

# Commonwealth Collaborative Partnerships

To advance the 15CCEM Plan of Action and Edinburgh Communique

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Welcome to our newsletter!

School children in Sri Lanka

**With all three of our Mid-Term Regional Review Meetings completed in 2005, this year has been an "all systems go" approach to the upcoming 16th Conference of Commonwealth Education Ministers (16CCEM), due to be held in Cape Town, December 2006. The Education Section has become increasingly busy as preparations for the Conference develop, with staff working hard on the delivery of final workshops, conferences, partnership meetings and outputs for the big event.**

In this issue, we have a variety of articles detailing our activities over the first half of the year. There are several reports on collaborative meetings and conferences over the past five months: a special roundtable Dialogue in Lahore, Pakistan on best practices in girls' education; the outcomes of the 6th ADEA Biennial Conference in Gabon; the results of a UNICEF workshop on the Abolition of School Fees, held in Nairobi, Kenya; and a seminar on education and conflict for researchers and practitioners, held in Oxford, UK. There is also a spread on the on-going Commonwealth Education Good Practice Awards process. The Secretariat received a total of 47 submissions within the deadline date of 31st March. Twenty-one were short listed in Part One of the selection process in April. This issue contains

details of the panellists involved in that decision, along with a list of every submission considered.

Additionally, we have two special features: The PRIDE Project has submitted an article on new directions for basic education in the Pacific region and the work that is being undertaken to ensure the delivery of the two education MDGs in those Commonwealth member states; and the Commonwealth Secretariat is supporting the development of a Social Learning and Skill Package for Upper Primary/Lower Secondary Schools by CARE India, the details of which can be found also in this issue.

Finally, we bring you up to date on the organisational developments for 16CCEM with an overview of the event's theme, structure and expected size.

We hope that you enjoy reading this issue of Collaborative Partnerships. Contributions from across our readership for future issues are always welcome. Please contact:

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# Roundtable Dialogue on Promising Practices in Girls' Education, Lahore, Pakistan

By Tahira Abdullah

The Commonwealth Secretariat – in collaboration with AfED – organised a roundtable Dialogue on *The Policy Challenges of Mainstreaming Promising Practices in Girls' Education* as a special session of an international conference titled *Local Governance, Texts and Contexts: Perspectives from South Asia*, in Lahore, Pakistan, on 1-2 February 2006.

The conference – organised by the Alliance for Education Development (AfED), a coalition of six Pakistani NGOs working on education issues – brought together the finest of thinkers and activists to debate and form regional alliances. Altogether fifteen sessions were held, 50 presentations/papers were shared, provoking debates amongst over 200 participants.

As an UNGEI global partner, the Commonwealth Secretariat organised the special Dialogue under the UNGEI banner. One of the objectives of the Dialogue was to explore ways to overcome the existing gender-based inequalities and disparities – in view of the fact that South Asia has the world's highest gender disparities in educational attainments – at both primary and secondary levels, and also the lowest public expenditures in the education sector. Both these are issues of serious concern.

In 2004 the Commonwealth Secretariat had organised, in Chandigarh, India, a South Asian regional consultation on promising practices in girls' education. The Chandigarh workshop focused on the following aspects:

- mainstreaming gender concerns into the education sector;
- adapting, replicating and upscaling successful initiatives in girls' education.

The findings demonstrated that each country in the region has its own unique context, especially pertaining to gender issues in education. This was clearly seen, in spite of the similarity in cultural and historical contexts. The implications and recommendations that arose from the findings were that there existed some scope for learning through further regional exchanges and sharing of the policy and institutional mechanisms, as well as the emerging best practices.

This formed the basis of the rationale for the Lahore Roundtable Dialogue as a follow up to Chandigarh. AfED and ComSec undertook to take the process forward, and to facilitate the exchange of lessons learned. The main objective of the Lahore Dialogue was to identify the key mainstreaming measures and best practices in the participating countries. Thus, the country presentations focused on the means employed to overcome the major policy and institutional challenges.

The invited panelists included the senior education policy makers of the South Asian Commonwealth countries (Bangladesh, India, Maldives, Pakistan and Sri Lanka). In addition, a member of the Revolutionary Association of the Women of Afghanistan (RAWA) represented her country. Dr. Arfa Sayeda Zehra, the newly appointed Chairperson of the Pakistan National Commission on the Status of Women (NCSW) chaired the Dialogue. Dr. Fareeha Zafar, Director of the Society for the Advancement of Education (SAHE), moderated the proceedings, while the participants included eminent educationalists, gender specialists, academicians, researchers, development practitioners, human rights and peace activists, non-government organisations, as well as donor agencies and the media.

Comprehensive recommendations were read out spanning broad based themes of Local Governance, Texts and Contexts and Gender Equality for Upscaling Girls Education in South Asia. These recommendations are important markers for policy makers, ministries of finance, planning, related social sectors, researchers, teachers, academics, NGOs and practitioners alike.

The recommendations underscored positive actions in:

**Democratisation of the education system** as the basic premise of empowerment of the people;

**Political Commitment** towards basic minimum needs (BMNs) includes basic education and gender parity;

**Institutional Mechanisms** within the public sector for responsibility and "ownership" of public, private & NGO projects;

**NGO-Private Sector and Government partnership** requires a practical *modus operandi*;

**Community Stakeholders' Participation** is critical with involvement of girls' mothers;

**Funding** for sustaining programs through the recurrent budgets;

**Decentralisation:** ensuring participation of the state/provincial, district and local government structures and institutions to promote local level recruitments, supervision, monitoring, feedback and reporting mechanisms;

**Geographic and Poverty focus** to promote girls' inclusive education in the rural, remote and economically disadvantaged (high poverty) geographic areas;

**A Rights-Based approach** to girls' education beyond the functionalist trickle-down approach;

**Holistic and Cross-cutting approach** with linkages to basic health, nutrition, skills training, employment creation, assets creation and affirmative actions across all sectors;

**Parental motivation for girls' education:** mobilization beyond monetary incentives;

**Societal Attitudes need to be affected** through available policy, political, legislative, programme and IEC avenues to remove patriarchal gender biases and stereotypes;

**Gender Equality concepts** need to be upgraded with a shared definition of gender equality currently lacking among all actors, leading to gaps in policies, programme designs and practices.

In terms of the wider conference, Mian Imran Masood, Minister for Education, Punjab, Ms. Saadia Choudry, Adviser to the Chief Minister, Punjab (Education) Syed Babar Ali, Pro Chancellor, the Lahore University of Management Sciences (LUMS), and Dr. Arfa S. Zehra, Chairperson of the National Commission on the Status of Women (NCSW), as the chief guests for the opening, closing and special sessions, fully endorsed the key

recommendations and formation of a regional forum on education. The larger conference report and all papers and presentations may be viewed at [www.safedafed.org](http://www.safedafed.org).

A key outcome of the conference was the Declaration to establish a South Asian Forum for Education Development (SAFED). Its draft Terms of Reference (TORs) may be accessed and commented

upon, online. This is a long overdue initiative for the region.

The major supporters of the conference were the Commonwealth Education Fund (CEF), the Commonwealth Secretariat (COMSEC), UNILEVER, GTZ, and UNESCO.

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## Education and Conflict: Exploring New Possibilities in a growing field

By Fatimah Kelleher, Education Section

Exeter College, Oxford, saw the hosting of a seminar on Education and Conflict: Research Policy and Practice, that brought together a strong gathering of academics and practitioners on the 11th and 12th April 2006.

Jointly organised by UNICEF and Oxford University, the seminar brought together a diverse range of participants from several UN Agencies, the World Bank, universities, and representatives from non governmental organisations and civil society working in the fields of education and/or conflict.

The two-day seminar aimed to achieve the following objectives:

- To help define the parameters of a research agenda;
- To build on the theoretical lessons to inform interventions in the field, and by so doing to help bridge any divides that may exist between researchers, policy makers and practitioners;
- To contribute insights and recommendations to UNICEF's new Education Strategy regarding education and post-conflict reconstruction.

The first day was dedicated to sharing existing research and exploring further research opportunities in the field. Several presentations on research possibilities were given. UNICEF gave an overview and were followed by Peter Buckland of the World Bank who drew from his study of 12 conflicted affected countries, "Reshaping the Future". Jason Hart of the Refugees Studies Centre, Oxford, presented on the need for child-centred research in the

area of education and conflict, with a methodology that enables the role of children in research to challenge the current power relations between researcher and child. Lyn Davis of Birmingham University and author of "Education and Conflict: Complexity and Chaos" also presented, as did David Johnson of the Department of Educational Studies at Oxford on Education, Inequality and Conflict.

Several case studies were discussed, including Northern Ireland, Kosovo, Afghanistan, and Timor Leste. The Northern Ireland case study presented a unique conflict and education scenario within the Commonwealth that will enrich our own resource base of experiences. The other case studies – although non-Commonwealth – had excellent examples of parallels, problems, emergency interventions and policy approaches that could be drawn-on for future research.

Chairing one of the sessions on the first day was Colin Brock, UNESCO Chair on Education as a Humanitarian Response, based at Oxford University. He briefly presented on the work being undertaken at present in his capacity as UNESCO Chair, which focused on education provision in conflict/emergencies not only for refugees, but also of the excluded within the

mainstream educational system. Included in their identified case studies were Commonwealth member countries of Sierra Leone, India and Nigeria.

The second day was focused on a presentation of UNICEF's New Education Strategy in terms of education and post-conflict reconstruction. Groups were then formed that looked at several themes including Transitions, Coordination Mechanisms, Governance and Aid Modalities, and Refugees, with participants being asked to report back on how UNICEF can enhance its role in these areas.

Sierra Leone as a Commonwealth case study was well noted in group discussion following interventions by the Secretariat on the work carried-out by the Education Section over recent years. An update was also given on current policy approaches by the Ministry of Education following the 15CCEM Regional Mid-Term Review in Sierra Leone.

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## New directions for basic education in the Pacific

By Bob Teasdale, Project Director, the PRIDE Project



Women and children in the Fiji Islands

**A quiet transformation is taking place in the delivery of basic education in the independent Commonwealth nations of the Pacific: Cook Islands; Fiji; Kiribati; Nauru; Niue; Papua New Guinea; Samoa; Solomon Islands; Tonga; Tuvalu and Vanuatu. Tokelau also is included, even though it has just voted in a referendum to remain a dependency of New Zealand.**

Together with the Federated States of Micronesia, the Republic of Palau and the Republic of the Marshall Islands, these nations are members of the Pacific Islands Forum Secretariat (PIFS), the dominant political and economic policy grouping in the Pacific.

Founded in 1971, PIFS brings together heads of governments annually for dialogue and decision-making on regional policy issues. At its meeting in Palau in November 1999 there was considerable debate about human resource needs in the Pacific, and the failure of most education systems to satisfy them.

Schools were criticised for not providing relevant life and work skills, for being too focused on academic success, and for not preparing young people to be productive members of their own communities. The Forum directed its secretariat to bring together the Ministers for Education of the region, asking them to deal with its concerns.

The Ministers met eighteen months later in Auckland, deliberating on what they referred to as 'basic education', which they defined as all educational provisions for children and youth, both formal and non-formal, except for higher education. The major outcome of the meeting was the development of the Forum Basic Education Action Plan (FBEAP), a short but highly important document setting out visions, goals and strategies for the future of basic education in the Pacific. Its vision is clear:

Basic education as the fundamental building block for society should engender the broader life skills that lead to social cohesion and provide the foundations for vocational callings,

higher education and lifelong learning. These when combined with enhanced employment opportunities create a higher level of personal and societal security and development.

Forum members recognised that development of basic education takes place in the context of commitments to the world community and meeting the new demands of the global economy, which should be balanced with the enhancement of their own distinctive Pacific values, morals, social, political, economic and cultural heritages, and reflect the Pacific's unique geographical context.

Following the meeting, discussions took place with the European Union (EU). It was agreed that funding be provided to implement FBEAP under the 9th EDF Pacific Regional Indicative Programme. By the time the Ministers came together for their second meeting in December 2002 plans were well developed, and a sub-committee of Ministers was formed to finalise a submission.

This sub-committee, under the leadership of the Samoan Minister of Education, the Honourable Afioga Fiame Naomi Mata'afa, developed a proposal that was accepted by the EU for funding of €8 million over a five year period for a new project to be called 'Pacific Regional Initiatives for the Delivery of basic Education', abbreviated to 'The PRIDE Project'. The University of the South Pacific (USP) agreed to manage the Project. NZAID also joined as a funding partner with an initial grant of NZ\$5 million over three years. The Project was officially launched by the Samoan Minister of Education in May 2004.

Essentially the PRIDE Project is designed to implement the Pacific vision for education encapsulated in FBEAP in the fourteen Pacific member states of PIFS, together with Tokelau. Its overall objective is:

To expand opportunities for children and youth to acquire the values, knowledge and skills that will enable them to actively participate in the social, spiritual, economic and cultural

## Quality Education • HIV/AIDS and Education • Quality Education • HIV/AIDS and Education • Quali

development of their communities and to contribute positively to creating sustainable futures.

To achieve this objective, the Project is seeking to strengthen the capacity of each of the fifteen countries to deliver quality education to children and youth across all sectors except higher education [i.e., pre-school, primary, secondary and Technical & Vocational Education & Training (TVET)], and through formal and non-formal means.

The key outcome will be the development of strategic plans for education in each country, plans that blend the best global approaches with local values and ways of thinking. Ideally these plans will be developed following wide consultation with all stakeholders and beneficiaries, including parents, teachers, students, NGOs, private providers, employers and other civil society groups.



Children in Kiribati

A set of ten benchmarks was developed by the PRIDE team as a tool to guide the strategic planning of education. Derived from FBEAP, the benchmarks were rigorously discussed and prioritised at the first PRIDE regional workshop, and a set of associated principles and indicators developed. The benchmarks document now has become a key regional resource for the review and development of education plans. It can be viewed at: [www.usp.ac.fj/pride](http://www.usp.ac.fj/pride)

The Project also is assisting countries to implement their strategic plans and to monitor and evaluate the outcomes. Capacity building activities are being provided for educators at national, sub-regional and regional levels. To further support these activities the Project is developing an on-line resource centre to encourage the sharing of best practice and experience amongst countries.



Children in Bourgainville, Papua New Guinea

In discussing the PRIDE Project with educators throughout the Pacific and beyond, a frequently asked question is: "How is it different? We have seen many donor-driven education projects and initiatives come and go: why is this one unique?" Their cynicism is justified. The history of educational aid in the Pacific, as elsewhere, is an ambiguous one, with at least as many negatives as positives. The present Project, however, does have a number of unique features, and there is considerable optimism that it can achieve its goals in ways that others have not. These features include:

- (i) The fact that the Project was designed and approved by the Ministers of Education: the process started with them, not with the donors. It was very clear at their third PIFS-sponsored meeting in January 2004, and at their fourth in May 2005, both held in Apia, that Ministers saw this as their own Project, and were determined to guide and direct it according to their countries' needs and priorities. Discussions with individual Ministers have reinforced this view. The donors, in turn, have shown quite remarkable preparedness to allow this to happen.
- (ii) The significance of the acronym: its choice clearly was deliberate, and reflects the wishes of the Ministers. Each country is being encouraged to build its education plans and curricula on a stronger foundation of local cultures, languages and epistemologies, thus enabling students to develop deep pride in their own values, traditions and wisdoms, and a clear sense of their own local cultural identity.
- (iii) The strong emphasis on mutual collaboration and support: the aim of the Project is to help countries to help each other. Earlier projects

brought consultants from outside the region, and therefore became donor-driven as they responded to donors' priorities and preferences. The PRIDE Project is sourcing most of its consultants from within the region, and already has built up an impressive data-base of qualified people from Pacific nations. It also is funding local educators to go on study and training visits to each other's countries, not to those on the rim and beyond.

- (iv) The encouragement of consultative and participatory approaches to educational planning, policy-making and curriculum development within each country: there is a clear wish to avoid top-down models, and a strong commitment to bottom-up processes.
- (v) The fact that Ministers want the Project to promote a more holistic and lifelong approach to education, with effective articulation between sectors, and between school, TVET and the world of work. To support a more holistic approach the Ministers have mandated the Project to improve donor harmonisation, thereby supporting sector wide approaches based on shared funding of a single, integrated project, rather than separate projects for each agency, leading to fragmentation of effort.
- (vi) The commitment of the PRIDE team to building strong conceptual foundations for the Project. Earlier projects brought outsiders to the Pacific with western 'recipes' for the reform of curricula. The PRIDE team is committed to helping countries develop their own theoretical foundations, doing so via the creative fusion of their own epistemologies, values and wisdoms with the most useful ideas and approaches of the global world beyond their shores.

**For further information about the project:**

[www.usp.ac.fj/pride](http://www.usp.ac.fj/pride)

# Panellists conduct first stage of the Commonwealth Education Good Practice Awards Selection Process

By Roli Degazon-Johnson, Education Section

The first stage of the Commonwealth Education Good Practice Awards was conducted at Woodstock House, Surrey, between 11th-12th April 2006. Coordinated by Secretariat staff, the Selection Panel consisted of four participants drawn from across the Commonwealth:

**Salome Gichura**, Education Attache, Kenyan High Commission, London

**Anthony Wiltshire**, Minister Counsellor, Barbados High Commission, London

**Samidha Garg**, Officer, UK National Union of Teachers, London

**Greg Ralph**, First Secretary, Australia High Commission, London

Following welcoming remarks and a brief background and introductory presentation on the Good Practice Awards criteria, panellists discussed issues relating to the form and content of submissions. They agreed that the scoring should be of equal value for each of the 6 criteria for the awards, namely Relevance, Measurable Impact and Effect; Sustainability; Efficiency and Effectiveness; Community Participation and Contribution; Replication. The highest total that each submission could attain was therefore 120 and a mark of 60 or less would mean that the submission did not meet the criteria for the Good Practice Awards. The Panel then adjourned to continue their reading, assessment and rating of the submissions until 10am the following morning.

A total of 47 submissions had been received from a total of 19 member countries, by the closing date March 31st, 2006.



Education Good Practice Awards, Short-listing Selection Panel

Unfortunately, other submissions were received after this date which could not be considered. Following extensive deliberations over the two days, the Panel selected a total of 21 submissions from the 47 and agreed that these submissions should go forward for Part Two of the short-listing procedure.

The Part Two of the procedure will involve a pan-Commonwealth teleconference in which adjudicators from across the Commonwealth will select the finalists. These finalists will make presentations in person to the adjudicators in December 2006 prior to the commencement of 16CCEM.

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## CRITERIA FOR THE AWARDS

### Relevance

The Good Practice will demonstrate a socio-culturally sensitive and economically appropriate response to the context and challenge of education delivery in a specific country.

### Measurable Impact and Effect

The value of the Good Practice is measured through Qualitative and Quantitative indicators to demonstrate impact and effect.

### Sustainability

The Good Practice is or can be projected to have positive impact and effect either intermittently at intervals, or on a consistent, continuous basis as required, over the long-term.

### Efficiency and Effectiveness

The Good Practice has demonstrated cost-savings and/or the efficient and effective use of resources in its implementation.

### Community Participation and Contribution

The success of the Good Practice is enhanced or enriched through community and civil society participation, ownership or contribution.

### Replication

Given similar conditions and circumstances, the Good Practice has the potential to be replicated in the Education systems of other Commonwealth countries.

## Submissions

The following submissions were short-listed by the panel:

### The Junka and Noo Programme

Ministry of Education, Science and Technology  
BAHAMAS

### The Speak English Campaign

Ministry of Education  
BRUNEI DARUSSALAM

### Educational Innovations carried forward by the School Unit after acceptance in the Educational priority Zone of the Ministry of Culture and Education of the Republic of Cyprus

18th Agio-Lemosos Primary School  
CYPRUS

### The Scholarship Trust Fund for Girls

Department of State for Education  
THE GAMBIA

### Training Untrained Teachers in Ghana

Ministry of Education and Sports  
GHANA

### Using IT Tools to Teach Visually Challenged Children in Sikkim

National Association for the Blind  
INDIA

### Adolescent Girl's Health Education Project

BMSS Mumbai  
INDIA

### Strengthening the Public Education

BMSS Mumbai  
INDIA

### Advancing Lessons from Udaan – Addressing Challenges faced by Vulnerable Children

CARE India  
INDIA

### Sanitary Towels Campaign

Girl Child Network  
KENYA

### Home Grown School Feeding and Health Programme

Federal Ministry of Nigeria  
NIGERIA

### Eliminating Gender Disparities in Secondary Education...and Resource Centres

Alif Laila Book Bus Society  
PAKISTAN

### The Seychelles School Improvement

Ministry of Education and Youth  
SEYCHELLES

### Early Childhood Development Enrichment Centre Pilot project

Centre for Early Childhood Development  
SOUTH AFRICA

### Khanya

Western Cape Education Department  
SOUTH AFRICA

### In-Service training of educators undertaking the Advanced Certificate in education

University of Pretoria  
SOUTH AFRICA

### Orphans, Educators, Practitioners and Guardian Aids Project

The Art Therapy Centre – Lefika laphodisa  
SOUTH AFRICA

### Supporting Education in Difficult Circumstances

GoLD Peer Education Development Agency  
SOUTH AFRICA

### The Woolworths Trust EduPlant Programme

Food and Trees for Africa  
SOUTH AFRICA

### Persona Dolls Life Skills Project: Making a Difference

Education Dept. of the Western Cape Province and NGO, Persona Doll Training  
SOUTH AFRICA

### Black Boys Can

National Black Boys Association  
UNITED KINGDOM

The Secretariat would also like to thank and list the remaining applicants for sending in their submissions:

### Supporting Education in Difficult Circumstances

English Language Teachers' Society (ELTS North West)  
CAMEROON

### Continuous Research and Development

King's Christian Collegiate  
CANADA

### National Consensus on the Future of Education in the Cayman Islands

Ministry of Education, Training, Employment, Youth, Sports & Culture  
CAYMAN ISLANDS

### Cook Islands Reading Association

Cook Islands Reading Association  
COOK ISLANDS

### Education

Yashwantrao Chavan Maharashtra Open University  
INDIA

### Education in Difficult Circumstances

Brihanmumbai Mahapalika Shikshak Sabha  
INDIA

### Green Teacher: Diploma in Environmental Education – A distance education course

Centre for Environment Education  
INDIA

### Improving Equality in Education through Community Library

Slums Information and Development & Resource Centres  
KENYA

### Day-Care Centre

U-LINK  
MAURITIUS

### Basic Orientation Course on Pre-Primary Education

Riviere du Rempart Pre-Primary Teachers' Association  
MAURITIUS

### Improving Quality in Education Through Sustainable Policy Strategy

Federal Ministry of Education  
NIGERIA

### The Seychelles School Improvement Programme

Ministry of Education & Youth  
SEYCHELLES

### Child Inclusive Primary Dispute Resolution

Family Mediation Practice  
SOUTH AFRICA

### Facilitating Achievement in Mathematics, Career Counselling, and Emotional Intelligence in South Africa

University of Pretoria  
SOUTH AFRICA

### Hantam Community Education Trust

Hantam Community Education Trust  
SOUTH AFRICA

### ORT-Tech Educator Empowerment

ORT Tech Institute  
SOUTH AFRICA

### Ntataise Enrichment Programme

Ntataise in South Africa  
SOUTH AFRICA

### Improving Quality in Education

Educational Resources  
SOUTH AFRICA

### The Development and Implementation of the South African National Qualifications Framework

The South African Qualifications Authority  
SOUTH AFRICA

### JET Education Services Literacy and Numeracy/Mathematics Tests for Grade 3 and 6 Learners

JET Education Services  
SOUTH AFRICA

### Establishment of a Kindergarten School at Kasita

Kasita Seminary  
TANZANIA

### Fighting HIV/AIDS in Tanzanian Education Institutions

Mzumbe Secondary School  
TANZANIA

### Improving Quality in Education through Quality Assurance: The Case of College of African Wildlife Management, Mweka

College of African Wildlife Management  
TANZANIA

### Transformation Through Education

Arlington Academy of Hope  
UGANDA

### Interactive Learning Through Partners Using Modern Technology

Thare Machi The Starfish Initiative  
UK

### Community Education Support Programme

UCS The Griffin Trust  
UK



# 6th ADEA Biennale Conference: “More and Better Education”

By Virgilio Juvane, Education Section

Over 400 participants spent a week between 25th -31st March at the 6th Association for the Development of Education in Africa (ADEA) Conference discussing ways and means of providing more and better education, while trying to answer the crucial question of how to ensure effective learning in schools, literacy programs and early childhood development programs.

A number of parallel meetings and other activities were organised prior to the Biennale which was officially opened on the 27th March. The following are the activities attended by Commonwealth representatives at the Biennale:

- Steering Committee meeting of the ADEA WG on Distance Education and Open Learning – 25th March.
- FAWE's workshop on Gender Responsive Pedagogy - 26th March.
- Other informal meetings and networking with ADEA delegates.

## Highlights of the conference

The Caucus of Ministers elected a new Bureau of Ministers comprising of Zambia, Namibia, Mozambique and Mauritius, all of whom are Commonwealth Members of ADEA's Bureau of Ministers.

The Caucus of African Education Ministers also discussed among other issues the new African Decade for Education (2006-2015) launched by the African Union (AU); A report on the dialogue between Ministers of Education and Ministers of Finance was received from the Working Group on Finance and Education. A report on the first Education Peer Review undertaken in Africa (Gabon and Mauritius) from the Working Group on Education Sector Analysis was also received, as was a report on the Activities of the Bureau of Ministers.

## Characteristics of effective schools

ADEA Consultants on Effective Schools and Quality Improvement presented their long awaited research findings focusing on results from Madagascar, Mozambique, Uganda and Tanzania. The report outlined



Students performing at the opening ceremony

a number of characteristics considered essential for operating an effective school: governance, language of instruction, teachers, teacher training and support, etc. Ministers and other participants raised a number of points and challenges concerning some of the findings. Overall, the report provides valuable insights and guides on enhancing effectiveness in schools and improving quality in education.

## Teachers and School Principals at the centre of changes in the school and the classroom

A report on the study of rural teachers was presented by Aidan Mulkeen of the World Bank. A second report in this category was presented by Mrs Margaret Griffin, President of the International School Principals Association.

## Assessment of EFA in Africa

Nicholas Burnett, Director of the EFA Monitoring Report presented the EFA assessment of Sub-Saharan Africa. The assessment confirmed what has been presented at various occasions, pointing out which countries are still facing difficulties in achieving EFA goals in Sub-Saharan Africa.

## Literacy

This was the main theme for the 2006 ADEA Conference. A number of presentations were made in favour of a new Literacy approach which takes account of all key contributing factors, including teachers for non-formal education programmes.

The main lessons learned from the Biennale include:

1. The discussions gave rise to a series of recommendations based on the central assumption that successful education depends not only on financial resources, but also on effective and ongoing advocacy work, the establishment of strategic partnerships and most importantly, political will.
2. The Biennale recognized the remarkable progress recorded in school enrolments, literacy rates, the political commitment from countries and development agencies, cooperation among countries, and public awareness concerning AIDS. At the same time, it noted the low level of education, overcrowded classrooms, insufficient training of teachers, the use of ineffective teaching methods, and the lack of teaching and learning materials.
3. Recognizing the strategic necessity of investing in quality, the Biennale gave priority to the fundamental requirement of equity, which will entail addressing inequalities.

ADEA will disseminate the lessons learned at Libreville on its website and will also publish the proceedings of the Biennale.

Participants: Participants: ADEA Secretariat; Development Partners- Commonwealth Secretariat, World Bank; UNESCO; UNICEF, Africa Development Bank; African Union; Swiss Development Cooperation; CIDA; SIDA; NORAD; CONFEMEN; ActionAid International; IrishAid; Finland; GTZ; French Ministry of Development Cooperation; DfID; African Ministries of Education- Botswana, Tchad, Ethiopia, Lesotho, Kenya, Mali, Ivory Coast, Malawi, Mozambique, Namibia, Madagascar, Swaziland, Zimbabwe, Burkina Faso, Rwanda, Senegal, Gambia, Ghana, Benin, Guinea, Guinea Bissau, Cape Verde, Uganda, Sudan, Ethiopia, Mauritius, Congo DRC, Congo Brazzaville, Sierra Leone, Rwanda,

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# Commonwealth/ILO Caribbean Teachers Policy Forum

By Roli Degazon-Johnson, Education Section

The Commonwealth Secretariat collaborated with the International Labour Organisation (ILO) in the coordination of a joint Teachers Policy Forum in Trinidad and Tobago, April 4-6, 2006.

On the adoption of the Commonwealth Teacher Recruitment Protocol (CTRP) in September 2004, Ministers of Education called for Future Actions, one of which was the promotion of the Protocol as an international standard of best practice in organized recruitment through collaboration with international organizations such as the ILO and UNESCO.

As a response, Commonwealth Education and Health sections jointly presented a one-day consultation on international recruitment and migration of the highly skilled which paid particular attention to teachers and nurses. The outcome of this consultation has been the development of a collaboration between the Commonwealth Secretariat and the ILO which has enabled the Education Section of the Social Transformation Programmes Division to address the future actions on the Commonwealth Teacher Recruitment Protocol through joint activities between both organizations.

In July 2005, the decision was taken by the Caribbean and Canadian ministers present at the 15CCEM Mid-Term Review to carry forward the Protocol to the Organization of American States, UNESCO and the ILO in support of the instrument becoming an “international model of best practice in organised teacher recruitment”. By December 2005, the ILO invited the participation of the Commonwealth Secretariat in a Southern African (SADC) Teachers Policy Forum which led to the reference and endorsement of the CTRP in the “Pretoria Declaration on Teachers”, the statement which was the output of that Forum.

Following collaboration with the ILO on teacher shortages, mobility, recruitment, retention, protection and development, the decision was taken to build on the Pretoria Forum and present for the Caribbean a similar tri-partite Forum

to address the status and condition of teaching in the Caribbean. The Forum would also enable the ILO to present the findings of studies conducted in several Caribbean countries on the status of teacher shortages in the region.

The objective of the Forum programme was to:

- Address the status of teachers and the quality imperative in Education.
- Review the Caribbean assessment of teacher shortages, both qualitative and quantitative.
- Explore teacher policy options and innovations.
- Propose options for regional policy planning in the Caribbean region to meet EFA challenges by 2015.
- Determine the way forward for the retention, protection and development of Caribbean teachers.

Hosted and opened by Senator the Honourable Hazel Manning, Minister of Education of Trinidad and Tobago, participants representing Education and Labour ministries, employers, organisations and teachers’ unions discussed the status of teachers in their countries.

The Secretariat presented on the Commonwealth Teacher Recruitment Protocol. Other presenters included Dr Titi Banjoko of AfricaRecruit, who made valuable and relevant comments recognizing the role of the African Diaspora – and diaspora’s in general. She pointed out that the African Diaspora is recognised as a “state” by African countries.

Presentations from Trinidad and Tobago, Guyana, Jamaica and Barbados which addressed the status of teachers were most revealing. Trinidad and Tobago

presented a thorough overview of the status of teachers and teacher training in their country. Special note was taken of their move to train more teachers through the Ministry of Trade and Industry.

Jamaica revealed that they were producing 2000 teachers per year through the utilisation of resources across 9 different teacher training institutions, but could not provide information about how many they were losing from the profession. Also major investments in the infrastructure of teacher training institutions have not taken place in more than a decade.

Guyana had experienced major teacher losses through recruitment outside the Caribbean region since 2000 to countries which included Botswana. Guyana has also noted a problem with family breakdown as a result of one member of the family departing on overseas recruitment.

Barbados spoke to policies and good practices which they have utilised in enabling teachers who are recruited to enjoy a posting as recruited teachers of a maximum of eight years abroad, after which they are not allowed to remain in the pension scheme of the government.

A Plan of Action entitled the “La Romaine Action Plan” which captured the plan for the retention, protection and development of Caribbean teachers came out of the meeting. These actions are to be taken by Caribbean ministries, teachers unions and employers jointly, and complement the Pretoria Declaration on Teachers.

It was also agreed that a programme on Good Practices in Teacher Retention and Return which will create an enabling environment for the attraction and retention of teachers will be pursued with the Gov. of Trinidad and Tobago, Organisation of American States and UNDP Regional Office in Barbados in partnership with the Commonwealth Secretariat.

The ILO and Commonwealth Secretariat will proceed to formalize a Memorandum of Agreement on Teachers for the Future by September 2006.

# School Fee Abolition Initiative Workshop

By Jyotsna Jha, Education Section

**Nine countries (eight from Africa and one from the Caribbean) and a number of development partners and civil society organisations attended a workshop on school fee abolition in Nairobi, Kenya, April 4-7. The workshop was organised by UNICEF and the World Bank and the countries that participated included Kenya, Mozambique, Tanzania, Malawi, Ethiopia, Ghana, DRC, Burundi and Haiti. Development partners and civil society organisations that attended included USAID, EU, JICA, GTZ, the Netherlands, WFP, Commonwealth Secretariat, Save the Children, Global Aids Alliance, Commonwealth Education Fund and a few others.**

Private costs of education are a major barrier in achieving universal primary education and high private costs affect girls' education more adversely. The abolition of school fees is part of addressing this barrier. The focus of the workshop was on sharing of experiences and developing an operational guideline for addressing the post-abolition challenges. The majority of Commonwealth countries in Africa, with a few notable exceptions, have abolished fee at primary level. Evidence is unambiguous that school fee abolition leads to a significant increase in enrolment, especially girls' enrolment, with severe implications for the school system.

The challenges are varied in nature; additional resources are required, but a more crucial issue is that of managing institutional responses – in providing additional teachers, buildings, materials – all at a fast pace and without adversely affecting the quality, if not improving it further. A workshop of this nature therefore, is timely and important. The Commonwealth Secretariat expressed support for the school fee abolition initiative and welcomed such interventions that help countries enhance their capacity to deal with emerging challenges.

The school fee abolition initiative, as referred to in this context, does not refer to abolition of tuition fee alone. It refers to abolition of all user charges that are paid by parents. In a broader sense it

refers to making education free for all children in order to ensure their right to education. It encompasses strategies to address indirect costs to families in circumstances where children are engaged in paid or unpaid labour for survival. The initiative also takes into account the fact that circumstances vary in different contexts.

The design of the workshop allowed a good amount of sharing and discussion to take place. The issues raised were significant for most countries who face fast increase in enrolment, whether due to fee abolition or other reason. Countries receiving sudden, large increases in education funding from the Fast Track Initiative share many of the same challenges.

The sharing of country experiences revealed that school-fee abolition in itself is not enough to achieve universal primary education. It is only one step, although a significant one. In order to reap full benefits of this initiative it needs to be combined with planned interventions to deal with the knock-on effects of removing school fees. It is not only an issue of garnering additional resources to replace the revenue generated by fee or to pay for expenses associated with additional enrolment, it is also a matter of having the institutional capacity to manage an expanded system. Developing systems and processes for an effective service delivery in education is a major

challenge for many developing countries in Africa and elsewhere.

The workshop was followed by half-a day meeting with civil society partners based in London, UK, where it was clarified that this is not a separate initiative for funding. It needs to be viewed as a major strategy to be integrated into any education reform initiative. It was also agreed that the school fee abolition initiative should not be allowed to be linked to any dilution in quality. In other words, school fee abolition is not only about universal access but about universal access to quality education.

The EFA working group meeting scheduled to be held in July in Paris is seen as the next step in addressing some of the issues that emerged in the workshop. The UNGEI Global Advisory Committee is also scheduled to be held as a side event of that meeting in Paris.

*One thing that is becoming clear is that school fee abolition is no longer just about the enrolment surge and the challenges this poses. We can now see that when properly done, it also opens up the whole education system to scrutiny: Where are the inefficiencies? How did we really spend fees revenue? How can we make better use of teachers, with support from unions, of course? What is the state of the local market for procurement of resources? How efficient and effective are the resource procurement and/or distribution mechanisms? etc. This in effect means that school fee abolition leads to a sort of mini reform of the education system. While we need to keep school fee abolition in perspective and not allow our vision to spill over into full-blown system reform, it is nevertheless worthwhile to flag this type of mini reform as one of the benefits of school fee abolition*  
Cream Wright (UNICEF)

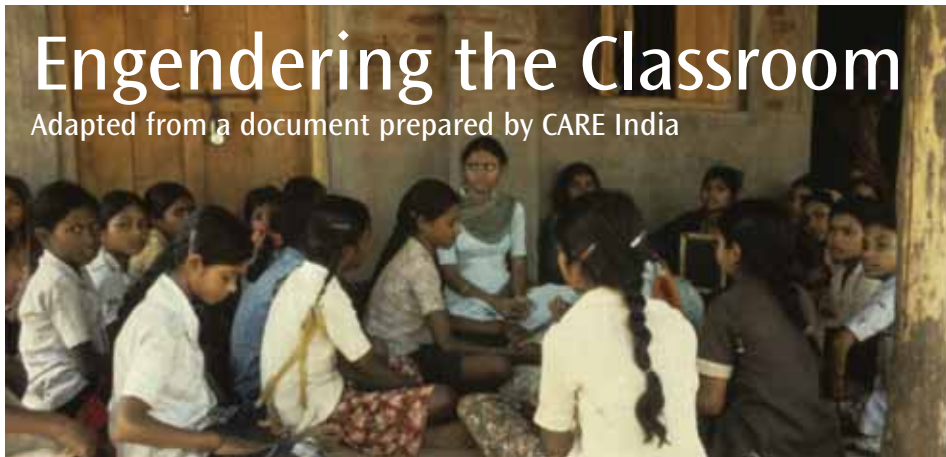
From the Report being produced on the School Fee Abolition Initiative (SFAI) Workshop, Nairobi, Kenya.

**Jyotsna Jha is Adviser at the Commonwealth Secretariat on Education and Gender, plus Education and HIV/AIDS.**

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# Engendering the Classroom

Adapted from a document prepared by CARE India



**The Commonwealth Secretariat is currently supporting the work of CARE India on the development of a Social Learning and Life Skill Package for Upper Primary/Lower Secondary Schools. CARE India had already developed a Social Learning Package (SLP) at the primary level of education as part of the curriculum but to be transacted in addition to the existing subjects with an aim to ensure that the school functions as an empowering institution.**

Social learning is always taking place in the milieu we are born into. Through social learning the child learns to recognize her or his place in the scheme of things. In effect, social learning is what the child earns or learns in the process of socialization. School plays an important role in the socialization process of children, if they attend. The institution of school, by its very structure and processes, shapes the personality of children. In that sense it has the potential of being both: an institution that reinforces existing unequal gender practices; or an institution leading to capabilities that help reexamine unequal practices and transform the society.

Started as a part of a small education project for girls, the SLP was later adapted for about 150 government co-educational schools in Uttar Pradesh (UP), a Hindi speaking Indian state in collaboration with a national programme called Janshala (A joint initiative of Government and five UN agencies). It is now being continued in collaboration with the National EFA program called Sarva Shiksha Abhiyaan. Recently the SLP has also been introduced in the Kasturba Gandhi Balika Vidyalyas (residential schools for girls that have been started as an EFA initiative) in Gujarat, another Indian state. This is an integral part of the curriculum used in the accelerated learning course within which children complete their primary education.

The SLP has been an attempt to include overt teaching lessons with broad objectives of developing appreciation for different forms of equity, respect for diversity and democracy, and capability to question, argue and negotiate in the context of real life experiences and social situations. Initially aimed at girls and later all children in the 9+ age group, the SLP is based on the belief that schooling is an important and influential form of socialization where children from an early age are capable of learning complex values, processes, relations and positions, if taught and transacted through appropriate methods and tools. The focus is on awareness and empowerment leading to development of critical life skills. It tries to address the established notions of femininity and masculinity in patriarchal societies and is designed to attend to the needs of both boys and girls.

The SLP deals with a range of themes, from cleanliness and interdependence in nature to marriage, health, inequality, and banking. There was a conscious decision made not to overload with information. Instead the emphasis is on exploration of self and society through dialogue, role-play, games, stories, projects. Skills of verbal expression, information gathering, independent thinking as well as vital information are imparted in the process of this exploration.

## Upper Primary/Junior Secondary Level

Within the education scenario, the focus over the last 2-3 years has shifted from ensuring primary education (up to grade 5) to achieving elementary education (up to grade 8). Children too in upper primary schools have acquired the basic education tools with which to pursue their enquiry. The disciplines of social sciences and its content is introduced which allows a more extensive base within which to build this enquiry process.

The issues such as HIV/AIDS are a major threat in that age-group and can be addressed through such packages effectively. Further more, the Social Learning package is better suited for older children and can also reach a large number of children through government schools.

Thus it is proposed that to develop a social learning package that may be implemented in residential and non-residential government schools in the upper primary classes. The principles and focus on gender and diversity concerns will remain in focus while broadening the realm of the actual contexts within which it is applied.

The development of the SLP-UP is in two phases of six months each (January – June, 2006 and July – December 2006). While the first phase has been focusing on situation analysis, development of frame and the draft package through a process of research and consultation, the second phase will focus on field trialing, revision and consolidation leading to the final output.



A young student in India

The manual will then be shared with Government of India and State Governments through a national workshop where feedback and inputs will be received on the product and a field trialing plan will be discussed. The field trialing will involve training of teachers, involvement of parents and setting up of a monitoring mechanism. After a few weeks of trialing, the package will be refined and finalized through a process of workshops after which the SLP-UP will be ready for print and dissemination.

**For more information contact:**

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## Commonwealth Teachers' Retreat and Seminar

By Roli Degazon-Johnson, Education Section

**A three-day retreat, followed by a one-day seminar to collate, analyse and share the preliminary findings of research on Commonwealth teachers with key education partners, was held between May 14th and 19th at Woodstock House in Long Ditton, Surrey, United Kingdom.**

The Retreat and Seminar are part of the Commonwealth Secretariat Education Section's initiatives to monitor the status of Commonwealth teachers with regard to their numbers, mobility, recruitment and retention, in relation to the Commonwealth Teacher Recruitment Protocol. These initiatives are consistent with the Future Actions requested by Commonwealth Ministers following the adoption of the Protocol in September 2004.

The retreat was designed to:

- analyse and assess on a country-specific basis the quantitative data on teachers

requested from education ministries since February 2006, and collating regional data.

- Present preliminary findings to a select group of education experts for their feedback and response.
- Receive updates on the progress of research being conducted with Commonwealth teachers and their qualifications by the University of Bradford and South African Qualifications Authority(SAQA).

The 3-day retreat involved representatives from the governments of Trinidad and Tobago and the Seychelles, the University of Witwatersrand Education Faculty, South Africa, as well as the Organization of American States.

Over the 3-day period through group/team meetings and independent study, preliminary findings emerged and were captured as a record, which will

ultimately inform the report to be prepared for 16CCEM.

The May 18th seminar saw education specialists and academics converging from South Africa, Germany, Geneva (ILO) and the United Kingdom to hear presentations of the preliminary findings which were followed by exploration of trends. Presentations from the University of Bradford and SAQA enhanced the content of the seminar.

A most important step was taken to strengthen collaboration between the Organisation of American States (OAS) Inter-American Committee on Education and the Commonwealth Secretariat.

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## Migration Issues at the 7th Annual UWI SALISES Conference

By Roli Degazon-Johnson, Education Section

Opened by the recently appointed Minister of Social Transformation of Barbados, the Honourable Trevor Prescod, the University of the West Indies Sir Arthur Lewis Institute Social and Economic Studies (SALISES) 7th Annual Conference was held in Barbados, 29-31 March.

The Secretariat presented a paper "Brain Drain, Gain and Circulation – the Recruitment, Migration and Retention of the work of the Highly Skilled in the Caribbean" under the conference theme: Migration and Social Development. Two other presentations - "Migration in the Global Economy: Challenges and Opportunities for Caribbean Trade Unions" and "Migration, Caribbean Family and Impact on Children Left Behind" – were also presented by Ann-Marie Lorde and Saskia Scotland, respectively.

In the opening ceremony the Barbadian Minister of Social Transformation also

spoke to the role that his new ministry will be seeking to achieve in moving away from the norm of welfare and support which traditional ministries with this function tend to carry out, to one which seeks to transform the society commencing with the poorest and most needy.

A special public session was also held in the evening at which Cornell University's Gary Fields, Professor of Labour Economics, spoke to the issues of labour movement and economics with particular reference to the small developing economies of the Caribbean

In the discussion session which followed questions were raised about AfricaRecruit, the availability of data on migration in the Caribbean, the fact that human capital loss in the Caribbean has and can lead to a reduction in foreign investment due to loss of skilled labour availability, and "pull" factors by recruitment companies.

The SALISES conference is held annually by the Department of Social and Economic Studies of the University of the West Indies. The SALISES mission is to undertake high quality research and graduate teaching in the area of social and economic development policy, governance and public policy with special reference to small developing countries (SIDS). The Institute sets out to provide:

- an intellectual environment for graduate students and researchers interested in development policy analysis,
- policy advice to governments and other institutions through contract and graduate student research.

The conference provided an opportunity to share with policy makers, academics, students and representatives of international organizations, the work of the Commonwealth Secretariat regarding mobility, recruitment, migration and protection of the highly skilled.

# SADC Members Meet in Windhoek for Consultative Meeting

Delegations from all 14 member states attended the 2006 Southern African Development community Consultative Meeting in Windhoek, Namibia, between April 26-27 2006. The theme of the consultative meeting was “Partnership for the implementation of the SADC Regional Indicative Strategic Development Plan (RISDP) and the Regional Strategic Indicative Plan for the Organ on Politics, Security and Defence (SIPO)”.

The objective of the consultation was to achieve consensus on the priorities as well as the requisite partnership modalities between SADC and the International Cooperating Partners (ICPs). SADC reiterated its commitment to strengthen intra – regional and international cooperation and partnerships towards the attainment of the regions programme of action.

On SADC priorities which also constituted sub themes for the consultative working groups were presented as: a)Trade Economic Liberalisation and Development; b)Infrastructure Building for Regional Integration; c)Sustainable Food Security; d)Social and Human Development; e)Addressing the HIV and AIDS; and f)Peace and Security Maintenance through the implementation of the Strategic Indicative Plan of the Organ.

Recommendations on each of the priority areas for SADC were highlighted as sub themes implementation of each of the priority areas as follows:

• The SADC priorities which also constituted sub themes for the consultative working groups were presented as: Trade Economic Liberalisation and Development; Infrastructure Building for Regional Integration; Sustainable Food Security; Social and Human Development; Addressing the HIV and AIDS; and Peace and Security Maintenance through the implementation of the Strategic Indicative Plan of the Organ.

Recommendations on each of the priority areas for SADC were highlighted as sub themes implementation of each of the priority areas as follows:

- Trade Liberalisation
- Infrastructure Building for Regional Integration
- Sustainable Food Security
- Social and Human Development
- Health

- Education
- Employment and Labour
- Culture, Information and Sports;
- HIV and AIDS
- Peace and Security; Implementation of the Strategic Indicative Plan for the Organ
- SADC – ICP New Partnership

On education matters recommendations pertained to the implementation of the SADC Protocol on Education and Training to strengthen the evaluation capacity of educational programmes, and to strengthen quality and assurance mechanisms of educational programmes. It was recommended that the move to create a regional framework should be a separate and distinct process from the processes pertaining to standards and quality assurance in the region. There was also a call for education policies and programmes in the region to be harmonised and aligned to those of AU-NEPAD and ICPs.

The SADC Regional Indicative Strategic Development Plan (RISDP) and the Strategic Indicative Plan for the Organ on Politics, Defence and Security (SIPO) broadly outlines the vision and priorities for the region. Full implementation of these plans will require significant funding and coordinated strategic alliances for implementation and funding. International Cooperating partners have been called upon to sponsor the implementation of the various components of the plans and a significant number of International organisations, European countries and other partners have pledged contributions.

Twenty-three cooperating governments (beyond the SADC region and internationally) also attended, as well as 40 regional and International Organisations. The European Union was heavily represented. The Commonwealth Secretariat was represented by three officials, Dr Henry Kaluba (STPD), Ms Taboka Nkhwa (GIDD) Mr Nimrod Waniala (Hubs and Spokes).



## Scholarships for International Animal Health Available in Selected Commonwealth Countries



**Full scholarships are available for the online learning Masters in International Animal Health from the University of Edinburgh Centre for Tropical Veterinary Medicine.**

The Masters in International Animal Health is aimed at graduates with a degree in veterinary medicine, agricultural science, biology or a related science discipline. This online distance learning Masters course offers the opportunity to enhance

the skills and knowledge of animal health professionals and others while they continue with their professional duties in country.

Commencing in October, the programme runs for 3 years part-time and allows students to study when it suits. Students will also join a supportive online community bringing together students and tutors from all over the world.

Those graduating from this programme will learn how to identify, control and manage diseases; based on a solid foundation based on the biological, pathological and immunological principles of both the host and pathogen.

Courses on risk management and surveillance will enable the student to rationalise the influence of trans-boundary diseases on, for example, international trade. Elements of nutrition and healthcare will reflect the methods of monitoring

animal health in extensive and intensive livestock production. Students will also cover the principles of research methodologies and project planning.

Applications for the Scholarships must be received before 7 June 2006 to be considered by the Commonwealth Commission.

The Commonwealth Commission have made the scholarships available to people from Botswana, Cameroon, Gambia, Ghana, Kenya, Lesotho, Malawi, Maldives, Mozambique, Namibia, Nigeria, Sierra Leone, South Africa, Swaziland, Tanzania, Uganda and Zambia.

**Full details of the scholarships, the course and how to apply can be found at:**

[www.internationalanimalhealth.ed.ac.uk](http://www.internationalanimalhealth.ed.ac.uk)  
or by emailing [mvmppg@ed.ac.uk](mailto:mvmppg@ed.ac.uk)

## 16CCEM Update

By Alex Wright, Education Section

**16th Conference of Commonwealth Education Ministers (16CCEM) – “Access to Quality Education: For the Good of All” – December 11th -14th 2006, Cape Town, South Africa.**

what promises to be the biggest and most innovative and exciting Conference of Commonwealth Education Ministers yet, hosted by the Government of South Africa.

16CCEM takes place from 11th-14th December 2006 in the stunning setting and warm welcome provided by the cosmopolitan city of Cape Town. The theme of the Conference is “**Access to Quality Education: For the Good of All**” which builds on the theme of 15CCEM held in Edinburgh, Scotland in 2003, and reflects the fact that issues of access and quality remain the critical challenge across the Commonwealth.

Ministers of education from all 53 Countries of the Commonwealth will be invited to address progress made in the Six Action Areas identified at 15CCEM, and explore cutting edge trends and practices in Commonwealth education, guided by the conference theme. 16CCEM will also provide an opportunity for Ministers to review the work of the Commonwealth Secretariat and other Commonwealth organisations working in education.

16CCEM will also feature the Commonwealth Education Forum, which will run in parallel to the Ministerial Meeting,

from 10th-13th December, at the same venue. The Commonwealth Education Forum will consist of the inaugural Commonwealth Teachers’ Forum, a Youth Forum for young people aged 16-23 years, and a Stakeholders’ Forum for representatives of civil society, academia and the private sector.

The Commonwealth Education Forum has been designed to enrich the Ministerial meeting and provide an opportunity for Ministers to interact with key groups and individuals furthering education across the Commonwealth. Furthermore each component of the Forum will have the opportunity to contribute to the outcome of the conference through the presentation of a statement to the Ministerial meeting. The participation of members of the education community from across the Commonwealth is sure to contribute to an exciting and successful conference and to strengthen and widen partnerships between organisations and individuals involved in education at all levels.

In the next edition of this newsletter we hope to bring you news of plans to take 16CCEM to a wider audience, along with further updates. In the meantime for further information on registration for the Stakeholders Forum and other details of 16CCEM please visit the conference website at [www.16ccem.com](http://www.16ccem.com) or email [16ccem@commonwealth.int](mailto:16ccem@commonwealth.int)

**Alex Wright is a Programme Officer at the Commonwealth Secretariat and is leading the organisation of the 16CCEM preparations in collaboration with the Government of South Africa.**

## Upcoming Events

8-10 June 06	CARICOM High Level Meeting of Education Ministers on HIV/AIDS, <b>Port of Spain, Trinidad and Tobago</b>
19-23 June 06	Regional Training Workshop for Pacific Commonwealth countries, <b>Fiji Islands</b>
20-23 June 06	Forum on Flexible Education: Reaching Nomadic Populations in Africa, <b>Garissa, Kenya</b>
3-4 July 06 & 5-6 July 06	OECD/DAC GENDERNET: Gender & Economics Training Workshop (3-4 July); Annual Mtg focusing on Gender and New Aid Modalities
July 06	UNGEI GAC meeting, <b>Paris</b> EFA Working Group Meeting, <b>Paris</b>
17-20 July 06	Increasing Women's Participation and Representation in Asia
13-18 Aug 06	World AIDS Conference, <b>Toronto, Canada</b>
July 06	Policy dialogue on Gender mainstreaming (including men) in HIV/AIDS policies in South –East Asia, <b>Singapore</b>
August 06 (tbc)	Workshop on Good Practices in Education sector response to HIV/AIDS in Africa
5 Oct 06	World Teachers Day Tribute and Education Seminar for Commonwealth Teachers
12-17 Oct 06	The Commonwealth Council for Educational Administration and Management (CCEAM) Conference, <b>Lefkosia (Nicosia), Cyprus</b>
30 Oct-3 Nov 06	COL Fourth Pan-Commonwealth Forum on Open Learning, <b>Ocho Rios, Jamaica</b>
13-14 Nov 06	Fast Track Initiative Partnership Meeting, <b>Cairo, Egypt</b>
14-16 Nov 06	UNESCO 6th High Level Group Meeting on Education for All, <b>Cairo, Egypt</b>
6-8 Dec 06	Commonwealth Good Practice Awards: Final Selection Adjudication, <b>Cape Town, South Africa</b>
10 -13 Dec 06	16CCEM Stakeholders Forum (civil society and private sector), Youth Forum and Teachers Forum, <b>Cape Town, South Africa</b>
11-14 Dec 06	16th Commonwealth Conference of Education Ministers (16CCEM), <b>Cape Town, South Africa</b>
January 07 (tentative)	Policy dialogue on Gender mainstreaming (including men) in HIV/AIDS policies in South Asia, <b>India</b>

## Visits to the Secretariat

- Ramesh Joshi, Director, International Programmes, of the All India Federation of Teachers (AIFTO) and Head of the Brihanmumbai Mahapalika Shikshak Sabha (Greater Mumbai Municipality Teachers Union) visited the Commonwealth Secretariat and met with Education Section Staff recently. In 2005 with CFTC support, the AIFTO launched a programme of advocacy for the introduction of Education about HIV/AIDS in the upper levels of the Primary School system of India, by holding 5 regional conferences with their membership throughout all but two of India's states.
- Members of the Council for Education in the Commonwealth (CEC) visited the Secretariat on April 19th 2006 for the Annual Address by Commonwealth Secretary General, Don McKinnon. The CEC will be having their Annual Conference and AGM at the British Council on June 27th 2006.

- Professor Godia, Education Secretary from the Kenyan Ministry of Education (centre), and Salome Gichura, Education Attaché at the Kenyan High Commission in London (third from right), visited the Secretariat on 10th May 2006. Staff at the Secretariat took the opportunity to discuss several issues, including the Secretariat's studies on teacher migration and qualifications, the up-coming Nomadic Education Forum due to be held in Kenya, and Kenya's recent experiences with the Education for All: Fast Track Initiative.



For information and contributions to this newsletter or queries, please write to: The Editor, Collaborative Partnerships Newsletter, Education Section, Social Transformation Programmes Division, Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX, UK. Tel: + 44 (0) 20 7747 6294 Fax: +44 (0) 20 7747 6287 Email: g.donn@commonwealth.int education@commonwealth.int Website: www.thecommonwealth.org/education

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Editorial: Fatimah Kelleher Design: Keith Smith



# EDUCATION TITLES

## COMMONWEALTH SECRETARIAT



**Achieving Education for All: Good Practice in Crisis and Post-Conflict Reconstruction**  
**A Handbook for Education Policy Makers and Practitioners in Commonwealth Countries**  
**Quality UPE Good Practice Series** *Peter Williams*



This report has been compiled from a Sub-Saharan African Ministers' conference presented jointly by the Commonwealth Secretariat and the Association for the Development of Education in Africa (ADEA). The conference was held in June 2004. Professor Peter Williams is a former Head of Education in the Commonwealth Secretariat, and Professor of Education at the Institute of Education, London University.  
**2006, about 80 pages, GBP £8.50, ISBN 0-85092-805-2 / 978-0-85092-805-1**



**Achieving Education for All: The Case for Non-Formal Education**  
**Report of a Symposium on the Implementation of Alternative Approaches in the Context of Quality Education for All**

At a Symposium held in Burkina Faso in 2003, the Association for the Development of Education in Africa's Working Group on Non-Formal Education showed how, the diversity and flexibility of NFE can make education available, accessible, acceptable and adaptable. This book reproduces the Symposium papers, and summarises its findings. It looks at theoretical issues and presents the findings of research in Burkina Faso about measuring the effectiveness of the right to education. It looks at current policies on the roles of non-formal and formal education in realising education for all, and includes case studies from Africa showing the diversity and potential of NFE initiatives.  
**2005, 152 pages, GBP £8.99, ISBN 0-85092-822-2 / 978-0-85092-822-8**



**Resource Materials for Multi-Grade Teaching: Better Schools Series**  
*Commonwealth Secretariat / Association for the Development of Education in Africa*

Multi-grade teaching is one way in which governments with limited resources can provide all children with a good quality education. These seven Modules on Multi-grade Teaching were designed as part of a wider partnership effort to assist countries to achieve quality universal primary education. Developed by Commonwealth educators and tested in Tanzania.  
**2005, 322 pages, GBP £17.50, ISBN 0-85092-826-5 / 978-0-85092-826-6**



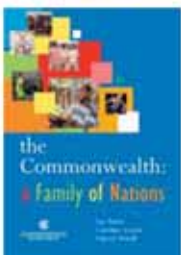
**Early Childhood Education: Good Practice in Achieving Universal Primary Education**  
**A Handbook for Education Policy Makers and Practitioners in Commonwealth Countries**  
**Quality UPE Good Practice Series** *Angela Burke-Ramsay, edited by Dr Roli Degazon-Johnson*

This report has been compiled from a Caribbean early childhood education conference presented by Jamaica's teachers association, with the support of the Commonwealth Secretariat. Universal Primary Education is one of the focuses of the Commonwealth Secretariat's education programme for 2003 to 2006.  
**2005, 44 pages, GBP £8.50, ISBN 0-85092-806-0 / 978-0-85092-806-8**



**Managing Finance and External Relations in South African Schools**  
**Managing Schools in South Africa series** *edited by Lesley Anderson and Jacky Lumby*

Looks at both financial management and of managing external relations in order to ensure the ongoing commitment of stakeholders. Contents: Resources for Education; Management Styles and their Impact on Financial and Resource Management; Financial Management and Strategic Planning; Generating School Funds; Budgeting; Using Resources for School Improvement; The Context of External Relations in South Africa; Working with the Community; Marketing Schools; Accountability; The Role and Responsibility of School Governors; Working with Parents; Working with the Education Department.  
**2005, 248 pages, GBP £13.50, ISBN 0-85092-782-X / 978-0-85092-782-5**



**The Commonwealth: A Family of Nations**  
*Liz Paren, Caroline Coxon and Cheryl Dorall*

Written in a clear, accessible style and colourfully illustrated throughout, this book been written to tell young people about the Commonwealth. It explains how the association came into being and how it developed into what it is today; why it matters; what it does for ordinary people; and especially its relationship with young people.  
*"Illustrates the wide-ranging activities and projects undertaken across the Commonwealth... colourful and accessible."* TES  
**2004, 108 pages, GBP £8.95, ISBN 0-85092-753-6 / 978-0-85092-753-5**  
**A Family of Nations: Teacher Resource Pack**  
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