

Commonwealth Consortium for Education

**IMPLEMENTING THE COMMONWEALTH
EDINBURGH ACTION PLAN FOR EDUCATION:
WAYS FORWARD**

**Report on a series of Exploratory Discussions
sponsored by the Consortium**

July 2005

Report Contents

Executive Summary	3
1. Introduction	7
1.1 Background to the project	7
1.2 Terms of reference	8
1.3 Activities undertaken	9
2. The Six Action Areas	10
3. Commonwealth Capacity	13
3.1 Conceptual considerations	13
3.2 Organisations and programmes	13
3.3 Activities in the action areas	15
4. The Commonwealth Vantage Point	19
4.1 Conceptual questions	19
4.2 The Commonwealth's comparative advantage	19
The overall comparative advantage	19
Comparative advantage in education	21
4.3 The Commonwealth niche in the six action areas	22
- Achieving universal primary education	22
- Eliminating gender disparities	22
- Improving the quality of education	22
- Using open and distance learning to overcome barriers	23
- Supporting education in difficult circumstances	23
- Mitigating the effects of HIV/AIDS in education	23
5. An Agenda for Future Activity in the Six Action Areas	24
5.1 Conceptual Considerations	24
5.2 Some common themes	24
5.3 Gaps and opportunities in particular action areas	25
- Achieving universal primary education	25
- Eliminating gender disparities	26
- Improving the quality of education	26
- Using open and distance learning to overcome barriers	27
- Supporting education in difficult circumstances	27
- Mitigating the effects of HIV/AIDS in education	27
- Themes addressed outside the Action Area limits	28
6. Good Practice Awards	29
6.1 The proposal	29
6.2 Reactions and suggestions	29
7. The Way Forward	31
Annexes	i
1. Terms of reference of the project	i
2. Workshops and consultations	ii
3. Workshop participants	iv
4. Documents associated with the project	viii
5. Excerpts from 15CCEM Report	ix
6. Commonwealth infrastructure in education	xx
7. Current activities in the Six Action Areas	xxii
7a) Education Section, Commonwealth Secretariat	xxii
7b) Commonwealth of Learning	xxvi
8. Proforma used to compile inventory of activity and plans in the Action Areas	xlili

Implementing the Commonwealth Edinburgh Action Plan for Education: Ways Forward

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EXECUTIVE SUMMARY

Introduction and Background (Chapter 1)

Commonwealth Ministers of Education at their latest triennial Conferences in Halifax (2000) and Edinburgh (2003) have defined Commonwealth priorities in education and have called for collective action by governments, Commonwealth inter-governmental agencies and their civil society partners to implement common goals. In Halifax at their 14th Conference (14CCEM) Ministers issued the Halifax Statement on Education and endorsed nine areas of activity for Commonwealth countries and agencies to pursue as an initial Action Plan linked to the Statement. In Edinburgh at 15CCEM in 2003 Ministers took as the theme of their discussions ‘Closing the gap: access, inclusion and achievement’ and identified six Action Areas where work would be taken forward to meet the challenges that had to be addressed if their educational aspirations were to be achieved. The activities identified would be components of the Commonwealth Edinburgh Action Plan for Education.

The six Action Areas were:

- Achieving universal primary education
- Eliminating gender disparities in education
- Improving quality in education
- Using distance learning to overcome barriers
- Supporting education in difficult circumstances
- Mitigating the impact of HIV/AIDS in education.

Ministers saw partnerships as the key to successful implementation and envisaged that these should be formed ‘at the widest level between and among governments, civil society, the private sector and the international community; and at ground level between pupils, teachers, head teachers and parents’. Accordingly, among the consultations undertaken by the Commonwealth Secretariat (ComSec) in the months following 15CCEM were a number of meetings with representatives of civil society to consider how action might be taken forward. Among those present in the discussions were representatives of the Commonwealth Consortium for Education (CCfE), a grouping of over 20 voluntary and professional organisations committed to the development of education, culture, knowledge management and youth development in the Commonwealth. The Consortium offered to convene a series of workshops on the six action areas in response to an agenda set by the Secretariat.

Agreement was reached in September 2004 and a contract was signed. The terms of reference (Annex 1) asked the Consortium to organise workshops in each Action Area with four principal aims. The first was to identify the key players, institutional and individual at pan-Commonwealth level that were active in the various Action Areas. The second was to identify the particularities of the Commonwealth perspective, and of the Commonwealth situation and experience in relation to the Action Areas, and to highlight any special comparative advantage the Commonwealth might have in addressing the Action Areas in general or in particular aspects. The third task was to define issues, gaps and opportunities that Commonwealth agencies might usefully address to add special value to international efforts, without duplicating what other agencies were doing. Finally the Consortium was asked to contribute its thinking about the initial proposals of the Secretariat regarding Good Practice awards that Education Ministers had asked to be implemented in the Action Areas.

The six workshops took place in the United Kingdom over a two-month period from late November 2004 to late January 2005 and were convened by four different Consortium members (Annex 2). To the extent possible invitations were extended to non-UK Commonwealth specialists as well as to UK nationals and a wide range of different Commonwealth countries was represented (Annex 3). Reports were prepared on each workshop and these were reviewed at a seventh meeting convened in Brisbane in early February. Supplementary reports included a South African commissioned contribution on overcoming barriers through distance learning and a special study by a Malaysian consultant on promoting gender parity of opportunity in higher education staff development. The draft report was reviewed at a two-day meeting hosted by the Centre for Commonwealth Education in Cambridge and the final report submitted in April.

Action Areas, EFA Goals and MDGs (Chapter 2)

The six Action Areas chosen by Ministers overlap with the six EFA Goals and the two education-related Millennium Development Goals (universal primary school completion and gender parity in education) but do not correspond with them entirely. While the focus of discussion in the Workshops was on primary schooling, it was not confined to that level, given that – UPE itself apart – every Action Area raises issues and challenges for education across the whole system. Many Commonwealth countries have substantially achieved the MDGs, including UPE and gender parity, but still find the Edinburgh agenda relevant and important. Commonwealth co-operation in education and Secretariat activity must necessarily be based on a holistic view of the education system recognising that achievement of the MDGs depends on a contribution from activities at many different levels of education.

Commonwealth Capacity (Chapter 3)

Commonwealth co-operative activity for education development flows through many more channels than the pan-Commonwealth inter-governmental organisations and civil-society agencies considered in this report. The larger picture includes Commonwealth contributions to international agencies, regional co-operation among Commonwealth members, bilateral aid from Commonwealth governments, the work of Commonwealth-based international NGOs, and the international programmes of many smaller voluntary bodies. Beyond this international co-operation, and far exceeding it, are the domestic efforts of governments and civil-society organisations at national level.

The pan-Commonwealth inter-governmental agencies – Commonwealth Secretariat, Commonwealth Foundation and Commonwealth of Learning (COL) - are heavily engaged in education activity and beyond them lie other government-supported programmes and institutions like the Commonwealth Scholarship and Fellowship Plan, Commonwealth Institute and Commonwealth Education Fund. Together with the pan-Commonwealth voluntary and professional bodies, most but not all of which belong to the CCfE, this constitutes a substantial resource (Annex 6). Some of the Commonwealth NGOs in education, like the Association of Commonwealth Universities, are substantial: others are relatively tiny. There is a clear need for better mapping of resources and programmes.

The accounts submitted, by respondents to CCfE enquiries (Annex 8), of work done by pan-Commonwealth bodies in relation to each of the six Action Areas is summarised in boxes in the main text, and fuller details are provided of programmes executed by ComSec and COL in Annex 7. As might be expected the inter-governmental agencies with their greater resources display the highest level of activity and generally operate larger-scale projects. COL has a focus on the applications of distance learning but its work addresses issues in all six Action Areas. Out of all the Areas, it appears that the least attention was being paid by Commonwealth agencies to education in difficult circumstances, but it is possible that later reporting will show that the emphasis has shifted following the Caribbean hurricanes and the Asian tsunami disaster of 2004.

The Commonwealth Vantage Point (Chapter 4)

The Commonwealth is a relatively small player in terms of international co-operation and it is often asked whether the Commonwealth brings any special perspective to bear on global problems giving it some kind of comparative advantage in addressing them.

A valuable characteristic of the Commonwealth is that it spans the developing/industrialised-country divide, and so provides a forum where consensual approaches to some of the most difficult contemporary global problems can be worked out in informal settings. The common heritage of Commonwealth countries in language, law and learning and the shared institutional patterns are conducive to a valuable sharing of experience between countries; and the geographical clustering of Commonwealth countries in the Caribbean, southern Africa, South Asia and the Pacific offers opportunities for beneficial regional co-operation. South-South co-operation has been a special feature of Commonwealth collaborative efforts.

Four special roles identified for the Commonwealth are an advocacy role in campaigning for a more equitable world order and promoting the global public good; support for countries negotiating with more powerful interests (World Bank/IMF, wealthy countries, multinational corporations); support for human rights and encouraging adherence to international conventions; a special concern with the development and viability of small states. The Commonwealth can make an important contribution by developing its capacity for persuasion and influence in international forums. It could also perform a valuable service to its member states by helping them to identify and unlock sources of assistance at the disposal of other larger development agencies.

These advantages and opportunities apply abundantly in the education sector. Commonwealth institutional infrastructure in education has a depth and range unmatched by other sectors and several parts of that infrastructure – e.g. COL, CSFP, the Commonwealth Education Fund, regional universities and examination bodies, and some of the Commonwealth professional associations -represent institutional forms that are unparalleled elsewhere and that have proved to work well. A wealth of in-depth expertise and specialist experience has been developed in areas of education that have been the focus of Commonwealth endeavours.

As regards the Action Areas, it is noted that while most Commonwealth members have already reached the MDG goals, Commonwealth countries in Sub-Saharan Africa and South Asia together account for the greater part of the global deficit in primary school enrolment (Action Area 1) and the enrolment of girls (Area 2). In that sense these are very much ‘Commonwealth problems’; and the same is unfortunately true of HIV/AIDS (Area 6) to the extent that in the early phases of the spread of the pandemic it is Commonwealth countries of Southern Africa that have been particularly affected. On UPE, most Commonwealth African countries have in the past achieved universalisation at least in the sense of gross enrolment ratios of 100 or better, and so have important experience to share relevant to issues of sustainability as countries attempt to reach UPE for the second or third time. In the area of gender the Commonwealth has particular opportunities through the regular meeting of Women Affairs Ministers, and the growing recognition that there is a new emerging problem of male underachievement in several Commonwealth countries.

On the quality of education (Area 3), the similarity of institutional arrangements in education provides scope for useful interventions; and both ComSec and COL have done cutting-edge work on the professional development of teachers. COL is uniquely placed to take the lead in using distance education to overcome barriers (Area 4) and Commonwealth countries have historically been at the forefront of efforts to reach isolated learners. As for education in difficult circumstances (Area 5), Commonwealth countries have been particularly badly affected by recent natural disasters, and – though in the majority of cases themselves spared from the ravages of civil strife (exceptions are Sierra Leone and Uganda) – they have been major hosts to refugees from Afghanistan, Sudan, Rwanda, Congo DRC.

An Agenda for Future Activity in the Action Areas (Chapter 5)

Workshop participants identified a number of themes that were common to all the Action Areas:

- help is required to member states with briefing on complex international issues and conventions and, where requested, with preparation for international negotiations
- the need for assistance with better data for planning
- the necessity for the Commonwealth to pay attention in all its initiatives to the special considerations that affect small states

- more rigorous thinking about the most productive ways to share experience and disseminate good practice
- application of peer review as a means to help countries to improve their education systems
- the centrality of teachers and their professional development as a key to progress in all the Action Areas
- the scope for using non-government bodies as partners in development
- the need for cross-sectoral co-operation if progress in education is to be assured
- three priorities are for concentration on the poorest; addressing the plight of orphans; and revisiting policies on the language of instruction.

A number of gaps and opportunities are identified in each of the six Action Areas - between four and nine specific suggestions in each Action Area. (The 36 items are too detailed to be summarised here and the full text of the Report should be consulted in the appropriate section of Chapter 5). Further themes outside the Action Areas, but corresponding to the concerns of Ministers in Edinburgh, are identified for Commonwealth attention in the areas of the General Agreement on Trade in Services (GATS), intellectual property rights, and cross-border enrolment.

Good Practice Awards (Chapter 6)

ComSec proposals for Good Practice Awards, as requested by Ministers, were discussed and recommendations made. It would be desirable to specify a focus for the awards in each Action Area and to simplify the administration, reducing bureaucracy and management costs to a minimum. Workshop participants did not favour confining the Awards to those nominated by Ministries. Care should be taken to ensure Good Practices identified are replicable, have a proven track record and focus on substance more than presentation.

The Way Forward (Chapter 7)

The Commonwealth possesses substantial infrastructure for education co-operation and development, but efforts of the different agencies and programmes have in the past been fragmented. Education Ministers have now given clearer direction on education priorities, and there is scope for translating these into an agreed programme of specific activities that would constitute components of the Commonwealth Action Plan for Education that Ministers foresee.

Many civil society partners would appreciate guidance on Commonwealth priorities and on the particular areas where their contribution would be most valued. They would welcome the opportunity to work with others in developing and executing projects of acknowledged importance, and would find it helpful in seeking funds for such work to have a Commonwealth 'imprimatur'.

An immediate issue therefore is whether, with the blessing of Ministers and under ComSec and COL leadership, the Commonwealth education constituency could collectively agree a slate of initiatives in the six Action Areas, of the kind identified in the Report, and agree among themselves through a process of voluntary offers which ones they might themselves try to initiate, and where possible implement, seeking also to attract the attention and engagement of other potential interested parties. Such an agreed 'menu' of programmes and projects, effectively constituting an interim Action Plan, would underpin funding applications to multilateral and bilateral agencies.

It is suggested that ComSec might consider convening a consultation among interested parties to study the present report and the feasibility of its recommendations, and that it should use its current series of regional consultations with Ministers to take soundings among Governments on the proposals.

IMPLEMENTING THE COMMONWEALTH EDINBURGH ACTION PLAN FOR EDUCATION: WAYS FORWARD

Report on a series of Exploratory Discussions sponsored by the Consortium

1. Introduction

1.1 Background to the Project

1. Education is central to the Commonwealth. This was affirmed in the message sent to Heads of Government by Commonwealth Ministers of Education, assembled at their Fifteenth Conference (15CCEM) in Edinburgh in October 2003; and by Heads themselves at their Meeting in Abuja in December 2003 when they stated that education is of the highest priority for the Commonwealth association. On that occasion Heads also reiterated their commitment to achievement of the Millennium Development Goals, especially in regard to health and education (see Box 1).

2. Education as a sector is unrivalled in the depth and breadth of its Commonwealth infrastructure. It includes specialised inter-governmental agencies and programmes and a considerable number of pan-Commonwealth professional and voluntary organisations committed to education co-operation and development (Appendix 6).

3. In pursuit of the Commonwealth's education goals, governments have been feeling their way towards formulation of a co-ordinated programme of activities through which different Commonwealth agencies could combine their efforts to achieve shared objectives. This possibility was mooted at 14CCEM in Halifax, Canada, in 2000 when Ministers

re-emphasised their belief in the central role of education in the development process, the value of Commonwealth agencies, teacher organisations, NGOs and institutions in advancing educational development and the need for greater collaborative efforts within the Commonwealth in this area. Ministers also stressed their own commitment to using education to enhance the personal, community and national development efforts in their respective countries, and to working in a collaborative spirit of Commonwealth co-operation towards these ends. They outlined a frank and realistic overview of the many challenges facing Commonwealth countries, but also highlighted a sense of hope from some of the success stories and promises of partnership and international support.

Ministers agreed on a small set of projects that would form the initial Action Plan for the Halifax Statement and agreed that there would be a rolling Action Plan that would make it possible to take on board new projects and sunset old ones. Ministers agreed that the Action Plan was to be carried out by clusters of countries, agencies, teacher organisations and NGOs that share an interest in and have a commitment to the activity in question. Ministers mandated the Commonwealth Secretariat to monitor and report on the implementation of the Action Plan that forms part of the Halifax Statement.

(Communique of 14CCEM)

4. The Commonwealth Secretariat implemented a variety of activities in the interval between 14CCEM and 15CCEM, reflecting the nine themes that Ministers in Halifax had identified for follow-up (see

Annex 7a). At 15CCEM in Edinburgh in 2003 Ministers renewed the effort to devise a programme of concrete activities that the Commonwealth would undertake in the following terms:

* * * *

4. Ministers reviewed progress in education across the Commonwealth in the context of the main theme of the conference - *Closing the Gap: Access, Inclusion and Achievement*. They identified key issues, challenges and opportunities that needed to be addressed if their educational aspirations were to be achieved.

5. They identified six Action Areas where work would be taken forward to address these challenges: Achieving Universal Primary Education; Eliminating Gender Disparities in Education; Improving Quality in Education; Using Distance Learning to Overcome Barriers; Supporting Education in Difficult Circumstances; Mitigating the Impact of HIV/AIDS in Education.

* * * *

10. Ministers noted with satisfaction the progress made on taking forward the Action Areas identified in the Halifax Statement, and the need to work with vigour if they were to meet the targets of the Education For All (EFA) and the Millennium Development Goals (MDGs): Universal Primary Education (UPE) and Eliminating Gender Disparity (EGD). To do this, combined efforts and vision will be required from all governments, other public sector stakeholders, civil society and the private sector, including support for policies that enhance and facilitate building capacity and achieving these goals, while avoiding practices that may impede progress.

* * * *

24. Based on the Conference's rich dialogue and exchanges, Ministers agreed to a set of actions around the six Action Areas. Ministers asked the Commonwealth Secretariat and its partner organisations to monitor and report on the implementation of the Edinburgh Action Plan.

5. The components of the Edinburgh Action Plan that formed part of the 15CCEM Communique, and the statements and reports emanating from Edinburgh – from 15CCEM itself, from the parallel civil-society Symposium and from the associated Youth Summit - on each of the six Action Areas are reproduced in Annex 5.

6. In the months following the Conference, the Education Section of the Commonwealth Secretariat devised programmes of its own in the first two of the Action Areas, corresponding with the two education MDGs, and embarked on a series of consultations with civil society representatives on implementation of the Edinburgh Action Plan. These discussions led directly to an invitation to the Commonwealth Consortium for Education, a grouping of some 22 Commonwealth voluntary and professional bodies active in the Education Sector, to organise a series of workshops on the six Action Areas which would explore where the distinctive Commonwealth niche lay and what were the main gaps and opportunities that the Commonwealth could usefully address. The contract was for £12,000.

1.2 Terms of reference

7. The full terms of reference for the project are shown in Annex 1. The key objectives were:

- To identify the key players, institutional and individual, at the Pan-Commonwealth level active in the six Action Areas;
- To articulate the key dimensions of “Commonwealthness” or Commonwealth value added; defining any Commonwealth niche and how it can make a difference;
- To identify potential gaps, including short- and long-term research gaps, that could be the focus for future Commonwealth-driven components of collaborative

action and ways of addressing these gaps that could be undertaken by a range of Commonwealth Partners

- To contribute ideas to the formulation of procedures for the Best Practice Awards, that Ministers have asked to be presented at 16CCEM.

8. The dateline for presentation of the end-of-project report was originally set at 31 January 2005, but by mutual agreement this was later put back by a few weeks. This would make it possible to take account of the results of other relevant meetings on quality of education (London, November 23) and education in difficult circumstances (Cape Town, December 3-5) and to allow for the planning of supplementary activities that would involve widening the circle of international participants involved in the consultative process. In the event many of the consultations took place in January and February 2005, as detailed below.

1.3 Activities undertaken

9. The Commonwealth Consortium for Education invited its members to submit proposals for organising workshops in the action areas and four of its members responded. The series took place as follows

- 1. *Achieving universal primary education.*** Council for Education in the Commonwealth, November 26 2004 at Marlborough House
- 2. *Eliminating gender disparities.*** Council for Education in the Commonwealth, December 3 2004 at Marlborough House
- 3. *Improving the quality of education.*** League for the Exchange of Commonwealth Teachers, January 24 2005 at Marlborough House
- 4. *Using distance learning to overcome barriers.*** International Research Foundation on Open Learning (for Federation of Commonwealth Open and Distance Learning Associations) December 13 2004 at Marlborough House
- 5. *Supporting education in difficult circumstances.*** Commonwealth Association of Science, Technology and Mathematics Educators, January 8 2005 at the University of Leeds
- 6. *Mitigating the effects of HIV/AIDS in education.*** Commonwealth Association of Science, Technology and Mathematics Educators, January 18 2005 at Marlborough House.

10. A number of associated activities and studies were also included in the programme. They include a review in Brisbane Australia on 4th February 2005 of the draft reports from the six workshops above (CCfE and Eidos); a consultation in South Africa on open and distance learning (IRFOL); a study of factors which enhance gender equality in staffing of Commonwealth universities (ACU); and sponsorship of an observer at the Cape Town Round Table on Education in the face of Environmental Disasters/Difficult Circumstances in December 2004 (CASTME). A final review/synthesis meeting was held in Cambridge in February (CI-CCE/CCfE). The Report was submitted to the Secretariat in April 2005, but at its request a further revision was made in June/July to incorporate additional information about Commonwealth programmes, and an Executive Summary was then added.

11. More detail of the various events held in connection with the project is given in Annexes 2 and 3.

2. The Six Action Areas

12. The context of the Ministerial discussion in Edinburgh was the Conference theme of “Closing the Gap: Access, Inclusion and Achievement”. The six Action Areas identified by Ministers were:

- Achieving Universal Primary Education;
- Eliminating Gender Disparities in Education;
- Improving Quality in Education;
- Using Distance Learning to Overcome Barriers;
- Supporting Education in Difficult Circumstances;
- Mitigating the Impact of HIV/AIDS in Education.

13. Three important issues are posed by the Ministers’ chosen agenda for action. The first concerns the interconnections between the individual Action Areas. The second is the relationship between the Action Areas and Commonwealth countries’ pre-existing commitments to the Education for All (EFA) goals, proclaimed in Dakar in April 2000, and to the Millennium Development Goals (MDGs). The third issue is whether the proposed Commonwealth actions in the six Areas selected should focus on any particular level(s) of the education system.

14. Clearly the six Action Areas do not form watertight compartments. To attain UPE it is necessary to address directly issues of under-representation of one or other gender (most usually girls), of children in difficult circumstances and of those affected by HIV/AIDS, including orphans. The quality of schooling is a major influence on enrolment. Distance learning may be an important aid to the training and recruitment of teachers in sufficient quantity and quality. There are obvious links between gender parity and progress in all of the other action areas, including especially the impact of HIV/AIDS on education.

15. For all the above reasons there was a certain artificiality in holding separate discussions on each Action Area. Inevitably the individual workshops tended at times to repeat themes and ideas already touched on elsewhere, and there was repeated reference in discussion to the need to synthesise the findings of the different workshops in an overall report, of the kind that this document represents.

16. There is not a complete coincidence between the six Action Areas and the six EFA goals approved in Dakar. The six EFA goals do not specifically refer to open and distance learning, nor to mitigation of the impact of HIV/AIDS, which are among the Commonwealth proposed areas for action. They do on the other hand address early childhood care and education, adult literacy, and acquisition of life skills, none of which have specific reference in the six Action Areas.

17. Interestingly, the Ministers did not link their recommendations for work in the six Action Areas to the attainment of the MDGs, even though governments have directed in other Commonwealth forums that the Secretariat should give priority to them. This Commonwealth commitment (see Box 1) to the MDGs provides two mission-defining guidelines for the Secretariat’s work in education. Millennium Development Goal 2 and Target 3 addresses the completion of primary schooling by all children. Goal 3 and Target 4, dealing with gender equality, puts the immediate emphasis on primary and secondary education by 2005 and extends this to all levels of education by 2015.

18. The MDGs have been criticised on several counts. Some argue they are not ambitious enough. Most Commonwealth countries, for example, aspire to nine years’ universal education, to include three years of lower secondary education, rather than just primary. Nevertheless, the EFA Global Monitoring Reports are gloomy about the prospects for attainment even of the global primary education target by 2015. Moreover the MDGs are silent about both quality and equality beyond gender disparity.

19. It is problematic, to say the least, for the Commonwealth to encapsulate all its common concerns in education under the (MDG) rubrics of universal primary schooling and gender equality in primary and secondary education. In the course of Ministerial exchanges of view at 15CCEM considerable attention

was devoted to issues like the international recruitment of teachers and the Virtual University for Small States which, though by no means irrelevant to the six Action Areas, are somewhat tangential to them. Similarly the very substantial programme of awards under the Commonwealth Scholarship and Fellowship Plan was properly subject to scrutiny in Edinburgh. Such programmes are central to Commonwealth education co-operation. They make their contribution to attainment of the MDGs, but the Goals are not their basic rationale and the Secretariat should be spared having to engage in rather far-fetched casuistry to justify including them in its work programme.

Box 1 The Education for All Goals: Dakar April 2000

The six EFA goals to which participants in the World Education Forum, held at Dakar in April 2000, committed themselves were to:

- Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- Ensure that by 2015 all children, especially girls, children in difficult circumstances, and those belonging to ethnic minorities have access to and complete free compulsory primary education of good quality.
- Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- Achieve a 50 percent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.
- Eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality in education by 2015 – with a focus on ensuring girls’ full and equal access to and achievement in basic education of good quality.
- Improve all aspects of the quality of education and ensure excellence of all so that recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

Millennium Development Goals relating to Education

(UN General Assembly Resolution A/56/326, 6 September 2001)

The Millennium Development Goals include two that focus particularly on education as follows:

Goal 2. Achieve universal primary education

(Target 3). Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.

Goal 3. Promote gender equality and empower women

(Target 4). Eliminate gender disparity in primary and secondary education, preferably by 2005, and to all levels of education no later than 2015.

Aso Rock Declaration by Commonwealth Heads of Government, December 2003

In December 2003 in Abuja Commonwealth Heads of Government reiterated their “collective commitment and determination to attain the Millennium Development Goals (MDGs), especially in regard to health and education”. In the same Aso Rock Declaration they also affirmed that

“education, whether formal or informal, is central to development in any society and is of the highest priority to the Commonwealth. In an increasingly divided and insecure world, education must play a crucial role for people, both young and old, for them to optimise their opportunities and to bridge divides”.

20. Nowhere does the Conference Communique state that the Action Areas as a whole apply solely to any particular levels of education, even though the first of the Action Areas dealing with UPE is, by

definition, so restricted. But mitigating the impact of HIV/AIDS is a challenge facing secondary and tertiary education as much as, if not more than, primary education because – as well as the problems of teacher infection and of orphaned learners that are common to all levels – students themselves in secondary and tertiary institutions are at more direct risk of infection through voluntary or coerced sexual relationships. Again, it can be argued that while open and distance learning can make a direct impact on quantity and quality of primary education through the education of teachers, direct student use of these learning methodologies is likely to take place further up the ‘education tree’ than in the elementary school. Similarly gender equality is explicitly recognised, in the wording of the relevant MDG, as applying to all education levels.

21. It is hardly surprising that the Report of 15CCEM records that exchanges of views in Edinburgh ranged widely across the levels of education. Many of the most salient political issues in education confronting education ministers, even in countries that have not achieved UPE, are in fact ones concerning access to, and the management and financing of, secondary and tertiary education. (The majority of Commonwealth countries have already achieved UPE, at least as measured by gross enrolment ratios). It is well recognised, too, that the different parts of a country’s education system are closely inter-related. The demand for primary education, and its quality, depend in large measure on opportunities for continuation of study at secondary and tertiary levels, and on their contribution to the development of professional capacity and research for the primary schools.

22. For all the above reasons, the Consortium’s series of workshops on the Action Areas worked on the presumption that while the primary level has priority for pan-Commonwealth action in respect of the Action Areas, it was not intended to be the exclusive focus of Commonwealth activity within them. Hence, the workshop discussions did not confine themselves entirely to the primary level; and in response to the strong concerns expressed by Ministers about gender equality in higher education, a special study was undertaken for the Consortium of professional development opportunities for female staff in higher education.

3. Commonwealth Capacity

3.1 Conceptual considerations

23. The terms of Reference asked the Consortium “to identify key players, institutional and individual, at the Pan-Commonwealth level active in these areas”.

24. The restriction to ‘pan-Commonwealth’ was deliberate, in order to limit the field of survey, and also recognising that the many informal and bilateral links between Commonwealth countries in education were hardly amenable either to recording or to co-ordination. What it does mean however is that this review necessarily omits a vast amount of co-operative activity between Commonwealth governments, agencies and institutions in the six Action Areas of the following kinds:

- Contributions by Commonwealth member countries to international budgets of the World Bank, regional development banks, United Nations agencies, European Development Fund and other multilateral funds that in turn spend some of their resources on education in Commonwealth developing countries.
- Regional co-operation facilitated by organisations like SADCC, CARICOM and others. In some, Commonwealth voices are preponderant.
- Bilateral assistance between governments orchestrated by the assistance agencies of industrialised countries like UK, Australia, Canada and New Zealand; also by Commonwealth developing countries (India, Malaysia, Nigeria, South Africa etc)
- Assistance by Commonwealth-based international NGOs - like OXFAM, ActionAid or Save the Children, to name a few.
- International co-operative ventures and linkages involving smaller voluntary bodies that support projects and links often at local level and for particular schools and colleges.

25. It follows that this review covers only a very small part of activity in the Commonwealth in the six Action Areas because

- **first**, domestic efforts at national level are not covered. In most countries international co-operation accounts for only a very small proportion of the resources available for education.
- **second**, even in respect of international co-operative activity within the Commonwealth, the resources flowing through the channels outlined in paragraph 25 are far greater than those passing through the pan-Commonwealth bodies that are the subject of this study.

26. This poses a challenge to the pan-Commonwealth institutions to explore whether they can identify distinctive roles for themselves, individually and collectively, in education development. Such roles might for example be those of

- leader and mobiliser of national and international effort through advocacy
- broker and co-ordinator to help others locate the resources they need
- catalyst for regional and international co-operation and the exchange of experience and good practice
- generator of distinctive inputs based on Commonwealth comparative advantage that will fill gaps and add value to the effort others are making.

27. It will be noticed that the first three of these roles coincide with the ‘ABC’ (advocate, broker, catalyst) mandates that ComSec has recently defined for itself.

3.2 Organisations and programmes

28. As indicated in Annex 6, the pan-Commonwealth institutions active in the education sector are of three main kinds

- The three principal inter-governmental organisations namely
 - **the Commonwealth Secretariat**, which has an Education Section with six professional staff (two funded externally) and a programme budget of about £400,000 p.a. for education within its Social Transformation Programmes

Division. Amongst the agreements that the Education Section is responsible for monitoring is *The Commonwealth Protocol on the Recruitment of Teachers*, agreed at Stoke Rochford in 2004. The Secretariat controls the disbursement of the Commonwealth Fund for Technical Co-operation with a budget of around £20-25m per annum, with education in member countries being one of the main beneficiary sectors.

- The **Commonwealth of Learning**, with its international headquarters in Vancouver, Canada, is an official Commonwealth intergovernmental organisation created by Commonwealth Heads of Government to encourage the development and sharing of knowledge, resources and technologies in open learning and distance education. COL is helping developing nations to improve access to good quality education and training. There are about 35 staff members in Vancouver and another five in its regional agency in New Delhi (the Commonwealth Educational Media Centre for Asia). Its annual budget is approximately £2.5 million.
 - The **Commonwealth Foundation**, promotes civil society in the Commonwealth and has a programme of support for pan-Commonwealth professional organisations including some in the education sector belonging to the Commonwealth Consortium for Education (see below). Budget £3m p.a.
- Certain other programmes and institutions directed to Commonwealth education co-operation with governmental participation and support:
- The **Commonwealth Scholarship and Fellowship Plan (CSFP)**, now 45 years old and operating bilaterally within a multilateral framework. Some 24,000 Commonwealth awards have been given under the Plan by about 20 different awarding countries. Presently about 1,400 awards are made each year by a dozen donors: Britain is by far the largest donor, contributing about two thirds of the total number of awards.
 - The Trustees of **The Commonwealth Institute** are supporting the **Centre for Commonwealth Education** at Cambridge, which came into being at the beginning of 2005. The Centre is an affiliate of the Institute in partnership with the Faculty of Education. It is to serve educational needs across the Commonwealth especially in the fields of primary and secondary education. Its purposes are research and scholarship, educational leadership, and consultancy and project development. Plans for implementation of the research programmes and operational activities will drawn up by the Director for consideration by the Centre's Management Committee. The Director will also be advised by an Advisory Board including one member from each region of the Commonwealth. The Centre is submitting a bid, with a number of other Commonwealth Universities, for a research contract on outcomes from education being tendered by the British Government. The Commonwealth Institute also has an Australian affiliate which is administering a major research project, with Australian funding, on the impact of the quality and quantity of physical activity programmes in primary schools and their effect on the current and future health of the children involved.
 - Also worthy of note is a British-funded programme, the **Commonwealth Education Fund**, for promoting Education for All in 17 Commonwealth developing countries largely through advocacy work by civil-society coalitions based in those countries.
- The third strand is pan-Commonwealth civil society organisations with an education focus. These range from fairly substantial players with sizeable budgets and paid staffs, to rather small associations with no paid employees and working through a voluntary committee. The Association of Commonwealth Universities (which also houses the secretariat of the UK

Commonwealth Scholarship Commission) is the largest with a staff of 47 and an annual budget excluding the UK CSC of over £2m. Some 22 of these voluntary and professional organisations are grouped together in the **Commonwealth Consortium for Education** formed in 2001.

29. This range of Commonwealth institutions and programmes having education mandates and concerns is not well mapped, and indeed its diversity is a source of some bewilderment to outsiders, who seem to expect to find every function relating to Commonwealth education development and co-operation to be centralised in a single authority. It was partly with the purpose of attaining a greater measure of coherence in the civil-society contribution that the Commonwealth Consortium for Education was formed. The Consortium has begun the process of mapping in a limited way through its developing series of Briefing Notes, of which the first five have been published. This effort needs to be more vigorously pursued with much greater human and financial resources than the Consortium has so far been able to find.

30. The idea of an Action Plan that harnesses the contributions of many different agencies - inter-governmental, governmental and civil society – as mooted at Halifax and in Edinburgh, presupposes that greater commonality of purpose and coherence of effort can be achieved. The relationship between the viability of the Edinburgh Action Plan and the current state of ‘coherence’ in the education sector is complex

- A credible action plan needs coherence and co-ordination by participants
- Inability to co-ordinate resources and effort is one of the main obstacles to successful formulation and delivery of a Plan
- Yet adoption and collaboration in execution of a Plan might well be the catalytic agent that could produce the coherence that is presently lacking.

3.3 Activities in the action areas

31. The resources available to the Consortium precluded preparation of any very detailed inventory of operations in the Six Action Areas. An attempt was nevertheless made to gather information on the main interests and activities of the Commonwealth Secretariat’s Education Section, the Commonwealth of Learning and as many as possible of the 22 Consortium members. The tally of replies included

- a. Commonwealth Secretariat Education Section
- b. Commonwealth of Learning
- c. Association of Commonwealth Examination and Accreditation Bodies
- d. Association of Commonwealth Universities
- e. Commonwealth Association of Museums
- f. Commonwealth Association of Polytechnics in Africa
- g. Commonwealth Association of Science Technology and Mathematics Educators
- h. Commonwealth Council for Educational Administration and Management
- i. Commonwealth Countries’ League
- j. Commonwealth Policy Studies Unit
- k. Commonwealth Youth Exchange Council
- l. Council for Education in the Commonwealth
- m. Institute of Commonwealth Studies
- n. League for Exchange of Commonwealth Teachers
- o. Royal Commonwealth Society

32. Much the fullest returns have come from the Commonwealth Secretariat and the Commonwealth of Learning (see Annex 7a and 7b). The very extensive programme of activities recorded by COL partly reflects its superior volume of resources for education co-operation, albeit focused on the use of open and distance learning.

Box 2 Pan-Commonwealth Activity in the Six Action Areas - 1

1. Achieving universal primary education

ComSec

The Secretariat (1) held a conference with Jamaican teachers in 2004 on the link between early childhood education and UPE, and this has resulted in a 'Best Practice' publication (2) orchestrated the development of the Protocol on the Recruitment of Teachers designed to help protect primary and secondary education systems against depredations of international recruitment agencies (3) With Aga Khan Foundation, Pakistan, Workshop for 30 Commonwealth senior officials on Early Learning for Later Achievement.

COL

(1) Has an extensive SchoolNet and e-schools programme, and also a project for establishing a technology network to link up teacher training institutions and schools in Africa and India (2) assists governments to formulate appropriate policies for applying ODL to education (3) in 2004 worked in East Africa to develop a regional course to train teachers to use ICT in the classroom (4) facilitates the development and offer of IT courses for school transformation in India (5) has assisted with review of use of open schooling in India and (6) has assisted with consultancies, advocacy and policy meetings, and institutes to raise awareness about the potential of open schooling in the Pacific, Asia and Africa.

CCfE

Commissioned and published a briefing paper in 2003 outlining the challenges for the Commonwealth in addressing EFA

CEC

A working party is exploring possibilities of mobilising resources behind achievement of UPE in one Commonwealth small state.

CPSU

Undertook a project in professional networking for basic education with NIEPA New Delhi and three Commonwealth Ministries of Education in 2000-2001. Its work on the socio-economic rights of indigenous peoples in the Commonwealth has included a section on education. CPSU has also offered, subject to funding, to undertake an assessment of progress of the Edinburgh Action Plan.

2. Eliminating gender disparities

ComSec

Held conferences 2004 on gender equality and education in Nairobi and Chandigarh, India, focusing on good C'wealth practice in girls' education: a collection of case studies highlighting Good Practice is expected to emerge. ComSec working with Institute of Education in London to develop Scorecard for tracking girls' education, and with COL on research on boys' under-achievement in some Commonwealth countries. In 12/2004 a specialist in gender and education joined ComSec team of advisers.

COL

(1) With ComSec launched a Gender Management Toolkit to ensure gender awareness affects decision making in all areas including education (2) collaborated with a number of international organisations and agencies to organise a forum in 2003 on barriers that females encounter when using ICTs especially for education and training (3) COL/ComSec sponsorship of study on male underachievement (4) co-operation with Forum for African Women Educationalists to create virtual library of gender resources (5) Publication of case studies of women succeeding through distance education (6) organised regional meetings to examine specific barriers to the use of ICTs that women encountered and to document strategies that have been employed to overcome these – reports on this topic were produced in the four regions of the developing Commonwealth.

ACU

ACU has done extensive work on women's professional development, to bring them parity with men, in higher education and was instrumental in commissioning the documentation on this subject prepared for this review. Key elements of the programme include the development of training modules (initially in conjunction with ComSec), an ongoing series of "training of trainers" workshops, and the development of good practice guides and much needed statistical data.

CAM

Envisages a project on the position of women in museums and the representation of women in museum collections and exhibits.

CAPA

Is conducting a project over the years 2004-6, with funding from the Commonwealth Foundation, Netherlands Government and Ford Foundation on increasing the role of women in TVET management and relevant employment.

CCEAM

An international conference in 2002 addressed issues of advancement of women in educational leadership and sensitisation of educational leaders to gender concerns.

CCL

Provides scholarships at secondary schools for girls in Commonwealth countries.

CEC

Sponsored a conference and produced a report on the gender dimension of EFA as it applied both to developing countries and UK.

Continued on page 17

33. In the case of civil-society organisations, the reported activities are modest. Disappointingly, there is relatively little evidence that most of the civil-society organisations attempt on a regular basis to combine their efforts with those of other pan-Commonwealth CSOs to achieve greater impact across the Commonwealth or that their programmes reflect the priorities that Commonwealth Governments and Ministers have set. The upshot, at least in terms of appearances, is of small initiatives often involving local partners and with a mainly localised impact.

34. It is only fair to Commonwealth associations to recognise, however, that they have an impact on development in these Action Areas and on other issues beyond any project work they may undertake.

Through their conferences, journals and other activities they help to sensitise their members to the issues of the day and encourage engagement with them. They are vehicles for professional networking and for the exchange of experience and good practice among Commonwealth educators.

Pan-Commonwealth Activity in the Six Action Areas - 2

3. Improving the quality of education

ComSec

Following the Halifax Conference (14CCEM) in 2000 the Commonwealth Secretariat focused efforts in five main areas of quality improvement:

- (1) Resources for learning. (a) A series of workshops and training programmes led to development of resource materials for junior science and maths teachers. (b) ComSec sponsored low-priced editions of textbooks in key human development areas for tertiary-level students, in conjunction with BookPower.
- (2) School improvement (SI) in small states. (a) ComSec supported a study visit by Namibian educators to Seychelles to examine the successful SI programme there. (b) A survey was undertaken of SI efforts in 32 small states of the Commonwealth and yielded 16 responses (c) Conference held in Malta in April 2003 on incorporation of evaluation into SI programmes in small states.
- (3) Teacher training and professional development. (a) Collaboration with COL and Indira Gandhi National Open University to adapt ComSec head teacher training modules, first developed for Africa, for use in training Indian school principals using distance learning mode. IGNOU will construct a certificate-course programme based on the new modules. (2) Collaboration with Govt. of Tanzania, World Bank, ADEA and UNICEF in developing specialised multi-grade teacher training tools for use by TTCs. Nine draft modules, trialled, awaiting publication. (c) Assistance to Eastern Caribbean States in developing action plan for professional development of teachers. (d) Support for study of teacher education and training policies and practices in SADC region.
- (4) Qualifications frameworks. February 2003 conference in New Zealand for nine C'wealth countries leading to publication.
- (5) Citizenship education and Commonwealth values. (a) Conferences held in Trinidad and Guyana on developing citizenship education in Caribbean. (b) April 2002 Conference in S. Africa on a Commonwealth framework for heritage, multiculturalism and citizenship education. (c) a pan-Commonwealth roundtable in London on citizenship education in July 2002 agreed on establishment of CW Virtual Network on Citizenship Education (d) with the Cameroun National Centre on Education, the British Council and ComSec's Human Rights Unit sponsored a Symposium on Citizenship and Human Rights. Book donations on citizenship and human rights made to the Centre, the Ministry of Education and teachers colleges.

COL

- (1) Research and publications on strengthening quality of education. (2) Training in Singapore and New Delhi of teacher training college principals from Africa to improve their skills. (3) Support for regional meeting in Samoa to improve quality of vocational education in S. Pacific. (4) Assistance to Maldives to draw up development plan to improve post-secondary education using open and distance learning. (5) Work with teacher training leaders in Nigeria and India on quality assurance indicators for teacher education delivered by distance education. (6) Preparation of desk-based study for IIEP on "quality criteria in the provision of ODL in Sub-Saharan Africa" (7) Design of plan to improve teaching quality in secondary education for Bangladesh (8) Facilitation of the launch of "Green Teacher" – a Diploma in Environmental Education course by ODL for teachers in upper primary schools in India (9) Support for the development and launch of an MA Teacher Education (International) course by the Open University of Sri Lanka.

ACU

- (1) Leadership training programme (undertaken in conjunction with COL and the University of Abertay Dundee since 2000) for senior figures in African higher education. (2) Low-cost journals programme for African universities. (3) Retired Academic Database, which seeks to identify individuals for short-term positions in universities suffering from severe staff shortages

ACEAB

The Association's membership is focused on using assessment instruments to measure and improve quality and its conferences and other activities involve sharing of experience with those ends in mind.

CCEAM

Work on education leadership including book *'International perspectives on educational leadership'* and research into principals' roles in secondary schools in Tonga and Fiji..

CEC and CCfE

Both these organisations were active in 2003, through their conferences and other initiatives, in preparing the way for adoption of the Commonwealth Protocol on the Recruitment of Teachers. CCfE was also represented on the Commonwealth Working Party and participated actively in developing the text of the Protocol.

CSC

The UK Commonwealth Scholarship Commission with its secretariat at ACU introduced a Professional Fellowships scheme in 2002, providing Commonwealth professional associations and other relevant bodies in the UK with the opportunity to contribute to the professional development of Commonwealth nationals by hosting professionals on short attachments. LECT (see below) is one of the organisations that has availed itself of this offer.

LECT

- (1) Provides study visits for UK teachers to Commonwealth (and other) countries under UK Government's Teachers International Professional Development Programme (2) Travel grants for UK teachers to travel to other Commonwealth countries for professional development activities (3) Travel grants for Commonwealth teachers (outside the UK) to travel to other Commonwealth countries for professional development activities (4) Support for regional exchange and professional development programmes for teachers (5) Starting in 2004, Leadership Development Programme for Commonwealth Teachers - supported by Commonwealth Professional Development Fellowships (UK CSC)

continued on page 18

35. Here, in the main body of the report, it has only been possible to summarise the record of activities reported in the six Action Areas (see Boxed listing on pages 12-15). Those wanting more detail should consult particularly the reports prepared by ComSec and COL (Annex 7).

Pan-Commonwealth Activity in the Six Action Areas - 3

4. Using open and distance learning to overcome barriers

COL

(1) Support for African participation in Kenya's National Consultative forum on Policy for ODL in September 2004. (2) Preparation of skill training materials for ODL delivery in garment industry in Bangladesh and farming in East Africa. (3) Co-operation with Canada and Caribbean to develop distance education programme within Canada's CSFP provision to enable Caribbean CW Scholars to pursue Canadian study programmes at a distance (4) Organisation of national forums on ODL in several countries (5) Strengthening of the in-service teacher training programme by distance mode of the National Teachers Institute, to reach out to rural and remote schools of Nigeria.

CAM

Conducts a distance-learning programme in museum studies at post-secondary level.

CCfE

Published one of its briefing notes in 2003 on Distance Education and the Commonwealth of Learning

CEC

Sponsors the Knowledge Aid for Sierra Leone project which is attempting to explore and develop the potential for improving education through internet-assisted learning.

UKCSC

Commonwealth Scholarships offered for study at a distance by UK now account for about one third of scholarship holders – 400 students now registered on distance learning courses

5. Supporting education in difficult circumstances

ComSec

(1) Post-Halifax mission sent to Sierra Leone to discuss post-conflict reconstruction needs and support given to development of framework for introduction of citizenship education to primary curriculum. (2) In Sri Lanka co-operation with Open University of SL to develop Diploma course to meet education needs of children with disabilities, and include peace and conflict resolution module in OUSL's foundation course (3) With ADEA held two high-level meetings in Africa (Mombasa 6/2004 and Cape Town 12/2004) to consider appropriate responses to education in difficult circumstances, focusing particularly on conflict situations and natural disasters. In Mombasa a Declaration was issued. From the Mombasa activity a resource book will be published in 2005.

COL

(1) Symposium in Nigeria being planned on use of ODL and ICT to promote access to education for nomadic groups. (2) National forum with Sierra Leone Ministry of Education on EDC in Feb. 2005. (3) Working with National Institute of Open School in India to build networks to support for education of out-of-school youth

CCL

Awards scholarships for girls in Commonwealth developing countries to attend secondary school. A high proportion of them are personally beset by difficult circumstances.

6. Mitigating the impact of HIV/AIDS in education

ComSec

(1) Commissioned case studies on behaviour change strategies among teachers and learners in Swaziland, Namibia, Malawi, Zambia, leading to Risk Management Manual. (2) Held Ministerial consultation on HIV/AIDS in small states in September 2004 from which a Statement issued. (3) Conducted workshop in India for leaders of teachers unions on an HIV/AIDS curriculum for primary schools (4) Working with CFTC to support establishment of Chair in HIV/AIDS and Education at Univ of the West Indies.

COL

(1) Cameroonian students enabled through COL project to take a post-secondary education option in HIV/AIDS prevention by DE. (2) Installation, and associated training, of portable FM broadcasting stations that are used, *inter alia*, to broadcast health messages including those related to HIV/AIDS (3) With ComSec and Association of African Universities, development of toolkit on HIV/AIDS for higher education sector. (4) In addition to above, much work with ministries of health in the Commonwealth on education of public about HIV/AIDS.

ACU

Active in helping universities to recognise, address and, if possible, pre-empt the potentially devastating impact of HIV/AIDS on their staff, students, and on the communities they serve. In the pipe-line are: (1) a handbook for university leaders, giving guidelines towards a strategic response and good practice; and (2) a project with the University of Guyana and the University of the West Indies to develop strategies to address the impact of HIV and AIDS in the Guyana/Caribbean sub-region.

CAPA

Ran a programme in 2004/2005, with AAU and ADEA, on strengthening response of polytechnics in Africa to threat of HIV/AIDS.

CASTME

Has developed teaching aids for teacher- and community-use at primary level on HIV/AIDS through project at Wulugu in Ghana.

RCS

Organises youth-CHOGMs which serve as a vehicle for increasing AIDS-awareness.

CYEC

Helped organise C'wealth Youth Forum in Abuja. HIV/AIDS was a major theme and the subject of Communique recommendations.

4. The Commonwealth Vantage Point

4.1 Conceptual questions

36. The ToR for the project require the Consortium

From keynote presentations and discussions to articulate “Commonwealthness” i.e. Commonwealth value added; how the Commonwealth can make a difference and what would constitute “measurable success” indicators or “realistic achievable outcomes” related to this Commonwealth niche.

37. The Commonwealth contains 53 countries located on every continent and, with about 1.7b people, a quarter of the world’s population. But the resources at the disposal of its collective institutions are tiny: the inter-governmental institutions have only about £30m p.a. of programme funds to cover work in all sectors: equivalent, for example, to 0.75% of the UK’s development co-operation budget. Extension of this kind of analysis to the development co-operation budgets of all Commonwealth members – Australia, Canada, New Zealand, India, Malaysia, Nigeria, South Africa and the rest – might well show that the multilateral Commonwealth share of the collective resources of Commonwealth donors was no more than a third of one percent.

38. The question that arises is whether there is any point in maintaining separate small-scale Commonwealth institutions and programmes for development co-operation. Might it not be better to direct efforts and resources through other channels, either bilateral agencies or multilateral agencies that operate on a larger scale and so are potentially able to maintain a larger pool of specialists and a wider range of services? Can the Commonwealth make a difference by collective effort, and if so where? Are there areas and functions where the Commonwealth has comparative advantage, and if so which are they? Can one identify some kind of niche in the broad spectrum of international co-operative activity for development that the Commonwealth can comfortably and productively fill, without simply apeing what others are doing on a larger scale and more effectively? In principle one should ask both whether the Commonwealth acting in concert can offer more effective services to its members than other bilateral or multilateral agencies can do: and whether the Commonwealth has particular insights and capacity that equip it to make a unique input to global efforts to achieve the Millennium Development Goals and other objectives.

4.1 The Commonwealth’s comparative advantage

39. The advantages that the Commonwealth sometimes claims for itself have been analysed by others in a far more comprehensive fashion than can be attempted here. This paper will confine itself to a brief summary of the main aspects of Commonwealth potential comparative advantage that were identified in the Workshops and in the correspondence associated with them. They are considered first in a general perspective and then in relation to education specifically.

The overall comparative advantage

40. A first particularity of the Commonwealth is in its make-up, with 53 member countries spread through the world’s continents and representing a huge range in population and geographic size, in income per head and in culture and religion. Reflecting this, Commonwealth leaders are wont to boast that the Commonwealth is a microcosm of the world community. In the next breath, however they are very likely to make the valid point that in certain important respects the Commonwealth is not a microcosm of the world community at all, for example because its membership contains a preponderance of tiny states, which gives the Commonwealth particular insights into their problems and makes it well placed to articulate and represent their point of view. It is also true that the Commonwealth’s composition is quite different from that of the world at large: it may have a quarter of the world’s overall population but it is badly under-represented in population terms among the industrialised countries (10%?) and middle-income countries. Although it has a large share of the poorest in the world, it was pointed out that (particularly in Africa) many of those most disadvantaged by climate, environment and conflict are outside and not inside the Commonwealth.

41. The association of comparatively rich and very poor states in a grouping like the Commonwealth does offer opportunities for informal dialogue among members and the reaching of consensual positions

on global development issues in the areas of debt, international financial mechanisms, trade, the environment and the like. The relative informality and manageable scale of Heads of Government meetings and ministerial conferences (and the absence in these exclusively English-speaking forums of the need for interpreters) facilitate the possibilities of real dialogue between rich and poor in the Commonwealth. The present year, 2005, will be a crucial test of this element of comparative advantage in terms of leadership and advocacy. Can Britain, with its membership of the EU and close relationships with the US, use its influence as President of the EU and Chair of the G8 to bring about significant improvement of the global development climate for its Commonwealth partners?

42. The actual location of the Commonwealth countries, in clusters of contiguous or neighbouring states, is another important characteristic in so far as it creates 'Commonwealth sub-regions' in Central and Eastern Africa, in South Asia, in the Caribbean and in the Pacific. These sub-regional institutions, many of them development-oriented, extend the reach of the Commonwealth and deepen its experience of engagement in co-operative programmes and projects. They form a part of the infrastructure for South-South co-operation, which the Commonwealth has traditionally promoted through the Commonwealth Fund for Technical Co-operation.

43. Particularly important as a basis for co-operation is the shared heritage of the Commonwealth particularly, though not only, in terms of the 'three golden threads of language, law, and learning' that bind the members together. The common use of English is obviously a central factor in ease of communication and sharing of experience. Common understandings of the role of parliament, government, the judiciary and the military, and assignment of a respected role to the voluntary sector have been part of the Commonwealth tradition. Similar institutional patterns and traditions in respect of democratic institutions, the law, relationship of the public services and private sector, make the sharing of experience and learning from good practice elsewhere particularly apposite.

44. These elements of common heritage, extending to shared cultural interests in literature the arts and sport, have provided a basis for the articulation of Commonwealth values as proclaimed in Singapore and Harare – commitment to good governance, democracy and human rights, tolerance and respect for diversity, peaceful settlement of disputes, and so on.

45. They have also provided a framework within which movement of people has taken place: for permanent settlement and migration, for employment and trade, for personal and family reasons. As a result many individual Commonwealth citizens have kith and kin in another Commonwealth country and there are multiple connections and links in place across the Commonwealth involving local communities, voluntary associations and charitable bodies, faith groups, schools and colleges, firms and companies. Further it has led to the emergence of an extensive network of professionals with wide experience of developmental issues, and well-trying ways of addressing them, in the education and other sectors. These connections, underpinned by relatively good communications links, constitute a useful basis for co-operative programmes/projects.

46. The Commonwealth's own infrastructure for dialogue and co-operation represents a well-trying resource with important strengths. CHOGMs, Ministerial Conferences, and expert groups testify to the Commonwealth's 'convening power', even if it is not alone in this. (Cynics say that it is largely because the Commonwealth has so few significant resources to fight over that it manages to conduct its business so smoothly!). Commonwealth professional associations, the Commonwealth Foundation and Commonwealth of Learning, CSFP, all represent unique instruments for international co-operation and consultation that have been found to work well.

47. From among the many special roles the Commonwealth might play in the light of its comparative advantage, those that appear to stand out as useful Commonwealth functions include at least the following four:

- The advocacy role, campaigning for a more just and equitable world order with a fairer sharing of resources. Also promoting the global public good in all matters requiring international co-operative action (e.g. environment) or affecting

relations between states (trade, intellectual property rights, migration and brain drain etc)

- Provision of support services for individual countries and groups of countries engaging in negotiations with more powerful interests (e.g. the World Bank and IMF, wealthy countries and multinational corporations) on trade, aid, investment and other international protocols.
- Support for human rights and co-operating to ensure adherence to international conventions and agreements by all members of the Commonwealth association. Monitoring and support to encourage and ensure compliance.
- A special concern with the development of small states, their place in the world community, and securing a voice for them in international councils.

48. The case for developing the Commonwealth's political role as advocate, is related to the question of how far the Commonwealth can be effective as a single-handed executor of development programmes, working solely within the resources of the association – whether multilateral, bilateral or voluntary-sector. Knowing that these resources are very limited, the Commonwealth Secretariat and COL have in practice learned to 'piggy-back' quite extensively on resources at the disposal of other multilateral and bilateral agencies, that may be willing to sponsor or co-sponsor particular Commonwealth activities and projects. It has also acted as a broker to help unlock the resources of other assistance agencies for development in Commonwealth countries. These are well-tried ways of extending the Commonwealth's reach.

49. In parallel, the Commonwealth could more actively embrace the idea that part of its distinctive contribution is to act as a catalyst engaging in advocacy, intervention and persuasion in global forums, with the aim of ensuring that other more powerful bodies take effective action in the global (and Commonwealth) interest. In education this would involve active dialogue with the UN and UNESCO, the World Bank and other multilateral agencies and participation in international task forces and working groups addressing issues of particular concern to Commonwealth member states. To engage successfully in such activities the Commonwealth Secretariat needs to expand and deepen its analytical capability.

50. Such functions are of course applicable to all sectors, including education.

The comparative advantage in education

51. Education co-operation in the Commonwealth has a long history and the central education secretariat predates the formation of the Commonwealth Secretariat itself by six years. The workshop participants identified four principal components of the Commonwealth's current particular strengths and comparative advantage in education.

- Similar institutional arrangements of education systems. Common features include school organisation and curriculum, structures of teacher employment, qualifications and examination systems, boards of governors and school committees, inspectorates. This provides a strong basis for fruitful exchange of experience and sharing of good practice.
- A pan-Commonwealth institutional infrastructure in education that appears stronger than that in any other sector. Established institutions without parallel elsewhere include the Commonwealth of Learning with its expertise in distance learning, the Commonwealth Scholarship and Fellowship Plan, and newer initiatives like the Commonwealth Protocol on the Recruitment of Teachers and the Centre for Commonwealth Education. The Commonwealth Education Fund, though funded only by the UK, is innovative in concept. The presence of regional education institutions with a predominantly Commonwealth membership, particularly universities (South Pacific and West Indies) and examination bodies (Pacific, Caribbean, West Africa) is also relevant.
- A well developed structure of civil-society organisations committed to education development in the Commonwealth and to working with governments and multilateral organisations. Outstanding among them is the Association of Commonwealth Universities, but there are two dozen others making greater or

lesser contributions to Commonwealth education development and co-operation, mostly in membership of the recently formed Commonwealth Consortium for Education.

- Specialist experience in particular areas stemming from recent and present work by Commonwealth agencies. Examples of in-depth expertise would include Commonwealth work on management and support of teachers, or education development in small states. COL's work in open and distance learning is internationally pre-eminent, as is ACU's role in benchmarking higher education performance and promoting women academics' professional development. In the past the Commonwealth has had international recognition for its work in other fields such as student mobility and higher education co-operation and institution building.

4.3 The Commonwealth niche in the six Action Areas

52. The above factors – relating to the Commonwealth in general and to its education capacity in particular – are broad based. The Consortium was also invited to specify what were the particular considerations that could help to provide a particular Commonwealth entry point in each of the six Action Areas. Workshop participants mentioned the following factors.

Achieving universal primary education

- This was an MD Goal and, as such, a stated Commonwealth priority.
- Commonwealth countries in South Asia and Africa account for a major part of the global deficit, so there is a sense in which the global problem is very much a Commonwealth problem.
- Many Commonwealth countries in Africa have in previous periods had gross enrolment ratios in primary education above 100, and so nominally achieved UPE. They have now regressed. This suggests the Commonwealth may provide a particularly good 'laboratory' for understanding not only how to achieve UPE, but also the conditions for its sustainability.
- The Commonwealth Education Fund, though not at present well integrated in the pan-Commonwealth infrastructure, offers an innovative approach to advocacy for UPE (and progress in some of the other Action Areas).

Eliminating gender disparities

- This too was an MD Goal and thus a stated Commonwealth priority
- Commonwealth countries of South Asia and Sub-Saharan Africa include many with wide gender disparities. A large proportion of the girls out of primary school are in Commonwealth countries.
- The linking of Gender and Education in the Secretariat and regular triennial meetings of Education and Women's Affairs Ministers could give the Commonwealth particular 'purchase' on this problem (but this remains potential rather than actuality – the latest WAMM for example appears hardly to have discussed this MDG).
- Commonwealth countries have been among the first to recognise male under-achievement as an important aspect of gender inequality: a phenomenon experienced not only in UK, but also in the Caribbean, South East Nigeria, and SE Asia.
- In higher education ACU's work and network-building on professional development of women academics, some of it with the support of UNESCO and Carnegie, has made it an international leader.

Improving the quality of education

- The similarity of institutional arrangements among Commonwealth countries offers scope for useful interventions in specific areas of quality improvement.

- Commonwealth Secretariat work with ADEA on strengthening the teaching profession, and programmes for headteachers, gave it an early lead in this area, though other agencies have greatly increased their involvement in the past decade. Establishment of this as a Commonwealth ‘niche’ may depend partly on future progress with actualisation of the Commonwealth Teachers Grouping.
- The existence of Commonwealth professional associations in areas of education like examinations and education management offers potential scope for creative collaboration, even though it has to be recognised that these associations presently have very limited reach.

Using distance learning to overcome barriers

- The Commonwealth of Learning with 15 years operational experience is the leading international agency in this field.
- Commonwealth countries themselves have deep infrastructure in this area and long experience of using ODL in extension work, correspondence courses, adult education, open schooling, open colleges and universities.
- Recent initiatives by the Canadian and British Commonwealth Scholarship agencies have developed a bank of valuable experience in using awards to support international study at a distance.

Supporting education in difficult circumstances

- Emergencies and natural disasters are not a specifically Commonwealth problem, but member countries have had bad recent experiences with hurricanes (Caribbean), floods (Mozambique and perennially Bangladesh), dam collapse (Pakistan), volcanoes (Montserrat), tsunamis (India, Sri Lanka, Maldives and other Commonwealth countries bordering the Indian Ocean) and these can be particularly devastating for small states of which the Commonwealth has many.
- Conflict. In general Commonwealth countries have not been the scene of the worst recent international conflicts, although Kashmir is a source of continuing tension; nor (with exceptions such as N. Ireland, Sierra Leone, Uganda) of serious internal conflicts. But Commonwealth countries have been prominent in hosting overspill refugees from conflicts in neighbouring countries. Pakistan, Tanzania, Kenya, Uganda all figure very high on international list of refugee hosts and they have considerable experience of accommodating refugee populations.

Mitigating the impact of HIV/AIDS in education

- A Commonwealth problem, to the extent that its incidence has particularly affected the Commonwealth countries of Africa and is increasing at an alarming rate in the Commonwealth Caribbean and Asia.
- Commonwealth infrastructure in youth and gender, though modest in scale, offers possibilities of reinforcing efforts through CW health and education programmes.

5. An Agenda for Future Activity in the Six Action Areas

5.1 Conceptual Considerations

53. The terms of reference for the project ask the Consortium

To identify potential gaps that could be the focus for future Commonwealth-driven component, (i.e.- a portfolio of pilot activities or research) and ways of addressing these gaps which could be undertaken by a range of Commonwealth Partners.

To identify both short and long term research gaps to assist the Commonwealth Secretariat in taking forward the Action Plan.

54. The Workshops interpreted these elements in their terms of reference to indicate that they should

1. identify priority issues in the six Action Areas that the Commonwealth could usefully address, bearing in mind the most urgent needs facing its member countries, the Commonwealth's own characteristics and capacity, and the desirability of avoiding duplication of what others were already doing effectively and well.

2. make suggestions for useful activity in those areas. This might take a number of forms: for example advocacy and lobbying; concerting action by member countries to attain desired results; commissioning or undertaking studies and research; making available guides and resource books; undertaking pilot projects; or acting in a brokerage role to ensure the necessary actions are taken.

55. The presentation that follows draws on the reports of the workshops that took place in the UK on each of the six Action Areas, and on documents emanating from the supplementary activities. It is evident from the reports that the groups were not equally successful in focusing on the objectives in paragraphs 53-54, and in the time at their disposal it was not always easy for participants to order their priorities.

5.2 Some common themes

56. The discussion below in sub-Section 5.3 is organised for convenience under the six Action Areas even though - as pointed out earlier - the Action Areas are closely interconnected, and activities identified in one area may well impact on others. A further set of issues, including GATS, Intellectual Property Rights and Cross-border Enrolment discussed at the ODL Workshop, do not fall strictly within the Action Areas. Since however they are closely linked to the Action Areas, and had in fact been the subject of discussion at 15CCEM, proposals on these issues are included below as a separate category (5.3(G)).

57. Certain prominent themes kept recurring in the different discussions on the individual Action Areas. Some of the issues and approaches that participants found to be common to all the Areas include:

1. A need for briefing and other help to member states, especially the smaller ones, to enable them to grapple with the implications for them of complex international issues/ initiatives/conventions; and to assist them, where so requested, to prepare for international negotiations.

2. A need for better data as a basis for planning. This applies both to basic data of the kind that is supplied to world bodies for international data sets – where there are too many ‘blank’ entries against Commonwealth countries – and to more disaggregated data at both national and local levels. Could the Commonwealth be of more assistance in this area?

3. The special problems faced by small states arising from scale, isolation and dependence. Their smallness makes them especially vulnerable to catastrophes like natural disasters and

HIV/AIDS, and to the phenomenon of ‘brain drain’. This is a dimension that any Commonwealth programme has to bear in mind, even while recognising that many Commonwealth small states score better on the Human Development Index than some of the larger fellow-members of the Commonwealth.

4. The most productive ways to learn from one another. Commonwealth co-operation is largely predicated on the value of international sharing of experience and good practice through conferences and meetings, collections of case studies, exchanges, study visits, and links. More rigorous thinking needs to be applied to questions of how lessons of good practice elsewhere are most effectively disseminated and how they can best be learned.

5. The idea of peer review. This finds favour as a way of supporting individual countries’ efforts to attain the MDGs, to achieve compliance with international conventions and declarations (including Commonwealth ones) to which they have subscribed, and to cope with the many difficult challenges they face. It has the potential to provide a fruitful way of exchanging experience and sharing good practice, especially on a sub-regional basis.

6. The centrality of teachers for progress in all the Action Areas. Management and support for teachers, their status and morale, professional competence, remuneration and deployment are key to progress in the Action Areas. The Commonwealth has a record of productive engagement in this area.

7. The scope for using non-government bodies as partners in development. Partnerships between government and civil society organisations of all kinds – faith-based bodies, community groups, women’s associations, professional organisations - should be a characteristic of Commonwealth co-operative programmes in the Action Areas. Many CSOs possess a depth of development expertise and a special capacity for mobilising public opinion and awareness.

8. Linking education with work in other sectors. Progress in the education Action Areas depends on parallel action in complementary areas of health, youth, gender, and economic affairs. The tendency for Commonwealth agencies, and divisions and sections within them, to work in watertight compartments persists and requires continuous attention.

9. Three focal points for action: the poorest, orphans, language policy.

- Concentration on the poorest. Poverty lies at the root of many of the challenges faced by Commonwealth countries in the Action Areas.
- The plight of orphans is a neglected area that needs to be addressed if the MDGs are to be attained, especially in Action Areas 1, 3, 5 and 6.
- Policy on language of instruction is a key issue for enrolment and for learning progress.

5.3 Gaps and opportunities in particular action areas

58. The following list has been distilled from the reports of the workshops.

A. Achieving universal primary education

- A1. Campaign in international forums on macro-economic issues to mobilise resources for UPE by introducing more favourable regimes on international financing, aid, trade, debt
- A2. Ensure budget transparency in relation to allocations for (primary) education.
- A3. Analysing the sustainability of UPE, understanding better why in the past some countries have relapsed, and how likelihood of future relapse may be minimised.

- A4. Support creation of improved data-bases at national level, and disaggregation at local level to understand better the profile of those not entering school and dropping out. Actual attendance as distinct from enrolment should be addressed.
- A5. Use inter-regional and inter-country comparisons to assess the actual and potential contribution to attainment of UPE of good practice in such fields as:
 - Multi-grade teaching
 - The role of private school provision
 - Decentralisation of school management
 - Language policy
 - Deployment of teachers, structure of the teaching profession, and teachers' conditions of service.

B. Eliminating gender disparities

- B1. Mobilise more actively women's networks in alliance with education and health behind the gender parity MDG. This applies both to inter-ministerial dialogue (WAMM, CCEM, health ministers), to intra-Secretariat operations, and to use of women's organisations locally.
- B2. Extend past Commonwealth work on assessment of progress towards attainment of the gender parity MDG, and explore the feasibility of incorporating human rights indicators in measures of gender disparities.
- B3. Develop locally based data to identify reasons for girls' under-representation, and identify pockets of difficulty. This should include information on actual attendance, not just enrolment, for girls. (Link with A4 above).
- B4. Extend Commonwealth work on gender budgets explicitly to education and incorporate this dimension in CFTC's budget-tracking work.
- B5. Develop women's leadership/advocates/ambassadors/ role models to address gender disparities in education.
- B6. Take stock of the best means (including peer review) for collation, analysis and dissemination of different countries' best practices in girls' education, and apply the conclusions derived from this stocktaking.
- B7. Create a website to be hosted by ComSec or by the ACU as a focal point to locate up-to-date information about such matters as research grants and scholarships; examples of current policies and practices; training materials; statistical data; research reports; benchmarks against which universities can monitor their progress; information on conferences and training programmes; contacts for potential collaborative activities or consultancies on gender-related issues; link programmes.
- B8. Provide and demonstrate clear leadership, committed to the development *and application* of gender-equitable policies, backed by sound legislative frameworks, and the setting and meeting of appropriate targets subject to regular audit.
- B9. Underpin such leadership by promoting, undertaking, reporting and disseminating research about gender disparities in education, (on e.g. pedagogy as it affects men and women, the impacts of various interventions) to underpin the development of better policies and practices.

C. Improving the quality of education

- C1. Re-affirm that the highest priority for quality improvement is the morale and status of the teaching profession. The Commonwealth Secretariat with its partners should build on its work in teacher management, support and professional development.
- C2. Produce a series of short guides/resource books on aspects of quality improvement, possibly modelled on earlier Secretariat series.
- C3. Develop strategies for productive professional interchange in areas of quality development and quality assurance, taking advantage of similar/common features of Commonwealth education systems.

- C4. Apply technical co-operation and exchange programmes to strengthen the development and use of quality relevant indicators, and collection and analysis of the necessary data to underpin them.

D. Using open and distance learning to overcome barriers

59. In this area COL is already very active and it would be unproductive for new proposals to run counter to, or to duplicate, its programmes. The following have been selected from a rather long list of suggestions on p10 of the ODL Workshop report, some of them somewhat general. COL is now widely consulting governments, institutions and practitioners with a view to the preparation of its Three-Year Plan 2006-2009 that will lay out its programmes for the future. After approval of the Plan by COL's Board, CCEMs are asked to endorse it. Until the Plan is approved there cannot be certainty what will be undertaken, but it is anticipated that the following areas will all be embraced in some fashion.

- D1. Promote knowledge sharing and dissemination of good practice in the use of ODL in particular educational areas (education in difficult circumstances, teacher education).
- D2. Use ODL to enhance teacher education and teacher professional development capacity.
- D3. Promote the legitimacy of ODL via validation, equivalency, good-practice guidelines.
- D4. Develop mechanisms to facilitate accreditation of courses between countries.
- D5. Use Commonwealth school networking not only to broaden curriculum and cement Commonwealth links, but also to encourage development of e-learning.
- D6. Advocate, and raise awareness about, the use of open schooling to increase access to school level education in situations where students cannot attend conventional schools for a variety of reasons, such as economic and cultural issues.
- D7. Support literacy and livelihoods through ODL.
- D8. Assist existing institutions to strengthen their ODL delivery systems and the ODL competencies of their staff.
- D9. Take forward the Virtual University for the Small States of the Commonwealth (VUSSC) following the plan set out in the *Invitation to Participate*.

E. Supporting education in difficult circumstances

- E1. Develop simple guidelines for curriculum elements in school that would assist disaster-preparedness.
- E2. Undertake development work on an accelerated curriculum for over-age learners re-entering school after emergencies.
- E3. Promote research on strategies for rehabilitation of children post-emergency and post-conflict, with priority for orphans.
- E4. Work through international machinery to ensure that education forms an integral part of response to emergencies, and that humanitarian relief is more closely co-ordinated with longer term development assistance.

F. Mitigating the impact of HIV/AIDS in education

- F1. Develop a resource book for heads on running a school where HIV/AIDS is a major issue, to include material on coping strategies in cases where teachers are absent (use of multi-grade teaching etc) and support strategies for children.
- F2. Work on profile of HIV/AIDS by mobilising leaders to address issue. Designate a Commonwealth Spokesman on HIV/AIDS and use Commonwealth Day for messages re HIV/AIDS.
- F3. Involve Commonwealth Secretariat in work of Inter-Agency Task Team.
- F4. Give priority to orphans.
- F5. Use Commonwealth Youth infrastructure in pro-active way.

G. *Themes addressed outside the Action Area limits*

GATS

- G1. Provide briefing and assistance for Governments in formulating negotiating positions.

Intellectual Property Rights

- G2. Provide neutral information and advice to governments, complementing work COL is already doing with a group of IP specialists in Commonwealth countries to prepare guidance documents on intellectual property as it pertains to open and distance learning.
- G3. Promote open courseware and/or differentials in charges applying to acquisition of 1st/3rd world Intellectual Property, building on what COL is already doing in collaboration with the Hewlett Foundation, eduSource Canada and other organisations, to create and make available free open education resources.

Cross-border Enrolment

- G4. Develop quality and regulatory frameworks in international, cross-border education.
- G5. Promote DL scholarships (in addition to conventional scholarships).
- campaign for provision in awards schemes of more opportunities for DL study mode
 - clarify refugee eligibility
 - better information on availability, sources and conditions of DL awards
- G6. Work with/through the ACU/UUK Observatory on Borderless Higher Education, on quality assurance in cross-border education and particularly on the provision of local student support.

6. Good Practice Awards

6.1 The Proposal

60. The ToR for the project asked the Consortium to *assist with “criteria” from each of the sessions which feed into procedures for Best Practice Awards to be presented at 16CCEM*. This was in recognition that in Edinburgh Commonwealth Ministers had resolved to promote education individually and collectively by (among others)

(Para 31 b) “making awards for good practice in the six Action Areas, to be presented at 16CCEM”

61. At the five workshops taking place in Marlborough House when representatives of the Commonwealth Secretariat were able to be present, the initial thinking of ComSec about the awards was explained to workshop participants and reactions were invited.

62. Basically the ComSec proposal was that an Awards Committee, serviced by ComSec but with independent members, would be established in the first months of 2005. The Committee would work out the criteria for ‘eligible good practice’ to be the subject of submissions and awards. It would also work out the steps and procedures to be followed in notifying ministries of education in Commonwealth countries about the awards, the submission of entries, and the procedures of selection for awards from among the entries received. A process of screening and evaluation would produce a list of around a dozen finalists to be invited to attend 16CCEM, where their entries would be judged by an independent jury, and an Awards Ceremony would be held. Awards would be made in each of the six Action Areas as requested by Ministers. Nominations would be made solely by Ministries.

63. These outline proposals would be refined and a letter would be sent to Ministries of Education seeking their agreement to what was proposed, before the Committee was established and detailed work was undertaken. It would also be necessary to clarify the available budget for the management of the awards programme and for the awards themselves.

6.2 Reactions and Suggestions

64. Time available for consideration of the Awards Programme varied considerably between workshops and not all of them were able to consider the proposals at length. Certain of the responses below were common to several of the workshops, however

- ❖ It would be desirable to specify in each Action Area a particular focus for the awards, each time they were offered, to simplify the process of selection and judging. Otherwise, because some of the Action Areas are so wide in their compass, the awarders could too easily find themselves making subjective judgments about the relative importance of fields of intervention rather than of the merit of the good practices themselves. The UPE group proposed that the focus of the first awards should be on the poorest and most marginalised children; the Quality workshop suggested that teacher professional development could be the focus of quality awards.
- ❖ The focus of the awards could usefully reflect Commonwealth values and its strategic approach to education development. If the principle of partnership with civil society, and a focus on greater equity or respect for diversity are important to the Commonwealth, such perspectives could be incorporated in the criteria. Regard should also be had to the likely next theme of 16CCEM, if known in time and relevant to awards.
- ❖ Ways should be found to modify the ComSec initial proposal that only Ministries could make submissions. Civil society, institutions and individuals should be able to make submissions as well as Ministries of Education. Ministries were not in all cases well informed about professional practice and innovation at school and district level.

- ❖ It was highly desirable to simplify the administratively complex-looking schema that a ComSec paper had outlined. Bureaucracy should be kept to a minimum and administrative costs should not be disproportionate to the value of the awards themselves.
- ❖ Maximum publicity should be given to the Awards at the advertisement stage and at the awards ceremony at 16CCEM.
- ❖ ‘Good practice’ chosen for awards should
 - be replicable elsewhere
 - have a proven track record, and not be simply a blueprint/proposal
 - take account of the programme implementers as well as the designers and sponsors
 - focus on substance as much as presentation. (try to avoid favouring unfairly those with resources to make a slick presentation).
- ❖ The planning group for the Awards should give guidance on the following matters
 - what constitutes a ‘practice’. A programme? A project? An institution? A procedure? A policy? All of the above?
 - whether donor-assisted projects and programmes would be eligible or excluded (or form a separate category).
 - whether only ‘innovations’ are eligible (provided they have some track record), or whether established policies and practices particular to the submitting country or institution could also be considered.
 - whether to specify levels of education for submissions and awards.
 - whether or not to introduce provisions that would ensure regional representation in the receipt of awards (would it be acceptable if free and fair competition resulted in the awards in all six areas being taken by India or Scotland/UK?).

65. It was noted that COL already had a programme of awards in distance learning. Consideration could be given to making these the open learning component of any wider scheme.

7. The Way Forward

66. This document represents an attempt by the Commonwealth Consortium for Education to distil the main conclusions to be drawn from the series of workshops and consultations that it was mandated to hold on the six Action Areas where Commonwealth Ministers of Education would like to see constructive work undertaken. Ministers generally, and the Conference hosts in particular, were looking for outcomes from 15CCEM that could be implemented and would make a difference to Commonwealth education development.

67. The challenge was to find ways of giving a more concrete reality to the aspirations and statements of intention contained in the Edinburgh Communique and Action Plan. These were understandably expressed in somewhat general terms, but they represented Ministers' considered judgment on priorities and where the focus of Commonwealth collective action should be. Could they be operationalised through the collective efforts of Commonwealth partners?

68. The approach in the deliberations undertaken was, therefore, to explore the dimensions of the Commonwealth resource in these areas and to identify the themes and issues where organisations with pan-Commonwealth education mandate could make a distinctive contribution in developing responses and solutions to the challenges that Commonwealth member countries face. The report has attempted to outline the potential and limitations of Commonwealth activity in education, recent and current activity in the six action Areas identified at 15CCEM, and possible strategic approaches and particular programmes that the Commonwealth could consider adopting and undertaking.

69. The sense that emerges from the report is that the Commonwealth has a well developed infrastructure in education, with a wide array of programmes by individual agencies, both inter-governmental and non-governmental. In this case however the total effect seems to be less than the sum of the various parts because in most cases the different bodies take little account of overall Commonwealth priorities set by Heads of Government and Ministers of Education, or of the activities of their partners. It was consciousness of this fragmentation, and the possibility of achieving greater effectiveness through concerted effort that inspired the creation of the Consortium nearly four years ago.

70. Even with the creation of the Consortium it remains true that limited progress has been made in mapping the range of organisations and programmes in education that carry a 'Commonwealth' title. One of the urgent needs identified in the course of executing this project is the preparation of an information guide or directory setting out the mandates and activities of the two or three dozen Commonwealth associations, organisations and programmes in the education sector.

71. The aim of achieving greater coherence in Commonwealth education efforts does not presuppose development of a centrally directed programme to which each body would have to subordinate its own activities. Independent bodies have their own mandates and constituencies, and they themselves must determine how they dispose their own resources.

72. At the same time many of them would undoubtedly welcome guidance on Commonwealth priorities and on the particular areas where their contribution would be most valued. They would also welcome the opportunity to work with others in developing and executing projects of acknowledged importance, and would find it helpful in seeking funds to be able to have a Commonwealth 'imprimatur' on their application. This is the rationale for developing some kind of Commonwealth Action Plan addressing the six Action Areas that Ministers have identified.

73. An immediate issue therefore is whether, with the blessing of Ministers and under Commonwealth Secretariat and COL leadership, it might be possible for the Commonwealth education constituency to collectively agree a slate of initiatives in the six Action Areas, of the kind set out in this report, and to agree among themselves through a process of voluntary offers which ones they might try to initiate, and

where possible implement, in time for 16CCEM. This agreed 'menu', effectively constituting an interim Action Plan would underpin funding applications to multilateral and bilateral agencies.

74. This report, together with the attendant workshops and other activities on which it is based, has been commissioned by the Commonwealth Secretariat and it will fall to the Secretariat to decide what follow-up action to take and whether there is any 'mileage' in the kind of proposal outlined above.

75. If the Secretariat sees merit in what has been suggested, two steps might be taken in the near future. First, the Secretariat might deem it appropriate to convene a consultation by all the interested parties, using this report as the baseline document but inviting other comments and proposals. Second, it might use the forthcoming series of regional consultations with Ministers of Education to take soundings on what has been proposed.

76. For their part, members of the Commonwealth Consortium for Education are at the disposal of the Secretariat to help take matters forward, in whatever way is found appropriate.

ANNEX 1

Commonwealth Consortium for Education

Commonwealth Secretariat-funded Project for Workshops on the Six Action Areas in Education identified by Commonwealth Ministers of Education at 15CCEM

TERMS OF REFERENCE

To assist the Commonwealth Secretariat in the implementation of the Edinburgh Communiqué and Action Plan: to convene Collaborative Partnerships workshops on each of the six Action Areas by the following activities:

To plan, organize and conduct brainstorming workshops on the six Action Areas by identifying and arranging invitations to those deemed 'expert' in each substantive area and to conduct brainstorming meetings with researchers; academics and civil society working in each of the Action Areas;

With the following specific objectives:

- To identify key players institutional and individual at the Pan Commonwealth level active in these areas;
- From keynote presentations and discussions to articulate key a “Commonwealthness” i.e. Commonwealth value added; how the Commonwealth can make a difference and what would constitute “measurable success” indicators or “realistic achievable outcomes” related to this CW niche;
- From the above, assist with “criteria” from each of the sessions which feed into procedures for Best Practice Awards, to be presented at 16CCEM;
- To identify potential gaps that could be the focus for future Commonwealth-driven component, (i.e.- a portfolio of pilot activities or research) and ways of addressing these gaps which could be undertaken by a range of Commonwealth Partners
- Identify both short and long term research gaps to assist the Commonwealth Secretariat in taking forward the Action Plan;
- To deliver output Reports from each brainstorming session in a mode that will be posted on the Commonwealth website;
- To provide an End of Project Report deemed satisfactory to the Secretariat by 31 January 2005.

ANNEX 2

Programme of Workshops and Consultations

The Consortium held six workshops in the UK between November 2004 and January 2005. The full text of the reports is on the Consortium website: www.commonwealtheducation.org

1. *Achieving universal primary education*

Convening organisation: Council for Education in the Commonwealth
Date and Place: November 26 2004 at Marlborough House
Participants: 17
Chair: Professor Lalage Bown
Resource Person: Professor Christopher Colclough
Rapporteur: Peter Williams

2. *Eliminating gender disparities*

Convening organisation: Council for Education in the Commonwealth
Date and Place: December 3 2004 at Marlborough House
Participants: 14
Chair: Nancy Spence
Resource Person: Elaine Unterhalter
Rapporteur: Peter Williams

3. *Improving the quality of education*

Convening organisation: League for the Exchange of Commonwealth Teachers
Date and Place: January 24 2005 at Marlborough, House
Participants: 20
Chair: Mike Nichols
Resource Person: Steve Packer
Rapporteur: Peter Williams

4. *Using distance learning to overcome barriers*

Convening organisation: International Research Foundation on Open Learning (for Federation of Commonwealth Open and Distance Learning Associations)
Date and Place: December 13 2004 at Marlborough House
Participants: 18
Chair: Terry Allsop
Resource Persons: John Daniel, Hilary Perraton, Fred Lockwood, Rod Tyrer, Tony Dodds
Rapporteur: Charlotte Creed

5. *Supporting education in difficult circumstances*

Convening organisation: Commonwealth Association of Science, Technology and Mathematics Educators
Date and Place: January 8 2005 at University of Leeds
Participants: 12
Chair: Dennis Finlayson
Rapporteur: Lyn Haynes

6. *Mitigating the effects of HIV/AIDS in education*

Convening organisation: Commonwealth Association of Science, Technology and Mathematics Educators
Date and Place: January 18 2005 at Marlborough House
Participants: 14
Chair: Dennis Finlayson
Rapporteur: Lynne Symonds

In addition to the above six workshops, the following four further activities formed part of the overall programme. The outcomes of these supplementary activities were fed into the final report.

a) Brisbane Workshop to review six Action Area Reports

<i>Convening organisation:</i>	Commonwealth Consortium for Education and Eidos, a newly formed consortium of Queensland universities and education authorities
<i>Date and Place:</i>	February 4, Brisbane Powerhouse, Brisbane, Australia
<i>Participants:</i>	25
<i>Chair:</i>	Colin Power
<i>Resource persons</i>	Debbie Kember, Tony Kruger, Shirley O'Neill, Sherryl Saunders, Wal Taylor
<i>Rapporteur:</i>	Colin Power

b) Malaysia-based E-mail consultation on Eliminating Gender Disparities in Higher Education

As part of the concern with gender disparities in education, the Association of Commonwealth Universities (a Consortium member) commissioned Dr Jasbir Kaur Singh, based in Malaysia, to undertake a consultation with knowledgeable experts. Dr Singh prepared a paper analysing the situation and making recommendations and this was then circulated by email to the panel of consultants across the Commonwealth, and replies were received from 25 specialists located in 14 different Commonwealth countries Australia, Canada, Fiji, Ghana, India, Jamaica, Kenya, Malaysia, New Zealand, Nigeria, Pakistan, Papua New Guinea, South Africa, United Kingdom. The original paper and responses can be consulted on the Consortium's website.

c) Consultations in South Africa on Using Distance Learning to Overcome Barriers

Following the workshop on Using Distance Education to Overcome Barriers in London on December 13 2004, the IRFOL the convenors invited the South African Institute for Distance Education (SAIDE) to react to the findings. SAIDE staff led by Jennie Glenny worked with Evie Nonyongo, a long standing and active member of the Distance Education Association of Southern Africa and responsible for Continuing Education at Unisa, and Fiona Bulman, President of the National Association of Distance Education in South Africa and responsible for open learning at the University of KwaZulu Natal, to draft a response to the report of the discussion in London.

d) Review meeting in Cambridge February 16 and 17 2005

A first draft of the report was completed by mid-February and, at the invitation of the Centre for Commonwealth Education, representatives of the convening organisations and the Commonwealth Secretariat were invited to meet in Cambridge to review the draft. The group was chaired by Professor Christopher Colclough, Director of the Centre and those participating were Ann Keeling, Henry Kaluba and Gari Donn from the Commonwealth Secretariat; Terry Allsop from the International Research Foundation for Open Learning; Lalage Bown from the Council for Education in the Commonwealth; and Peter Williams of CEC and the Commonwealth Consortium for Education, who had prepared the first draft of the report. The Commonwealth Association for Science, Technology and Mathematics Teachers and the League for the Exchange of Commonwealth Teachers were unable to be present in Cambridge but also received the draft for comment.

ANNEX 3

3 (a) Participants in the UK-Based Workshops

KEY TO WORKSHOPS

1 – UPE 2 – Gender 3 – Quality 4 – Open and distance learning
5 – Education in difficult circumstances 6 - HIV/AIDS 7 - Synthesis

5	Akpan, Ben	Secretary CASTME (Africa) and Science Teachers Association of Nigeria
3	Alcorn, Margaret	National Continuing Professional Development Co-ordinator, Scotland
4	Allsop, Terry	Director, International Research Foundation for Open Learning
6	Amuzu, Joseph	Adviser, Social Transformation Division, Commonwealth Secretariat
2	Anyanwu, Chike	Commonwealth Education Fund Co-ordinator (UK)
3	Aslen, John	Commonwealth and Africa Team, Department for Education and Skills
4	Bascich, Paul	Director, Matic Media Ltd
4	Binns, Felicity	Director, International Extension College
4	Bjarnason, Svava	Director, Observatory on Borderless Learning, Association of Commonwealth Universities
1	Bourne, Richard	Head, Commonwealth Policy Studies Unit, Institute of Commonwealth Studies, University of London
1,7	Bown, Lalage	Professor Emeritus of Adult and Continuing Education, University of Glasgow: Joint Deputy Executive Chair, CEC
4	Brophy, Michael	Director, Africa Educational Trust
4	Chandramohan, Bala	Projects Secretary, Council for Education in the Commonwealth
1,3,7	Colclough, Christopher	Director, Centre for Commonwealth Education and Professor of the Economics of Education, University of Cambridge
4	Creed, Charlotte	Research Fellow, International Research Foundation for Open Learning
1	Crompton, Bridget	Education and Skills Team, DFID
4	Daniel, John	President and Chief Executive Officer, Commonwealth of Learning
1	De Souza, Alba	Consultant on international education and development
1,6	Degazon-Johnson, Roli	Adviser, Education Section, Commonwealth Secretariat
4	Dodds, Tony	Distance education consultant
5	Dogan, Meryem	Turkish Education Foundation (TEV Inanc), high school teacher Istanbul.
1,2,3,4,6,7	Donn, Gari	Adviser, Education Section, Commonwealth Secretariat
3	Dooreemeah, Shireen	Senior Teacher, Camp Levieux Government Primary School, Mauritius (Commonwealth Professional Development Fellow)
5	Dyer, Caroline	Lecturer Political and International Studies, University of Leeds
2	Fennell, Shaila	Lecturer in Development Studies, University of Cambridge
5,6	Finlayson, Dennis	SIG Chair for Applied Systems and Development, International Society of the Systems Sciences (ISSS)
3	Fleming, Octavia	Teacher/Head of Visual Arts, Albena Lake-Hodge Comprehensive School, Anguilla (Commonwealth Professional Development Fellow)
2	Garland, Dorothy	Deputy Secretary General (External), Association of Commonwealth Universities
1, 2	Govinda, Rangacher	Senior Fellow, National Institute for Educational Planning and Administration, New Delhi; Visiting Professorial Fellow, Institute of Education, University of London
4	Gregson, Jon	Manager of Learning and Development, Distance Learning Programme, Wye Campus, Imperial College
1	Hart, Jill	Administrator, Commonwealth Education Fund
5	Haynes, Lyn	Hon. Secretary, Commonwealth Association of Science Technology and Mathematics Educators
6	Heinrichs, Heinrich	Consultant on HIV/AIDS in education, Germany
6	Juvane, Virgilio	Adviser, Education Section, Commonwealth Secretariat
7	Keeling, Ann	Director, Social Transformation Division, Commonwealth Secretariat (from 14/2/05)

1,2,7	Kaluba, Henry	Head, Education Section, Commonwealth Secretariat
6	Kelly, Michael	University of Zambia. Consultant on HIV/AIDS
5	Koroma, Hawa	Sierra Leone Teachers' Union
2	Leach, Fiona	Senior Lecturer, Centre for International Education, University of Sussex Institute of Education
1	Lewin, Keith	Professor of Education and Director, Centre for International Education, University of Sussex Institute of Education
1	Little, Angela	Professor of Education (with reference to Developing Countries), Institute of Education, University of London
4	Lockwood, Fred	Professor, Learning and Teaching Unit, Manchester Metropolitan University
2	Manda, Stella	Adviser on girls' education, Education Section, Commonwealth Secretariat
3	Ngari, Jane	Inspector of Schools, Meru South District, Kenya (Commonwealth Professional Development Fellow)
3	Nichol, Mike	Chair, League for the Exchange of Commonwealth Teachers
6	Northcroft, Mike	Child Hope
6	Osman, Amina	Adviser on non-formal education, Education Section, Commonwealth Secretariat
1,3	Packer, Steve	Deputy Director, EFA Global Monitoring Team
3,4	Perraton, Hilary	Research Associate, Von Hugel Institute, St Edmund's College, Cambridge and Deputy Chair, Commonwealth Scholarship Commission in the UK
4	Peters, Geoff	Professor of Systems Strategy, Open University
3	Pienaar, Angela	Teacher, St Augustine's Primary School, Durban, South Africa (Commonwealth Professional Development Fellow)
3	Pritchard, Sally	Education Action International
5	Rasteger, Tahere	Co-ordinator for primary science in Iran
5	Saunders, Henry	Ministry of Education, Curriculum Division, Trinidad and Tobago
1	Sawyerr, Judith	Active in NGO education networks in Ghana
3	Sentumbwe, Godfrey	National Training Co-ordinator, Literacy and Basic Education (LBE) – Uganda (Commonwealth Professional Development Fellow)
2	Sibbons, Maureen	Cambridge Educational Consultants
3	Smith, Maurice	Deputy Principal, St Ann's Bay Jamaica (Commonwealth Professional Development Fellow)
3	Somerset, Tony	Visiting Research Fellow, Centre for International Education, University of Sussex Institute of Education,
2,6	Spence, Nancy	Director, Social Transformation Programmes Divn., Commonwealth Secretariat
3	Stephens, David	Head of Masters Programmes, Forum for the Future
4	Stone, Lorraine	Director, Changing Perspectives Ltd
2	Swainson, Nicola	Senior Partner, Knowledge and Skills for Development
5,6	Symonds, Lynne	Chair, Commonwealth Association of Science Technology and Mathematics Educators
3	Thompson, Meryl	Board Member, League for the Exchange of Commonwealth Teachers
3	Tomlinson, Anna	Hon. Treasurer, Commonwealth Consortium for Education & Director, LECT
1,3	Tooley, James	Professor of Education Policy, University of Newcastle Upon Tyne
5	Tunncliffe, Lord	Politician, House of Lords
5	Tunncliffe, Lady (Dr Sue Dale)	Academic researcher, Institute of Education, University of London
4	Tyrer, Rod	Programme Director, Commonwealth of Learning
2	Unterhalter, Elaine	Senior Lecturer, Institute of Education, University of London
4	Unwin, Tim	Professor, Royal Holloway College, University of London (former Head, IMFUNDO, DFID)
1	Webley, Kate	Education Adviser, Save the Children Fund
2	Whatford, Christine	Chair, Education Committee, UK National Commission for UNESCO
1,2,3, 4,5,6,7	Williams, Peter	Joint Deputy Executive Chair, CEC: Hon. Secretary, Commonwealth Consortium for Education

3 (b) Consultation in Brisbane Australia arranged by Eidos, February 4 2005

Ball, Colin	Retiring Director, Commonwealth Foundation, London
Boulton-Hall, Barbara	Vice President, Queensland Guidance and Counselling Association
Bret, Michael	President, Association of Special Education Administrators Queensland
Dekker, Jackie	Administrator, Eidos
Dempster, Neil	Dean, Faculty of Education, Griffith University
Dickie, Paul	Executive Officer, Federation of Parents & Friends, Catholic Schools
Everett, Gary	Assistant Director, Queensland Catholic Education Commission Higher Education, Department of Education and The Arts
Hair, Debby	President, Geography Teachers Association
Johnston, Zea	Assistant Director-General, Office of Strategic Policy & Education Futures, Education Queensland
Kember, Debbie	President, Joint Council of Queensland Teachers Associations
Kruger, Tony	School of Education, Victoria University
Lacey, Geoff	Director – Projects, Office of International, Non-State and Higher Education, Education Queensland
Ludwig, Christine	Assistant Director, Curriculum, Education Queensland
McBride, Noelene	President, Early Childhood Australia, Queensland
McGruther, Tony	President, Queensland Association of State School Principals
Muirhead, Bruce	Director, Eidos
Nand, Narendra	President, Ethnic Schools Association of Queensland Inc
O’Neill, Shirley	Associate Professor, Faculty of Education, University of Southern Queensland
Parkes, Sharon	Executive Officer, MACER
Power, Colin	Chair, Commonwealth Consortium for Education; Chair, Eidos Interim Board
Reardon, Dianne	Executive Officer, Queensland Catholic Education Commission
Rowland, Mary	Science Teachers Association
Saunders, Sherryl	President, Modern Language Teachers Association of Queensland Inc
Taylor, Wal	Professor Community Informatics Cape Peninsula University of Technology Cape Town, South Africa
Tomkinson, Phil	Vice President, Queensland Parents for People with a Disability

3 (c) Professional Development of Women in Higher Education: List of Respondents

Bailey, Barbara	Regional Coordinator, Centre for Gender & Development Studies, University of the West Indies, Jamaica.
Brown, Sheila	President and Vice-Chancellor, Mount Saint Vincent University, Canada
Chesterman, Colleen	National Director, ATN WEXDEV Program University of Technology, Sydney, Australia;
Court, Marian	Senior Lecturer at Massey University, New Zealand
Desai, Armaity	Former Chairperson, University Grants Commission and Director, Tata Institute of Social Sciences, India
Gold, Anne	Senior Lecturer in Leadership and Management, Institute International Learning and Teaching; Coordinator and Course Leader for the International EdD, School of Educational Foundations and Policy Studies, Institute of Education, University of London
Gourley, Brenda	Vice-Chancellor, Open University, United Kingdom; former Vice-Chancellor and Principal, University of Natal, South Africa.
Hamilton, Marlene	Pro Vice-Chancellor, University of the West Indies, Jamaica.
Indiresan, Jaya	Former Head, Higher Education Unit, National Institute of Educational Planning and Administration (NIEPA), New Delhi, India.
Kamau, Nyokabi	Lecturer Catholic University of Eastern Africa, Nairobi, Kenya.
Kaur, Gill Saran	Professor, Social Linguistics and International Communications, Universiti Kebangsaan, Malaysia.
Leach, Fiona	Senior Lecturer in Education, School of Education, University of Sussex.
Mensah, Wilhemina Tete	Acting Deputy Registrar, University of Education, Ghana
Najma, Najam	Vice-Chancellor, Fatima Jinnah Women University, Rawalpindi, Pakistan.
Odejide, Abiola	Deputy Vice-Chancellor, University of Ibadan, Nigeria.
Ramsay, Eleanor	Adjunct Professor, Hawke Institute, University of South Australia; Former Pro Vice-Chancellor (Equity and Academic Support), University of South Australia
Schoeck, Ellen	Head of University Secretariat, First Sexual Harassment Officer, University of Alberta, Canada, Secretary-General to Senior Women Academic Administrators Canada (SWAAC) network.
Shahbudin Sahrifah Hapsah,	Director, Quality Assurance Division, Ministry of Higher Education, Malaysia; President National Council of Women's Organisations, Malaysia;
Tanda, Jacqueline	Tutor, University of Papua New Guinea
Thaman, Konai	Professor of Education, University of Fiji, Member of NetWHEP; Acting Deputy Vice-Chancellor (2004)
de Vries, Jennifer	Lecturer, Higher Education Development, Organisational and Staff Development Services, University of Western Australia
Williams, Gwendoline	Consultant to Commonwealth Secretariat Programmes on Gender Management Systems/Mainstreaming Gender.

ANNEX 4

DOCUMENTATION

(Documents distributed to workshop participants)

- Commonwealth Consortium for Education (2003a). *Commonwealth co-operation in education: a profile*. Commonwealth Education Briefing Notes series, No 1
- Commonwealth Consortium for Education (2003b). *Distance education and the Commonwealth of Learning*. Commonwealth Education Briefing Notes series, No 4
- Commonwealth Consortium for Education (2003c). *The Commonwealth and education for all*. Commonwealth Education Briefing Notes series, No 5
- Commonwealth of Learning (2004a) *Learning and Living with technology*. The Commonwealth of Learning and the Millennium Development Goals. COL, Vancouver.
- Commonwealth of Learning (2004b) *The virtual university for small states of the Commonwealth: invitation to participate*. COL, Vancouver.
- Commonwealth Secretariat (2000) *Halifax Statement on Education* Issued by Commonwealth Ministers of Education at their 14th Conference in Halifax Nova Scotia November 2000
- Commonwealth Secretariat (2003) *Aso Rock Commonwealth Declaration on development and democracy*. Issued by Commonwealth Heads of Government at the Meeting in Abuja, December 2003.
- Commonwealth Secretariat (2004a) *Report of the 15th Conference of Commonwealth Education Ministers. Access, Inclusion and Achievement: Closing the Gap*.(Edinburgh 27-30 2003). London
- Commonwealth Secretariat (2004b) The Mombasa Declaration
- Commonwealth Secretariat (2004c) *Stoke Rochford Statement on HIV/AIDS and Education* (September 2004) agreed by Ministers of Education of Small States of the Commonwealth at their meeting at Stoke Rochford, September 2004
- Commonwealth Secretariat (2004d) *Commonwealth Teacher Recruitment Protocol*. As adopted by Commonwealth Ministers of Education at Stoke Rochford Hall, Lincolnshire UK on September 1, 2004. London.
- Council for Education in the Commonwealth (2002) *Education for All in the Commonwealth: What are the issues?* CEC Annual Lecture 2002 by Sir John Daniel. CEC, London.
- Unesco (2000) *The Dakar Framework for Action: Education for All – meeting our collective commitments*. World Education Forum, Dakar, Senegal, April 2000. Paris, Unesco
- Unesco (2002) *Education for All – is the world on track*. EFA Global Monitoring Report 2002. Paris
- Unesco (2003) *Gender and Education for All – the leap to equality*. EFA Global Monitoring Report 2003/4. Paris
- Unesco (2004) *Education for all - The quality imperative*. EFA Global Monitoring Report 2005. Paris
- Unterhalter, Elaine et.al (2004). *Scaling up girls' education: towards a scorecard on girls' education in the Commonwealth*. Paper commissioned by the Commonwealth Secretariat.

ANNEX 5

Excerpts from the Report of the 15th Conference of Commonwealth Education Ministers

- (A) Main Communique Text and (B) Edinburgh Action Plan
- (C) Conclusions on Action Areas from Ministerial Discussions,
- (D) Recommendations from Ministerial discussions with Parallel Symposium Participants
- (E) Recommendations of the Parallel Symposium and (F) Youth Summit

5A. MAIN COMMUNIQUE TEXT

4. Ministers reviewed progress in education across the Commonwealth in the context of the main theme of the conference - *Closing the Gap: Access, Inclusion and Achievement*. They identified key issues, challenges and opportunities that needed to be addressed if their educational aspirations were to be achieved.
5. They identified six Action Areas where work would be taken forward to address these challenges: Achieving Universal Primary Education; Eliminating Gender Disparities in Education; Improving Quality in Education; Using Distance learning to Overcome Barriers; Supporting Education in Difficult Circumstances; Mitigating the Impact of HIV/AIDS in Education.
7. Running through the recommendations made by the Parallel Symposium was the recurring theme of Partnership without which, they suggested, future action on all six Action Areas could not be taken forward successfully. Such partnerships should be formed at the widest level between and among governments, civil society, the private sector and the international community; and at ground level between pupils, teachers, head teachers and parents.
8. They also recommended sharing knowledge through a network of Best Practice. To show the importance that the Commonwealth places on this, they recommended the creation of an award for Best Practice in each of the six Action Areas, which would be presented for the first time during 16CCEM.
9. Ministers affirmed that education is a crucial means for adapting to and directing change; reducing poverty, ensuring security; improving health and well-being; enhancing economic prosperity and personal security and safety; promoting fairness, justice, and peace; and achieving environmental sustainability.
10. Ministers noted with satisfaction the progress made on taking forward the Action Areas identified in the Halifax Statement, and the need to work with vigour if they were to meet the targets of the Education For All (EFA) and the Millennium Development Goals (MDGs): Universal Primary Education (UPE) and Eliminating Gender Disparity (EGD). To do this, combined efforts and vision will be required from all governments, other public sector stakeholders, civil society and the private sector, including support for policies that enhance and facilitate building capacity and achieving these goals, while avoiding practices that may impede progress.
13. Ministers affirmed the unique value of the Commonwealth recognising that it is ideally placed to share expertise, resources and best practices in education as a vital component in attaining the individual and collective goals and aspirations for their countries. Noting the significance that Youth Summit delegates placed on meeting together as members of the Commonwealth, it is important to provide opportunities for young people to learn about the Commonwealth and its values.
24. Based on the Conference's rich dialogue and exchanges, Ministers agreed to a set of actions around the six Action Areas. Ministers asked the Commonwealth Secretariat and its partner organisations to monitor and report on the implementation of the Edinburgh Action Plan.

5B. THE EDINBURGH ACTION PLAN

MINISTERS AGREED:

25. To meet with Youth Summit delegates from their own country to consider the outcomes of 15CCEM.
26. That every future CCEM will have a Youth Summit where Ministers inform delegates on progress and consult them on future actions. As the Youth Summit said, *We can't do it ourselves, but you can't do it without us.*
27. That a Working Group be established to consider cross-country teacher recruitment, chaired by the Deputy Secretary-General, to report back to Ministers in April 2004; and that an *ad hoc* group of interested Ministers would then meet not later than September 2004 to agree action.
28. Recognising that many countries regard education as a public good and that there is widespread concern that the inclusion of education under the WTO and GATS as a service could lead to its commodification, Ministers agreed that Commonwealth Heads of Government should affirm the paramount importance of safeguarding the values, standards and quality of education.
29. That the Commonwealth as a whole, and most particularly the wealthier countries within it, use their influence within the G8 and elsewhere to ensure that the Dakar commitments are adhered to by the international community, in particular within the framework of the fast track initiative.
30. To develop mechanisms to include learners in decisions about their education.
31. To individually and collectively promote education by:
 - a. Sponsoring an international commonwealth education day where the funding raised will be used to train young people as peer educators in HIV/AIDS
 - b. making awards for good practice in the six Action Areas, to be presented at 16CCEM
 - c. Promoting teaching as a career and encouraging teacher representation at parallel forums at 16CCEM
 - d. Introducing and/or strengthening initiatives to promote the involvement of parents and guardians in education.
32. Ministers agreed to develop a shared understanding of the elements which constitute an excellent education system, recognising that education must be of high quality if it is to make a positive difference to the lives of young people and their communities.
33. That the more developed countries should be requested to facilitate greater opportunities for higher education and skills training for Commonwealth citizens, in a spirit of co-operation and sharing.
34. To ask the Commonwealth Secretariat to take stock of best practices in eliminating gender disparity.
35. To share best practice and expertise in supporting children in difficult circumstances.
36. To include compulsory age-appropriate HIV/AIDS education in the curriculum of every education system within the Commonwealth, including teacher education.

**5C. SUMMARY OF THE KEY POINTS RAISED IN THE DISCUSSION ON THE
THEME OF THE CONFERENCE AND THE SIX ACTION AREAS
(FROM ANNEX A OF 15CCEM COMMUNIQUE)**

ACCESS

1. Ministers recognised that too many children in the Commonwealth are still denied access to education. The barriers to access were identified as culture; lack of finance, proper infrastructure and teachers. In order to address the problem, Ministers recommended development of partnerships between governments, civil society, donor organisations and the international lending agencies. In order to increase access at tertiary level the more developed countries needed to offer university places to Commonwealth students at concessionary rates.

INCLUSION

2. Ministers fully recognised that inclusion is a critical issue in education; that is inclusion of each individual in the educational process. Accordingly, barriers to participation should be identified and removed and provision made for each individual to obtain high quality relevant education. There should be equality of opportunity irrespective of gender, religious belief, ethnicity, socio-economic status, colour or disability. Every student should have access to good quality education at least to the end of primary school.

3. Ministers identified the development of the necessary policies, strategies and legislation as critical and urged governments which have not yet taken the necessary actions to do so urgently.

ACHIEVEMENT

4. Ministers felt that a key action in addressing achievement was the development of a clear definition of achievement. They felt that since achievement was likely to mean different things to different members, each country should articulate its own definition and then identify clear standards for measurement. Ministers also strongly suggested that measures of achievement must be based on the full value added as a result of education and not simply on academic outcomes.

5. They were also of the view that whereas there were many variables which impinged on achievement, school leadership, teacher quality and parental involvement were critical variables for which training must be provided.

6. Ministers also noted that whereas the scourge of HIV/AIDS has been noted and was being addressed, other impediments to achievement like illegal drugs needed to receive similar attention.

7. Ministers noted the importance of developing instruments for measurement and the development of standards.

Ministers took a particular note of the six Action Areas for specific focus leading to 16CCEM and they vowed to work in harmony with broad range of commonwealth resource capacity to address these areas:

UNIVERSAL PRIMARY EDUCATION

8. Ministers stressed that poverty is the biggest barrier to the provision of universal primary education. Poverty can only effectively be addressed if governments face the requirement to modify the existing international trade and finance regimes to create a more level playing field.

9. Ministers reaffirmed the priority to be given to the UPE but insisted it be set in the context of the Dakar consensus on Education for All (EFA) that stressed the importance of basic education. They emphasized that the issue must not be restricted to the concept of access, but more importantly to completion. Moreover, quality education is essential if learners are to have a realistic expectation of a productive future.

10. Continuous professional development (CPD) for teachers, along with the training of new teachers is essential for both the provision and the quality of education. Given the massive requirements, open and distance learning should be seen as a key means to address these requirements. In addition, ODL may be a means to address the particular needs of marginalised and mobile minorities, including Nomads.

11. One of the main groups not participating in primary education is girls, so increasing their attendance is essential. Security and the need for separate facilities were considered critical for girls to access school-based education. Community and family support could play key roles.

12. In addition, if there is to be universal access, those with special needs must be included.

ELIMINATING GENDER DISPARITY

13. Ministers were keen to achieve the UN millennium target date of 2005 to eliminate gender disparity in primary and secondary education. Ministers recognised the importance of women having access to tertiary education so that they can become role models for younger girls and women. They also noted the continued need to encourage girls into non-traditional areas of study such as mathematics and science, and women into leadership levels of education. Moreover, they appreciated the benefits to family welfare from better educated mothers.

14. While girls' access and completion remain a challenge, boys' under-achievement is a growing concern. A close review of policies, cultural practices, and curricula in Commonwealth countries would assist in addressing all gender-related issues.

15. Ministers agreed it was important to share best practice both in terms of policy and its subsequent translation into action. They felt a stock-taking of progress to date of evidence-based best practices, available at country level, would be a useful starting point for the Commonwealth Secretariat to undertake. A more formal information sharing should be explored with other Commonwealth agencies such as COL for broader outreach.

16. Greater emphasis needs to be placed on gender mainstreaming in education policy and related national development plans including poverty reduction strategies as critical to the required resource allocation in reducing gender disparities.

IMPROVING QUALITY

17. Ministers stressed the importance of improving education outcomes for all learners. This will be achieved using a variety of mechanisms to enhance quality, including the strengthening of Commonwealth qualifications, accreditation frameworks and quality assurance mechanisms.

18. Ministers agreed on the importance of increasing teacher quality. They identified the issues of teacher selection, training, retention and ongoing professional development as vital to the improvement of education outcomes. They look to the Commonwealth Centre for Education in Cambridge to play a key role in this respect.

19. Ministers also pointed to the need to ensure that quality leadership exists at the school, regional and national levels. They stressed the importance of the professional development of head teachers and senior education officials. Moreover, they agreed on the urgency of improving the status of teachers so that they are in the position to "recapture the glory of teaching".

20. Ministers further committed themselves to ensuring the availability of quality resources, appropriate to the needs of students and reflective of the local environment.

21. Lifelong learning should play a vital role in the provision of quality education, as should access to higher and vocational education.

DISTANCE EDUCATION

22. Ministers noted the importance of addressing policy issues and designing strategies that position open and distance learning (ODL) to be a key instrument for enhancing access and inclusion. There is a need to invest in the development of the skills and infrastructures required for the delivery of quality ODL. Ministers understand the value of sharing Commonwealth best practice, policy and plans, and noted that the role that ODL can play in delivering education and training to geographically separated populations and to those requiring flexible learning options. There are benefits to be derived by strengthening Commonwealth networks and by adjusting intellectual property rights protocols so that they recognise education and education products as social goods, perhaps by developing Commonwealth conventions designed to reduce the costs of moving knowledge products amongst Commonwealth jurisdictions.

23. Ministers recognized the importance of addressing the risk that the use of technology to deliver education across borders could lead to the treatment of education as a commercial commodity subject to GATS rather than as the public good that it is.

EDUCATION IN DIFFICULT CIRCUMSTANCES

24. Many countries in the Commonwealth have to provide education to millions of children living in very difficult circumstances: poverty, unemployment, homelessness, war, famine, and of course, HIV/AIDS. The Commonwealth countries have ratified international treaties to address these issues: the Universal Declaration of Human Rights, the ILO Convention, the Dakar Framework for Action and the Convention on the Rights of the Child. The challenge now is for all Commonwealth countries to put these commitments into action.

25. There are many examples in the Commonwealth of actions that make a difference and which should be shared. To do so, it was recommended that a knowledge sharing system of best practices be set up, to share expertise, including databases to know where all children are and avoid 'invisible' children; the development of national indicators on improving participation by children in difficult circumstances; and the setting of targets and reporting on them.

EFFECTS OF HIV/AIDS IN EDUCATION

26. Ministers addressed multi-sectoral issues related to the spread of HIV infection and the impact of AIDS. They noted the urgency of accelerating educational responses, particularly the need to improve curricula and materials and the value of involving young people in this process. Teaching and learning must share information and promote understanding, but also focus on the necessary changes in social and sexual behaviour.

27. Ministers agreed to take urgent action in the area of HIV/AIDS education. They noted the importance of anticipating and preparing for the impact of AIDS on future numbers of orphans and students in the education system and on the supply and demand of teachers. They also requested international assistance to curtail the spread of the pandemic. EFA would not be achieved without tackling HIV/AIDS.

5D. 15CCEM Recommendations from Joint Discussions of Ministers and Participants of Parallel Symposium (page 13-19 of Conference Report)

UPE

1. Ministries of Education must exhibit political commitment, leadership and strategic frameworks to define the constraints and strategies for action.
2. Relationships between local and central government are crucial in implementing efficient educational programme interventions.
3. Ministries of Education should learn from each other through sharing of 'best practices' in achieving UPE

Gender

1. There should be a renewed focus by Ministers on early childhood education, to enlist children and families in positive gender roles.
2. Ministers should support sharing of best practice, both in terms of policy making and turning policy into action on the ground.
3. Ministers should increase their use of the Commonwealth Secretariat website, which could be developed further, so that information may be exchanged through this resource.

Quality

1. The ACU should address the issue of quality in higher education, especially possibilities to reduce large class sizes.
2. Ministries of Education should work with civil society groups and NGOs to develop mother tongue reading materials for schools.
3. Ministers of Education should ensure that wherever possible teachers' organisations are included in decision-making and come to be seen as part of 'solutions' to educational problems.
4. Ministries of Education should support mentoring schemes for those teachers who exhibit leadership qualities

Education in Difficult Circumstances

1. Governments should work more effectively with local communities and civil society organisations to support and empower their attempts to overcome difficult circumstances
2. Ministries should identify interventions to attract and retain teachers in areas of difficulty
3. The Commonwealth should establish knowledge-sharing systems to provide example of 'what works' and 'good practices'. These systems should include facilitating, networking and discussions: contacts should be available physically and virtually.

Open and Distance Learning

1. In making ODL policy, Ministers should consider strategies for delivery, how to invest in professional development and engage in possible public/private partnerships
2. Ministers should involve other government departments, not just education, in promoting ODL and vocational education generally.
3. Because trade negotiations under GATS are rarely informed by perspectives from educators, Ministers of Education and Ministers of Trade need to consult with each other on matters of education.

Mitigating the impact of HIV/AIDS

1. There should be renewed political commitment to tackle HIV/AIDS and to mitigate its impact.
2. A multi-sectoral response is required, of which Education Ministers can and should play a key part. The Commonwealth Secretariat and other organisations should help achieve this.
3. It is vital to retain children affected by HIV/AIDS in education and to address and reduce their vulnerability and risk. This requires multiple support attached to schools and removal cost and other barriers, e.g. through provision of childcare, nutrition, bursaries and grants and vocational training.
4. Education programmes should be reviewed to ensure they promote behaviour change, through appropriate life skills tools.

5E. RECOMMENDATIONS OF THE 15CCEM PARALLEL SYMPOSIUM TO MINISTERS

Universal Primary Education

- In order to ensure we achieve the delivery of EFA, all countries and the international community should revisit and re-commit to the Dakar EFA goals. Attention to the Dakar goals will ensure the achievement of the MDGs.
- International commitment to providing free basic education of high quality needs to be followed up with concerted action at the national level that ensures that constitutional and legislative mechanisms are put in place to remove this barrier to education.
- Both the Dakar framework for action and the MDGs explicitly underscore the importance of partnerships in the sustainable delivery of basic education. Partnerships need to be consolidated at all levels with civil society, the private sector and the international community. The principal stakeholders must develop common understandings of the definition and scope of basic education. Governments must recognise that all pupils, parents and teachers are stakeholders in this process. There is no “one size fits all” approach to partnerships, and local solutions may vary.

Gender Disparities in Education

- Without a doubt, the actualisation of the gender goal by 2005, Eliminating Gender Disparities, is essential not only to the Dakar framework and DFA but to the achievements of all the 8 MDGs.
- National governments are called upon to ensure that they have the necessary institutional and financial capacity to plan for the mainstreaming of gender, boys and girls, into policy and strategies for implementation in partnership with civil society.

Improving Quality in Education

- Central to achieving the 2015 goals and to improving the quality of education is lifting the quality of teachers and their leaders. This process must involve the teachers themselves and their organisations so that they help to provide the solution rather than be part of the problem.
- Ministers should develop programmes which build the capacity of head teachers. High-quality schools require high-quality leaders.
- Teaching needs to be re-established as a desired, sought-after profession, viewed by communities and governments as a profession of high status. Pay and conditions of service are critical factors in this regard. Governments need to coordinate their policies on teacher supply and professional development, and recognise the impact internationally of these policies. We all need to work together to recapture the glory of teaching, for without an adequate supply of well-trained, well-led and motivated teachers no country will be able to achieve its education goals.
- The impact of a relevant curriculum is essential to the quality of learning inputs and outputs in the classroom both at the level of the teacher and the child. Emphasis on innovative curriculum reform that reflects country realities especially in federal systems and the achievement of the Dakar goals must be supported at both international and national levels.
- While funding alone will not deliver a quality education, the availability of adequate funding in recurrent and capital budgets needs to be prioritised at national level while the international community must deliver on funding the gaps to support government efforts.

Using Distance Learning to Overcome Barriers

- ICT offers a wonderful opportunity to help close some gaps. It can reach people in remote or rural areas, for example, and can be used to deliver the curriculum in flexible ways to suit the varied needs and lifestyles of citizens everywhere. Governments should develop strategies to make the best use of ICT in their country so that it is used to close the gaps not to widen the digital divide.

Supporting Education in Difficult Circumstances

The education of children in difficult circumstances takes on two dimensions. One is the familiar context of marginalised groups such as the nomads, traders, HIV/AIDS-infected, while the other one deals with environments created by the absence of human and child rights.

- National governments and international partners must strive to design and provide non-formal structures to accommodate the same quality inclusive education as for those in formal education.
- National governments must ensure conventions signed by them in support of human and child rights are enacted into law at country level, thus creating an environment where there would be zero tolerance for crimes against the child and women.

Mitigating the Impact of HIV/AIDS on Education Systems

- The threat of HIV/AIDS is extremely serious in some countries now, and potentially serious in all countries. Education about HIV/AIDS should start at the early childhood stage and should involve parents. Young people themselves need to be involved in developing reproductive health programmes.
- Governments need to support research and development into HIV/AIDS and its impact upon their education system. Countries have much to learn from one another by the transfer of information, knowledge, experience and expertise on this vexed issue.

Conclusion

In conclusion, there is an urgency to make ACTION our watchword if we are to tend to our youth, which is tomorrow's future. We need to, as critical friends, engage in open and transparent dialogue that will enable the monitoring of all stakeholders in the delivery of EFA. We must build on the strengths of the Commonwealth and ensure we share knowledge through a network of best practice.

At this juncture we would like to recommend that the Ministers create awards for best practice in each one of the six areas shown on the screen to be awarded at the 16CCEM.

We hope we have provided constructive recommendations that you, our honourable Ministers, will be able to act upon and carry forward to the Commonwealth Heads of Government Meeting being held in December this year. We thank you for the opportunity to provide input into your Ministerial sessions as they conclude tomorrow.

Finally, we have the pleasure of handing over the interim report from this Parallel Symposium. We hope that it will contribute to the formulation of the action plans which are being prepared.

5F. RECOMMENDATIONS OF THE COMMONWEALTH YOUTH SUMMIT TO MINISTERS ON THE SIX ACTION AREAS

Universal Primary Education

The 15CCEM Education Youth Summit is concerned that:

The profile and benefits of education are not emphasised enough across the Commonwealth.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

They place greater emphasis on raising the profile and benefits of education amongst the Commonwealth peoples.

The Youth Summit believes that this can be achieved through the following actions:

1. **Develop and support youth councils and involve them directly in curriculum design and decision-making in education.**
2. **To create an international Commonwealth Education Day on which every school can raise the profile of education and raise resources to go into a central fund that can be used to help develop peer education in less fortunate schools.**
3. **Provide central access points in war-torn and rural areas to promote education to parents and children.**
4. **Encourage parents to return to education with incentives for them to stay in education.**
5. **Honour teachers more and promote them as important in, and to society.**

Eliminating Gender Disparities in Education

The 15CCEM Education Youth Summit is concerned that:

Education Ministers publicly acknowledge the issue of female exclusion from education. This leads to young woman becoming second class citizens in their own country.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers make greater effort to improve access for girls and young woman into education and make this access easier.

The Youth Summit believes that this can be achieved through the following actions:

1. **Create Commonwealth partnerships to share good practices in dealing with gender issues in school across countries that share similar cultures.**
2. **Develop policies and strategies which create safe environments for girls in schools.**
3. **Set up community outreach programmes to promote the benefits of women receiving education.**
4. **Fund research to investigate the reasons for the exclusion of girls from education in different Commonwealth countries so that positive action which respects local culture can be identified.**

The 15CCEM Education Youth Summit is concerned that:

(YOUTH SUMMIT)

Consistent underachievement and lack of motivation in education by boys in some Commonwealth countries. We are concerned about the long-term social consequences that will result.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers put in place clear policies and strategies to ensure that both boys and girls are motivated to achieve their full potential in their chosen fields.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Revise curricula so that they respect that individuals learn at different paces and in different styles, and find different subjects relevant to their life choices.**
- 2. Promote effective use of role models to inspire the educational development of young people.**
- 3. Use the public media to raise the profiles of young people who have achieved in education against adversity.**

Improving the Quality in Education

The 15CCEM Education Youth Summit is concerned that:

In many areas of the Commonwealth, there is an insufficient number of qualified and trained teachers. Moreover, the standard of their training is impeding the improvement of the quality of education.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers create positive incentives throughout the Commonwealth to recruit quality people into the teaching profession and provide them with a high standard of training so they can do their job effectively.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Include learners in the process of training and selecting teachers.**
- 2. Ensure that teachers of specialist subject areas are properly trained.**
- 3. Include child psychology, conflict resolution and non-violent discipline approaches in teacher training.**
- 4. Raise the profile of teaching as a respectable and worthwhile profession.**

Using Distance Learning to Overcome Barriers

The 15CCEM Education Youth Summit is concerned that:

All Commonwealth countries have not got access to open and distance learning infrastructure and resources, including human resources.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers make measurable progress towards achieving access to open and distance learning infrastructures and resources for all Commonwealth countries before the next CCEM.

(YOUTH SUMMIT)

The Youth Summit believes that this can be achieved through the following actions:

1. **Teachers should be trained to use the technologies required for open and distance learning.**
2. **There is consistency in the delivery of open and distance learning across communities' centres.**
3. **Ensure that donated resources are allocated appropriately and equitably.**

Supporting Education in Difficult Circumstances

The 15CCEM Education Youth Summit is concerned that:

There are many young people in the Commonwealth that suffer from physical and emotional special needs and that education in the Commonwealth does not provide adequate access for these students with special needs.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers develop and maintain appropriate access and inclusion for special needs students to improve their opportunity to achieve.

The Youth Summit believes that this can be achieved through the following actions:

1. **Ensure that all teachers in the Commonwealth have basic training in special education, with more teachers trained specifically in special physical and emotional needs.**
2. **Develop and / or promote a special needs support unit within the Education Ministries which involves youth in developing the support structures for those with special needs.**
3. **Establish and maintain the infrastructures in education to accommodate young people with special needs.**
4. **Enforce education legislation in every Commonwealth country against discrimination based on disability.**

Mitigating the Effects of HIV/AIDS

The 15CCEM Education Youth Summit is concerned that:

The issue of HIV/AIDS education and awareness has not yet been properly addressed in all Commonwealth countries. There is a need for the leaders of the Commonwealth to publicly recognise that HIV/AIDS is one of the biggest crises facing the future of our nations. Lack of education concerning the factors that cause the spread of HIV/AIDS has resulted in numerous problems.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers across the Commonwealth must act now to improve education on HIV/AIDS.

The Youth Summit believes that this can be achieved through the following actions:

1. **Compulsory inclusion of HIV/AIDS education in the curriculum.**
2. **Train all teachers to teach this aspect of the curriculum.**
3. **Involve young people who have knowledge and/or experience of HIV/AIDS in this education programme.**
4. **Create HIV/AIDS Action Committees.**

ANNEX 6

Commonwealth Infrastructure in Education

A. Inter-Governmental Agencies

1. **Commonwealth Secretariat**, London

services triennial conferences of Commonwealth Education Ministers, of which there have been 15. 15CCEM Edinburgh 2003. 16CCEM 2006.
includes Social Transformation Programmes Divn (with an Education Section)
Commonwealth Fund for Technical Co-operation

Secretary General: Don McKinnon (NZ)
Director STPD: Nancy Spence (Canada)
Head Education: Henry Kaluba (Zambia)

2. **Commonwealth of Learning**, Vancouver, focusing on open and distance learning for development

Chair of Governing Board: Lewis Perinbam (Canada)
President and Chief Executive: Sir John Daniel (UK/Canada)

3. **Commonwealth Foundation**, London (support for Civil Society)

Retiring Chair of Governors: Graca Machel *Incoming Chair:* Prof Guido de Marco
Retiring Director: Colin Ball (UK)

B. Other Elements of the Inter-governmental Infrastructure

1. **Commonwealth Scholarship and Fellowship Plan** (about 1,200 bilateral awards held at any one time, mainly postgraduate, within a multilateral framework of which UK giving about two thirds. UK awards managed by UK Commonwealth Scholarship Commission)

Chair: UK Commonwealth Scholarship Commission: Professor Trudy Harpham

2. **Commonwealth Protocol on Teacher Recruitment** agreed September 2004 at Stoke Rochford.

3. The **Commonwealth Institute** has Government Representation on its Board but is independent and not dependent on annual subventions from Governments. From 2005 will be supporting Centre for Commonwealth Education at Cambridge University.

Chair of Governors: Ms Judith Hanratty (NZ)
Director CCE Cambridge: Prof Christopher Colclough (UK)

C. Voluntary and Professional Organisations

Umbrella Body: **Commonwealth Consortium for Education**

Chair: Prof. Colin Power (Australia)
Alternate Chair: Prof. Timothy Shaw (Canada/UK)
Secretary: Peter Williams (UK)

(For list of Consortium members, see over)

Consortium Members

- Association of Commonwealth Examination and Accreditation Bodies (ACEAB) *President: Elizabeth Norris*
- Association of Commonwealth Studies (ACS) *Secretary: Michael Twaddle*
- Association of Commonwealth Universities (ACU) *Secretary-General: John Rowett*
- British Empire and Commonwealth Museum (BECM) *Director: Gareth Griffiths*
- Commonwealth Association of Museums (CAM) *Secretary: Lois Irvine*
- Commonwealth Association of Polytechnics in Africa (CAPA) *Secretary-General: William Rwambulla*
- Commonwealth Association of Science Technology and Mathematics Educators (CASTME) *Chair: Lynne Symonds*
- Commonwealth Council for Educational Administration and Management (CCEAM) *President: Petros Pashiardis*
- Commonwealth Countries' League (CCL) *Executive Chair: Leolynn Jones*
- Commonwealth Institute (CI) (Associate Member) *Secretary: Judy Curry*
- Commonwealth Legal Education Association (CLEA) *Secretary: John Hatchard*
- Commonwealth Policy Studies Unit (CPSU) *Head: Richard Bourne*
- Commonwealth Relations Trust (CRT) (Associate Member) *Secretary: Sarah Lock*
- Commonwealth Youth Exchange Council (CYEC) (Associate Member) *Director: Vic Craggs*
- Council for Education in the Commonwealth (CEC) *Executive Chair: Mark Robinson*
- English-Speaking Union of the Commonwealth (ESU) *Director General: Valerie Mitchell*
- Federation of Commonwealth Open and Distance Learning Associations (FOCODLA) *Secretary: Paul West*
- Institute of Commonwealth Studies (ICS) *Director: Timothy Shaw*
- League for Exchange of Commonwealth Teachers (LECT) *Director: Anna Tomlinson*
- Royal Commonwealth Society (RCS) (Associate Member) *Director-General: Stuart Mole*
- Royal Over-Seas League (ROL) (Associate Member) *Secretary-General: Robert Newell*

Some Organisations not Presently in Consortium Membership

- Association of Commonwealth Language and Literature Studies (ACLALS) *President: Ranjini Mendis*
- Commonwealth Association for the Education and Training of Adults (CAETA) *defunct?*
- Commonwealth Education Fund (based at ActionAid) *Director: Chike Anyanwu*
- Commonwealth Library Association *Secretary: Norma Amenu-Kpodo*
- Commonwealth Teachers Grouping (CTG) *embryonic, being mobilised by Steve Sinnott, NUT*

(a) Commonwealth Secretariat Contribution to the Six 15CCEM Action Areas

(Prepared by the Education Section, Social Transformation Programmes Division)

“Education is of the highest priority to the Commonwealth” (Aso Rock Commonwealth Declaration)

A. 14CCEM Halifax and After

The three-year period following the 14th Conference of Commonwealth Education Ministers in 2000 at Halifax, Canada, was marked by a fundamental redirection for the education activity of the Secretariat:

- The former Human Resources Development Division (HRDD) under which the Education Department formerly operated alongside Health, was merged with Gender in June 2002 to create a new Social Transformation Programmes Divisions (STPD), containing an Education Section.
- New mandates emerged from the Commonwealth Heads of Government Meeting (CHOGM) in 2001 and the High Level Review Group (HLRG). The Millennium Development Goals (MDGs) became priority targets for the Secretariat and the work programme of the Education Section was adjusted to take account of this new orientation.

The Halifax Statement on Education in 2000 had identified the following broad key objectives and Action Areas:

- a) Facilitating provision of access to education and lifelong learning with full opportunities regardless of gender, race, colour, age, socio-economic status, physical and other disabilities.
- b) Enhancing global opportunities for networking and information-sharing aimed at enabling member countries to deal with the challenges of developing quality education, girls' access to education, capacity to manage national education systems, and adult learning; and of combating low education enrolment levels, illiteracy among women, and the impacts of HIV/AIDS on education.
- c) Supporting the EFA goal of achieving universal access to sustainable basic quality education by 2015, and the two MDGs relating to education.
- d) Sharing resources and expertise through collaborative action to promote sustainable quality education for all at every level.
- e) Developing a databank of existing capacity, strengths and resources in the Commonwealth which could be used in priority gender-sensitive programmes and projects identified in the Halifax Statement.

The nine Halifax Action Areas address:

- Resources for Learning;
- Qualifications, Standards and Equivalencies;

- School Improvement Programmes in Small States (SIPSS);
- Education and HIV/AIDS;
- Education in Difficult Circumstances;
- Information and Communication Technology (ICT);
- Scholarships, Fellowships and Exchange Schemes;
- Commonwealth Values in Education; and
- Teacher Training and Professional Development.

In addition, the Secretariat received a post-Halifax request from Caribbean education ministers to help ministries of education in small states address international teacher recruitment issues.

Responses to the Halifax Statement

In response to the recommendations of the Halifax Statement, the Secretariat undertook action in all the nine areas identified, through a range of activities that included: advocacy and consultation meetings with education officials on specific issues; conferences, training workshops, and seminars; development of specific demand- and needs-led publications; distribution of teaching and learning material; and support for professional exchange among senior and technical education officers. The Secretariat mobilised both internal and external resources to implement these programmes. Collaboration with development partners was integral to the overall strategy.

1. Resources for Learning

Teaching and learning materials are basic inputs to quality education. Yet, access to teaching and learning materials of all kinds (including audio/visual cassettes, films, CDs, on-line materials etc) by both teachers and students is a major problem facing developing Commonwealth countries. To address it, the Education Section took action as follows:

a. Science and Mathematics Teaching Materials

The Education Section sought to enhance the capacity of member countries to develop resource materials for teachers in science and mathematics. A series of workshops and training programmes led to the development of resource materials for junior science and mathematics teachers in Africa.

b. Publication of Low-Priced Textbooks

Resource materials for teachers and learners contribute to raising the quality of education. However, many pupils and higher education students in developing Commonwealth countries have very restricted access to textbooks because of the prohibitive cost. A project was undertaken aimed at improving student access to quality teaching and learning materials at affordable prices at tertiary level, by sponsoring low-priced editions of textbooks in key human development areas.

2. Qualifications, Standards, and Equivalencies

Following preliminary consultations at a major conference in Glasgow in 2002 the Secretariat co-hosted with the New Zealand Qualifications Authority, a Commonwealth Conference on Qualifications Frameworks which was held in Wellington, New Zealand in February 2003. Participants came from nine countries and were drawn from Qualifications Authorities, from Commonwealth Ministries of Education, from academics and from other organisations interested in credit accumulation, quality, standards and qualifications. A publication entitled 'Promises and Problems of Commonwealth Qualifications Frameworks' was published in March 2003.

3. School Improvement Programmes in Small States (SIPPS)

The Secretariat and its partners were directed by the Halifax Statement to take forward the recommendations of the Seychelles meeting on School Improvement in Small States. To determine the extent to which School Improvement Programme was being implemented it was decided to conduct a survey. Besides, it was also decided to share best practices in School

(ANNEX 7a)

Improvement Programmes and to introduce evaluation as a vital tool in assessing the impact of School Improvement initiatives which emphasised the value of school-based self-assessment as a critical contribution to overall school development. In this regard the Education Section undertook the following action:

a. School Improvement Programme Exchange

Following Seychelles' presentation of its successful School Improvement Programme (SIP) at 14CCEM, the Secretariat was requested by the Ministry of Basic Education and Culture, Namibia to support a study visit to the Seychelles. The visit provided the Namibians with helpful insights and professional contacts at both ministerial and technical levels.

b. Survey on School Improvements in Small States

In September 2002, all 32 Ministries of Education of Commonwealth small states were circulated with a brief questionnaire that sought feedback on the extent to which they were addressing the school improvement mandate since Halifax (2000). Responses from 16 members indicated that extensive and diverse efforts had been made to implement programmes in their countries. Interventions ranged from school-based assessment and evaluation (Seychelles) to increasing school enrolment of rural girls (Gambia), language enrichment (Malta), and school culture improvements through school intervention strategies (Trinidad and Tobago). Noticeable, however, was the lack of evaluation strategies to measure the progress of these initiatives and to assess their impact and effect.

c. Pan-Commonwealth Conference on "School Evaluation Best Practices in Small States"

Twenty-nine participants from nine Commonwealth countries met in Malta in April 2003 to address the need for evaluation to be a component of the School Improvement projects under way in their countries. The conference was hosted by the Ministry of Education of Malta. Those attending committed themselves to furthering the implementation of the SIPs and to building evaluation strategies into them.

4. Education to Combat HIV/AIDS

The Secretariat initiated a project to address an area that has received relatively little attention: behaviour change as a potential impediment to the spread of HIV/AIDS infection. Building on an earlier joint ComSec/ILO HIV/AIDS appraisal mission to Botswana in 2001, the Education Section commissioned four case studies on HIV/AIDS and behaviour change strategies among teachers and learners in Swaziland, Namibia, Malawi, and Zambia. The studies examined the complex socio-cultural challenges facing professional, political and community leaders in finding effective strategies that can counter the spread of HIV/AIDS. Some cultural factors have emerged as barriers to effective behaviour change among people at risk. The findings may be used in developing an HIV/AIDS Risk Management Manual for Teachers and Learners in Africa.

5. Education in Difficult Circumstances

The Education Department explored the use of citizenship education, embracing the fundamental values of the Commonwealth, as a vehicle to promote education for peace and conflict resolution. It was decided to focus on supporting countries emerging from conflict in an effort to create education for peace and conflict resolution.

a. Conflict Studies, Peace, and Citizenship Education in Sierra Leone

In early 2001, a mission to address education needs for the post-conflict reconstruction of Sierra Leone led to a joint Commonwealth Secretariat/ British Council project on Citizenship Education and Values. A second mission in October 2002 which involved the Gender, Health and Education Sections of the Social Transformation Programmes Division, met with local and international development partners. The decision was taken to develop a framework for the implementation of citizenship education in the primary school curriculum in Sierra Leone. This was presented at a national symposium jointly sponsored by the British Council and the

Commonwealth Secretariat. A curriculum specialist was supported by the Secretariat to undertake the task and to facilitate the symposium in Freetown.

b. Women, Men and Young People in Partnership for Sustainable Peace in Sri Lanka

The Division's first cross-sectoral (Gender, Education and Health) project focused on building partnerships for sustainable peace in Sri Lanka. The first phase of the project was directed to assessment of the need for assistance in post-conflict Sri Lanka. Following a series of consultative meetings with a wide variety of stakeholders, a project for developing a Diploma Course on Special Education to meet the educational needs of children with disabilities was identified. The Open University of Sri Lanka (OUSL) offered to host and provide the programme. One important module of this course will address peace and conflict resolution and will be offered as a foundation course for all students of the university. Negotiations are in progress with OUSL for the development of the course programme.

6. Commonwealth Values in Education

The Halifax meeting called upon the Secretariat to use education strategies in support of Commonwealth values. The Education Section carried out a review of current approaches to citizenship education and concluded that there was a need to improve on the prescriptive type of 'civic duties' curriculum that dominates the field. After the review, the Secretariat worked on a new approach to citizenship education that involves the key elements of Heritage, Multiculturalism and Citizenship (HMC), as described below.

a. Citizenship Education in Small States

Two conferences in Port of Spain, Trinidad and Tobago) and Georgetown (Guyana) brought together education and civil society groups to look at the constituents of citizenship education in their respective countries and to determine strategies for developing this aspect of the curriculum. The conferences were attended by about 100 participants in total. Two publications on each conference and a combined Action Agenda for Caribbean Small States were published and have been circulated among all 32 ministries of education in Commonwealth small states in order to stimulate the education debate to address values, democracy, tolerance and human rights as the way forward for the future Caribbean citizen.

b. Commonwealth Framework on Heritage, Multiculturalism and Citizenship Education

A seminar was organised in South Africa (April 2002) on the theme of "Commonwealth Framework for Heritage, Multiculturalism and Citizenship (HMC) Education". The objective was to "assist member countries develop a framework through which they could prepare and share relevant resources for an innovative approach to citizenship education". Educationists, curriculum developers and other experts from eight Commonwealth countries examined different approaches to citizenship education, and provided a basis for developing a common HMC framework.

c. Pan-Commonwealth Roundtable on Citizenship Education

Following the two Caribbean Conferences a pan-Commonwealth Roundtable was held in London in July 2002. The participants were curriculum specialists in the nine countries represented. They spent two days sharing the status of their citizenship education work and determining a path forward for Pan-Commonwealth work in this area. They agreed to the establishment of a Commonwealth Virtual Network on Citizenship Education which would monitor and report on developments in the areas of curriculum content, methodology and training of teachers/facilitators.

7. Teacher Training and Professional Development

The Halifax Statement urged the Secretariat and member countries to pay particular attention to the needs of teachers in the areas of training provision, professional staff development, promotion of teacher professionalism, and general motivation. In response the Secretariat undertook the following activities:

a. Increasing Capacity and Performance in Teaching:

Building on the work of the Commonwealth Secretariat in devising head teacher training modules published for African Commonwealth countries, a project was launched to improve management capacity of school principals in India. This project promises to deliver a solution to training large numbers of school principals in a system where face-to-face programmes based on long periods of residence in colleges would be uneconomical and potentially disruptive to running of schools. It has been undertaken collaboratively with the Indira Gandhi National Open University (IGNOU), and the Commonwealth of Learning (COL) has provided technical advice. IGNOU will adapt the modules to distance mode and construct a certificate-course programme based on the new modules. After the initial pilot in India, it is intended to extend the project to other regions of the Commonwealth.

b. Multi-grade Teacher Training:

A collaborative project was launched to develop specialised multi-grade teacher training tools that teacher training colleges in member countries could use. The project, carried out in partnership with the Ministry of Education in Tanzania and UNICEF, is a major capacity building effort for the teaching profession, and improvement of teacher training. The nine modules are awaiting publication.

c. Re-defining Strategies for Teacher Education in the Eastern Caribbean

Fewer than 10 per cent of the OECS teachers have a first degree, while 27 per cent have no training in teaching, and the OECS-Education Reform Unit (St Lucia) wanted to develop an action plan for professional development of teachers in the Eastern Caribbean. The Secretariat assisted the OECS-ERU to recruit a resource person to facilitate their teacher workshop on “Re-defining Strategies for Teacher Education in the OECS.”

d. Harmonising and Standardising Teacher Education Policies and Practices

Under the SADC Protocol on education and training the Southern African Development Community (SADC) wants to move towards a more harmonised and to some extent standardised set of teacher education policies and practices, including certification. The SADC Technical Committee on Teacher Education requested the assistance of the Secretariat and ADEA Working Group on the Teaching Profession to help the region undertake a comparative study of current teacher education and training policies and practices in the region. The Secretariat developed a survey instrument to assist Education Research Network of East and Southern Africa (ERNESA) to carry out the study. The study is still in progress.

Partnerships and Networking

In keeping with current international trends, the Education Section maintains strategic partnerships with a number of international education development partners, regional education organisations, Commonwealth education NGOs, and many professional organisations. The Education Section attends key international meetings on such important issues as Education for All, the Millennium Development Goals and contributes to international efforts to raise awareness in these policy initiatives.

The ComSec-led ADEA Working Group on the Teaching absorbed the Francophone Section of the Working Group to complete the process started in 2002.

B. 15CCEM, Edinburgh and Follow-up

The 15th Conference of Commonwealth Education Ministers held in Edinburgh in October 2003, led to a number of positive outcomes. The conference theme “Access, Inclusion, Achievement: Closing the Gap” provided a framework enabling Ministers focus on some of the most urgent needs in education in the Commonwealth today.

The Edinburgh Action Areas:

From the perspective of its role as advocate, broker and catalyst, the six Action Areas identified in ministerial discussions at 15CCEM now shape the work of the Commonwealth Secretariat in the area of education. They are:

- *Achieving Universal Primary Education*
- *Eliminating Gender Disparities in Education*
- *Improving Quality in Education*
- *Using Distance Learning to Overcome Barriers*
- *Supporting Education in Difficult Circumstances*
- *Mitigating the Impact of HIV/AIDS in Education*

The Action Areas constitute a shared plan between Ministries of Education, the Secretariat and civil society organisations involved in education. ComSec staff have focused on the first two Action Areas which correspond to the Millennium Development Goals and have also given some attention to the third, Improving Quality in Education. Through a Collaborative Partners Initiative it is working not only with Ministries of Education but also with Commonwealth organisations and civil society partners to address the two MDGs and Action Areas

The following outlines the work of the Section in relation to the Six Action Areas and activities within the programme of Collaborative Partners to forward the 15CCEM Action Plan. Finally, attention is drawn to the mid-term reviews that are being planned for mid-2005. In particular, we will be focusing upon the nomination process for Awards in Good Practice in each of the Action Areas.

Achieving Quality Universal Primary Education (OUPE):

(i) Addressing the Commonwealth Teacher Recruitment Protocol:

Recognising the critical role that teachers play in the achievement of Universal Primary Education and the impact of their loss on small and developing economies Ministers at 15CCEM requested the establishment of a Working Group on Teacher Recruitment (CWGTR) and conclusion of the work on the Protocol by September 2004:

- First Working Group Meeting: Senior Officials and civil society observers from 12 Ministries of Education met in Maseru, Lesotho under the chairmanship of the Deputy Secretary General to develop a new draft of the Commonwealth Teacher Recruitment Protocol. Hosted by the Deputy Prime Minister and Minister of Education of Training of Lesotho, the Honourable Lesao Lehohla and coordinated by Commonwealth Secretariat staff, the two-day meeting yielded a draft document later circulated to all Ministers of Education of the Commonwealth.
- Stoke Rochford Ministerial Meeting: The second (final) meeting of the Working Group on Teacher Recruitment was held at the end of August as a precursor to the Ministerial Meeting which would conclude with the adoption of the Commonwealth Teacher Recruitment Protocol on a motion by Jamaica's Minister of Education, the Honourable Maxine Henry Wilson, seconded by the United Kingdom Minister responsible for Higher Education and Lifelong Learning, Alan Johnson.

(ii) The Role of Early Childhood Education in Achieving Universal Primary Education (UPE)

- supported was given to the Caribbean Union of Teachers, the Jamaica Teachers Association and the Ministry of Education in the reassertion of early childhood education – the first EFA goal – as critical in achieving quality universal primary education.

(ANNEX 7a)

- At a conference in April 2004 attended by 300 Primary school teachers, Minister of State for Education, Donald Rhodd spoke about the importance that his Ministry placed on this aspect of the education system. Teachers were exposed to three days of presentations and discussions, which led to the tabling of recommendations to the Ministry of Education. The recommendations have been forwarded to the 14-member Education Task Force mandated by Prime Minister Patterson to assess the performance of the education system.
- A Best Practice publication based on the output of the conference will be shared with Ministries of Education across the Commonwealth.

(iii) Achieving Quality UPE through Citizenship Education in the Cameroon:

- Through an initiative of the National Centre for Education of Cameroon, the Education Section and the Human Rights Unit of the Secretariat collaborated in:
 - (i) presenting a keynote address to a national conference on citizenship education and human rights
 - (ii) providing two hundred Commonwealth publications to the library of the National Centre of Education
 - (iii) undertaking visits to primary and secondary schools
 - (iv) enabling the Sierra Leone head of the Anti-Corruption Commission to make a presentation to the conference.

Recommendations of the conference which will influence the future of citizenship education in that country are to be published by the Secretariat.

Eliminating Gender Disparities in Education:

Despite constraints to work in the area due to the delays in filling the staff post involved, the period January - June 2004 involved preparation for:

(i) Joint ComSEC/FAWE Conference on Policy Consultation on Scaling Up Good Practices in Girls' Education in Africa held in Nairobi, Kenya 23-25 June, 2004. The Conference Statement advised that political commitment and a rights-based, equity-oriented policy environment are critical for scaling up good practices in girls' education; and that successful girls' education initiatives also benefit boys. FAWE had been commissioned by the Commonwealth Secretariat to do five case studies on "Good Practice in Girls". These provided discussion points for the Conference.

(ii) The Commonwealth of Learning (COL)

has undertaken for the Secretariat the administration of research in Boys Under-Achievement in the Commonwealth. Botswana, Lesotho, Jamaica, Malaysia and Australia were selected for the study. The study is now under way and is expected to be completed by January 2006.

(iii) Inaugural International Institute on Gender and HIV/AIDS

This was held in South Africa June 7-11th, 2004 and attended by the Education and Health Sections of ComSec. The Institute was run jointly between Commonwealth Secretariat, HRS-South Africa, Dalhousie University, and the Atlantic Centre of Excellence for Women's Health.

(iv) Girls' Education

The Institute of Education of the University of London was granted funds to further develop their "ScoreCard for Tracking Girls' Education in the Commonwealth". The Education Index ScoreCard takes a holistic view of factors accounting for success or failure in girls' education across the Commonwealth.

(v) Promising Practices and Implications for Scaling Up Girls' Education in South Asia

A conference was held in Chandigarh, India, 20-22 September 2004. Scaled-up interventions were examined from notable case studies particularly in Bangladesh and India. Critical here was the agreement that the innovation inherent in a good practice often depended upon the local context and requires a discerning analysis and supportive environment to replicate it on a broader scale or in other countries.

These activities have underscored and validated the Education Section's comparative advantage in identifying, pooling together, and disseminating to Ministries of Education and their partners the Best/Good Practices and effective ways of responding through policy and programme to some of the proven strategies and solutions.

Improving Quality in Education

The Secretariat is addressing this through a project within UPE.

Addressing Distance Education

This is under the remit of COL.

Achieving Education for all in Crisis and Post-Conflict Circumstances

Following a request from Ministers of Education from 22 African countries – 12 Commonwealth members and 10 non-Commonwealth – a ministerial consultation was held in Mombasa, Kenya from June 2 to 4, 2004 to address the management of education delivery in circumstances of environmental and civil emergency and disaster. Presented in collaboration with the Association for the Development of Education in Africa (ADEA), the meeting addressed the challenges and solutions to the problem in collaboration with the INEE, UNESCO, UNICEF and other development partners. The Best Practice publication which will be one output of this conference will consist of a distillation of education strategies that have met with success during and after conflict and crisis. The meeting also issued the Mombasa Declaration which presented a united front by Ministers of Education in the struggle to deliver EFA in the face of conflict and emergencies.

HIV/AIDS and Education Policy in OUPE Attainment in Small States

(i) Stoke Rochford Statement on HIV/AIDS and Education:

25 Ministries of Education and 20 civil society partners in Health and Education assembled at Stoke Rochford, Lincolnshire, UK on September 2 2004 to hear presentations from university, United Nations and High Commissioner presenters from Caribbean, African and Pacific Small States on the impact and expected effects of the HIV/AIDS pandemic on small states of the world, including the 32 small states of the Commonwealth. At the meeting, the Ministers of Education agreed the Stoke Rochford Statement in which they committed themselves to:

“a heightened and concerted response to HIV/AIDS, which we are resolved to continue until, through education and other means, we enter a World without AIDS.”

(ii) Professorial Chair on HIV/AIDS and Education for the University of the West Indies:

In collaboration with the Governance and Institutional Development Division (GIDD) the Education Section is supporting a technical assistance project to establish a Chair for HIV/AIDS and Education at the leading Caribbean tertiary-level institution, the University of the West Indies. The Chair which was announced at the Stoke Rochford Ministerial Meeting in

September, was launched at the Cavehill Campus of the University in Barbados in mid-October, the launch being attended by Deputy Secretary General Winston Cox. Dr David Plummer (Australia) has been recruited to serve as the inaugural holder of this Chair for the first two-year period. He will be based at the St Augustine Campus of UWI.

ComSec/ADEA partnership activities

The Education Section has maintained a long term relationship with the Association for the Development of Education in Africa (ADEA). ComSec is the Lead agency for the Working Group on the Teaching Profession (WGTP) and the Working Group on Non-Formal Education (WGNFE).

Recent (post-15CCEM) main activities of the Working Group on the Teaching Profession focused on appointing a new Coordinator and creating new governance structures. Other specific activities have included developing and getting approval of the 2005 Work Plan; organising regional meetings; organising a Steering Committee Meeting; improving information and communication dissemination to regional coordinators; editing and publication of a new resource book on teacher education and management and support; translation of the new Commonwealth Teacher Recruitment Protocol into French and Portuguese; preparing materials for the 2006 ADEA Biennale Conference; attending Angola's donors' consultation on that country's National Plan of Action on EFA in April 2004; establishing new partnerships; and attending meetings and workshops addressing current and emerging issues on contract and volunteer teachers in Africa.

The aim of WGNFE is to address the challenge of improving access to quality basic education for all by promoting a holistic reform of basic education that incorporates the many non-school and adult varieties of non-formal education developed for the purpose of meeting the needs of different categories of learners within a diversified but equitable system of provision. It also explores learning opportunities for out-of-school children and youths so that the main target groups can achieve their right to a basic education.

During 2004, WGNFE continued with the process of its strategic change as well as with the implementation of key ongoing activities started during 2002-03. It pursued its advocacy and programmatic activities in favour of the development of non-formal education policies in Africa and the promotion of a wider international consensus on the significance of NFE for basic education and development. Specific activities undertaken included the launch of the Electronic Discussion Forum (EDF) for a range of professionals-policy makers, scholars, programme managers teachers etc; contribution to policy planning, research and capacity building; and improving leadership and coordination roles for WGNFE activities.

Developing Collaborative Partnerships to forward the 15CCEM Action Plan

One of the mandates (Para 24) from the 15CCEM asked the Secretariat and its partner organisations to monitor and report on the implementation of the Edinburgh Action Plan. In addition, the Secretariat was asked to promote education by making awards for good practice in the six Action Areas, these to be presented at 16CCEM.

In developing co-operation with partner organisations across the Commonwealth, the Secretariat recognises three levels of partnerships, those with Ministries of Education, with Commonwealth organisations and with civil-society organisations, groups and academic bodies.

Collaborative Partnership meetings have been held in the UK, in Kenya and in Malaysia with Ministry of Education officials and in the Cameroon at the National Centre for Education. Also in July, meetings have been held in Trinidad and Tobago, Barbados, St Vincent and the

Grenadines and Jamaica with Ministries of Education and other Collaborative Partners. Initial discussions had taken place in Jamaica prior to Collaborative Partnership meetings in July. It is apparent from these initial meetings that there is much goodwill and support for this initiative.

It is envisaged that the development of soft-copy information, through the website, will become an important tool of communication and information about the progress of the awards for good practice.

Mid-Term Reviews:

Consistent with the strategy to assess performance in relation to the six Action Areas being conducted by the Secretariat in collaboration with the Commonwealth Consortium for Education Brainstorming series, the Secretariat will be holding pan-Commonwealth mid-term reviews in three Commonwealth regions by the end of 2005. These reviews will bring together Ministries of Education to assess challenges and successes in the Commonwealth in relation to the Six Action Areas, in preparation for the 16CCEM in 2006.

They will also provide an opportunity to launch the awards for good practice in the six Action Areas and to outline procedures for nomination and the criteria for selection.

Education Section

ANNEX 1

Commonwealth Consortium for Education

Commonwealth Secretariat-funded Project for Workshops on the Six Action Areas in Education identified by Commonwealth Ministers of Education at 15CCEM

TERMS OF REFERENCE

To assist the Commonwealth Secretariat in the implementation of the Edinburgh Communiqué and Action Plan: to convene Collaborative Partnerships workshops on each of the six Action Areas by the following activities:

To plan, organize and conduct brainstorming workshops on the six Action Areas by identifying and arranging invitations to those deemed ‘expert’ in each substantive area and to conduct brainstorming meetings with researchers; academics and civil society working in each of the Action Areas;

With the following specific objectives:

- To identify key players institutional and individual at the Pan Commonwealth level active in these areas;
- From keynote presentations and discussions to articulate key a “Commonwealthness” i.e. Commonwealth value added; how the Commonwealth can make a difference and what would constitute “measurable success” indicators or “realistic achievable outcomes” related to this CW niche;
- From the above, assist with “criteria” from each of the sessions which feed into procedures for Best Practice Awards, to be presented at 16CCEM;
- To identify potential gaps that could be the focus for future Commonwealth-driven component, (i.e.- a portfolio of pilot activities or research) and ways of addressing these gaps which could be undertaken by a range of Commonwealth Partners
- Identify both short and long term research gaps to assist the Commonwealth Secretariat in taking forward the Action Plan;
- To deliver output Reports from each brainstorming session in a mode that will be posted on the Commonwealth website;
- To provide an End of Project Report deemed satisfactory to the Secretariat by 31 January 2005.

ANNEX 2

Programme of Workshops and Consultations

The Consortium held six workshops in the UK between November 2004 and January 2005. The full text of the reports is on the Consortium website: www.commonwealtheducation.org

1. *Achieving universal primary education*

Convening organisation: Council for Education in the Commonwealth
Date and Place: November 26 2004 at Marlborough House
Participants: 17
Chair: Professor Lalage Bown
Resource Person: Professor Christopher Colclough
Rapporteur: Peter Williams

2. *Eliminating gender disparities*

Convening organisation: Council for Education in the Commonwealth
Date and Place: December 3 2004 at Marlborough House
Participants: 14
Chair: Nancy Spence
Resource Person: Elaine Unterhalter
Rapporteur: Peter Williams

3. *Improving the quality of education*

Convening organisation: League for the Exchange of Commonwealth Teachers
Date and Place: January 24 2005 at Marlborough, House
Participants: 20
Chair: Mike Nichols
Resource Person: Steve Packer
Rapporteur: Peter Williams

4. *Using distance learning to overcome barriers*

Convening organisation: International Research Foundation on Open Learning (for Federation of Commonwealth Open and Distance Learning Associations)
Date and Place: December 13 2004 at Marlborough House
Participants: 18
Chair: Terry Allsop
Resource Persons: John Daniel, Hilary Perraton, Fred Lockwood, Rod Tyrer, Tony Dodds
Rapporteur: Charlotte Creed

5. *Supporting education in difficult circumstances*

Convening organisation: Commonwealth Association of Science, Technology and Mathematics Educators
Date and Place: January 8 2005 at University of Leeds
Participants: 12
Chair: Dennis Finlayson
Rapporteur: Lyn Haynes

6. *Mitigating the effects of HIV/AIDS in education*

Convening organisation: Commonwealth Association of Science, Technology and Mathematics Educators
Date and Place: January 18 2005 at Marlborough House
Participants: 14
Chair: Dennis Finlayson
Rapporteur: Lynne Symonds

In addition to the above six workshops, the following four further activities formed part of the overall programme. The outcomes of these supplementary activities were fed into the final report.

a) Brisbane Workshop to review six Action Area Reports

<i>Convening organisation:</i>	Commonwealth Consortium for Education and Eidos, a newly formed consortium of Queensland universities and education authorities
<i>Date and Place:</i>	February 4, Brisbane Powerhouse, Brisbane, Australia
<i>Participants:</i>	25
<i>Chair:</i>	Colin Power
<i>Resource persons</i>	Debbie Kember, Tony Kruger, Shirley O'Neill, Sherryl Saunders, Wal Taylor
<i>Rapporteur:</i>	Colin Power

b) Malaysia-based E-mail consultation on Eliminating Gender Disparities in Higher Education

As part of the concern with gender disparities in education, the Association of Commonwealth Universities (a Consortium member) commissioned Dr Jasbir Kaur Singh, based in Malaysia, to undertake a consultation with knowledgeable experts. Dr Singh prepared a paper analysing the situation and making recommendations and this was then circulated by email to the panel of consultants across the Commonwealth, and replies were received from 25 specialists located in 14 different Commonwealth countries Australia, Canada, Fiji, Ghana, India, Jamaica, Kenya, Malaysia, New Zealand, Nigeria, Pakistan, Papua New Guinea, South Africa, United Kingdom. The original paper and responses can be consulted on the Consortium's website.

c) Consultations in South Africa on Using Distance Learning to Overcome Barriers

Following the workshop on Using Distance Education to Overcome Barriers in London on December 13 2004, the IRFOL the convenors invited the South African Institute for Distance Education (SAIDE) to react to the findings. SAIDE staff led by Jennie Glenny worked with Evie Nonyongo, a long standing and active member of the Distance Education Association of Southern Africa and responsible for Continuing Education at Unisa, and Fiona Bulman, President of the National Association of Distance Education in South Africa and responsible for open learning at the University of KwaZulu Natal, to draft a response to the report of the discussion in London.

d) Review meeting in Cambridge February 16 and 17 2005

A first draft of the report was completed by mid-February and, at the invitation of the Centre for Commonwealth Education, representatives of the convening organisations and the Commonwealth Secretariat were invited to meet in Cambridge to review the draft. The group was chaired by Professor Christopher Colclough, Director of the Centre and those participating were Ann Keeling, Henry Kaluba and Gari Donn from the Commonwealth Secretariat; Terry Allsop from the International Research Foundation for Open Learning; Lalage Bown from the Council for Education in the Commonwealth; and Peter Williams of CEC and the Commonwealth Consortium for Education, who had prepared the first draft of the report. The Commonwealth Association for Science, Technology and Mathematics Teachers and the League for the Exchange of Commonwealth Teachers were unable to be present in Cambridge but also received the draft for comment.

ANNEX 3

3 (a) Participants in the UK-Based Workshops

KEY TO WORKSHOPS

1 – UPE 2 – Gender 3 – Quality 4 – Open and distance learning
5 – Education in difficult circumstances 6 - HIV/AIDS 7 - Synthesis

5	Akpan, Ben	Secretary CASTME (Africa) and Science Teachers Association of Nigeria
3	Alcorn, Margaret	National Continuing Professional Development Co-ordinator, Scotland
4	Allsop, Terry	Director, International Research Foundation for Open Learning
6	Amuzu, Joseph	Adviser, Social Transformation Division, Commonwealth Secretariat
2	Anyanwu, Chike	Commonwealth Education Fund Co-ordinator (UK)
3	Aslen, John	Commonwealth and Africa Team, Department for Education and Skills
4	Bascich, Paul	Director, Matic Media Ltd
4	Binns, Felicity	Director, International Extension College
4	Bjarnason, Svava	Director, Observatory on Borderless Learning, Association of Commonwealth Universities
1	Bourne, Richard	Head, Commonwealth Policy Studies Unit, Institute of Commonwealth Studies, University of London
1,7	Bown, Lalage	Professor Emeritus of Adult and Continuing Education, University of Glasgow: Joint Deputy Executive Chair, CEC
4	Brophy, Michael	Director, Africa Educational Trust
4	Chandramohan, Bala	Projects Secretary, Council for Education in the Commonwealth
1,3,7	Colclough, Christopher	Director, Centre for Commonwealth Education and Professor of the Economics of Education, University of Cambridge
4	Creed, Charlotte	Research Fellow, International Research Foundation for Open Learning
1	Crompton, Bridget	Education and Skills Team, DFID
4	Daniel, John	President and Chief Executive Officer, Commonwealth of Learning
1	De Souza, Alba	Consultant on international education and development
1,6	Degazon-Johnson, Roli	Adviser, Education Section, Commonwealth Secretariat
4	Dodds, Tony	Distance education consultant
5	Dogan, Meryem	Turkish Education Foundation (TEV Inanc), high school teacher Istanbul.
1,2,3,4,6,7	Donn, Gari	Adviser, Education Section, Commonwealth Secretariat
3	Dooreemeah, Shireen	Senior Teacher, Camp Levieux Government Primary School, Mauritius (Commonwealth Professional Development Fellow)
5	Dyer, Caroline	Lecturer Political and International Studies, University of Leeds
2	Fennell, Shaila	Lecturer in Development Studies, University of Cambridge
5,6	Finlayson, Dennis	SIG Chair for Applied Systems and Development, International Society of the Systems Sciences (ISSS)
3	Fleming, Octavia	Teacher/Head of Visual Arts, Albena Lake-Hodge Comprehensive School, Anguilla (Commonwealth Professional Development Fellow)
2	Garland, Dorothy	Deputy Secretary General (External), Association of Commonwealth Universities
1, 2	Govinda, Rangacher	Senior Fellow, National Institute for Educational Planning and Administration, New Delhi; Visiting Professorial Fellow, Institute of Education, University of London
4	Gregson, Jon	Manager of Learning and Development, Distance Learning Programme, Wye Campus, Imperial College
1	Hart, Jill	Administrator, Commonwealth Education Fund
5	Haynes, Lyn	Hon. Secretary, Commonwealth Association of Science Technology and Mathematics Educators
6	Heinrichs, Heinrich	Consultant on HIV/AIDS in education, Germany
6	Juvane, Virgilio	Adviser, Education Section, Commonwealth Secretariat
7	Keeling, Ann	Director, Social Transformation Division, Commonwealth Secretariat (from 14/2/05)

1,2,7	Kaluba, Henry	Head, Education Section, Commonwealth Secretariat
6	Kelly, Michael	University of Zambia. Consultant on HIV/AIDS
5	Koroma, Hawa	Sierra Leone Teachers' Union
2	Leach, Fiona	Senior Lecturer, Centre for International Education, University of Sussex Institute of Education
1	Lewin, Keith	Professor of Education and Director, Centre for International Education, University of Sussex Institute of Education
1	Little, Angela	Professor of Education (with reference to Developing Countries), Institute of Education, University of London
4	Lockwood, Fred	Professor, Learning and Teaching Unit, Manchester Metropolitan University
2	Manda, Stella	Adviser on girls' education, Education Section, Commonwealth Secretariat
3	Ngari, Jane	Inspector of Schools, Meru South District, Kenya (Commonwealth Professional Development Fellow)
3	Nichol, Mike	Chair, League for the Exchange of Commonwealth Teachers
6	Northcroft, Mike	Child Hope
6	Osman, Amina	Adviser on non-formal education, Education Section, Commonwealth Secretariat
1,3	Packer, Steve	Deputy Director, EFA Global Monitoring Team
3,4	Perraton, Hilary	Research Associate, Von Hugel Institute, St Edmund's College, Cambridge and Deputy Chair, Commonwealth Scholarship Commission in the UK
4	Peters, Geoff	Professor of Systems Strategy, Open University
3	Pienaar, Angela	Teacher, St Augustine's Primary School, Durban, South Africa (Commonwealth Professional Development Fellow)
3	Pritchard, Sally	Education Action International
5	Rasteger, Tahere	Co-ordinator for primary science in Iran
5	Saunders, Henry	Ministry of Education, Curriculum Division, Trinidad and Tobago
1	Sawyerr, Judith	Active in NGO education networks in Ghana
3	Sentumbwe, Godfrey	National Training Co-ordinator, Literacy and Basic Education (LABE) – Uganda (Commonwealth Professional Development Fellow)
2	Sibbons, Maureen	Cambridge Educational Consultants
3	Smith, Maurice	Deputy Principal, St Ann's Bay Jamaica (Commonwealth Professional Development Fellow)
3	Somerset, Tony	Visiting Research Fellow, Centre for International Education, University of Sussex Institute of Education,
2,6	Spence, Nancy	Director, Social Transformation Programmes Divn., Commonwealth Secretariat
3	Stephens, David	Head of Masters Programmes, Forum for the Future
4	Stone, Lorraine	Director, Changing Perspectives Ltd
2	Swainson, Nicola	Senior Partner, Knowledge and Skills for Development
5,6	Symonds, Lynne	Chair, Commonwealth Association of Science Technology and Mathematics Educators
3	Thompson, Meryl	Board Member, League for the Exchange of Commonwealth Teachers
3	Tomlinson, Anna	Hon. Treasurer, Commonwealth Consortium for Education & Director, LECT
1,3	Tooley, James	Professor of Education Policy, University of Newcastle Upon Tyne
5	Tunncliffe, Lord	Politician, House of Lords
5	Tunncliffe, Lady (Dr Sue Dale)	Academic researcher, Institute of Education, University of London
4	Tyrer, Rod	Programme Director, Commonwealth of Learning
2	Unterhalter, Elaine	Senior Lecturer, Institute of Education, University of London
4	Unwin, Tim	Professor, Royal Holloway College, University of London (former Head, IMFUNDO, DFID)
1	Webley, Kate	Education Adviser, Save the Children Fund
2	Whatford, Christine	Chair, Education Committee, UK National Commission for UNESCO
1,2,3, 4,5,6,7	Williams, Peter	Joint Deputy Executive Chair, CEC: Hon. Secretary, Commonwealth Consortium for Education

3 (b) Consultation in Brisbane Australia arranged by Eidos, February 4 2005

Ball, Colin	Retiring Director, Commonwealth Foundation, London
Boulton-Hall, Barbara	Vice President, Queensland Guidance and Counselling Association
Bret, Michael	President, Association of Special Education Administrators Queensland
Dekker, Jackie	Administrator, Eidos
Dempster, Neil	Dean, Faculty of Education, Griffith University
Dickie, Paul	Executive Officer, Federation of Parents & Friends, Catholic Schools
Everett, Gary	Assistant Director, Queensland Catholic Education Commission Higher Education, Department of Education and The Arts
Hair, Debby	President, Geography Teachers Association
Johnston, Zea	Assistant Director-General, Office of Strategic Policy & Education Futures, Education Queensland
Kember, Debbie	President, Joint Council of Queensland Teachers Associations
Kruger, Tony	School of Education, Victoria University
Lacey, Geoff	Director – Projects, Office of International, Non-State and Higher Education, Education Queensland
Ludwig, Christine	Assistant Director, Curriculum, Education Queensland
McBride, Noelene	President, Early Childhood Australia, Queensland
McGruther, Tony	President, Queensland Association of State School Principals
Muirhead, Bruce	Director, Eidos
Nand, Narendra	President, Ethnic Schools Association of Queensland Inc
O'Neill, Shirley	Associate Professor, Faculty of Education, University of Southern Queensland
Parkes, Sharon	Executive Officer, MACER
Power, Colin	Chair, Commonwealth Consortium for Education; Chair, Eidos Interim Board
Reardon, Dianne	Executive Officer, Queensland Catholic Education Commission
Rowland, Mary	Science Teachers Association
Saunders, Sherryl	President, Modern Language Teachers Association of Queensland Inc
Taylor, Wal	Professor Community Informatics Cape Peninsula University of Technology Cape Town, South Africa
Tomkinson, Phil	Vice President, Queensland Parents for People with a Disability

3 (c) Professional Development of Women in Higher Education: List of Respondents

Bailey, Barbara	Regional Coordinator, Centre for Gender & Development Studies, University of the West Indies, Jamaica.
Brown, Sheila	President and Vice-Chancellor, Mount Saint Vincent University, Canada
Chesterman, Colleen	National Director, ATN WEXDEV Program University of Technology, Sydney, Australia;
Court, Marian	Senior Lecturer at Massey University, New Zealand
Desai, Armaity	Former Chairperson, University Grants Commission and Director, Tata Institute of Social Sciences, India
Gold, Anne	Senior Lecturer in Leadership and Management, Institute International Learning and Teaching; Coordinator and Course Leader for the International EdD, School of Educational Foundations and Policy Studies, Institute of Education, University of London
Gourley, Brenda	Vice-Chancellor, Open University, United Kingdom; former Vice-Chancellor and Principal, University of Natal, South Africa.
Hamilton, Marlene	Pro Vice-Chancellor, University of the West Indies, Jamaica.
Indiresan, Jaya	Former Head, Higher Education Unit, National Institute of Educational Planning and Administration (NIEPA), New Delhi, India.
Kamau, Nyokabi	Lecturer Catholic University of Eastern Africa, Nairobi, Kenya.
Kaur, Gill Saran	Professor, Social Linguistics and International Communications, Universiti Kebangsaan, Malaysia.
Leach, Fiona	Senior Lecturer in Education, School of Education, University of Sussex.
Mensah, Wilhemina Tete	Acting Deputy Registrar, University of Education, Ghana
Najma, Najam	Vice-Chancellor, Fatima Jinnah Women University, Rawalpindi, Pakistan.
Odejide, Abiola	Deputy Vice-Chancellor, University of Ibadan, Nigeria.
Ramsay, Eleanor	Adjunct Professor, Hawke Institute, University of South Australia; Former Pro Vice-Chancellor (Equity and Academic Support), University of South Australia
Schoeck, Ellen	Head of University Secretariat, First Sexual Harassment Officer, University of Alberta, Canada, Secretary-General to Senior Women Academic Administrators Canada (SWAAC) network.
Shahbudin Sahrifah Hapsah,	Director, Quality Assurance Division, Ministry of Higher Education, Malaysia; President National Council of Women's Organisations, Malaysia;
Tanda, Jacqueline	Tutor, University of Papua New Guinea
Thaman, Konai	Professor of Education, University of Fiji, Member of NetWHEP; Acting Deputy Vice-Chancellor (2004)
de Vries, Jennifer	Lecturer, Higher Education Development, Organisational and Staff Development Services, University of Western Australia
Williams, Gwendoline	Consultant to Commonwealth Secretariat Programmes on Gender Management Systems/Mainstreaming Gender.

ANNEX 4

DOCUMENTATION

(Documents distributed to workshop participants)

- Commonwealth Consortium for Education (2003a). *Commonwealth co-operation in education: a profile*. Commonwealth Education Briefing Notes series, No 1
- Commonwealth Consortium for Education (2003b). *Distance education and the Commonwealth of Learning*. Commonwealth Education Briefing Notes series, No 4
- Commonwealth Consortium for Education (2003c). *The Commonwealth and education for all*. Commonwealth Education Briefing Notes series, No 5
- Commonwealth of Learning (2004a) *Learning and Living with technology*. The Commonwealth of Learning and the Millennium Development Goals. COL, Vancouver.
- Commonwealth of Learning (2004b) *The virtual university for small states of the Commonwealth: invitation to participate*. COL, Vancouver.
- Commonwealth Secretariat (2000) *Halifax Statement on Education* Issued by Commonwealth Ministers of Education at their 14th Conference in Halifax Nova Scotia November 2000
- Commonwealth Secretariat (2003) *Aso Rock Commonwealth Declaration on development and democracy*. Issued by Commonwealth Heads of Government at the Meeting in Abuja, December 2003.
- Commonwealth Secretariat (2004a) *Report of the 15th Conference of Commonwealth Education Ministers. Access, Inclusion and Achievement: Closing the Gap*.(Edinburgh 27-30 2003). London
- Commonwealth Secretariat (2004b) The Mombasa Declaration
- Commonwealth Secretariat (2004c) *Stoke Rochford Statement on HIV/AIDS and Education* (September 2004) agreed by Ministers of Education of Small States of the Commonwealth at their meeting at Stoke Rochford, September 2004
- Commonwealth Secretariat (2004d) *Commonwealth Teacher Recruitment Protocol*. As adopted by Commonwealth Ministers of Education at Stoke Rochford Hall, Lincolnshire UK on September 1, 2004. London.
- Council for Education in the Commonwealth (2002) *Education for All in the Commonwealth: What are the issues?* CEC Annual Lecture 2002 by Sir John Daniel. CEC, London.
- Unesco (2000) *The Dakar Framework for Action: Education for All – meeting our collective commitments*. World Education Forum, Dakar, Senegal, April 2000. Paris, Unesco
- Unesco (2002) *Education for All – is the world on track*. EFA Global Monitoring Report 2002. Paris
- Unesco (2003) *Gender and Education for All – the leap to equality*. EFA Global Monitoring Report 2003/4. Paris
- Unesco (2004) *Education for all - The quality imperative*. EFA Global Monitoring Report 2005. Paris
- Unterhalter, Elaine et.al (2004). *Scaling up girls' education: towards a scorecard on girls' education in the Commonwealth*. Paper commissioned by the Commonwealth Secretariat.

ANNEX 5

Excerpts from the Report of the 15th Conference of Commonwealth Education Ministers

- (A) Main Communique Text and (B) Edinburgh Action Plan
- (C) Conclusions on Action Areas from Ministerial Discussions,
- (D) Recommendations from Ministerial discussions with Parallel Symposium Participants
- (E) Recommendations of the Parallel Symposium and (F) Youth Summit

5A. MAIN COMMUNIQUE TEXT

4. Ministers reviewed progress in education across the Commonwealth in the context of the main theme of the conference - *Closing the Gap: Access, Inclusion and Achievement*. They identified key issues, challenges and opportunities that needed to be addressed if their educational aspirations were to be achieved.
5. They identified six Action Areas where work would be taken forward to address these challenges: Achieving Universal Primary Education; Eliminating Gender Disparities in Education; Improving Quality in Education; Using Distance learning to Overcome Barriers; Supporting Education in Difficult Circumstances; Mitigating the Impact of HIV/AIDS in Education.
7. Running through the recommendations made by the Parallel Symposium was the recurring theme of Partnership without which, they suggested, future action on all six Action Areas could not be taken forward successfully. Such partnerships should be formed at the widest level between and among governments, civil society, the private sector and the international community; and at ground level between pupils, teachers, head teachers and parents.
8. They also recommended sharing knowledge through a network of Best Practice. To show the importance that the Commonwealth places on this, they recommended the creation of an award for Best Practice in each of the six Action Areas, which would be presented for the first time during 16CCEM.
9. Ministers affirmed that education is a crucial means for adapting to and directing change; reducing poverty, ensuring security; improving health and well-being; enhancing economic prosperity and personal security and safety; promoting fairness, justice, and peace; and achieving environmental sustainability.
10. Ministers noted with satisfaction the progress made on taking forward the Action Areas identified in the Halifax Statement, and the need to work with vigour if they were to meet the targets of the Education For All (EFA) and the Millennium Development Goals (MDGs): Universal Primary Education (UPE) and Eliminating Gender Disparity (EGD). To do this, combined efforts and vision will be required from all governments, other public sector stakeholders, civil society and the private sector, including support for policies that enhance and facilitate building capacity and achieving these goals, while avoiding practices that may impede progress.
13. Ministers affirmed the unique value of the Commonwealth recognising that it is ideally placed to share expertise, resources and best practices in education as a vital component in attaining the individual and collective goals and aspirations for their countries. Noting the significance that Youth Summit delegates placed on meeting together as members of the Commonwealth, it is important to provide opportunities for young people to learn about the Commonwealth and its values.
24. Based on the Conference's rich dialogue and exchanges, Ministers agreed to a set of actions around the six Action Areas. Ministers asked the Commonwealth Secretariat and its partner organisations to monitor and report on the implementation of the Edinburgh Action Plan.

5B. THE EDINBURGH ACTION PLAN

MINISTERS AGREED:

25. To meet with Youth Summit delegates from their own country to consider the outcomes of 15CCEM.
26. That every future CCEM will have a Youth Summit where Ministers inform delegates on progress and consult them on future actions. As the Youth Summit said, *We can't do it ourselves, but you can't do it without us.*
27. That a Working Group be established to consider cross-country teacher recruitment, chaired by the Deputy Secretary-General, to report back to Ministers in April 2004; and that an *ad hoc* group of interested Ministers would then meet not later than September 2004 to agree action.
28. Recognising that many countries regard education as a public good and that there is widespread concern that the inclusion of education under the WTO and GATS as a service could lead to its commodification, Ministers agreed that Commonwealth Heads of Government should affirm the paramount importance of safeguarding the values, standards and quality of education.
29. That the Commonwealth as a whole, and most particularly the wealthier countries within it, use their influence within the G8 and elsewhere to ensure that the Dakar commitments are adhered to by the international community, in particular within the framework of the fast track initiative.
30. To develop mechanisms to include learners in decisions about their education.
31. To individually and collectively promote education by:
 - a. Sponsoring an international commonwealth education day where the funding raised will be used to train young people as peer educators in HIV/AIDS
 - b. making awards for good practice in the six Action Areas, to be presented at 16CCEM
 - c. Promoting teaching as a career and encouraging teacher representation at parallel forums at 16CCEM
 - d. Introducing and/or strengthening initiatives to promote the involvement of parents and guardians in education.
32. Ministers agreed to develop a shared understanding of the elements which constitute an excellent education system, recognising that education must be of high quality if it is to make a positive difference to the lives of young people and their communities.
33. That the more developed countries should be requested to facilitate greater opportunities for higher education and skills training for Commonwealth citizens, in a spirit of co-operation and sharing.
34. To ask the Commonwealth Secretariat to take stock of best practices in eliminating gender disparity.
35. To share best practice and expertise in supporting children in difficult circumstances.
36. To include compulsory age-appropriate HIV/AIDS education in the curriculum of every education system within the Commonwealth, including teacher education.

**5C. SUMMARY OF THE KEY POINTS RAISED IN THE DISCUSSION ON THE
THEME OF THE CONFERENCE AND THE SIX ACTION AREAS
(FROM ANNEX A OF 15CCEM COMMUNIQUE)**

ACCESS

1. Ministers recognised that too many children in the Commonwealth are still denied access to education. The barriers to access were identified as culture; lack of finance, proper infrastructure and teachers. In order to address the problem, Ministers recommended development of partnerships between governments, civil society, donor organisations and the international lending agencies. In order to increase access at tertiary level the more developed countries needed to offer university places to Commonwealth students at concessionary rates.

INCLUSION

2. Ministers fully recognised that inclusion is a critical issue in education; that is inclusion of each individual in the educational process. Accordingly, barriers to participation should be identified and removed and provision made for each individual to obtain high quality relevant education. There should be equality of opportunity irrespective of gender, religious belief, ethnicity, socio-economic status, colour or disability. Every student should have access to good quality education at least to the end of primary school.

3. Ministers identified the development of the necessary policies, strategies and legislation as critical and urged governments which have not yet taken the necessary actions to do so urgently.

ACHIEVEMENT

4. Ministers felt that a key action in addressing achievement was the development of a clear definition of achievement. They felt that since achievement was likely to mean different things to different members, each country should articulate its own definition and then identify clear standards for measurement. Ministers also strongly suggested that measures of achievement must be based on the full value added as a result of education and not simply on academic outcomes.

5. They were also of the view that whereas there were many variables which impinged on achievement, school leadership, teacher quality and parental involvement were critical variables for which training must be provided.

6. Ministers also noted that whereas the scourge of HIV/AIDS has been noted and was being addressed, other impediments to achievement like illegal drugs needed to receive similar attention.

7. Ministers noted the importance of developing instruments for measurement and the development of standards.

Ministers took a particular note of the six Action Areas for specific focus leading to 16CCEM and they vowed to work in harmony with broad range of commonwealth resource capacity to address these areas:

UNIVERSAL PRIMARY EDUCATION

8. Ministers stressed that poverty is the biggest barrier to the provision of universal primary education. Poverty can only effectively be addressed if governments face the requirement to modify the existing international trade and finance regimes to create a more level playing field.

9. Ministers reaffirmed the priority to be given to the UPE but insisted it be set in the context of the Dakar consensus on Education for All (EFA) that stressed the importance of basic education. They emphasized that the issue must not be restricted to the concept of access, but more importantly to completion. Moreover, quality education is essential if learners are to have a realistic expectation of a productive future.

10. Continuous professional development (CPD) for teachers, along with the training of new teachers is essential for both the provision and the quality of education. Given the massive requirements, open and distance learning should be seen as a key means to address these requirements. In addition, ODL may be a means to address the particular needs of marginalised and mobile minorities, including Nomads.

11. One of the main groups not participating in primary education is girls, so increasing their attendance is essential. Security and the need for separate facilities were considered critical for girls to access school-based education. Community and family support could play key roles.

12. In addition, if there is to be universal access, those with special needs must be included.

ELIMINATING GENDER DISPARITY

13. Ministers were keen to achieve the UN millennium target date of 2005 to eliminate gender disparity in primary and secondary education. Ministers recognised the importance of women having access to tertiary education so that they can become role models for younger girls and women. They also noted the continued need to encourage girls into non-traditional areas of study such as mathematics and science, and women into leadership levels of education. Moreover, they appreciated the benefits to family welfare from better educated mothers.

14. While girls' access and completion remain a challenge, boys' under-achievement is a growing concern. A close review of policies, cultural practices, and curricula in Commonwealth countries would assist in addressing all gender-related issues.

15. Ministers agreed it was important to share best practice both in terms of policy and its subsequent translation into action. They felt a stock-taking of progress to date of evidence-based best practices, available at country level, would be a useful starting point for the Commonwealth Secretariat to undertake. A more formal information sharing should be explored with other Commonwealth agencies such as COL for broader outreach.

16. Greater emphasis needs to be placed on gender mainstreaming in education policy and related national development plans including poverty reduction strategies as critical to the required resource allocation in reducing gender disparities.

IMPROVING QUALITY

17. Ministers stressed the importance of improving education outcomes for all learners. This will be achieved using a variety of mechanisms to enhance quality, including the strengthening of Commonwealth qualifications, accreditation frameworks and quality assurance mechanisms.

18. Ministers agreed on the importance of increasing teacher quality. They identified the issues of teacher selection, training, retention and ongoing professional development as vital to the improvement of education outcomes. They look to the Commonwealth Centre for Education in Cambridge to play a key role in this respect.

19. Ministers also pointed to the need to ensure that quality leadership exists at the school, regional and national levels. They stressed the importance of the professional development of head teachers and senior education officials. Moreover, they agreed on the urgency of improving the status of teachers so that they are in the position to "recapture the glory of teaching".

20. Ministers further committed themselves to ensuring the availability of quality resources, appropriate to the needs of students and reflective of the local environment.

21. Lifelong learning should play a vital role in the provision of quality education, as should access to higher and vocational education.

DISTANCE EDUCATION

22. Ministers noted the importance of addressing policy issues and designing strategies that position open and distance learning (ODL) to be a key instrument for enhancing access and inclusion. There is a need to invest in the development of the skills and infrastructures required for the delivery of quality ODL. Ministers understand the value of sharing Commonwealth best practice, policy and plans, and noted that the role that ODL can play in delivering education and training to geographically separated populations and to those requiring flexible learning options. There are benefits to be derived by strengthening Commonwealth networks and by adjusting intellectual property rights protocols so that they recognise education and education products as social goods, perhaps by developing Commonwealth conventions designed to reduce the costs of moving knowledge products amongst Commonwealth jurisdictions.

23. Ministers recognized the importance of addressing the risk that the use of technology to deliver education across borders could lead to the treatment of education as a commercial commodity subject to GATS rather than as the public good that it is.

EDUCATION IN DIFFICULT CIRCUMSTANCES

24. Many countries in the Commonwealth have to provide education to millions of children living in very difficult circumstances: poverty, unemployment, homelessness, war, famine, and of course, HIV/AIDS. The Commonwealth countries have ratified international treaties to address these issues: the Universal Declaration of Human Rights, the ILO Convention, the Dakar Framework for Action and the Convention on the Rights of the Child. The challenge now is for all Commonwealth countries to put these commitments into action.

25. There are many examples in the Commonwealth of actions that make a difference and which should be shared. To do so, it was recommended that a knowledge sharing system of best practices be set up, to share expertise, including databases to know where all children are and avoid 'invisible' children; the development of national indicators on improving participation by children in difficult circumstances; and the setting of targets and reporting on them.

EFFECTS OF HIV/AIDS IN EDUCATION

26. Ministers addressed multi-sectoral issues related to the spread of HIV infection and the impact of AIDS. They noted the urgency of accelerating educational responses, particularly the need to improve curricula and materials and the value of involving young people in this process. Teaching and learning must share information and promote understanding, but also focus on the necessary changes in social and sexual behaviour.

27. Ministers agreed to take urgent action in the area of HIV/AIDS education. They noted the importance of anticipating and preparing for the impact of AIDS on future numbers of orphans and students in the education system and on the supply and demand of teachers. They also requested international assistance to curtail the spread of the pandemic. EFA would not be achieved without tackling HIV/AIDS.

5D. 15CCEM Recommendations from Joint Discussions of Ministers and Participants of Parallel Symposium (page 13-19 of Conference Report)

UPE

1. Ministries of Education must exhibit political commitment, leadership and strategic frameworks to define the constraints and strategies for action.
2. Relationships between local and central government are crucial in implementing efficient educational programme interventions.
3. Ministries of Education should learn from each other through sharing of 'best practices' in achieving UPE

Gender

1. There should be a renewed focus by Ministers on early childhood education, to enlist children and families in positive gender roles.
2. Ministers should support sharing of best practice, both in terms of policy making and turning policy into action on the ground.
3. Ministers should increase their use of the Commonwealth Secretariat website, which could be developed further, so that information may be exchanged through this resource.

Quality

1. The ACU should address the issue of quality in higher education, especially possibilities to reduce large class sizes.
2. Ministries of Education should work with civil society groups and NGOs to develop mother tongue reading materials for schools.
3. Ministers of Education should ensure that wherever possible teachers' organisations are included in decision-making and come to be seen as part of 'solutions' to educational problems.
4. Ministries of Education should support mentoring schemes for those teachers who exhibit leadership qualities

Education in Difficult Circumstances

1. Governments should work more effectively with local communities and civil society organisations to support and empower their attempts to overcome difficult circumstances
2. Ministries should identify interventions to attract and retain teachers in areas of difficulty
3. The Commonwealth should establish knowledge-sharing systems to provide example of 'what works' and 'good practices'. These systems should include facilitating, networking and discussions: contacts should be available physically and virtually.

Open and Distance Learning

1. In making ODL policy, Ministers should consider strategies for delivery, how to invest in professional development and engage in possible public/private partnerships
2. Ministers should involve other government departments, not just education, in promoting ODL and vocational education generally.
3. Because trade negotiations under GATS are rarely informed by perspectives from educators, Ministers of Education and Ministers of Trade need to consult with each other on matters of education.

Mitigating the impact of HIV/AIDS

1. There should be renewed political commitment to tackle HIV/AIDS and to mitigate its impact.
2. A multi-sectoral response is required, of which Education Ministers can and should play a key part. The Commonwealth Secretariat and other organisations should help achieve this.
3. It is vital to retain children affected by HIV/AIDS in education and to address and reduce their vulnerability and risk. This requires multiple support attached to schools and removal cost and other barriers, e.g. through provision of childcare, nutrition, bursaries and grants and vocational training.
4. Education programmes should be reviewed to ensure they promote behaviour change, through appropriate life skills tools.

5E. RECOMMENDATIONS OF THE 15CCEM PARALLEL SYMPOSIUM TO MINISTERS

Universal Primary Education

- In order to ensure we achieve the delivery of EFA, all countries and the international community should revisit and re-commit to the Dakar EFA goals. Attention to the Dakar goals will ensure the achievement of the MDGs.
- International commitment to providing free basic education of high quality needs to be followed up with concerted action at the national level that ensures that constitutional and legislative mechanisms are put in place to remove this barrier to education.
- Both the Dakar framework for action and the MDGs explicitly underscore the importance of partnerships in the sustainable delivery of basic education. Partnerships need to be consolidated at all levels with civil society, the private sector and the international community. The principal stakeholders must develop common understandings of the definition and scope of basic education. Governments must recognise that all pupils, parents and teachers are stakeholders in this process. There is no “one size fits all” approach to partnerships, and local solutions may vary.

Gender Disparities in Education

- Without a doubt, the actualisation of the gender goal by 2005, Eliminating Gender Disparities, is essential not only to the Dakar framework and DFA but to the achievements of all the 8 MDGs.
- National governments are called upon to ensure that they have the necessary institutional and financial capacity to plan for the mainstreaming of gender, boys and girls, into policy and strategies for implementation in partnership with civil society.

Improving Quality in Education

- Central to achieving the 2015 goals and to improving the quality of education is lifting the quality of teachers and their leaders. This process must involve the teachers themselves and their organisations so that they help to provide the solution rather than be part of the problem.
- Ministers should develop programmes which build the capacity of head teachers. High-quality schools require high-quality leaders.
- Teaching needs to be re-established as a desired, sought-after profession, viewed by communities and governments as a profession of high status. Pay and conditions of service are critical factors in this regard. Governments need to coordinate their policies on teacher supply and professional development, and recognise the impact internationally of these policies. We all need to work together to recapture the glory of teaching, for without an adequate supply of well-trained, well-led and motivated teachers no country will be able to achieve its education goals.
- The impact of a relevant curriculum is essential to the quality of learning inputs and outputs in the classroom both at the level of the teacher and the child. Emphasis on innovative curriculum reform that reflects country realities especially in federal systems and the achievement of the Dakar goals must be supported at both international and national levels.
- While funding alone will not deliver a quality education, the availability of adequate funding in recurrent and capital budgets needs to be prioritised at national level while the international community must deliver on funding the gaps to support government efforts.

Using Distance Learning to Overcome Barriers

- ICT offers a wonderful opportunity to help close some gaps. It can reach people in remote or rural areas, for example, and can be used to deliver the curriculum in flexible ways to suit the varied needs and lifestyles of citizens everywhere. Governments should develop strategies to make the best use of ICT in their country so that it is used to close the gaps not to widen the digital divide.

Supporting Education in Difficult Circumstances

The education of children in difficult circumstances takes on two dimensions. One is the familiar context of marginalised groups such as the nomads, traders, HIV/AIDS-infected, while the other one deals with environments created by the absence of human and child rights.

- National governments and international partners must strive to design and provide non-formal structures to accommodate the same quality inclusive education as for those in formal education.
- National governments must ensure conventions signed by them in support of human and child rights are enacted into law at country level, thus creating an environment where there would be zero tolerance for crimes against the child and women.

Mitigating the Impact of HIV/AIDS on Education Systems

- The threat of HIV/AIDS is extremely serious in some countries now, and potentially serious in all countries. Education about HIV/AIDS should start at the early childhood stage and should involve parents. Young people themselves need to be involved in developing reproductive health programmes.
- Governments need to support research and development into HIV/AIDS and its impact upon their education system. Countries have much to learn from one another by the transfer of information, knowledge, experience and expertise on this vexed issue.

Conclusion

In conclusion, there is an urgency to make ACTION our watchword if we are to tend to our youth, which is tomorrow's future. We need to, as critical friends, engage in open and transparent dialogue that will enable the monitoring of all stakeholders in the delivery of EFA. We must build on the strengths of the Commonwealth and ensure we share knowledge through a network of best practice.

At this juncture we would like to recommend that the Ministers create awards for best practice in each one of the six areas shown on the screen to be awarded at the 16CCEM.

We hope we have provided constructive recommendations that you, our honourable Ministers, will be able to act upon and carry forward to the Commonwealth Heads of Government Meeting being held in December this year. We thank you for the opportunity to provide input into your Ministerial sessions as they conclude tomorrow.

Finally, we have the pleasure of handing over the interim report from this Parallel Symposium. We hope that it will contribute to the formulation of the action plans which are being prepared.

5F. RECOMMENDATIONS OF THE COMMONWEALTH YOUTH SUMMIT TO MINISTERS ON THE SIX ACTION AREAS

Universal Primary Education

The 15CCEM Education Youth Summit is concerned that:

The profile and benefits of education are not emphasised enough across the Commonwealth.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

They place greater emphasis on raising the profile and benefits of education amongst the Commonwealth peoples.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Develop and support youth councils and involve them directly in curriculum design and decision-making in education.**
- 2. To create an international Commonwealth Education Day on which every school can raise the profile of education and raise resources to go into a central fund that can be used to help develop peer education in less fortunate schools.**
- 3. Provide central access points in war-torn and rural areas to promote education to parents and children.**
- 4. Encourage parents to return to education with incentives for them to stay in education.**
- 5. Honour teachers more and promote them as important in, and to society.**

Eliminating Gender Disparities in Education

The 15CCEM Education Youth Summit is concerned that:

Education Ministers publicly acknowledge the issue of female exclusion from education. This leads to young woman becoming second class citizens in their own country.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers make greater effort to improve access for girls and young woman into education and make this access easier.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Create Commonwealth partnerships to share good practices in dealing with gender issues in school across countries that share similar cultures.**
- 2. Develop policies and strategies which create safe environments for girls in schools.**
- 3. Set up community outreach programmes to promote the benefits of women receiving education.**
- 4. Fund research to investigate the reasons for the exclusion of girls from education in different Commonwealth countries so that positive action which respects local culture can be identified.**

The 15CCEM Education Youth Summit is concerned that:

(YOUTH SUMMIT)

Consistent underachievement and lack of motivation in education by boys in some Commonwealth countries. We are concerned about the long-term social consequences that will result.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers put in place clear policies and strategies to ensure that both boys and girls are motivated to achieve their full potential in their chosen fields.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Revise curricula so that they respect that individuals learn at different paces and in different styles, and find different subjects relevant to their life choices.**
- 2. Promote effective use of role models to inspire the educational development of young people.**
- 3. Use the public media to raise the profiles of young people who have achieved in education against adversity.**

Improving the Quality in Education

The 15CCEM Education Youth Summit is concerned that:

In many areas of the Commonwealth, there is an insufficient number of qualified and trained teachers. Moreover, the standard of their training is impeding the improvement of the quality of education.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers create positive incentives throughout the Commonwealth to recruit quality people into the teaching profession and provide them with a high standard of training so they can do their job effectively.

The Youth Summit believes that this can be achieved through the following actions:

- 1. Include learners in the process of training and selecting teachers.**
- 2. Ensure that teachers of specialist subject areas are properly trained.**
- 3. Include child psychology, conflict resolution and non-violent discipline approaches in teacher training.**
- 4. Raise the profile of teaching as a respectable and worthwhile profession.**

Using Distance Learning to Overcome Barriers

The 15CCEM Education Youth Summit is concerned that:

All Commonwealth countries have not got access to open and distance learning infrastructure and resources, including human resources.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers make measurable progress towards achieving access to open and distance learning infrastructures and resources for all Commonwealth countries before the next CCEM.

(YOUTH SUMMIT)

The Youth Summit believes that this can be achieved through the following actions:

1. **Teachers should be trained to use the technologies required for open and distance learning.**
2. **There is consistency in the delivery of open and distance learning across communities' centres.**
3. **Ensure that donated resources are allocated appropriately and equitably.**

Supporting Education in Difficult Circumstances

The 15CCEM Education Youth Summit is concerned that:

There are many young people in the Commonwealth that suffer from physical and emotional special needs and that education in the Commonwealth does not provide adequate access for these students with special needs.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers develop and maintain appropriate access and inclusion for special needs students to improve their opportunity to achieve.

The Youth Summit believes that this can be achieved through the following actions:

1. **Ensure that all teachers in the Commonwealth have basic training in special education, with more teachers trained specifically in special physical and emotional needs.**
2. **Develop and / or promote a special needs support unit within the Education Ministries which involves youth in developing the support structures for those with special needs.**
3. **Establish and maintain the infrastructures in education to accommodate young people with special needs.**
4. **Enforce education legislation in every Commonwealth country against discrimination based on disability.**

Mitigating the Effects of HIV/AIDS

The 15CCEM Education Youth Summit is concerned that:

The issue of HIV/AIDS education and awareness has not yet been properly addressed in all Commonwealth countries. There is a need for the leaders of the Commonwealth to publicly recognise that HIV/AIDS is one of the biggest crises facing the future of our nations. Lack of education concerning the factors that cause the spread of HIV/AIDS has resulted in numerous problems.

The Youth Summit recommends to the Commonwealth Ministers of Education that:

Ministers across the Commonwealth must act now to improve education on HIV/AIDS.

The Youth Summit believes that this can be achieved through the following actions:

1. **Compulsory inclusion of HIV/AIDS education in the curriculum.**
2. **Train all teachers to teach this aspect of the curriculum.**
3. **Involve young people who have knowledge and/or experience of HIV/AIDS in this education programme.**
4. **Create HIV/AIDS Action Committees.**

ANNEX 6

Commonwealth Infrastructure in Education

A. Inter-Governmental Agencies

1. **Commonwealth Secretariat**, London

services triennial conferences of Commonwealth Education Ministers, of which there have been 15. 15CCEM Edinburgh 2003. 16CCEM 2006.
includes Social Transformation Programmes Divn (with an Education Section)
Commonwealth Fund for Technical Co-operation

Secretary General: Don McKinnon (NZ)
Director STPD: Nancy Spence (Canada)
Head Education: Henry Kaluba (Zambia)

2. **Commonwealth of Learning**, Vancouver, focusing on open and distance learning for development

Chair of Governing Board: Lewis Perinbam (Canada)
President and Chief Executive: Sir John Daniel (UK/Canada)

3. **Commonwealth Foundation**, London (support for Civil Society)

Retiring Chair of Governors: Graca Machel *Incoming Chair:* Prof Guido de Marco
Retiring Director: Colin Ball (UK)

B. Other Elements of the Inter-governmental Infrastructure

1. **Commonwealth Scholarship and Fellowship Plan** (about 1,200 bilateral awards held at any one time, mainly postgraduate, within a multilateral framework of which UK giving about two thirds. UK awards managed by UK Commonwealth Scholarship Commission)

Chair: UK Commonwealth Scholarship Commission: Professor Trudy Harpham

2. **Commonwealth Protocol on Teacher Recruitment** agreed September 2004 at Stoke Rochford.

3. The **Commonwealth Institute** has Government Representation on its Board but is independent and not dependent on annual subventions from Governments. From 2005 will be supporting Centre for Commonwealth Education at Cambridge University.

Chair of Governors: Ms Judith Hanratty (NZ)
Director CCE Cambridge: Prof Christopher Colclough (UK)

C. Voluntary and Professional Organisations

Umbrella Body: **Commonwealth Consortium for Education**

Chair: Prof. Colin Power (Australia)
Alternate Chair: Prof. Timothy Shaw (Canada/UK)
Secretary: Peter Williams (UK)

(For list of Consortium members, see over)

Consortium Members

- Association of Commonwealth Examination and Accreditation Bodies (ACEAB) *President: Elizabeth Norris*
- Association of Commonwealth Studies (ACS) *Secretary: Michael Twaddle*
- Association of Commonwealth Universities (ACU) *Secretary-General: John Rowett*
- British Empire and Commonwealth Museum (BECM) *Director: Gareth Griffiths*
- Commonwealth Association of Museums (CAM) *Secretary: Lois Irvine*
- Commonwealth Association of Polytechnics in Africa (CAPA) *Secretary-General: William Rwambulla*
- Commonwealth Association of Science Technology and Mathematics Educators (CASTME) *Chair: Lynne Symonds*
- Commonwealth Council for Educational Administration and Management (CCEAM) *President: Petros Pashiardis*
- Commonwealth Countries' League (CCL) *Executive Chair: Leolynn Jones*
- Commonwealth Institute (CI) (Associate Member) *Secretary: Judy Curry*
- Commonwealth Legal Education Association (CLEA) *Secretary: John Hatchard*
- Commonwealth Policy Studies Unit (CPSU) *Head: Richard Bourne*
- Commonwealth Relations Trust (CRT) (Associate Member) *Secretary: Sarah Lock*
- Commonwealth Youth Exchange Council (CYEC) (Associate Member) *Director: Vic Craggs*
- Council for Education in the Commonwealth (CEC) *Executive Chair: Mark Robinson*
- English-Speaking Union of the Commonwealth (ESU) *Director General: Valerie Mitchell*
- Federation of Commonwealth Open and Distance Learning Associations (FOCODLA) *Secretary: Paul West*
- Institute of Commonwealth Studies (ICS) *Director: Timothy Shaw*
- League for Exchange of Commonwealth Teachers (LECT) *Director: Anna Tomlinson*
- Royal Commonwealth Society (RCS) (Associate Member) *Director-General: Stuart Mole*
- Royal Over-Seas League (ROL) (Associate Member) *Secretary-General: Robert Newell*

Some Organisations not Presently in Consortium Membership

- Association of Commonwealth Language and Literature Studies (ACLALS) *President: Ranjini Mendis*
- Commonwealth Association for the Education and Training of Adults (CAETA) *defunct?*
- Commonwealth Education Fund (based at ActionAid) *Director: Chike Anyanwu*
- Commonwealth Library Association *Secretary: Norma Amenu-Kpodo*
- Commonwealth Teachers Grouping (CTG) *embryonic, being mobilised by Steve Sinnott, NUT*

(a) Commonwealth Secretariat Contribution to the Six 15CCEM Action Areas

(Prepared by the Education Section, Social Transformation Programmes Division)

“Education is of the highest priority to the Commonwealth” (Aso Rock Commonwealth Declaration)

A. 14CCEM Halifax and After

The three-year period following the 14th Conference of Commonwealth Education Ministers in 2000 at Halifax, Canada, was marked by a fundamental redirection for the education activity of the Secretariat:

- The former Human Resources Development Division (HRDD) under which the Education Department formerly operated alongside Health, was merged with Gender in June 2002 to create a new Social Transformation Programmes Divisions (STPD), containing an Education Section.
- New mandates emerged from the Commonwealth Heads of Government Meeting (CHOGM) in 2001 and the High Level Review Group (HLRG). The Millennium Development Goals (MDGs) became priority targets for the Secretariat and the work programme of the Education Section was adjusted to take account of this new orientation.

The Halifax Statement on Education in 2000 had identified the following broad key objectives and Action Areas:

- a) Facilitating provision of access to education and lifelong learning with full opportunities regardless of gender, race, colour, age, socio-economic status, physical and other disabilities.
- b) Enhancing global opportunities for networking and information-sharing aimed at enabling member countries to deal with the challenges of developing quality education, girls' access to education, capacity to manage national education systems, and adult learning; and of combating low education enrolment levels, illiteracy among women, and the impacts of HIV/AIDS on education.
- c) Supporting the EFA goal of achieving universal access to sustainable basic quality education by 2015, and the two MDGs relating to education.
- d) Sharing resources and expertise through collaborative action to promote sustainable quality education for all at every level.
- e) Developing a databank of existing capacity, strengths and resources in the Commonwealth which could be used in priority gender-sensitive programmes and projects identified in the Halifax Statement.

The nine Halifax Action Areas address:

- Resources for Learning;
- Qualifications, Standards and Equivalencies;

- School Improvement Programmes in Small States (SIPSS);
- Education and HIV/AIDS;
- Education in Difficult Circumstances;
- Information and Communication Technology (ICT);
- Scholarships, Fellowships and Exchange Schemes;
- Commonwealth Values in Education; and
- Teacher Training and Professional Development.

In addition, the Secretariat received a post-Halifax request from Caribbean education ministers to help ministries of education in small states address international teacher recruitment issues.

Responses to the Halifax Statement

In response to the recommendations of the Halifax Statement, the Secretariat undertook action in all the nine areas identified, through a range of activities that included: advocacy and consultation meetings with education officials on specific issues; conferences, training workshops, and seminars; development of specific demand- and needs-led publications; distribution of teaching and learning material; and support for professional exchange among senior and technical education officers. The Secretariat mobilised both internal and external resources to implement these programmes. Collaboration with development partners was integral to the overall strategy.

1. Resources for Learning

Teaching and learning materials are basic inputs to quality education. Yet, access to teaching and learning materials of all kinds (including audio/visual cassettes, films, CDs, on-line materials etc) by both teachers and students is a major problem facing developing Commonwealth countries. To address it, the Education Section took action as follows:

a. Science and Mathematics Teaching Materials

The Education Section sought to enhance the capacity of member countries to develop resource materials for teachers in science and mathematics. A series of workshops and training programmes led to the development of resource materials for junior science and mathematics teachers in Africa.

b. Publication of Low-Priced Textbooks

Resource materials for teachers and learners contribute to raising the quality of education. However, many pupils and higher education students in developing Commonwealth countries have very restricted access to textbooks because of the prohibitive cost. A project was undertaken aimed at improving student access to quality teaching and learning materials at affordable prices at tertiary level, by sponsoring low-priced editions of textbooks in key human development areas.

2. Qualifications, Standards, and Equivalencies

Following preliminary consultations at a major conference in Glasgow in 2002 the Secretariat co-hosted with the New Zealand Qualifications Authority, a Commonwealth Conference on Qualifications Frameworks which was held in Wellington, New Zealand in February 2003. Participants came from nine countries and were drawn from Qualifications Authorities, from Commonwealth Ministries of Education, from academics and from other organisations interested in credit accumulation, quality, standards and qualifications. A publication entitled 'Promises and Problems of Commonwealth Qualifications Frameworks' was published in March 2003.

3. School Improvement Programmes in Small States (SIPPS)

The Secretariat and its partners were directed by the Halifax Statement to take forward the recommendations of the Seychelles meeting on School Improvement in Small States. To determine the extent to which School Improvement Programme was being implemented it was decided to conduct a survey. Besides, it was also decided to share best practices in School

(ANNEX 7a)

Improvement Programmes and to introduce evaluation as a vital tool in assessing the impact of School Improvement initiatives which emphasised the value of school-based self-assessment as a critical contribution to overall school development. In this regard the Education Section undertook the following action:

a. School Improvement Programme Exchange

Following Seychelles' presentation of its successful School Improvement Programme (SIP) at 14CCEM, the Secretariat was requested by the Ministry of Basic Education and Culture, Namibia to support a study visit to the Seychelles. The visit provided the Namibians with helpful insights and professional contacts at both ministerial and technical levels.

b. Survey on School Improvements in Small States

In September 2002, all 32 Ministries of Education of Commonwealth small states were circulated with a brief questionnaire that sought feedback on the extent to which they were addressing the school improvement mandate since Halifax (2000). Responses from 16 members indicated that extensive and diverse efforts had been made to implement programmes in their countries. Interventions ranged from school-based assessment and evaluation (Seychelles) to increasing school enrolment of rural girls (Gambia), language enrichment (Malta), and school culture improvements through school intervention strategies (Trinidad and Tobago). Noticeable, however, was the lack of evaluation strategies to measure the progress of these initiatives and to assess their impact and effect.

c. Pan-Commonwealth Conference on "School Evaluation Best Practices in Small States"

Twenty-nine participants from nine Commonwealth countries met in Malta in April 2003 to address the need for evaluation to be a component of the School Improvement projects under way in their countries. The conference was hosted by the Ministry of Education of Malta. Those attending committed themselves to furthering the implementation of the SIPs and to building evaluation strategies into them.

4. Education to Combat HIV/AIDS

The Secretariat initiated a project to address an area that has received relatively little attention: behaviour change as a potential impediment to the spread of HIV/AIDS infection. Building on an earlier joint ComSec/ILO HIV/AIDS appraisal mission to Botswana in 2001, the Education Section commissioned four case studies on HIV/AIDS and behaviour change strategies among teachers and learners in Swaziland, Namibia, Malawi, and Zambia. The studies examined the complex socio-cultural challenges facing professional, political and community leaders in finding effective strategies that can counter the spread of HIV/AIDS. Some cultural factors have emerged as barriers to effective behaviour change among people at risk. The findings may be used in developing an HIV/AIDS Risk Management Manual for Teachers and Learners in Africa.

5. Education in Difficult Circumstances

The Education Department explored the use of citizenship education, embracing the fundamental values of the Commonwealth, as a vehicle to promote education for peace and conflict resolution. It was decided to focus on supporting countries emerging from conflict in an effort to create education for peace and conflict resolution.

a. Conflict Studies, Peace, and Citizenship Education in Sierra Leone

In early 2001, a mission to address education needs for the post-conflict reconstruction of Sierra Leone led to a joint Commonwealth Secretariat/ British Council project on Citizenship Education and Values. A second mission in October 2002 which involved the Gender, Health and Education Sections of the Social Transformation Programmes Division, met with local and international development partners. The decision was taken to develop a framework for the implementation of citizenship education in the primary school curriculum in Sierra Leone. This was presented at a national symposium jointly sponsored by the British Council and the

Commonwealth Secretariat. A curriculum specialist was supported by the Secretariat to undertake the task and to facilitate the symposium in Freetown.

b. Women, Men and Young People in Partnership for Sustainable Peace in Sri Lanka

The Division's first cross-sectoral (Gender, Education and Health) project focused on building partnerships for sustainable peace in Sri Lanka. The first phase of the project was directed to assessment of the need for assistance in post-conflict Sri Lanka. Following a series of consultative meetings with a wide variety of stakeholders, a project for developing a Diploma Course on Special Education to meet the educational needs of children with disabilities was identified. The Open University of Sri Lanka (OUSL) offered to host and provide the programme. One important module of this course will address peace and conflict resolution and will be offered as a foundation course for all students of the university. Negotiations are in progress with OUSL for the development of the course programme.

6. Commonwealth Values in Education

The Halifax meeting called upon the Secretariat to use education strategies in support of Commonwealth values. The Education Section carried out a review of current approaches to citizenship education and concluded that there was a need to improve on the prescriptive type of 'civic duties' curriculum that dominates the field. After the review, the Secretariat worked on a new approach to citizenship education that involves the key elements of Heritage, Multiculturalism and Citizenship (HMC), as described below.

a. Citizenship Education in Small States

Two conferences in Port of Spain, Trinidad and Tobago) and Georgetown (Guyana) brought together education and civil society groups to look at the constituents of citizenship education in their respective countries and to determine strategies for developing this aspect of the curriculum. The conferences were attended by about 100 participants in total. Two publications on each conference and a combined Action Agenda for Caribbean Small States were published and have been circulated among all 32 ministries of education in Commonwealth small states in order to stimulate the education debate to address values, democracy, tolerance and human rights as the way forward for the future Caribbean citizen.

b. Commonwealth Framework on Heritage, Multiculturalism and Citizenship Education

A seminar was organised in South Africa (April 2002) on the theme of "Commonwealth Framework for Heritage, Multiculturalism and Citizenship (HMC) Education". The objective was to "assist member countries develop a framework through which they could prepare and share relevant resources for an innovative approach to citizenship education". Educationists, curriculum developers and other experts from eight Commonwealth countries examined different approaches to citizenship education, and provided a basis for developing a common HMC framework.

c. Pan-Commonwealth Roundtable on Citizenship Education

Following the two Caribbean Conferences a pan-Commonwealth Roundtable was held in London in July 2002. The participants were curriculum specialists in the nine countries represented. They spent two days sharing the status of their citizenship education work and determining a path forward for Pan-Commonwealth work in this area. They agreed to the establishment of a Commonwealth Virtual Network on Citizenship Education which would monitor and report on developments in the areas of curriculum content, methodology and training of teachers/facilitators.

7. Teacher Training and Professional Development

The Halifax Statement urged the Secretariat and member countries to pay particular attention to the needs of teachers in the areas of training provision, professional staff development, promotion of teacher professionalism, and general motivation. In response the Secretariat undertook the following activities:

a. Increasing Capacity and Performance in Teaching:

Building on the work of the Commonwealth Secretariat in devising head teacher training modules published for African Commonwealth countries, a project was launched to improve management capacity of school principals in India. This project promises to deliver a solution to training large numbers of school principals in a system where face-to-face programmes based on long periods of residence in colleges would be uneconomical and potentially disruptive to running of schools. It has been undertaken collaboratively with the Indira Gandhi National Open University (IGNOU), and the Commonwealth of Learning (COL) has provided technical advice. IGNOU will adapt the modules to distance mode and construct a certificate-course programme based on the new modules. After the initial pilot in India, it is intended to extend the project to other regions of the Commonwealth.

b. Multi-grade Teacher Training:

A collaborative project was launched to develop specialised multi-grade teacher training tools that teacher training colleges in member countries could use. The project, carried out in partnership with the Ministry of Education in Tanzania and UNICEF, is a major capacity building effort for the teaching profession, and improvement of teacher training. The nine modules are awaiting publication.

c. Re-defining Strategies for Teacher Education in the Eastern Caribbean

Fewer than 10 per cent of the OECS teachers have a first degree, while 27 per cent have no training in teaching, and the OECS-Education Reform Unit (St Lucia) wanted to develop an action plan for professional development of teachers in the Eastern Caribbean. The Secretariat assisted the OECS-ERU to recruit a resource person to facilitate their teacher workshop on “Re-defining Strategies for Teacher Education in the OECS.”

d. Harmonising and Standardising Teacher Education Policies and Practices

Under the SADC Protocol on education and training the Southern African Development Community (SADC) wants to move towards a more harmonised and to some extent standardised set of teacher education policies and practices, including certification. The SADC Technical Committee on Teacher Education requested the assistance of the Secretariat and ADEA Working Group on the Teaching Profession to help the region undertake a comparative study of current teacher education and training policies and practices in the region. The Secretariat developed a survey instrument to assist Education Research Network of East and Southern Africa (ERNESA) to carry out the study. The study is still in progress.

Partnerships and Networking

In keeping with current international trends, the Education Section maintains strategic partnerships with a number of international education development partners, regional education organisations, Commonwealth education NGOs, and many professional organisations. The Education Section attends key international meetings on such important issues as Education for All, the Millennium Development Goals and contributes to international efforts to raise awareness in these policy initiatives.

The ComSec-led ADEA Working Group on the Teaching absorbed the Francophone Section of the Working Group to complete the process started in 2002.

B. 15CCEM, Edinburgh and Follow-up

The 15th Conference of Commonwealth Education Ministers held in Edinburgh in October 2003, led to a number of positive outcomes. The conference theme “Access, Inclusion, Achievement: Closing the Gap” provided a framework enabling Ministers focus on some of the most urgent needs in education in the Commonwealth today.

The Edinburgh Action Areas:

From the perspective of its role as advocate, broker and catalyst, the six Action Areas identified in ministerial discussions at 15CCEM now shape the work of the Commonwealth Secretariat in the area of education. They are:

- *Achieving Universal Primary Education*
- *Eliminating Gender Disparities in Education*
- *Improving Quality in Education*
- *Using Distance Learning to Overcome Barriers*
- *Supporting Education in Difficult Circumstances*
- *Mitigating the Impact of HIV/AIDS in Education*

The Action Areas constitute a shared plan between Ministries of Education, the Secretariat and civil society organisations involved in education. ComSec staff have focused on the first two Action Areas which correspond to the Millennium Development Goals and have also given some attention to the third, Improving Quality in Education. Through a Collaborative Partners Initiative it is working not only with Ministries of Education but also with Commonwealth organisations and civil society partners to address the two MDGs and Action Areas

The following outlines the work of the Section in relation to the Six Action Areas and activities within the programme of Collaborative Partners to forward the 15CCEM Action Plan. Finally, attention is drawn to the mid-term reviews that are being planned for mid-2005. In particular, we will be focusing upon the nomination process for Awards in Good Practice in each of the Action Areas.

Achieving Quality Universal Primary Education (OUPE):

(i) Addressing the Commonwealth Teacher Recruitment Protocol:

Recognising the critical role that teachers play in the achievement of Universal Primary Education and the impact of their loss on small and developing economies Ministers at 15CCEM requested the establishment of a Working Group on Teacher Recruitment (CWGTR) and conclusion of the work on the Protocol by September 2004:

- First Working Group Meeting: Senior Officials and civil society observers from 12 Ministries of Education met in Maseru, Lesotho under the chairmanship of the Deputy Secretary General to develop a new draft of the Commonwealth Teacher Recruitment Protocol. Hosted by the Deputy Prime Minister and Minister of Education of Training of Lesotho, the Honourable Lesao Lehohla and coordinated by Commonwealth Secretariat staff, the two-day meeting yielded a draft document later circulated to all Ministers of Education of the Commonwealth.
- Stoke Rochford Ministerial Meeting: The second (final) meeting of the Working Group on Teacher Recruitment was held at the end of August as a precursor to the Ministerial Meeting which would conclude with the adoption of the Commonwealth Teacher Recruitment Protocol on a motion by Jamaica's Minister of Education, the Honourable Maxine Henry Wilson, seconded by the United Kingdom Minister responsible for Higher Education and Lifelong Learning, Alan Johnson.

(ii) The Role of Early Childhood Education in Achieving Universal Primary Education (UPE)

- supported was given to the Caribbean Union of Teachers, the Jamaica Teachers Association and the Ministry of Education in the reassertion of early childhood education – the first EFA goal – as critical in achieving quality universal primary education.

(ANNEX 7a)

- At a conference in April 2004 attended by 300 Primary school teachers, Minister of State for Education, Donald Rhodd spoke about the importance that his Ministry placed on this aspect of the education system. Teachers were exposed to three days of presentations and discussions, which led to the tabling of recommendations to the Ministry of Education. The recommendations have been forwarded to the 14-member Education Task Force mandated by Prime Minister Patterson to assess the performance of the education system.
- A Best Practice publication based on the output of the conference will be shared with Ministries of Education across the Commonwealth.

(iii) Achieving Quality UPE through Citizenship Education in the Cameroon:

- Through an initiative of the National Centre for Education of Cameroon, the Education Section and the Human Rights Unit of the Secretariat collaborated in:
 - (i) presenting a keynote address to a national conference on citizenship education and human rights
 - (ii) providing two hundred Commonwealth publications to the library of the National Centre of Education
 - (iii) undertaking visits to primary and secondary schools
 - (iv) enabling the Sierra Leone head of the Anti-Corruption Commission to make a presentation to the conference.

Recommendations of the conference which will influence the future of citizenship education in that country are to be published by the Secretariat.

Eliminating Gender Disparities in Education:

Despite constraints to work in the area due to the delays in filling the staff post involved, the period January - June 2004 involved preparation for:

(i) Joint ComSEC/FAWE Conference on Policy Consultation on Scaling Up Good Practices in Girls' Education in Africa held in Nairobi, Kenya 23-25 June, 2004. The Conference Statement advised that political commitment and a rights-based, equity-oriented policy environment are critical for scaling up good practices in girls' education; and that successful girls' education initiatives also benefit boys. FAWE had been commissioned by the Commonwealth Secretariat to do five case studies on "Good Practice in Girls". These provided discussion points for the Conference.

(ii) The Commonwealth of Learning (COL)

has undertaken for the Secretariat the administration of research in Boys Under-Achievement in the Commonwealth. Botswana, Lesotho, Jamaica, Malaysia and Australia were selected for the study. The study is now under way and is expected to be completed by January 2006.

(iii) Inaugural International Institute on Gender and HIV/AIDS

This was held in South Africa June 7-11th, 2004 and attended by the Education and Health Sections of ComSec. The Institute was run jointly between Commonwealth Secretariat, HRS-South Africa, Dalhousie University, and the Atlantic Centre of Excellence for Women's Health.

(iv) Girls' Education

The Institute of Education of the University of London was granted funds to further develop their "ScoreCard for Tracking Girls' Education in the Commonwealth". The Education Index ScoreCard takes a holistic view of factors accounting for success or failure in girls' education across the Commonwealth.

(v) Promising Practices and Implications for Scaling Up Girls' Education in South Asia

A conference was held in Chandigarh, India, 20-22 September 2004. Scaled-up interventions were examined from notable case studies particularly in Bangladesh and India. Critical here was the agreement that the innovation inherent in a good practice often depended upon the local context and requires a discerning analysis and supportive environment to replicate it on a broader scale or in other countries.

These activities have underscored and validated the Education Section's comparative advantage in identifying, pooling together, and disseminating to Ministries of Education and their partners the Best/Good Practices and effective ways of responding through policy and programme to some of the proven strategies and solutions.

Improving Quality in Education

The Secretariat is addressing this through a project within UPE.

Addressing Distance Education

This is under the remit of COL.

Achieving Education for all in Crisis and Post-Conflict Circumstances

Following a request from Ministers of Education from 22 African countries – 12 Commonwealth members and 10 non-Commonwealth – a ministerial consultation was held in Mombasa, Kenya from June 2 to 4, 2004 to address the management of education delivery in circumstances of environmental and civil emergency and disaster. Presented in collaboration with the Association for the Development of Education in Africa (ADEA), the meeting addressed the challenges and solutions to the problem in collaboration with the INEE, UNESCO, UNICEF and other development partners. The Best Practice publication which will be one output of this conference will consist of a distillation of education strategies that have met with success during and after conflict and crisis. The meeting also issued the Mombasa Declaration which presented a united front by Ministers of Education in the struggle to deliver EFA in the face of conflict and emergencies.

HIV/AIDS and Education Policy in OUPE Attainment in Small States

(i) Stoke Rochford Statement on HIV/AIDS and Education:

25 Ministries of Education and 20 civil society partners in Health and Education assembled at Stoke Rochford, Lincolnshire, UK on September 2 2004 to hear presentations from university, United Nations and High Commissioner presenters from Caribbean, African and Pacific Small States on the impact and expected effects of the HIV/AIDS pandemic on small states of the world, including the 32 small states of the Commonwealth. At the meeting, the Ministers of Education agreed the Stoke Rochford Statement in which they committed themselves to:

“a heightened and concerted response to HIV/AIDS, which we are resolved to continue until, through education and other means, we enter a World without AIDS.”

(ii) Professorial Chair on HIV/AIDS and Education for the University of the West Indies:

In collaboration with the Governance and Institutional Development Division (GIDD) the Education Section is supporting a technical assistance project to establish a Chair for HIV/AIDS and Education at the leading Caribbean tertiary-level institution, the University of the West Indies. The Chair which was announced at the Stoke Rochford Ministerial Meeting in

September, was launched at the Cavehill Campus of the University in Barbados in mid-October, the launch being attended by Deputy Secretary General Winston Cox. Dr David Plummer (Australia) has been recruited to serve as the inaugural holder of this Chair for the first two-year period. He will be based at the St Augustine Campus of UWI.

ComSec/ADEA partnership activities

The Education Section has maintained a long term relationship with the Association for the Development of Education in Africa (ADEA). ComSec is the Lead agency for the Working Group on the Teaching Profession (WGTP) and the Working Group on Non-Formal Education (WGNFE).

Recent (post-15CCEM) main activities of the Working Group on the Teaching Profession focused on appointing a new Coordinator and creating new governance structures. Other specific activities have included developing and getting approval of the 2005 Work Plan; organising regional meetings; organising a Steering Committee Meeting; improving information and communication dissemination to regional coordinators; editing and publication of a new resource book on teacher education and management and support; translation of the new Commonwealth Teacher Recruitment Protocol into French and Portuguese; preparing materials for the 2006 ADEA Biennale Conference; attending Angola's donors' consultation on that country's National Plan of Action on EFA in April 2004; establishing new partnerships; and attending meetings and workshops addressing current and emerging issues on contract and volunteer teachers in Africa.

The aim of WGNFE is to address the challenge of improving access to quality basic education for all by promoting a holistic reform of basic education that incorporates the many non-school and adult varieties of non-formal education developed for the purpose of meeting the needs of different categories of learners within a diversified but equitable system of provision. It also explores learning opportunities for out-of-school children and youths so that the main target groups can achieve their right to a basic education.

During 2004, WGNFE continued with the process of its strategic change as well as with the implementation of key ongoing activities started during 2002-03. It pursued its advocacy and programmatic activities in favour of the development of non-formal education policies in Africa and the promotion of a wider international consensus on the significance of NFE for basic education and development. Specific activities undertaken included the launch of the Electronic Discussion Forum (EDF) for a range of professionals-policy makers, scholars, programme managers teachers etc; contribution to policy planning, research and capacity building; and improving leadership and coordination roles for WGNFE activities.

Developing Collaborative Partnerships to forward the 15CCEM Action Plan

One of the mandates (Para 24) from the 15CCEM asked the Secretariat and its partner organisations to monitor and report on the implementation of the Edinburgh Action Plan. In addition, the Secretariat was asked to promote education by making awards for good practice in the six Action Areas, these to be presented at 16CCEM.

In developing co-operation with partner organisations across the Commonwealth, the Secretariat recognises three levels of partnerships, those with Ministries of Education, with Commonwealth organisations and with civil-society organisations, groups and academic bodies.

Collaborative Partnership meetings have been held in the UK, in Kenya and in Malaysia with Ministry of Education officials and in the Cameroon at the National Centre for Education. Also in July, meetings have been held in Trinidad and Tobago, Barbados, St Vincent and the

Grenadines and Jamaica with Ministries of Education and other Collaborative Partners. Initial discussions had taken place in Jamaica prior to Collaborative Partnership meetings in July. It is apparent from these initial meetings that there is much goodwill and support for this initiative.

It is envisaged that the development of soft-copy information, through the website, will become an important tool of communication and information about the progress of the awards for good practice.

Mid-Term Reviews:

Consistent with the strategy to assess performance in relation to the six Action Areas being conducted by the Secretariat in collaboration with the Commonwealth Consortium for Education Brainstorming series, the Secretariat will be holding pan-Commonwealth mid-term reviews in three Commonwealth regions by the end of 2005. These reviews will bring together Ministries of Education to assess challenges and successes in the Commonwealth in relation to the Six Action Areas, in preparation for the 16CCEM in 2006.

They will also provide an opportunity to launch the awards for good practice in the six Action Areas and to outline procedures for nomination and the criteria for selection.

Education Section

ANNEX 7 (b) COL Activities in the 15CCEM Action Areas

Name of Organisation: Commonwealth of Learning

PLEASE NOTE:

Programmes

All of the Commonwealth of Learning's work can be viewed in light of these categorisations. This document would be too lengthy and difficult to read if all COL's work was included. I have therefore included recent highlights that we would like to draw attention to. The category, 'Open and Distance Learning' has not been addressed here as all of COL's work involves some form of ODL.

This document should be read in light of three publications, (1) 'A World of Knowledge', Commonwealth of Learning Summary Report 2000-2003, (2) 'Commonwealth of Learning, Three Year Plan 2003-2006, and , (3) 'Learning and Living with Technology', The Commonwealth of Learning and the Millennium Development Goals.

The Commonwealth of Learning rarely acts alone as we are an agency which is demand led. If not indicated in this table, the assumption should be that we are partnering with Country institutions either/or in the Public/Private sectors.

Budget

COL commits in the region of \$4million per annum to programme work. Therefore, between 2000-2006, \$24million will have been committed to programmes. Figures cited here are indicative only.

Budget figures for partnership organisations is data that, as a rule, is not collected.

All \$ amounts are \$CDN

ACTION AREAS	PROJECTS AND ACTIVITIES 2000 – 2006						
	Description/Title	Years of Operation (e.g. 2001-2003)	Project Phase Completed (C) Ongoing (O) Planned (P)	Country Focus	Partner Organisation (if any)	Scale of Activity £'000	
						Total Budget	Share of your Organisation
Achieving Universal Primary Education	<p>COL has an extensive SchoolNet Programme and we work to implement the initiative across the Commonwealth. Some recent work includes:</p> <p>Support capacity building and research related to Schoolnets/e-schools to focus on SchoolNet Africa (SNA) and NEPAD's e-schools programme. With SNA we support research to underpin the 'Million PCs Campaign'. We also support the 'Connecting Teacher Training Institutions' project which aims to establish a technology network, connected to the Internet, to train staff to use the technology in their work and develop courses for pre-service teacher training.</p> <p>With NEPAD e-schools, we are advising them on their e-Schools Demo Project that is working in 16</p>	2003-2006+	Ongoing	Pan African Trinidad and Tobago	NEPAD School net Africa		\$500,000

	countries and installing computer networks, training teachers, developing content and making the school a health information point.						
Achieving Universal Primary Education	<p>ODL and ICT within Education Policies.</p> <p>COL's ODL Policy Programme aims to assist in the generation of policies in governments and institutions towards the use of ODL methodologies. We are working with governments, schools, polytechnics, and teacher training colleges to better achieve the EFA targets. For example: In Zambia we are working with the Ministry of Education to construct their ICT education policy. We have been promoting the use of ICTs within the school system by supporting various advocacy initiatives, e.g. the <i>All African Ministers Conference on Open Learning and Distance Education</i>, Cape Town, February 2004 and the <i>Pan African Workshop on Using ICTs in the African classroom</i>, Botswana.</p> <p>We support policy processes in Kenya, Uganda, Sierra Leone, Cameroon, Gambia and Mozambique.</p>	2003-2006+	Ongoing	Pan African	Various African Based organisations.		\$1,500,000
Achieving Universal Primary Education	<p>Teacher Training to support UPE</p> <p>COL is supporting the development of a regional course on training teachers to use ICTs in the classroom at pre- and in-service levels.</p>	2000-2003	Completed	Pan-African			\$100000

Achieving Universal Primary Education	Teacher Training to support UPE This activity is centered on the University of Delhi's Faculty of Education pre-service and in-service primary and secondary teacher training programme. The Faculty is exposing teachers to different uses of technology for the classroom. This has included audio/video production and internet based technology. The activity was implemented in February 2004.	2004	Completed	India			\$50,000
Achieving Universal Primary Education	Technology and Students COL worked with the Forestry department where officers were trained in audio/video techniques. Video productions were used in primary/secondary schools for environmental awareness training among young people and sensitized them on the issue of local environment.	2004	Completed	Trinidad and Tobago			\$30,000
Achieving Universal Primary Education	Open Schooling COL is assisting the National Institute of Open Schooling (NIOS) to convene a meeting of State Secretaries to examine the establishment of more State Open Schools in India with a view of meeting the increasing demands of primary school graduates. The meeting is scheduled for Jan. 2005.	2004-2006	Ongoing	India			\$30,000
Eliminating Gender Disparities in Education	Multi-Media CEMCA is collaborating with FAO Bangkok office to produce a multimedia training package on gender and rural development. The kit is targeted to academics, researchers and extension agencies in agriculture and rural development in South Asian countries, with an objective to sensitize them to the various aspects of gender related issues, and to provide them with a resource tool kit to enable more effective research and work in the region.	2003-2006	Ongoing	Bangladesh/India/Maldives/Pakistan/Sri Lanka			\$60,000

Eliminating Gender Disparities in Education	Gender ToolKits COL and the Commonwealth Secretariat jointly launched a 'Gender Management System (GMS) Toolkit', designed to assist Commonwealth governments in ensuring that an awareness of gender issues informs their decision-making in all areas, at all levels, in January. The launch took place in Malaysia and a three-day workshop using the materials immediately followed. The audience for the workshop was a cross-section of representatives from the National Institute of Public Administration (INTAN). A co-publication of COL and the Secretariat, the aim of the Toolkit is to enhance the access to and usability of the Secretariat's series of GMS manuals by integrating principles of open and distance learning. The Toolkit transforms the manuals into a user-friendly, learner-centered, trainer-oriented package.	2003-2004	Ongoing	Pan Commonwealth			\$20,000
Eliminating Gender Disparities in Education	Community Radio The Community Radio Project is focused on the development of a solar-powered FM community radio station reaching a target audience of one million Luo speakers in Northern Uganda. Programmes dealing with health, agriculture and gender issues have been one of the focuses of this station. Five locally run workshops concerning community organisation and participation were conducted. Five additional community radio stations were opened in hundred-kilometre radius due to the lead from the Apac community radio station. The project has also led to the reorganisation of community radio licensing and fees by the Government of Uganda and the health-based information has assisted in the reduction of HIV/AIDS cases (<i>UNAIDS statistics indicated that infection rates had decreased in Uganda for the last ten years</i>).	2004	Completed	Uganda			\$20,000

Eliminating Gender Disparities in Education	Forum on ICTs & Gender – Kuala Lumpur, Malaysia – August 20-23, 2003. The Commonwealth of Learning participated in the International Forum on ICTs & Gender. This event was organized by the Government of Malaysia, Global Network Partnership, UNESCO and supported by CIDA and attracted some 300 delegates from around the world. The forum included input from the four prior regional meetings that we convened to look at barriers that women/girls encountered when using ICTs, especially for education and training.	2003	Completed	Pan-Commonwealth			\$50,000
Eliminating Gender Disparities in Education	Labour Standards Implementing Core Labor Standards Through Management training in Bangladesh Ready-made Garment sector – In November 2000, the Commonwealth of Learning, in collaboration with OXFAM and The Prince of Wales International Business Leaders Forum (IBLF), designed and produced learning materials for a pilot project, with a view to improving the working conditions of garment workers, by building the capacity of management to understand the need for and to be able to implement change. The pilot project was a direct response to research conducted by OXFAM (Bangladesh) in 1999 which indicated that low management capacity amongst female garment workers was a major obstacle to implementing change within an industry that employs approximately 1.5million people (mainly women).	2000	Completed	India	OXFAM/ The Prince of Wales International Business Leaders Forum		\$20,000
Eliminating Gender Disparities in Education	Under the COL's Young Professionals Attachment Programme 2003/04, India hosted two interns, one at the International Crops Research Institute for Semi-Arid Tropics (ICRISAT) and the other at the UNIFEM's Global Programme on Gender, HIV/AIDS.	2003-2004	Completed	India			\$15,000

Eliminating Gender Disparities in Education	Boys' Under-Achievement Study on Boys' Under-Achievement in Education in the Commonwealth – The Commonwealth of Learning, in collaboration with the Commonwealth Secretariat will commission a study on boy's under-achievement in Education in the Commonwealth in 2005. The proposed study will look into the nature and extent of the aforementioned problem and will make recommendations for policy action.	2005-2006	Ongoing	Pan-Commonwealth	COMSEC	\$35,000	
Eliminating Gender Disparities in Education	Mainstreaming Gender COL has identified gender as a cross-cutting theme within all our sub-programmes and at an organisational level. As part of that recognition, we are working towards the formulation of a gender working group. We also aim to complete a gender audit of current and planned initiatives for the period 2003/04 and 2004/05. Internally, we plan to expand the current internal gender policy at COL and to develop a draft gender framework that can be used in all stages of a programme cycle: planning, implementation, monitoring and evaluation.	2003-2006	Ongoing				\$16,000
Eliminating Gender Disparities in Education	Virtual Library of Gender Resources In an effort to support practitioners working for gender equality, the Commonwealth of Learning has entered into a joint initiative with the Forum for African Women Educationalists (FAWE) to create a virtual library of gender resources. This internet based resource will provide all the full text documents in the field that are available electronically	2005-2006	Ongoing	Pan-Commonwealth	FAWE		\$10,000

Eliminating Gender Disparities in Education	Publication <i>'Brave New Women: How Distance Education Changed their Lives'</i> Asha Kanwar & Margaret Taplin [eds] A set of case studies of women who succeed through the use of distance education.	2005	Ongoing				\$7,000
Improving quality in Education	Various Initiatives; recent and current (1) Training workshop held in India in conjunction with YCMOU (2) Policy dialogue with UGC, India. (3) Retreat for Vice-Chancellors in Sri Lanka. (4) Stakeholder consultative meeting, Barbados. (5) Research on Transnational Higher Education and impact on quality commissioned. (6) Publication on Quality Assurance for use by policy-makers and practitioners, in COL's Knowledge series, is forthcoming. (7) Commissioning a set of case studies on Quality Assurance in COL's Perspectives series.	2003-2006	Ongoing		UGC India University of Surrey, UK UNESCO COMSEC YCMOU, India		\$100,000
Improving quality in Education	Institutes and Quality The Management Development Institutes in Singapore. These institutes, organised by COL in partnership with the Singapore Ministry of Foreign Affairs and the Indian National Council for Educational Research and Training, are designed to benefit teacher training college principals and senior administrators from Sub-Saharan Africa. We are hopeful that the skills acquired will facilitate an improvement in the quality and quantity of teacher training, thereby helping to achieve the "education for all" goals.	2000-2006	On-going	Pan-Commonwealth			\$150,000

Improving quality in Education	Vocational Education In co-operation with UNESCO, PATVET and the Samoa Polytechnic, COL supported a regional meeting in Samoa in June 2003 to look at strategies to improve the quality of vocational education in the region. This meeting provided an opportunity for PATVET members to meet and to provide direction for COL's tech/voc-related work in the region. The Samoa Polytechnic is currently offering the course online.	2003	Completed	Samoa			\$35,000
Improving quality in Education	Post-Secondary Education and Skills With ADB funding, COL designed for the Maldives, a post-secondary education and skills development plan that addresses the socio-economic needs of the country and increases training output, accelerates training and improves on the quality of training using open and distance learning.	2003-2004	Completed	Maldives	ADB		\$5,000
Improving quality in Education	COL oriented all Provosts of 62 teacher education colleges on ODL and ICT for teacher education. It provided consultant support in developing a document on 'Norms and Standards and Performance Indicators for Assessing Teacher Education Colleges/Programmes by ODL'. COL is facilitating a collaboration between the National Commission for Colleges of Education and agencies in India with an aim to formulate Quality Assurance Indicators and prepare QA materials for teacher training. COL facilitated the visit of 5 top administrators to India to participate in QA Roundtable and visit various organisations in ODL and teacher education	2003	Completed	India Nigeria			\$30,000

Improving quality in Education	A detailed review of the Learner Support System is in place. Activities during the year will be based on the recommendations of the review. Two activities which will be initiated immediately are Training of Trainers for tutor training, along with development of a Training Handbook and Development of a Quality Assurance and Monitoring Mechanism	2003-2004	Ongoing	Nigeria			\$25,000
Improving quality in Education	<p>± With funds from UNESCO's International Institute for Educational Planning, COL carried out two desk based studies –</p> <p>(1) Quality criteria in the provision of ODL in Sub-Saharan Africa</p> <p>(2) Costing model of ODL for Sub-Saharan Africa.</p>	2003-2004	Completed	Sub-Saharan Africa	UNESCO		
Improving quality in Education	<p>± With ADB funding, COL designed for Bangladesh a comprehensive plan with stakeholders support, training strategy, institutional capacity building and financial backing to improve teaching quality in secondary education.</p>	2003-2004	Completed	Bangladesh	ADB		

Improving quality in Education	<i>ODL for Teacher Education</i> By 2006, more institutions and agencies will use ODL and ICT for increasing opportunities for quality education, training and ongoing professional support of teachers, facilitators, teacher educators, educational administrators and policy makers in formal and non-formal education sectors.	2003-2006	Ongoing and planned				\$200,000
Using Distance Learning to Overcome Barriers	18 delegates from Uganda participated in the National Consultative Forum on the Policy for Open and Distance Learning Education in Kenya in September 2004 to raise awareness and to advocate for the establishment of open schools in the Sub-Saharan region.	2004	Completed	Uganda			\$30,000
Using Distance Learning to Overcome Barriers	A Stitch In Time is a project to improve occupational health and safety management skills, particularly for women, in the export garment industry in Bangladesh. The project provides a model, which can be used across many manufacturing industries, particularly in developing countries. COL produced a suite of distance learning materials in partnership with OXFAM and the Prince of Wales International Business Leaders Forum, which were piloted in export garment factories in Dhaka. The South Asia Enterprise Development Facility, a multi-donor funded International Financial Corporation, signed a Memorandum of Understanding with COL to further develop the materials and support their use in garment factories throughout Bangladesh.	2004	Completed	Bangladesh	OXFAM Prince of Wales International Business Leaders Forum, South Asia Enterprise Development Facility.		\$50,000

Using Distance Learning to Overcome Barriers	<p>COL supported pilot implementation of a distance learning programme in the agronomic management of cowpeas and soyabeans in Eastern and Southern Africa. It was implemented by the In-Service Training Trust (ISTT) in collaboration with training institutions in Uganda, Tanzania, Namibia and Zambia. COL facilitated two workshops for the participants to learn instructional design skills. Subsequently, through online support, the participants exchanged and finalised their distance learning materials on cowpeas and soybeans in print form. A pre-test confirmed the relevance, importance, acceptability, and user friendliness of the learning materials. The pilot implementation of the programme confirmed the relevance of using print medium and the appropriateness of developing a wide range of such courses to bring about a positive change in the food security situation in Africa and subsequently contribute to the promotion of economic growth and poverty reduction.</p>	2003-2004	Completed	Southern/Eastern Africa			\$40,000
Using Distance Learning to Overcome Barriers	<p>Nomadic Groups COL is developing a strong agenda with various African organisations to increase access to education for Nomadic Groups. A recent meeting in Abuja, Nigeria was held to plan a symposium on the use of ODL and ICTs to be held in September 2005, probably in Nigeria.</p>	2005	Current and Planned		UNICEF COMSEC.		\$30,000

Using Distance Learning to Overcome Barriers	An initiative involving COL, three Caribbean Universities and four Caribbean nations and the Caribbean Distance Education Scholarship Programme (CCDESP) was funded by the Canadian Department of Foreign Affairs and International Trade (DFAIT) as an extension of their Commonwealth Scholarship and Fellowship Plan (CSFP). The scholarship provides undergraduate scholarships for Caribbean students using distance education technologies to obtain skills-based degrees through Canadian post secondary institutions.	2000-2003	Ongoing	Caribbean			\$50,000
Supporting Education in Difficult Circumstances	Education in Difficult Circumstance Dialogue opened with Ministry of Education, and the University, in Sierra Leone leading to a national forum on the issue in February 2005.	2004-2005	Ongoing	Sierra Leone			\$40,000
Supporting Education in Difficult Circumstances	Continued to build networks to support the education of out-of-school youth, street children and other young people in jeopardy through collaboration with the National Institute of Open School in India as well as the many NGOs engaged in the rehabilitation of such children.	2000-2006	Ongoing	India			\$70,000

Mitigating the Impact of HIV/AIDS in Education	<p>COL, worked in partnership with the University of Dschang and the Ministry of Education, on an activity focussing on both issues of training between farmers and extension officers and the dissemination of information to agricultural community concern HIV/AIDS prevention. COL provided a video production unit that is producing audio/video based support for print-based agricultural learning materials. Students in remote areas are now able to consider a post secondary education option via DE.</p>	2004-2006	Ongoing	Cameroon			\$30,000
Mitigating the Impact of HIV/AIDS in Education	<p>Under the COL'S Young Professionals Attachment Programme 2003/04, India hosted two interns, one at the International Crops Research Institute For Semi-Arid Tropics (ICRISAT) and the other at the UNIFEM'S Global Programme on gender, HIV/AIDS.</p>	2003-2004	Ongoing	India			\$20,000

Mitigating the Impact of HIV/AIDS in Education	<p>The health sector is a new focus for COL, although work was undertaken with the NGO sector (The Gambia) in the last three-year plan within the COL Media Empowerment programme. The partnership with WHO headquarters, which resulted in joint projects on HIV/AIDS stigma in South Africa in 2003, extended to COL being invited to aid in the planning of curriculum for the training of WHO in-country Professional Officers (NPO's) in December 2003.</p>	2003	Completed	South Africa			\$15,000
Mitigating the Impact of HIV/AIDS in Education	<p>In terms of health issues, a joint project was undertaken with COL, the WHO Sri Lanka Country Office, and Sarvodaya, the largest NGO in Sri Lanka (its network reaches over 10, 000 villages). The activity with COL and WHO has enhanced Sarvodaya's ability to disseminate health based training and information effectively at village level. WHO has guided Sarvodaya in targeting health issues and COL has focused on training and delivery strategies to effectively address these issues.</p>	2003-2004	Completed	Sri Lanka	WHO		

Mitigating the Impact of HIV/AIDS in Education	<p>Through contracts with the United Nations High Commissioner for Refugees (UNHCR), the World Health Organization (WHO), the UN Joint Programme for HIV/AIDS (UNAIDS), and the International Federation of the Red Cross and Red Crescent Societies (IFRC), COL provided distance learning in effective communications to country-based staff in these global organizations. In total, 570 learners (60% female and 40% male) are currently being trained at a distance.</p>	2003-2006	Ongoing		UNCR WHO UNAIDS IFRC		\$60,000
Mitigating the Impact of HIV/AIDS in Education	<p>The Community Radio Project is focused on the development of a solar-powered FM community radio station reaching a target audience of one million Luo speakers in Northern Uganda. Programmes dealing with health, agriculture and gender issues have been one of the focuses of this station. Five locally run workshops concerning community organisation and participation were conducted. Five additional community radio stations were opened in hundred-kilometre radius due to the lead from the Apac community radio station. The project has also led to the reorganisation of community radio licensing and fees by the Government of Uganda and the health-based information has assisted in the reduction of HIV/AIDS cases (<i>UNAIDS statistics indicated that infection rates had decreased in Uganda for the last ten years</i>).</p>	2003-2004	Completed	Uganda			\$35,000

Mitigating the Impact of HIV/AIDS in Education	<p>Working in partnership with the WHO Sri Lanka country representative (WR) and Sarvodaya, an NGO working in health and education in the country, the activity has focused on health issues such as malaria, alcohol abuse and HIV/AIDS. The project will reach villages throughout the country with video and audio productions undertaken by Sarvodaya in consultation with the WR. Workshops on utilisation of media for distance education were undertaken by the COLME initiative in February 2004.</p>	2004	Completed	Sri Lanka	WHO		\$30,000
Mitigating the Impact of HIV/AIDS in Education	<p>COL is working in partnership with the WHO in Geneva, on an activity that has focused on the issue of HIV/AIDS stigma with a non-governmental organisation (NGO) Valley Trust (VT) located in KwaZulu-Natal. The project has served to aid VT in disseminating localised HIV/AIDS stigma information to the rural areas of KwaZulu-Natal, utilising video and audio production delivery.</p>	2004	Ongoing	South Africa	WHO		

Mitigating the Impact of HIV/AIDS in Education	<p>COL has installed and provided training on portable “briefcase” FM community broadcasting stations to serve rural communities in several countries – most recently in Papua New Guinea. Training focuses on their use for health education (including HIV/AIDS) and supplementing primary education (www.col.org/programmes/capacity/community_rv.htm)</p>	2004	Completed	Papua New Guinea			\$30,000
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Annex 8 Activities in the 15CEM Action Areas

Name of Organisation.....

ACTION AREAS	PROJECTS AND ACTIVITIES 2000 – 2006						
	Description/Title	Years of Operation (e.g. 2001-2003)	Project Phase Completed (C) Ongoing (O) Planned (P)	Country Focus	Partner Organisation (if any)	Scale of Activity £'000	
						Total Budget	Share of your Organisation
Achieving Universal Primary Education							
Eliminating Gender Disparities in Education							
Improving quality in Education							

Using Distance Learning to Overcome Barriers							
Supporting Education in Difficult Circumstances							
Mitigating the Impact of HIV/AIDS in Education							