

# Commonwealth Collaborative Partnerships

To advance the 15CCEM Plan of Action and Edinburgh Communique

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## Welcome to our newsletter!

The second quarter of 2005 has certainly been an active one for the Education Section. We have now gone past the half-way stage towards the 16CCEM that will be held in South Africa, December 2006. Since our last edition, we have had two CCEM Mid-term Ministerial Review meetings (for the Asia-Pacific and Caribbean/Canada Regions), and are now fully in preparation towards the third Mid-term in November for Ministers from Africa and Europe. This issue provides a report on these meetings and outlines findings on some of the achievements and challenges in the six 15CCEM Education Action Areas, in particular on developments towards achieving Universal Primary Education. A comprehensive update on the Good Practice Awards that will be launched at 16CCEM is also included.

Quality in Education is both a CCEM Action Area and the 2005 EFA imperative. It is therefore apt perhaps that interventions towards improving quality in education feature strongly in this issue, with reports from the Quality Education Conference in Trinidad and Tobago, and from a Multi-Grade teaching workshop in Tanzania. Positive global developments on the Commonwealth Teacher Protocol are also evident in a recent endorsement by the Organisation of American States at a meeting in August. An article from the Aga Khan Foundation in

Pakistan also explores quality provisions in public-private partnerships within the country.

The Action Area on mitigating the impact of HIV/AIDS on education is addressed through a review of the final Conference on HIV/AIDS Curriculum Development in Simla, India. The series of regional conferences – organised by the All India Federation of Teachers Organisations – was started earlier in 2005 with a National Conference in February.

The Commonwealth of Learning has also provided an update on ICT empowerment initiatives in the Pacific Island States as part of the goal towards overseas and distance learning. A visit to Marlborough House by journalist and best-selling author Alison Pierce to launch the Campaign for Female Education's Class of 2010 Appeal is also reviewed. Finally, education in difficult circumstances is looked at with an article on emergency education responses in environmental disasters.

We hope you enjoy reading this edition of the Newsletter and that through these pages, when a model of good practice is found, it can be communicated to others in the Commonwealth.

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## Commonwealth Ministers from the Asia-Pacific, Caribbean and Canada attend 15CCEM mid-term reviews

By Alex Wright and Fatimah Kelleher, Education Section

With 2005 marking the half-way point since the 15th Conference of Commonwealth Education Ministers, two Regional Mid-term Ministerial Reviews have been held so far to take stock of progress since the adoption of the Six Education Action Points agreed in Edinburgh. April saw Fiji hosting the event on behalf of the Asia Pacific Region, and in July the Bahamas welcomed Ministers from the Caribbean and Canada.



The Asia-Pacific CCEM Mid-term Review Meeting was held in Nadi, Fiji Islands from 19-22 April 2005. Ministers and representatives from 13 Asia-Pacific Commonwealth countries were joined by Ann Keeling, Director of the Social Transformation Programmes Division at the Commonwealth Secretariat and Mr Brian Long from the Commonwealth of Learning (COL) to report on education developments since 15CCEM. Although some of the larger Commonwealth countries of the region were absent, Ministers in attendance were able to adequately highlight achievements so far, along with new and continuing challenges to the region.

The Conference outlined that the status of the Six Action Areas in the Asia-Pacific Region demonstrates both contrasts and similarities. The goal of Universal Primary Education showed strong commitments to access to education in almost all of the

countries represented at the Fiji meeting, with many already at or nearing UPE. However, although gender disparities are not a major problem in almost all of the countries represented at the meeting, it was noted that the persistence of a gender gap disadvantaging girls – particularly at the primary level – was nonetheless evident, especially in South Asia. Those present also reported that UPE still faces challenges from retention and voluntary drop-out problems. A particular concern in this area was increasing drop-out rates and underachievement of boys in the region.

Further challenges identified were issues affecting quality, and Ministers engaged actively in a debate surrounding the definition and indicators. Another area of concern was the vulnerability to environmental emergencies throughout the region and the need to develop methods of coping within educational



Ann Keeling, Director of STPD, speaking at the Asia – Pacific Review

provision that also encompassed other areas of education in difficult circumstances, such as poverty and geographic remoteness. In particular, the area of special educational needs and disability is one that Ministers at the meeting would like the Secretariat to take-up at 16CCEM.

The Secretariat's second Mid – Term Review Meeting was held in Nassau, The Bahamas from July 27th – 30th 2005, for the Caribbean and Canada Region. Ministers/representatives, from 16 Caribbean Commonwealth countries were joined by the Ministers from Fiji, South Africa and Sierra Leone, and Ann Keeling. The meeting was also attended by Sir John Daniel, President of COL,



Her Excellency the Governor General of the Bahamas, Dame Ivy DuMont, DCMG, speaking at the Caribbean – Canada Review

Quality Education • Higher Education • Quality Education • Quality Education • Higher Education

Peter Williams, General Secretary of the Commonwealth Consortium for Education, and Steve Sinnott representing the Commonwealth Teachers Grouping.

The conference was opened at a ceremony led by the host minister, Honorable Alfred Sears, Minister of Education for the Bahamas, and Her Excellency the Governor General of the Bahamas Dame Ivy DuMont, the highlights of which were the musical and dance performances by local school children.

Over three days Ministers and Officials received reports from the Commonwealth Secretariat and Commonwealth of

Learning, and discussed progress in the Six Action Areas and the Teacher Recruitment Protocol.

Ministers noted that Commonwealth member countries within the Region have made progress towards achieving Universal Primary Education that is unparalleled within the Commonwealth. Indeed the majority are now within striking distance of attaining the Millennium Development Goals concerned with education, namely, completion of full primary education by all children and the achievement of gender parity at the different levels of education. Nevertheless it was recognised that challenges are now faced in securing full participation in high quality education for all, and that issues such as provision for children with special needs and male under-achievement remain to be addressed.

Concerns over the under-achievement, drop-out and self-exclusion of boys in the region, particularly at secondary level, emerged as a key theme of the conference, mirroring concerns at the



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Asia Pacific Meeting. Ministers recognised that multiple and complex causes need to be addressed, and called for greater research in this area. They asked that the Commonwealth Secretariat identify, record and disseminate best practice, working in partnership with regional organisations.

The third and final Mid-Term Review Meeting for the Africa/Europe Region will be held in Freetown, Sierra Leone, 14-16th November.



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## African Guest Ministers give public lecture

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A welcome addition to the programme at the Caribbean and Canada Review was a public lecture by Ministers from South Africa and Sierra Leone that was broadcast on both radio and television in the Bahamas.

Addressing an invited audience at the National Art Gallery, the South African Minister, Mrs Naledi Pandor, started the programme with a lecture on *“Education Achievements and Challenges in Post-Apartheid South Africa”*. Within it, the Hon Minister outlined advancements the country had made in the expansion of educational opportunities, enrolment rates and eliminating gender disparities, whilst also addressing major challenges that remained such as barriers to quality and the impact of HIV and AIDS. Mrs Pandor spoke passionately of the racial and linguistic diversity within South Africa that should be viewed as a

national asset, and closed by appealing to all that the effort and support needed to ensure progress should not be abated in light of the country’s achievements.

Following this, the Sierra Leone Minister Dr Alpha T. Wurie delivered a paper on *“Education, Reconstruction and Recovery in Post-Conflict Sierra Leone”*. Dr Wurie’s lecture addressed poverty as one of the core causes of the conflict in Sierra Leone, and outlined the extreme difficulty that poverty continues to present in the recovery of the country’s education system. Despite this, the Hon Minister spoke of the significant advances that have been made in increasing access and retention in school, of community ownership and bridging the gender gap, and ended the lecture by stating that the goal of lasting peace and prosperity for the nation could be achieved through education as a vehicle.

The event provided an early opportunity to look ahead to the final Mid-Term Ministerial Review Meeting for Africa, Malta, Cyprus and the UK to be held in Sierra Leone. Both Ministers received an enthusiastic reception for their passionate and thought provoking presentations and responses to the audience’s questions.



Honourable Dr. Alpha T. Wurie

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Honourable Mrs Naledi Pandor

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# Awards in Commonwealth Education Good Practice for 16CCEM

The Commonwealth Education Good Practice Awards programme was agreed by Education Ministers in October 2003 to recognize good and promising practices identified in our 53 member countries in the Six Action Areas which emanated from 15CCEM in Edinburgh.

The first round of Education Good Practice Awards will be presented at the 16CCEM Closing ceremony in Cape Town, South Africa in December 2006. Finalists will be selected by a jury of education specialists representative of the diversity of the Commonwealth.

Selection will be in two phases: (i) initial short-listing in mid-2006 followed by (ii) selection of finalists just prior to 16CCEM in December 2006. Good Practices which are shortlisted for the final selection process will also be presented to the Parallel Symposium during 16CCEM.

For the first round of the programme, the Commonwealth Education Section is receiving technical assistance and support from the Commonwealth Association for Public Administration and Management (CAPAM) who coordinate a highly acclaimed Innovation Awards programme for the Commonwealth public sector.

Commonwealth Ministries of Education, civil society and non-governmental partners in Education will be able to make Good Practice submissions on their work in one or more of the 15CCEM Six Action Areas

## Definition of an Education Good Practice

An Education programme, project, policy strategy or significant intervention which has made a positive difference to the status or condition of primary school children, their teachers or the education system of a country, in respect of one or more of the 15CCEM Action Areas.

## 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.

## Criteria for the awards

The Good Practice must also demonstrate:

### 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.

## Replication

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

For further information about the Good Practice Awards contact:

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## Further study on boys' underachievement and rising drop-out rates

COL is working with the Commonwealth Secretariat on a pan-commonwealth study of boys' underachievement. Dr Tony Sewell, a notable researcher in the field, is conducting the study in selected Commonwealth countries: Jamaica, Lesotho, Malaysia, Samoa, and Australia. This research is a part of the CCEM agenda and will report to that body on how open and distance learning methodologies can alleviate the problem

of boys education in circumstances where under-achievement is evident.

The issue of boys' underachievement and rising drop-out rates came quite strongly to the fore in both the Asia Pacific and Canada-Caribbean Ministerial Mid-term Reviews held in April and July.

Despite relative success towards UPE in both regions, the problem has surfaced as one that is casting a shadow on the

achievements made towards gender parity for girls. Preliminary explanations for the phenomenon have suggested lack of suitable male role models, changing gender perceptions and out-moded school curricula as reasons. Further understanding of factors that could affect performance and attitudes in education could help towards future policy considerations by Commonwealth Governments.



## Delivering ICT Empowerment for Education in Pacific Small States

Contributed by Rod Tyrer, Programme Director, Commonwealth of Learning (COL)

**Reporting on Open and Distance Learning (ODL) at the Mid-term Ministerial Review held in Fiji earlier this year, COL highlighted some of the practices being used to address challenges to education within the Pacific Region through ICT provision.**

Being largely comprised of small states, the Commonwealth South Pacific faces challenges similar to those in the Caribbean and Mediterranean regions. Most countries possess limited resources to sustain a large education and training infrastructure and it is necessary to increase local capability in the application of information and communications technologies (ICT) in developing and distributing training programmes.

The University of the South Pacific is the key provider of off-campus tertiary education among Commonwealth countries in the area and employs distance education methods to reach learners throughout the region. Since its inception, COL has contributed to the assessment of the University's technology requirements and distance education programmes.

Existing frameworks in twelve island countries (Cook Islands, Kiribati, Marshall Islands, Micronesia, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga,

Tuvalu and Vanuatu) have also been assessed for their ICT readiness, including physical infrastructure, financial and human resources, and regulatory framework for future development.

Providing video support for the development of distance education programmes has taken place through the installation of media development units in the Samoa Polytechnic, The Fiji Institute of Technology and the Tarawa Technical Institute. Another centre is near completion for the Vanuatu Institute of Technology. Meanwhile, the introduction of solar powered "briefcase" FM community radio stations to serve remote rural communities in several countries – most recently in Papua New Guinea. These help to provide health education (including HIV/AIDS), and supplement primary education.

Setting up The Virtual University of Small States of the Commonwealth [VUSSC] is currently a focus of COL. A meeting of

interested Commonwealth small states will take place in Singapore 12-16 September. Representatives from south Pacific countries include Tuvalu, Samoa, Tonga and Vanuatu. In total 23 countries will attend and consider taking the initiative forward in their countries. Sir John Daniel will address the meeting, Paul West and Professor Asha Kanwar, Education Specialists at COL, have been involved in the organisation and will make presentations.

Consulting with AUSAID, Canberra and the country office in Papua New Guinea, COL is developing a programme of work in the country which encompasses work on the National Plan for Education [2005-2014] and the Papua New Guinea Education Capacity Building Programme. Work on HIV/AIDS and informal skills training is also planned.

The Solomon Islands is also focused for HIV/AIDS and media empowerment work.

## Commonwealth Secretariat and the ADEA Working Group on the Teaching Profession organise a Workshop on Multi-grade Teaching

By Virgilio Juvane, Education Section

**Delegates of eleven African countries attending a workshop on Multi-Grade Teaching appealed for the strengthening of education strategies and actions to support universal primary education. The workshop was held from 4-8 July in Bagamoyo, Tanzania.**

Organised by the ADEA Working Group on the Teaching Profession (WGTP) in collaboration with the Commonwealth Secretariat and the Ministry of Education and Culture in Tanzania, the workshop was designed to make participants more aware of the potential that multi-grade classes offer to governments that are struggling to achieve universal primary education under difficult conditions and often without teachers.

During the workshop, participants were able to expand their exchanges on the difficulties involved in adopting multi-grade teaching as a pedagogic strategy to cope with the shortage of teachers, and to improve quality of teaching and learning. Presentations by Ethiopia, Namibia, Tanzania and Zambia on their experiences with multi-grade teaching led participants to arrive at the conclusion that “the ideal class is a multi-grade class: it classifies learners according to their needs and progress in different subjects.”

Other lessons learned included the reality that multi-grade education is already a fact in many countries, obliged as they are to adopt it in order to cope with crisis



Dr. William Susuwele Banda, Senior Curriculum Specialist – Teacher Education Coordinator, Malawi

situations linked to increasing enrolments. Nonetheless, it was also noted that there remains a serious problem in terms of pre-service and in-service teacher education, which has not yet incorporated the concept of multi-grade teaching.

Continuing hurdles in the provision of multi-grade teaching were also identified. Further consideration of multi-grade teaching as a key strategy able to improve the quality of teaching and learning would be required, while changing attitudes

would need to develop positive perspectives among teachers, parents and education officers that create an understanding of the value of multi-grade teaching as a promoter of quality, rather than as an inferior and cheap option. Curriculum challenges included acknowledging that teachers are traditionally limited through training that equips them only to handle separate grades, while resource challenges would imply the design, reproduction and distribution of large quantities of self-study materials to support individual, peer, and small group learning.

Strong education and economic factors suggested that the need for multi-grade teaching will remain a permanent feature of education in many countries. The required shift in paradigm from teacher to learner-centred approach could be appropriately addressed by multi-grade teaching.

At the end of the workshop the representatives from Ministries of Education committed themselves to taking national action. For its part, the Commonwealth Secretariat and the WGTP will cooperate with other organisations, including NGOs, to render service in strengthening capacity, training and design of basic teaching support tools.



Dr Naomi Katunzi, the Permanent Secretary of the Ministry of Education and Culture – Tanzania (seated group, second from right), with Workshop participants

## AKDN Support to Public-Private Education Partnerships in Pakistan

By Randy Hatfield, Programme Manager, Aga Khan Foundation, Pakistan

**The Aga Khan Development Network (AKDN) has been providing education support in Pakistan since 1905 when Aga Khan Education Service (AKES), Pakistan opened its first private school in Gwadar, Balochistan. Today, the AKDN is implementing programmes that support Pakistan's national education goals related to the public-private partnership (PPP) agenda in the Northern Areas, the Chitral District of the Northwest Frontier Province and the Sindh Province. Under Pakistan's Education Sector Reform Policy, AKES Pakistan is initiating Quality Advancement through an Institutional Development Programme.**

In Pakistan, growing evidence indicates that over 30% of school-going children in the country are enrolled in private (non-government supported) institutions. In Karachi alone, there exist more than 8,000 private schools many of which are not registered with the Directorate of Private Schools. This epidemic indicates that there is a lack of confidence in public education delivery and to a certain extent the profitability of a school is a lucrative business that responds to this demand.

Because of AKES's century of experience in private school education in the country, it has embarked on a programme which aims to work with various forms of other private institutions including community based schools in low socio-economic areas of the cities of Karachi and Hyderabad to build their institutional strength and capacity for delivering quality private education.

The programme has so far developed a quality matrix that acts as a quality-rating instrument for each institution to administer itself. AKES Pakistan also administers a quality questionnaire and compares its findings with a school's own findings to define gaps in service delivery and administration. AKES is also providing support with their school development planning and provides specific training to teachers and staff based on the needs highlighted by the quality matrix.

The Sindh provincial government has shown interest in this model, as this is an innovative approach to a PPP whereby a policy for ensuring the quality of private education could be improved.

The Aga Khan Foundation (AKF), Pakistan, is another AKDN agency which is coordinating a PPP process. Early childhood development is an international area of focus for AKF (P)



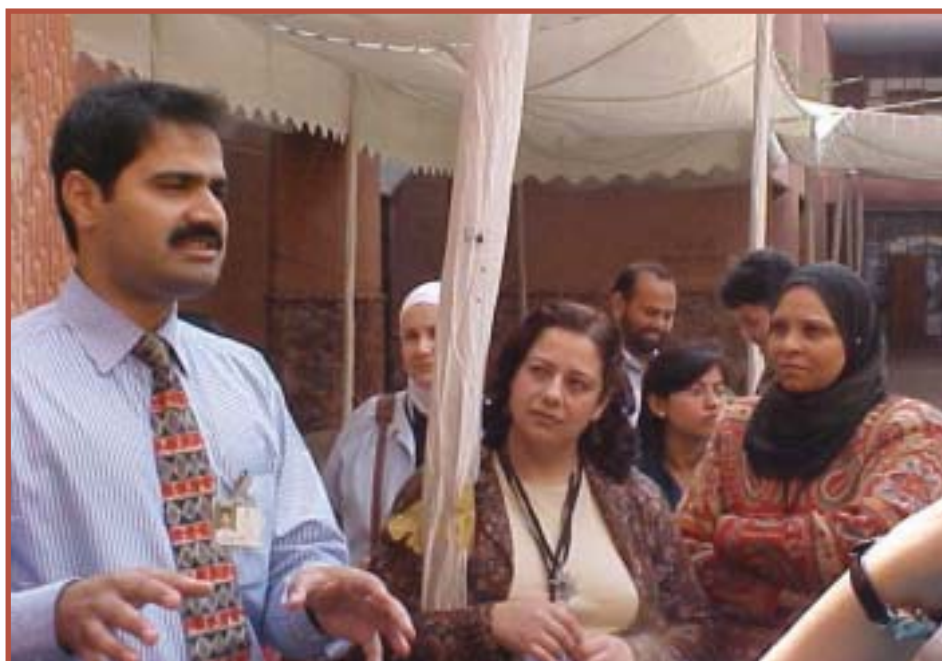
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and is currently the theme of a four year programme called Releasing Confidence and Creativity: Building Sound Foundations for Early Learning.

Given that the Ministry of Education and Government of Pakistan have developed a National Plan of Action in compliance with the Education for All convention, it must deliver in terms of providing services to pre-school children ages 3 to 5. AKF Pakistan, with six other NGOs, are working in 155 government girls' schools across Balochistan and Sindh to help the government's public school system develop a model of delivery for this expanding group of children.

Niche expertise is negligible within the government in terms of early childhood education and so a network of support institutions is playing a supportive role to district government schools through teacher training, materials, construction of additional classrooms and other support.

AKF Pakistan has also financially supported the work of a Teachers Resource Centre based in Karachi for its integral support to the Ministry of Education for the development of the National curriculum for the pre-school class. The curriculum is now being promoted in government schools under this programme. Now AKF (P) hopes to provide a policy framework tool that it could present to the Federal Ministry of Education for bring this model of partnership to scale.



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**For further information please contact**

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## An evening with Allison Pearson on behalf of CAMFED

By Lucy Lake, CAMFED

**On June 8th, journalist and best-selling author Allison Pearson launched CAMFED's *Class of 2010 Appeal* in partnership with the Commonwealth Secretariat at Marlborough House. Accompanied by the photo exhibit *Focus on Success*, with images of young women supported through school by CAMFED from their book 'I Have a Story to Tell', the event launched the appeal to raise support for 2,000 girls in Zimbabwe, Zambia, Ghana and Tanzania to complete secondary school in 2010.**

In her inimitable style, Allison told an assembled audience of successful London businesswomen and men how over just two generations of women in Britain have changed their status through education, and how girls in Africa can do the same today with CAMFED's support. Allison used her wit and insight to draw

parallels between the lives of women in Britain and in Africa, and to emphasise just how important education is to the girls and young women with whom CAMFED works. She spoke of the amazing strides that British women have made – as powerful CEOs and heads of industry today – but also of how incomprehensible that progress would be to her own grandmother, who only two generations ago left school at 13 to work as a domestic servant:

"Show [my grandmother] the lives of the girls in 'I Have a Story To Tell' and she would understand them all too well. Hard labour, confined to poverty with no escape hatch. That was life for millions of girls in our country less than a century ago, before education gave them a choice."

Allison spoke alongside Ann Keeling, Director of the Social Transformation

Programmes Division at the Commonwealth Secretariat, and Ann Cotton, Executive Director of CAMFED. As a result of the evening, support for the first 215 girls of the Class of 2010 to complete secondary school was raised.

CAMFED (the Campaign for Female Education) is an international organization fighting poverty and AIDS in sub-Saharan Africa by educating rural girls. CAMFED began in 1993 in Zimbabwe, where it now has the largest reach of any charity, and has expanded to Zambia, Ghana and Tanzania. In 2004, CAMFED's programs benefited over 427,000 people, including 71,333 children supported to go to school, over 168,000 young people receiving vital health information about HIV/AIDS, and 888 young people given skills training and mentoring to start their own rural businesses.

## University of West Indies Quality Education Conference

By Roli Degazon-Johnson, Education Section

**Trinidad and Tobago hosted the University of West Indies (UWI) Quality Education Conference on June 8th 2005. Opened by the Hon Hazel Manning, Minister of Education, the theme of the conference was "Quality Enhancement: Innovation and Change" and was attended by a gathering of some 200 educators from Caribbean countries across the region. Newly appointed Minister of Science, Technology and Tertiary Education, Hon Mustapha Abdul Hamid, was also present and spoke at the Opening Ceremony.**

Keynote speaker, Prof Glasner, provided a thorough overview of the issues in Caribbean education surrounding quality and related these to similar concerns in the UK and beyond. Other presenters included Professor Errol Miller, Joint Board of Teacher Education, UWI, and Dr Claudia Harvey, UNESCO Representative for Southern Africa, amongst others.

The Commonwealth Secretariat's Education Section used the opportunity to inform the participants of the purpose and availability of the Commonwealth Recruitment Protocol so that leading educators could inform all teachers who were considering migration from the region of their rights and responsibilities. Other areas broached by the Secretariat at the Conference included issues surrounding quality versus quantity; quality as proscribed by the Dakar Framework for Action 2000; the 2005 EFA Global Monitoring Report which emphasised that enrolment and completion in Primary Education will rely principally on the quality of education



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available; and that teachers remain the principle contributing factor in raising education quality.

The Conference successfully achieved some key objectives as a result of these interventions, including public, tangible Commonwealth support for the advocacy role being undertaken by UWI on the importance of recognising that UPE/EFA achievement will be enhanced through quality. The event also provided the opportunity for dissemination of information about the Professorial Chair on HIV/AIDS and Education which will be established at the UWI St Augustine Conference later this year.



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## Delivering Education in Emergencies: A Closer look at Environmental Disaster Responses

By Fatimah Kelleher, Education Section

Following a year where environmental disasters seem to have dominated the news more than usual, emergency measures geared towards providing educational continuity for schoolchildren whose lives have been disrupted by these occurrences have come more sharply into focus.

Maintenance of quality education in emergency situations can provide structure and stability for children and adolescents who are traumatized by displacement and bereavement, whilst also acting as a safety net to lessen the chances of sexual and economic exploitation that can follow the societal upheavals caused by an emergency.

Arguably, the focus of education in difficult circumstances has often leant towards children's educational needs within conflict and post-conflict scenarios. More generally, education has also been side-lined for the pressing needs of food, shelter and healthcare. But the benefits of quickly re-establishing educational routines within disaster wrought communities also presents an opportunity for standardising minimum responses and calling upon a greater integration of education considerations within the emergency relief community.

Speedy and systematic responses on a large scale by the Bahamas Ministry of Education following the passage of hurricanes Frances and Jeanne provided communities with the reassurance and continuity needed to prevent longer-term consequences on children's education.

Impacts on the infrastructure, teaching and learning process were significant, with whole schools damaged, materials and resources lost and the displacement of teachers and students alike. Assessment teams were sent throughout the Islands to record damage sustained from the hurricanes, allowing them to determine quickly when each school would be in a position to re-open and cater to the needs of school children. The Ministry were then able to make informed

announcements to the public for reassurance.

Maintaining contact on the ground with communities affected proved crucial to the recovery process, and visitations by the Ministry to teachers, parents and students to hear their concerns were supplemented by immediate counselling support along with financial provisions to supplement the personal loss incurred by educational staff.

Smaller scale practices that help to provide educational continuity are also valuable. The recent monsoon floods in Mumbai, India, this July resulted in the destruction of homes, schools and learning materials as floodwaters raced through the streets. Municipal schools providing education to children from the slum areas were heavily affected, and the disruption to routine that the disaster brought threatened to increase already problematic drop-out rates. In order to curtail this, the Mumbai Municipal Primary Teacher's Union (an affiliate of the All India Federation of Teacher's Organisation) have been providing "learning kits" to flood affected students that consist of textbooks, notebooks, writing materials and school bags.

The objectives of this measure serve to inspire children to continue attendance, initiating the learning process without delay and re-establishing a child's normal routine at the earliest.

Adequate resources needed to provide such efficient response remain the crux of emergency provision, a situation most keenly felt by small organisations within low-income countries. Ensuring adequate education funding at the onset of an emergency is one of the key



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recommendations made by the Inter-agency Network on Education in Emergencies (INEE) in the 2004 Minimum Standards for Education in Emergencies, Chronic Crisis and Early Reconstruction guidebook. Standardised needs assessment frameworks, equal access to quality and appropriate education opportunities, safe learning environment, adequate materials for teaching and learning, and competent teachers cover some of the benchmarks that INEE feel must be adopted more systematically by the international community. Lack of harmonised education programmes by independent stakeholders can exacerbate the problem, as different educational programmes are implemented separately and without the scale of impact needed. It is for this reason that approaches endowed with greater transparency and sharing are needed.

Traditionally, education has been seen as a long-term development activity and not necessarily as a humanitarian priority. In the long run, neglecting to adequately fund the need for immediate educational continuity will only lead to greater implementation obstacles in the future.

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# Fifth Regional Conference on HIV/AIDS Curriculum Development for Primary Schools, Simla, India

By Roli Degazon-Johnson, Education Section

Teachers, civil society organisations and government delegates from seven Northern Indian states met in Simla, on June 2 – 3, 2005 in the fifth and final of a series of symposia towards the development of an HIV/AIDS curriculum for Primary Schools.

The Simla-Himachal Pradesh programme was organised over four days to immediately follow a meeting of the National Women’s Organisation within

the All India Federation of Teachers Organisations (AIFTO). It provided an opportunity to receive and update reports from the AIFTO General Secretary Vijay

Pandit and Deputy General Secretary Ramesh Joshi on the activities and outcomes of the previous three conferences at which the Commonwealth Secretariat had not been able to attend.

A key outcome from the conference included confirmation that a national curriculum directed at upper level primary school children (which may take the form of a curriculum for teachers and teachers colleges) is being proposed as a follow-up activity. This takes forward the AIFTO commitment to advocating for change in Indian education policy at that level so that information about HIV/AIDS can be conveyed to pre-pubescent school children.

Further notable outcomes of the event were the participation of some representatives who, as teachers, had been embarrassed to raise the issue of HIV/AIDS in their classrooms due to fear of parental dissent. The Ministry of Health for the State of Himachel Pradesh also undertook to upgrade and promote the education initiatives on HIV/AIDS eradication within the province.

The series of conferences, which began with a National Conference in February this year, has enabled the AIFTO, comprising teachers associations and unions from all the states of India, to bring together its leaders and members for dissemination of information about the AIDS pandemic to teachers in all – and particularly remote – states of India.



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# OAS Education Ministers endorse Commonwealth Teacher Recruitment Protocol

**Ministers of Education of the Organization of American States (OAS) recently endorsed the Commonwealth Teacher Recruitment Protocol at the Fourth Meeting of Ministers of Education of the OAS held in Scarborough, Republic of Trinidad and Tobago from August 10th to 12th, 2005.**

In recognising the agreement achieved among member countries of the Commonwealth at Stoke Rochford in the United Kingdom in September 2004, and to address issues regarding teacher recruitment and retention through the Commonwealth Teacher Recruitment Protocol, the Ministers acknowledged the fundamental role of teachers and prioritized their professional development as a key factor for learning and for the development of their societies. They encouraged countries to work together to ensure that mechanisms are adopted to assist developing countries in the training and retention of teachers and urged their Heads of State and Government to continue to guarantee the conditions commensurate with the noble profession of teaching and the principles of the ILO Declaration on Fundamental Principles and Rights at Work.

In the endorsement contained in the Scarborough Declaration 2005 issued at the conclusion of the meeting, Ministers of the 35 member countries of the organization, which span Caribbean, Central and South American countries, as well as the United States of America, were also resolved that:

- Education must play a fundamental role in developing a democratic and productive citizenry and in promoting social inclusion in order to find collective solutions to problems and to ensure that future generations enter a world filled with opportunity and hope.
- Quality education that is relevant to local contexts and global realities is first and foremost a human right and a public good that forms a central

pillar of our societies. Ensuring that all our citizens receive the best education possible requires adequate funding, good management and the genuine participation of students, families, teachers, administrators and civil society.

Ministers committed themselves to “attaining the education goals of the Summit of the Americas, namely: promoting the principles of equity, quality, relevance, and efficiency at all levels of the education system; ensuring, by 2010, universal access to and completion of quality primary education for all children and to quality secondary education for at least 75 percent of youth, with increasing graduation rates and lifelong learning opportunities for the general population”.



Honourable Hazel Manning (far right), Minister of Education, Trinidad and Tobago, and Chair of the Fourth Meeting of Ministers of Education of the OAS

Emphasis was also placed in the Declaration on the need to make efforts to offer the same opportunities of success to both genders in all levels of education.

## Teacher Migration and the Quality Imperative

On the Rights and Responsibilities of Recruiting Countries:

**3.2** It is recognised that the organised recruitment of teachers may be detrimental to the education systems of the source countries, and to the costly human resource investments they have made in teacher education. Recruiting and source countries should agree on mutually acceptable measures to mitigate any harmful impact of such recruitment. Where requested by source countries, recruiting and source countries shall enter into bi-lateral discussions and make every effort to reach an agreement which will provide for such measures. Consideration will be given to forms of assistance such as technical support for institutional strengthening, specific programmes for recruited teachers, and capacity building to increase the output of trained teachers in source countries.

On the Rights and Responsibilities of Source Countries:

**4.1** It is the responsibility of source countries to manage teacher supply and demand within the country, and in the context of organised recruitment. The country should have effective strategies to improve the attractiveness of teaching as a profession, and to ensure the recruitment and retention of qualified teachers in areas of strategic importance. Source countries should be advised of the necessity to establish policy frameworks which set out clear guidelines as to categories of teachers whose recruitment they will not support, in order to protect their most scarce resources.

Extracted from:

### **Commonwealth Teacher Recruitment Protocol**

Adopted by Ministers of Education at Stoke Rochford Hall Conference Centre, Lincolnshire, United Kingdom.

September 1st, 2004

## Staff News

### Welcome to our new staff!

#### Dr Jyotsna Jha

Jyotsna joined the Commonwealth Secretariat on 1st September 2005 as Advisor in Education and Gender. She worked for both government and non-government organizations, and for national and international agencies, for the past several years in India, and has conducted research and evaluation studies relating to various aspects of education policy, programming and financing. She has also worked closely with teachers and administrators. A number of recent works focus on gender issues and girls' education. Jyotsna is the co-author of a recently published book, 'Elementary Education for the Poorest and Other Deprived Groups' by Manohar Publications.

#### Alex Wright

Alex joined the Education Section in July 2005 as a temporary Programme Officer who will be leading all aspects of the preparations towards 16CEM in South Africa, December 2006. Prior to joining the Secretariat, Alex was at DfID in the Director's Office for the Europe Middle East and America's Division as Corporate Manager. He has worked in the NGO sector on education in South Asia, and has field experience from India, where he worked on various education programme activities, and Malawi, where he worked as a teacher in a secondary school.

#### Fatimah Kelleher

Fatimah joined the Commonwealth Secretariat in August 2005 as a temporary Programme Officer in the Education Section. She will be mainly responsible for taking forward the Secretariat's Action Area on Universal Primary Education.

Fatimah comes to us from working on education programmes with civil society and Government Ministries in Nigeria, and has experience in the Sudan as a teacher and through working closely with local NGO's amongst the internally displaced. She has also been involved in education provision in the UK since 1997.

#### Veronika Rokobua Naiyaga

Veronika has recently joined the Secretariat on a three month Attachment from Fiji. Although based initially in Education, she will be working across the Secretariat throughout her stay. Veronika is the Chief Planning Officer for the Social Sector in the Prime Minister's Office in Fiji and Secretary to the Prime Minister's Think Tank. Professionally trained as a Teacher, Veronika has also been the Principal of two schools.

## New Publications



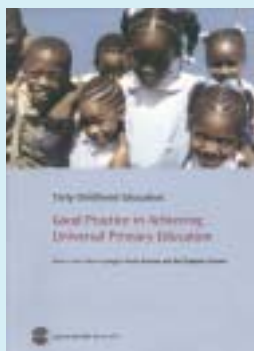
### Resource Materials for Multi-Grade Teaching

#### Working on the Teaching Profession: Better Schools Series

Edited by Dawn Quist

With one hundred and three million children globally out of school, multi-grade teaching offers one way in which governments with limited resources can fulfil their promise of meeting the Millennium Development Goals on universal primary education and gender parity. 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. The modules were developed by Commonwealth educators and tested in Tanzania.

*Co Published with the Association for the Development of Education in Africa*



### Early Childhood Education: Good Practice in Achieving Universal Primary Education

Written and edited by Angela Burke-Ramsay and Roli Degazon-Johnson

Research is showing that early learning interventions are increasingly important in promoting enrolment and achievement at primary level. Many parents and childcare providers have instinctively understood the importance of quality time activities, such as reading to children and singing with them. This publication serves as a handbook for education policy-makers and practitioners in Commonwealth countries towards positive improvements in this sector.

*Compiled from a Caribbean Early Childhood Education Conference presented by the Jamaica Teachers Association, Ocho Rios, Jamaica, April 2004, with the support of the Commonwealth Secretariat*

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