out funding priorities for the 2010-2011 budget, and a longer-term five-year strategic framework. The Harare seminar provided a platform for the Team's proposals to be presented and discussed with Ministry colleagues and representatives of development partners including local and international CSOs, teachers unions, organisations running schools, multilateral and bilateral organisations and development-assistance agencies, and other interested bodies and knowledgeable specialists.

The Workshop met in both plenary session and smaller working groups to consider the Strategic Planning Team's proposals in six key areas - (i) restoring the professional status of teachers (ii) re-establishing minimum conditions of learning (iii) improving the quality of learning (iv) reinvigorating school and system government (v) focusing resources on those with the greatest need; and (vi) strengthening sport, arts and culture. The working groups prepared brief reports containing useful commentary and suggestions on the proposals, which were afterwards taken into account by the Strategic Planning Team in revising the proposals in anticipation of the London Conference the following week.

All in all the Harare Seminar appeared to achieve some success in progress towards its objective of developing a shared understanding among the different stakeholders in educational development in Zimbabwe. A fuller report on the Seminar, including the conclusions of the six working groups and the version of the Ministry's strategic plan to which they were responding, can be found on the Consortium's and LCD's websites.

The London Programme July 19-23, 2010

The second-stage event, a meeting in London with a range of international development partners, had long been scheduled for July 22 and 23. When these dates had first been set, it had been anticipated that three or four weeks would elapse between the two seminars, allowing good time to tailor the seminar content and attendance in London to what had emerged from Harare, thus ensuring a fully appropriate response from development partners. In the event the work of the Ministry's Planning Team progressed at a slower pace than anticipated, so necessitating holding the Harare event later than planned, and the interval between the first stage and the departure of the MoESAC team to London was not three weeks, but three working days only.

Despite this constraint and the misfortune that visa difficulties prevented a keynote speaker from Unicef coming to London for the Seminar, the London programme in the week of July 19 was productive. The MoESAC team was headed by Senator Coltart, the Minister, and included four senior Ministry officials (Crispen Bowora, Thomas Machingaidze, Zedias Chitiga and Absolom Chinoona, the last two of whom were en route to a SACMEQ meeting in Paris the following week) and a member of the National Education Advisory Board, Mary Ndlovu.

The week's programme arranged for the Minister enabled him to meet British Ministers from the Foreign and Commonwealth Office and the Department for International Development; the Chair and another member of the House of Commons Select Committee on International Development (which had recently visited Zimbabwe and completed a report on British assistance to the country); senior officials from the Commonwealth Secretariat and Foundation; and representatives of the Zimbabwean diaspora. He also addressed a crowded meeting in the Houses of Parliament, organised by the Council for Education in the Commonwealth and All-Party Parliamentary Group on Zimbabwe, and members of the Commonwealth Association at their Annual General Meeting at Marlborough House. Senator Coltart also gave numerous media interviews during his stay in London and was featured on the BBC's 'Hard Talk' and 'Today' programmes among others.

Seminar at Freshfields July 22 and 23

Through the generosity of the city law firm Freshfields Brockhaus Deringer the second-stage event was held at their spacious premises close to Fleet Street in Central London. The meeting lasted two days and was attended by around 100 participants, drawn mainly from a wide range of interested bodies including, predominantly, civil society organisations (voluntary agencies, churches, professional organisations etc), business enterprises and consultancy firms engaged with education development in Zimbabwe; but also embracing government officials, representatives of international bodies, and members of school staffs with links to Zimbabwe.

The Seminar consisted of three plenary sessions, two series of working groups, and a final 'market place' session on the final afternoon when the Minister and his team held one-to-one discussions with interested parties on current and proposed projects and initiatives.

In the initial plenary the Minister and his team presented the medium-term strategy for education, as amended, in the same six areas as had been set out in Harare. A second plenary session considered development co-operation programmes and prospects in more detail. It was addressed by Peter Buckland for the World Bank and by DFID's Head of Profession for Education, Jo Bourne. The third plenary session took the form of a press-style interview with the Minister by LCD's Board Chairman, Perran Penrose, the theme being the resource shortages facing the Ministry and the options available to it in the face of them. Senator Coltart gave frank replies and responded to the many questions and observations from the floor.

In examining future possibilities, the core of the London seminar was the work that took place in discussion groups on Thursday afternoon and Friday morning. The three topics in the first series were: a) rehabilitation of schools and the school system; b) teachers & curriculum; c) options & prioritisation in the face of budget constraints. Friday morning's themes addressed d) access to education for marginalised and other groups; e) partnerships for development; and f) skills, diaspora and volunteering. These discussion groups, engaging some 12-25 persons in intensive dialogue for two to three hours, made possible intensive and constructive discussion, benefiting in each case from the presence and specialist knowledge of one or more members of the MoESAC team.

Conclusions – the Way Ahead

Reports of the group discussions, with their many useful insights and recommendations, were distributed to all participants and made available on the relevant websites.

A number of additional areas where there was scope for further action, with CCfE/LCD initiation where requested, were identified:

- School and college partnerships between Zimbabwean and UK institutions were already established and offered potential for professional exchange and development support. There were prospects that the UK One World Linking Association (UKOWLA) and associated partners might convene a Zimbabwe-focused gathering to strengthen and extend these ties.

- Co-operation between teacher unions and associations with an emphasis on professional development programmes for teachers and union officials
- A MoESAC programme of district-based school improvement, with a focus on district provision of monitoring and support as well as the direct provision of resources to schools, could be designed with donors and co-delivered by MoESAC and development partners under contract to donors. If a common approach to needs assessment was employed, prioritisation could be based at national, district and school level based on common data and knowledge of available resources in partnership with education partners. If district planning was introduced, development partners could inform the planning and also be held accountable for their input.
- Programmes to tap the capacity of the Zimbabwean diaspora to offer support to education development through schemes of voluntary service and offer of distance programmes all had potential. For them to be successful, there needed to be clear co-ordination through a respected agency and, through this co-ordination, organised funding. There was potential for agencies such as VSO to work with MOESAC to provide low-cost yet highly experienced volunteers to fulfil specific roles.
- Organisation and funding of professional seminars, involving specialists from SADC countries where appropriate, on themes relevant to policy development
- Sharing learning from other development countries, particularly those who had attempted decentralisation and the use of district and school grants to enable increased autonomy. Decentralisation, school renovation and rebuilding, and district funding in Ghana and Uganda were cited as examples where some learning may apply.

In addition to the full co-operation of the Minister and Ministry of Education in Zimbabwe, the Consortium and LCD are indebted to the World Bank Team engaged with strategic planning in Zimbabwe, and to Unicef and other development partners in Zimbabwe, for their professional co-operation. The Commonwealth Foundation's grant provided the initial confidence that the proposed programme could be brought to fruition. Financial support from the Open Society Institute for Southern Africa was largely responsible for enabling CCfE/ LCD to cover costs, while the provision of superb conference facilities and hospitality throughout the London seminar by Freshfields completed the picture. We are grateful to them all.

Commonwealth Education Calendar

The Commonwealth Education Calendar was issued quarterly in January, May, July and October. The issue normally scheduled for April was delayed due to the Secretary being stranded in Zimbabwe in mid-April by the 'ash cloud'. The (electronic) circulation list has grown to almost 200 persons. The Calendar is also published on the Consortium's and some members' websites.

Publications and Website

In 2009 with the help of a grant from the Commonwealth Foundation the Consortium had published its series of briefing notes on different aspects of Commonwealth educational co-operation in 'compendium' form under the title "*Working together in education: a Commonwealth update*". 2000 copies of *Working together* were produced, most of which had been distributed at 17CCEM and at the associated Forums in Kuala Lumpur and at CHOGM in Trinidad and Tobago later in 2009. Of the few hundred copies remaining at the end of 2009 most were distributed in 2010 and at the end of the year less than 100 remained. Stocks of the *Commonwealth Education Directory 2009*, of which 1500 had been produced, were in even shorter supply by the end of the year, only about a dozen copies remaining. At the end of 2010 the Consortium was actively considering revision and reprinting of these well-regarded publications.

The Consortium's publicity leaflet was distributed at various meetings during the year.

Under an arrangement with Mr Chris Davidge, he continues to maintain the Consortium's website (www.commonwealtheeducation.org), posting the Commonwealth Education Calendar and other new documents and reports as they become available.

B. Relations with other Commonwealth Bodies

The Consortium continued to work with all three principal inter-governmental Commonwealth bodies, the Commonwealth Secretariat, the Commonwealth Foundation and the Commonwealth of Learning.

Commonwealth Secretariat

The Consortium set about building new links and relationships in the Secretariat following the near-complete ‘changing of the guard’ in the Commonwealth Secretariat team handling education in its Social Transformation Programmes Division (STPD). The Head of the Division Caroline Pontefract had resigned at the end of 2009 to rejoin Unesco in a senior post, and her successor, Dr Sylvia Anie from Ghana, took up post towards the end of 2010. After many years service Dr Henry Kaluba left at the end of his term as Head of The Education Section to join the Open University of Zambia, and was succeeded in the middle of the year by Dr Pauline Greaves from Canada. Other members of staff who completed their service with the Secretariat were Jyotsna Jha who returned to India and Alex Wright who joined Link Community Development, a member of CCfE. Their successors were Nasir Kazmi from Pakistan and Hipolina Joseph from UK. Bobbie Dohunso-Tetty of the Education Section’s support staff, who had worked closely with the Consortium over a long period, retired during the year, as did Greta Fernandes, Personal Assistant to the Division’s Director.

Ever since the 15th Conference of Commonwealth education Ministers in Edinburgh in 2003, the Consortium has had close engagement with the elaboration and implementation of the Commonwealth Teacher Recruitment Protocol (CTRP). The Hon Secretary, Peter Williams, was appointed in 2010 to the Commonwealth Advisory Council on the Protocol and attended the first meeting of the Council at the headquarters of the (UK) National Union of Teachers at Stoke Rochford in June.

Reflecting its heavy engagement with the project addressing the reconstruction of education in Zimbabwe the Consortium was actively engaged in the Commonwealth Organisations’ Committee on Zimbabwe (COCOZ) and its Executive group. Mark Robinson, the Consortium’s Executive Chair became the Vice-Chair of COCOZ and he and CCfE’s Secretary, Peter Williams, were both asked to serve on the Executive. Both bodies met several times during 2010.

Commonwealth Foundation

Close collaboration with the Commonwealth Foundation has been a feature of the Consortium’s first decade of existence. The Foundation was much less heavily engaged in education in the education sector in 2010 than had been the case in the previous year, and the two members of the Foundation staff with whom we had worked closely in recent years, Andrew Firmin and Fareena Chaudhury, both moved on from Foundation employ at the end of 2010.

As reported in the section of this report on finance, the Foundation provided grants to the Consortium to support the programme of seminars on education in Zimbabwe and for activities for promoting Commonwealth values through school partnerships.

The Consortium welcomed the creation at the Foundation of a new post of Grants Officer for Commonwealth Associations and Capacity Building, and the appointment of Rose Longhurst as the first incumbent. We look forward to working with her as we plan the future development of the Consortium and have already benefited from her news bulletins for Commonwealth associations.

Commonwealth of Learning

Discussions took place with the Commonwealth of Learning (COL) about education-centred activities that might be planned in conjunction with the Commonwealth Peoples Forum in Perth in October 2011 and the two organisations expected to work together with others in the early months of 2011 in devising a programme. Financial constraints prevented representation by the Consortium at COL’s Sixth Pan-Commonwealth Forum on Open and Distant Learning (PCF6) at Kochi, India in November.

Commonwealth Civil Society

Consortium officers attended two consultation meetings with civil society called by the Commonwealth Secretariat and Commonwealth Foundation at Marlborough House on May 13 and November 18 2010.

Submission to the Eminent Persons Group

At their 2009 meeting in Port of Spain, Trinidad and Tobago, Commonwealth leaders called for the “creation of an Eminent Persons Group to undertake an examination of options for reform in order to bring the Commonwealth’s many institutions into a stronger and more effective framework of co-operation and partnership.” The Group is chaired by Tun Abdullah Ahmad Badawi from Malaysia. It is expected to report to Heads of Government at their next meeting in Perth in October 2011.

The EPG invited Commonwealth civil society organisations to respond to a questionnaire. The Consortium submitted an eight-page response. Some of the main points made were:

- The Commonwealth should not only strive to promote knowledge and understanding about the principles on which the Commonwealth is based, but should also internalise and act upon those principles. This requires a proactive Commonwealth programme of education in democracy, responsible citizenship, exploring how peoples of different cultures, faiths and philosophies can live together in harmony. In that connection the Commonwealth response to the important report of the Commission on Respect and Understanding (*Civil Paths to Peace*) has been feeble.
- The many commonalities that Commonwealth education systems possess makes the Commonwealth an obvious forum for fruitful collective and comparative work in education on school structures, examinations, curriculum, teacher training, distance learning etc.
- The network of Commonwealth organisations and programmes, both inter-governmental and non-governmental, is stronger in education than in any other sector.
- The Commonwealth could exert more impact if it was better resourced. Education programmes like those of the Commonwealth of Learning (multilateral) and Commonwealth Scholarship and Fellowship Plan (bilateral operations in a multilateral framework) give excellent value for money and deserve enhanced funding support.
- We are dismayed at the wide gap between rhetoric about the value of constructive engagement of civil society in Commonwealth councils and the scale of the Commonwealth Foundation’s budget. Both the Foundation and the Secretariat/CFTC are being asked to operate at too low a funding level for their range of activities.
- There are plentiful opportunities for co-operation between Commonwealth CSOs and Commonwealth IGOs. The IGOs could use CSOs for identifying expertise for Commonwealth programmes, for service on advisory and working groups or selection panels; they could commission consultancy work and publications from them; devise joint projects or jointly convene seminars and conferences. IGOs could also assist CSOs with provision of meeting rooms and other facilities and could assist them with capacity building.
- The Consortium has been indicating to the Secretariat for some time that it would find it useful to align its efforts with Commonwealth priorities in ways that would ensure CSO programmes complemented and provided synergy with IGO programmes but the meeting proposed for this purpose has not been convened.
- We value the CCEMs but don’t think their full potential is realised, largely because there is lack of continuity between one CCEM and the next one three years later. The Secretariat could do more to ‘bring up to speed’ those Ministers who have not attended a CCEM previously. We have long advocated the creation of a small panel

of Ministers to act as a ‘continuity’ support and advisory group to the Secretariat, and to undertake monitoring of progress between CCEMs.

- The CCEMs now provide plentiful scope for NGO participation through parallel forums for vice-chancellors, teachers, youth and civil society more generally. More should be done to put a Commonwealth imprint on these parallel forums and to help them explore opportunities for Commonwealth co-operation in the different fields.
- To heighten the profile of the Commonwealth develop programmes that visibly involve Commonwealth citizens and their institutions in friendly competition (e.g. the Commonwealth Games), co-operation and exchange. The Commonwealth Scholarship and Fellowship Plan is the most obvious current example. Youth exchanges, institutional linkages particularly between schools, some kind of Commonwealth volunteer corps are the kinds of initiative that would attract attention and enthusiasm from participants and the public.
- Creative thinking about new ways to celebrate Commonwealth Day in member countries should be encouraged.
- Consideration should be given to appointment and adequate resourcing of more high-profile Commonwealth Expert Groups, drawing in Commonwealth statesmen, high-profile thinkers and researchers, scientists, faith leaders, philanthropists etc to address the challenging problems of the day. The Commonwealth has considerable ‘convening power’ and should seek to put this at the service of the international community by mobilising the best Commonwealth minds and experience to address and report on international problems. Some of the most creative institution-building in Commonwealth education was done 15-20 years ago by Committees chaired by Lord Briggs (distance education), Sir Roy Marshall (higher education co-operation and student mobility) Dr Sam Pitroda (human resource development).
- The Commonwealth should consciously recruit ‘Commonwealth Champions’, individuals of high standing who will take responsibility for helping to advance Commonwealth agendas whether in education, international economic affairs or quite other fields.
- Teaching and learning in schools and colleges about Commonwealth issues and action has been neglected. Ideas could be derived from study of past programmes of the Commonwealth Institute before its change of course and by revisiting the Report of the Commission on Commonwealth Studies chaired by Professor Symons and his Commission 14 years ago.
- Governments could help raise the Commonwealth profile by
 - Celebrating Commonwealth Day in a fulsome manner
 - Ensuring senior ministerial attendance at Commonwealth Ministerial Conferences
 - Contributing to Commonwealth voluntary programmes including the Commonwealth Scholarship and Fellowship Plan.

C. Membership

Consortium membership was 22 throughout 2010, with 17 Members and five Associate Members (see Appendix 2). Membership had been 23 in 2009 but from the end of that year the Commonwealth Policy Studies Unit’s separate membership was merged with that of its ‘parent’ body, the Institute of Commonwealth Studies. In addition to these 22 civil-society organisations, the three inter-governmental organisations – Commonwealth Secretariat, Commonwealth Foundation and Commonwealth of Learning – are recognised as Special Members.

The Consortium continues to invite all eligible organisations to take out full or Associate membership as appropriate.

D. Management and Support

Executive Committee

The Executive Committee met in London, on February 25 at the Royal Commonwealth Society. Alternate Chair Mark Robinson presided, standing in for Professor Colin Power.

Officers

The team of officers continued from 2009 when they had been identified at the General Meeting in Malaysia. The team was headed by Professor Colin Power (Commonwealth Association of Science, Technology and Mathematics Educators - CASTME) elected as Chair. The other officer posts were filled by nominees of the member organisations that agreed to perform the services needed: the London-based Alternate Chair by the Commonwealth Human Ecology Council (Mark Robinson); the Secretary by the Council for Education in the Commonwealth (Peter Williams); the Treasurer by the Association of Commonwealth Universities - John Tarrant, and later John Wood; Communications Secretary by Link Community Development (Stephen Blunden); and Assistant Secretary/officer without portfolio by the Commonwealth Countries' League Education Fund (Casmir Chanda).

Professor Tarrant, the Consortium Treasurer, retired during the year as Secretary-General of the Association of Commonwealth Universities and was succeeded in that post by Professor John Wood who kindly agreed to act as the new CCfE Treasurer. Day-to-day management of the Consortium's financial affairs and accounts remained in the capable hands of Keith Stephenson, the ACU's Director of Finance and Resources.

Communications

Chris Davidge continued to maintain the Consortium's website under an informal contractual arrangement.

The Consortium's official mailing address continues to be Commonwealth House, 7 Lion Yard, Tremadoc Road, Clapham, London SW4 7NQ (but correspondents looking for speedy replies are encouraged to contact the Secretary direct at 6 Upper Rose Hill, Dorking, Surrey RH4 2EB). We are indebted to the Commonwealth Youth Exchange Council (a Consortium member), for helpfully forwarding the Consortium's incoming mail from Lion Yard.

E. Finance

A financial statement covering 2010 and earlier years for comparison, is attached to this report at Annex 1. There was a surplus of £1156 in 2010, compared with a deficit of £1482 in 2009, when there had been unusually heavy expenditure associated with CCEM and CHOGM.

Income in 2010 consisted primarily of a grant from the Commonwealth Foundation of £10,000 for the Zimbabwe education seminars programme, all of which was expended on behalf of the programme via the budget of the Consortium's partner in the enterprise Link Community Development. In fact the total outlay on the Zimbabwe programme was in excess of £50,000, so that the effect of the Foundation grant was to 'leverage' substantial inputs from partners in the enterprise including the Open Society Initiative for Southern Africa, Freshfields and Link Community Development. Current year subscription income from members was well up on the previous year at £1298 as against £950, largely reflecting raised subscription rates. The underlying financial position was in fact healthier than these figures show because Foundation grants of £9,500 for 2010/2011 were not paid until the first half of 2011. The Consortium operates on a calendar-year basis for its finances, but the Commonwealth Foundation has a July 1 to June 30 financial year. Most of the grants for 2009/10 had been paid in the second half of 2009, so that only the Zimbabwe programme grant is shown in 2010. Consortium outlays were deliberately kept at a very low level in the second half of 2010 pending receipt of the Foundation grant for 2010/2011 in the early months of 2011.

Since 2007 the Consortium's financial administration has been in the hands of the Association of Commonwealth Universities and the arrangement has worked well. The transfer of the Consortium's bank account from the National Westminster Bank to the Unity Trust Bank has also proved to represent a satisfactory change.

ANNEX 1 COMMONWEALTH CONSORTIUM FOR EDUCATION (CCfE)

Income and Expenditure Account for the year ended 31 December 2010

| | 2010 | 2009 | 2008 | 2007 | 2006 |
|--|------------------|-------------------|-----------------|------------|-----------|
| | | £ | £ | £ | £ |
| INCOME | | | | | |
| Subscriptions from members and associate members - current year | 1,298.00 | 950.00 | 828.00 | 926.05 | 660.00 |
| - earlier years | | 250.00 | - | 320.00 | - |
| Commonwealth Foundation Grants | | 12,700.00 | | | 9,000.00 |
| Briefing Notes | | 6,000.00 | | | |
| Conference on education for social cohesion, Bangi Malaysia | | 3,400.00 | | | |
| CPF grant | | 3,300.00 | | | |
| Zimbabwe Conference | 10,000.00 | | | | |
| Fees received for Malaysian Conference | | 1,085.00 | | | |
| Contributions to 17CCEM Exhibition Stand | | 725.00 | | | |
| Publications sales | | 405.00 | | | |
| Personal Contributions to Workshop in Kampala (Power, Williams) | | | - | 1,000.00 | - |
| TOTAL INCOME IN THE YEAR | 11,298.00 | 16,115.00 | 828.00 | 2,246.05 | 9,660.00 |
| EXPENDITURE | | | | | |
| Honorary Secretary's expenses | 85.45 | 151.74 | 59.18 | 171.25 | 392.65 |
| Other Officers' expenses | | - | - | 124.20 | 13.15 |
| Webmaster's charges | | 85.25 | - | 189.63 | |
| Zimbabwe Conference – Link Development | 10,000.00 | | | | |
| CCfE Leaflets – reprints | | | | | 24.01 |
| Briefing Notes and Directory | | 5,091.39 | | | |
| Fees and honoraria | | 1,500.00 | | - | 5,900.00 |
| Design and Printing | | 3,591.39 | | 748.57 | 1,859.98 |
| Freight | | | | | 70.44 |
| Workshop: Pan Commonwealth Forum on Open Learning, PCF5 2008 Malaysia June 2009 | | 7,751.12 | 546.79 | | |
| Support for officers managing Conference & attending 17 CCEM Bangi Conference June 12 and 13 2009 | | 1,400.00 | | | |
| Support for admin secretary for Conference | | 400.00 | | | |
| Expenditure from CF grant to support developing country speakers | | 2,851.31 | | | |
| Costs for other speakers | | 919.97 | | | |
| Other Conference fees paid | | 1,360.00 | | | |
| Other Conference costs | | 119.84 | | | |
| Exhibition Stand at 17CCEM | | 700.00 | | | |
| CHOGM 2009 – Trinidad | | 4,517.38 | | | |
| Support for Chair & Secretary to attend CPF and CHOGM | | 1,500.00 | | | |
| CPF Fees paid for three Foundation sponsored participants | | 180.00 | | | |
| CPF costs | | 2,837.38 | | | |
| CPF workshop in Kampala November 2007: | | | | 2013.83 | |
| Consortium/LINK Conference Cape Town December 2006: | | | | | 1,689.05 |
| Consortium meetings and general meeting (Cape Town) | | | - | - | 163.66 |
| Bank charges | | | - | 95.19 | 86.65 |
| TOTAL EXPENDITURE IN THE YEAR | 10,085.45 | 17,596.88 | 605.97 | 3,342.67 | 10,401.72 |
| NET SURPLUS / (DEFICIT) FOR THE YEAR | 1,212.55 | (1,481.88) | 222.03 | (1,096.62) | (741.72) |
| Balance brought forward at 1 January | 2,708.15 | 4,190.03 | 3,968.00 | 5,064.62 | 5,806.34 |
| BALANCE CARRIED FORWARD at 31 December | 3,920.70 | 2,708.15 | 4,190.03 | 3,968.00 | 5,064.62 |
| Represented by: | | | | | |
| Cash at bank – Unity Bank | 4,048.53 | 2,141.69 | 4,190.03 | 3,523.08 | 5,064.62 |
| Debtors: Subscriptions | 150.00 | 200.00 | | | |
| Creditors: owed to Secretary | (277.83) | (3,213.54) | | | |
| | 3,920.70 | 2,708.15 | 4,190.03 | 3,968.00 | 5,064.62 |

ANNEX 2

Consortium Membership in 2010

(17 Members and five Associate Members = 22)

| | | |
|---------------|--|-------------------------------------|
| ACS | - Association of Commonwealth Studies | <i>email: island16@sympatico.ca</i> |
| ACEAB | - Association of Commonwealth Examination and Accreditation Bodies | <i>www.aceab.org</i> |
| ACLALS | - Association of Commonwealth Literature & Language Studies | <i>www.aclals.org</i> |
| ACU | - Association of Commonwealth Universities | <i>www.acu.ac.uk</i> |
| BECM | - British Empire and Commonwealth Museum | <i>www.empiremuseum.co.uk</i> |
| CAM | - Commonwealth Association of Museums | <i>www.maltwood.uvic.ca/cam/</i> |
| CAPA | - Commonwealth Association of Polytechnics in Africa | <i>capa@kenpoly.ac.ke</i> |
| CASTME | - Commonwealth Association of Science, Mathematics & Technology Teachers | <i>www.castme.org</i> |
| CBC+ | - Commonwealth Business Council | <i>www.cboglobelink.org</i> |
| CCEAM | - Commonwealth Council for Educational Administration and Management | <i>www.cceam.org</i> |
| CCLEF | - Commonwealth Countries' League Education Fund | <i>www.ccl-int.org.uk</i> |
| CEC | - Council for Education in the Commonwealth | <i>www.cecomm.org.uk</i> |
| CHEC | - Commonwealth Human Ecology Council | <i>www.chec-hq.org</i> |
| CRT+ | - Commonwealth Relations Trust (of the Nuffield Foundation) | <i>www.nuffieldfoundation.org</i> |
| CTG | - Commonwealth Teachers Group | <i>email: s.garg@nut.org.uk</i> |
| CYEC+ | - Commonwealth Youth Exchange Council | <i>www.cyec.org.uk</i> |
| ESU | - The English-Speaking Union of the Commonwealth | <i>www.esu.org</i> |
| ICS | - Institute of Commonwealth Studies | <i>www.commonwealth.sas.ac.uk</i> |
| LCD | - Link Community Development | <i>www.lcd.org.uk</i> |
| LECT | - League for the Exchange of Commonwealth Teachers | <i>www.lect.org.uk</i> |
| RCS+ | - Royal Commonwealth Society | <i>www.rcsint.org</i> |
| ROSL+ | - Royal Over-Seas League | <i>www.rosl.org.uk</i> |

Special Members (3)

| | |
|---------------|----------------------------|
| CF | - Commonwealth Foundation |
| COL | - Commonwealth of Learning |
| COMSEC | - Commonwealth Secretariat |

ANNEX 3

Other acronyms used in text of report

| | |
|---------------|---|
| BBC | - British Broadcasting Corporation |
| CCEM | - Conference of Commonwealth Education Ministers |
| CCfE | - Commonwealth Consortium for Education |
| CEO | - Chief Executive Officer |
| CFTC | - Commonwealth Fund for Technical Co-operation |
| CHOGM | - Commonwealth Heads of Government Meeting |
| CPF | - Commonwealth Peoples Forum |
| CSFP | - Commonwealth Scholarship and Fellowship Plan |
| CSO | - Civil Society Organisation |
| DFID | - Department for International Development |
| EU | - European Union |
| IGO | - Inter-Governmental Organisation |
| MoESAC | - Ministry of Education, Sport, Arts and Culture (Zimbabwe) |
| NGO | - Non-Governmental Organisation |
| NUT | - National Union of Teachers |
| SACMEQ | - Southern and Eastern Africa Consortium for Monitoring Educational Quality |
| SADC | - Southern African Development Community |
| UK | - United Kingdom |
| UNESCO | - United Nations Educational Scientific and Cultural Organisation |
| UNICEF | - United Nations Children's Fund |

VSO - Voluntary Service Overseas