

# Report of the Conference

## Science and Mathematics Education

1. Science is an experimental subject and its learning is of more value to pupils when they are involved in all aspects of the process of scientific investigation - identifying the problems, collecting information, analysing experimental results or observations, and drawing conclusions. For effective learning, pupils should carry out investigations independently or in small groups where each person involved has a good share of the responsibility in what is being done. For this reason, in many member countries an increasing number of science education programmes are currently being devised on the assumption that school science classrooms or laboratories will contain plentiful supplies of suitable equipment and materials for the pupils. Unfortunately, it is becoming increasingly difficult for the goals of school science to be realised in most developing member countries, partly, it is true, because of the shortage of properly trained science teachers, but also because of the non-availability, inadequacy and ineffective utilisation of teaching aids and equipment.

### Low-cost Science Teaching Equipment

2. The high cost of equipment and the heavy dependence of the school systems of many developing member countries on imported equipment continue to engage the attention of the Commonwealth Secretariat. Since the Seventh Commonwealth Education Conference, two successful meetings dealing with low-cost science equipment have been organised, the first for the Africa region (Tanzania, 1977) and the second for the Pacific (Papua New Guinea, 1979). Like their predecessor (Bahamas, 1976) both demonstrated how suitable equipment could be developed hand in hand with school science curricula and revealed member governments' determination to move increasingly towards greater national self-reliance in the procurement of resources while recognising the value of Commonwealth and international co-operation as a vital step in pursuit of that goal.

3. The account of work so far undertaken by the Commonwealth Secretariat on the equipment problem is received with appreciation. Attention is, however, drawn to the fact that Asia has peculiar problems of its own relating to equipment which need to be urgently tackled. *It is recommended, therefore, that the Commonwealth Secretariat should organise a regional seminar-workshop in Asia along similar lines to those held in the Bahamas, Tanzania and Papua New Guinea.* The main emphasis at this meeting should be on the designing of equipment and how it relates to curriculum development.

4. A number of developing member states realise that the best long-term solution to the equipment problem lies in local mass production and are making plans and efforts to become self-reliant in this field. The time is therefore opportune for the Commonwealth Secretariat, in co-operation with other aid agencies where appropriate, to pursue the activities below as a means of following up the regional workshops which have already been held:

(a) *Disseminating information to member governments on courses and facilities in centres in Commonwealth countries and elsewhere which could provide training for managers and technicians of production units and educational personnel concerned with the development and production of equipment.*

(b) *Supporting, when requested, training attachments for managers and middle-level personnel of production units and science education centres.*

(c) *Providing, when requested, assistance - mainly in the form of expertise - to existing national and regional low-cost equipment centres in Commonwealth developing countries.*

(d) *Providing, when requested, assistance - mainly in the form of expertise - to set up national and regional low-cost equipment centres. In this regard the proposal for the establishment of a South Pacific Equipment Centre, as recommended by the regional seminar-workshop held in Papua New Guinea in 1979 and subsequently endorsed by the Pacific regional meeting of the Commonwealth Association of Science and Mathematics Educators held in Australia in March 1980, is welcomed. Accordingly, it is strongly recommended that the Secretariat should immediately consult with member governments in the region and with appropriate regional and international institutions and organisations operating in the area, with a view to establishing a South Pacific Equipment Centre.*

(e) *Identifying and providing when requested, suitable consultants to help run national training courses on laboratory management and the use of equipment, teaching aids and chemicals.*

(f) *Establishing a "bank" or information system of manuals and other resources relating to low-cost, locally produced science equipment. Further, in co-operation with the Commonwealth Association of Science and Mathematics Educators, the Commonwealth Secretariat should publish a comprehensive bibliography which would be regularly updated.*

5. It is noted that in response to needs expressed by member governments the Secretariat has commissioned four studies. One of these resulted in the publication, *Development and Production of School Science Equipment: Some Alternative Approaches*. This book - which has been well received by member governments, and by institutions, organisations and individuals concerned with equipment production - draws attention to some of the similarities and differences in the modes of operation and organisation of selected centres. It focuses on problems and considerations which must be taken into account when local production of equipment is being planned. Another study (which has not been published) was investigative: it aimed at helping to improve science and mathematics teaching in the Bahamas. The remaining two

studies are not yet complete. They deal with the use of locally available resources for chemistry teaching with special reference to Africa, and resources for teaching science with special reference to the Caribbean. In this connection also, *it is recommended that the Secretariat should - preferably in co-operation with other agencies - publish teachers' guides on science equipment and materials which could be adopted or adapted to serve ministries of education and teacher training institutions and organisations in member countries.* Examples of topics that could be dealt with are: (a) safety in tropical school science laboratories; and (b) the storage of chemicals and science teaching equipment in tropical conditions.

#### **Co-operation With Other Organisations**

6. The Education Division receives journals from science and mathematics teachers' organisations in member countries, and also makes available relevant Secretariat publications to them in return. This is noted with approval, and *it is recommended that the present system whereby information is exchanged between the Secretariat and science and mathematics teachers' organisations in member countries should continue.*

7. The Commonwealth Association of Science and Mathematics Educators (CASME) has recently been accorded the status of a Commonwealth Professional Association. Its membership, which is increasing fast, covers a wide number of countries in all regions of the Commonwealth. The valuable role being played by the Association - through the regional workshops it has organised, its quarterly journal, its special award scheme aimed at promoting effective science teaching especially in developing member countries, etc. - is recorded with appreciation. *It is recommended that where possible the Secretariat should involve CASME, particularly in its field projects. Also the Secretariat should provide continued support, including facilities for printing and distributing publications, to the Association to enable it to make optimum use of its resources to assist national and regional science and mathematics teachers' organisations to develop relevant, innovative projects. Further, it is requested that financial assistance should be made available to enable the Association to hold its proposed 1982 Caribbean Workshop.*

8. It is noted with appreciation that the Secretariat, through funds provided by the CFTC, helped to enable the African Mathematical Union to hold its first Inter-African Seminar in Accra in May 1979. *It is recommended that, subject to resources being available, national and regional mathematics and science teachers' organisations should be given assistance to help them develop effective programmes in member countries.*

#### **Life Sciences**

9. Changing circumstances in the world - the depletion of natural resources, conflict between man and man, the environment, population explosion, the pace of scientific and technical development, etc. - call for concern about renewable natural resources including a critical review of the content of science curricula at all levels of the educational system. In this connection *the Secretariat should, if resources are available, investigate ways in which science curricula can reflect future development needs particularly to ensure that life sciences have their proper place in the school curriculum.*

10. The Seventh Commonwealth Education Conference emphasised the need for training and re-training science teachers to fulfil their new roles and responsibilities. This need remains a major concern of member countries. *It is recommended that one way in which the Secretariat could be of service to member countries in this regard is to co-operate, where necessary with other agencies, in designing curricula - including modular units - which draw upon successful examples in member countries. It is further recommended that when such curricula have been produced, the Secretariat should be involved in the training of science teachers to use such curricula effectively.*

#### **Mathematics Teaching Aids and Curricula**

11. Teaching aids are important in generating interest and aiding understanding, especially in basic mathematics. This is noteworthy, particularly at a time when universal primary education is providing educational opportunities not only as in the past for pupils with an academic inclination, but for all pupils no matter what their abilities and vocational interests may be. Therefore, depending on the availability of resources, *the Secretariat should carry out and publish a survey of innovative curricula, including those mathematics curricula, which, while being of value to all pupils, are especially useful in the education of future craftsmen and technicians. Also, the Secretariat should carry out a survey on projects relating to the production of basic low-cost aids for mathematics teaching in member countries. This survey should be followed by Secretariat action to explore possibilities or modalities for assisting other states to benefit from the knowledge and experience gained.*

#### **"Pipe-Line" Scheme for Equipment**

12. As already noted, the Secretariat is encouraging local production of science teaching equipment as a viable alternative to extensive importation. However, sight should not be lost of the fact that, for a long time to come, Commonwealth developing countries will have to continue to import certain items of equipment. There exists a UNESCO Coupons Scheme aimed at assisting developing countries to overcome the foreign exchange problem involved in importation of equipment. However, while the Coupons Scheme has in general been successful, it has financial limitations in that its convertible currency pool is determined by funds that can be made available through UNESCO and the UNDP. A scheme is therefore considered necessary to supplement UNESCO's efforts in Commonwealth countries. The CASME proposal made at its Fourth Biennial Meeting held in Australia in March 1980 "that the Commonwealth Secretariat should explore the feasibility of setting up a 'pipe-line' scheme by which the Secretariat could accept money in the local currency of the member state wishing to purchase the equipment and pay for it in the currency of the country supplying it" is welcomed. *It is recommended that the results of any feasibility study undertaken should be communicated to member states before the Ninth Commonwealth Education Conference.*

## **Health Education**

13. Health education is emerging as an important issue in most Commonwealth countries, and the subject therefore has clear possibilities for Commonwealth co-operation. The Secretariat's initiatives in this field are endorsed. However, it is noted with regret and concern that more needs to be done in schools and by the society at large to provide knowledge and understanding of the conditions under which the healthy growth and development of individuals and the community may be fostered. In drawing the attention of member governments to the special importance attached to health education, *the Conference strongly recommends that the Secretariat, preferably in co-operation with WHO and other agencies, should consider assisting member countries to develop curricula and related materials dealing with the physical fitness of children and adults; the use and mis-use of drugs including alcohol and tobacco; the growth of desirable attitudes to safety in the home, school, work-place and environment; an awareness of population growth; and the place of team and individual sports in healthy growth.* One form of assistance the Secretariat could provide is to organise a joint regional workshop involving appropriate Secretariat divisions and representatives of appropriate government ministries of the countries concerned. Another would be to help the ministries with the publication of resource booklets for teachers and students.

## **Technical and Vocational Education and Training**

14. Many Commonwealth countries have established technical and vocational education and training systems to meet the growing demands of a technological age, and successive Commonwealth Education Conferences have emphasised the importance of this area of national resource development. Against this background it is essential that Commonwealth co-operation in the field of technical and vocational education and training should be geared to meet the most pressing needs of member countries.

15. The Seventh Commonwealth Education Conference identified five main areas of need: liaison between industry and technical education, technical teacher training, technical education achievement testing, industrial experience, and regional co-operation between technical education institutions. These have constituted the major part of the Commonwealth Secretariat's activity in technical and vocational education and training in the period since the Seventh Commonwealth Education Conference. At their meeting in July 1979, Senior Education Officials reiterated the need to maintain momentum in Commonwealth co-operative action in these areas.

### **Regional Co-operation Between Technical Education Institutions**

16. The Conference welcomes the establishment of the Commonwealth Association of Polytechnics in Africa and notes the progress made by this new regional body since its inauguration in December 1979. The concept of regional co-operation between institutions engaged in technical and vocational education and training, as envisaged by the Seventh CEC, is firmly embodied in the Association and the Conference

commends its plans to establish a service for member institutions in the areas of curriculum development, staff development and the dissemination of technical information and resource materials. It is noted that efforts are being made to obtain assistance from international development agencies in order to meet the costs of a full-time chief officer and to establish the infrastructure of the Association.

17. In the light of experience gained in the formation of the Association and the progress made so far - such as the mounting of a regional workshop on in-service training in collaboration with the Commonwealth Secretariat - it is considered that a second regional association of technical institutions should be established. *It is therefore recommended that the Commonwealth Secretariat should take appropriate steps to establish an association similar to the Commonwealth Association of Polytechnics in Africa in other regions after careful consideration of any special regional, national and institutional aspects.*

### **Technical Education and Industry**

18. Note is taken of the second Seminar-Workshop on Technical Education and Industry held at Ibadan, Nigeria, for Commonwealth African countries in 1978. This workshop complemented the work of the Hong Kong seminar in 1976 and proposed a number of recommendations for improving links between technical institutions and industry. The Conference notes and commends Commonwealth initiatives to create mechanisms to accelerate industrialisation in member states, as recommended by the Commonwealth Ministerial Conference on Industry held in Bangalore in 1979 and subsequently approved by Heads of Government in Lusaka. It is noted that these decisions have led to the setting up of an Industrial Development Unit within the Commonwealth Fund for Technical Co-operation. It is further noted that the action to establish the Industrial Training Unit coincided with the report of the Commonwealth Industrial Training and Experience Programme (CITEP) Working Group which met in London 1978 following a recommendation from the Seventh Commonwealth Education Conference. In view of these parallel lines of action, it was necessary to postpone a decision on the most effective way of implementing the CITEP proposals. It is now expected that the Industrial Development Unit will initiate training activity associated with its specific industrial development projects, since training carried out on a planned and systematic basis is an investment no less important than the provision of plant and working capital. Although the scale of these training activities is less than that envisaged by the CITEP Working Group, it is hoped that the concept of CITEP will be realised as and when resources are available. *It is therefore recommended that the Commonwealth Secretariat adopts a phased approach to the implementation of the CITEP proposals.*

19. Some Commonwealth countries have established formal machinery for industrial training in the form of industrial training boards or councils, and others are taking steps to do so. One result of such activity is a planned approach to industrial training through the use of systematic training schemes. At the same time, the design of technical and vocational courses offered by technical institutions often takes account of industrial elements, and there is a growing awareness of the need to obtain a close match between the two systems. One way to improve the interaction between technical education curricula and associated industrial training programmes is to investigate the progress made in Commonwealth countries on this subject and

disseminate the information in the form of manuals setting out technical subject areas and related planned experience. *It is therefore recommended that the Commonwealth Secretariat should investigate the interaction between technical education curricula and associated industrial training programmes by means of a survey in member countries, followed by the publication of appropriate manuals on the subject.*

#### **Technical Examinations**

20. It is noted that a commissioned study on problems encountered in technical examinations has been carried out by the Commonwealth Secretariat in response to a recommendation from the Seventh Commonwealth Education Conference. The study shows that the development of technical examinations in the Commonwealth has followed a number of different patterns. Some countries have national, regional or international examinations; others have a mixture of all three. This situation is likely to remain, since countries tend to choose the system appropriate to their needs.

21. There are two possible ways to assist member countries to overcome problems arising from examinations in technical and vocational subjects. One is to strengthen national and regional examination systems through Commonwealth co-operation in the form of assistance to countries and regions and the dissemination of information between member countries. The other is to influence international examination organisations to provide the most appropriate and favourable service to the Commonwealth. Both approaches require investigation, and it is therefore suggested that a group of technical education experts from Commonwealth countries should meet to make a detailed examination of the subject using the commissioned study as a working paper. *It is therefore recommended that the Commonwealth Secretariat set up a working group to formulate proposals for Commonwealth action to assist member countries to overcome problems encountered in technical and vocational examinations. It is also recommended that, when requested, the Commonwealth Secretariat should provide assistance to member governments for the purpose of strengthening their examination systems.*

#### **Technical Teacher Training**

22. The Seventh Commonwealth Education Conference placed special emphasis on the need to improve the supply and training of technical teachers and suggested that regional workshops should be held to assist member countries in the training of technical teachers. In response to this suggestion a workshop organised jointly by the Commonwealth Secretariat and the Commonwealth Association of Polytechnics in Africa was held at Mombasa, Kenya in 1980. The Conference endorses the recommendations of the workshop and draws attention to the need to foster the correct attitude among technical teachers to the development needs of their country. Further, it commends this form of co-operation and suggests that further practical assistance should be given to the Association and similar Commonwealth organisations involved in technical teacher staff development.

23. In order to assist other regions of the Commonwealth to meet technical teacher staff development needs, further workshops on in-service staff development should be held. There is a need to assess

carefully the special needs of member countries in a region during the design stage of the workshop. *It is therefore recommended that the Commonwealth Secretariat should organise further workshops on technical teacher training modelled on the Mombasa workshop, with appropriate modifications to suit regional needs.*

24. It is noted that the Commonwealth has maintained a high degree of co-operation with the Economic Commission for Africa in that organisation's project to establish an African Institute for Higher Technical Training and Research. The Conference warmly applauds the efforts of ECA in this important venture and commends the efforts of both the Commonwealth Secretariat and the Economic Commission for Africa. *It recommends that the Commonwealth Secretariat should continue its association with the African Institute for Higher Technical Training and Research and should offer appropriate assistance whenever possible.*

### **Specialist Conference**

25. Commonwealth Specialist Conferences on various educational topics have been held since 1961. At such Conferences key educational issues are studied in depth and appropriate recommendations are formulated. The last Specialist Conferences on science teaching, on technical education, and on mathematics teaching were held 18, 14 and 12 years ago respectively. Since then new developments have taken place in the approaches to and content of science, mathematics and technical subjects. The Seventh Commonwealth Education Conference recognised that these developments made it expedient to discuss and review curricula and teaching techniques at all levels of the educational system. Later, Senior Education Officials, meeting in 1979, drew attention to the affinity between science, mathematics, and technical education and vocational training, and stressed the advantages to be gained by linking science and technology subjects in a combined Specialist Conference. *This view is shared by the Conference which therefore recommends that the next Specialist Conference should be designed to review the experience of member countries in devising curricula that draw upon the subject matter of science, mathematics and technical and vocational subjects with a view to enabling the generality of boys and girls to profit from the study of these subjects both for their personal development and as a preparation for the world of work. It further recommends that this Specialist Conference should be preceded by two interrelated meetings of experts who would identify issues in preparation for its work programme.* In making this recommendation the Conference recognises that the affinity between science, mathematics and technical subjects does not blur their separate identities or diminish their individual importance.

### **Non-Formal Education**

26. The Conference affirms its belief that Non-Formal Education (NFE) has an increasingly important contribution to make to the progress and welfare of individuals, communities and nations. It recognises the importance of non-formal education for national development, and requests governments to give due recognition to the role which this form of education can play in their overall development efforts. To be

effective, non-formal education activities should be an integral part of national strategies for development with the aim of improving the conditions of societies. To achieve this objective, *governments should attempt to increase inter- and intra-ministerial co-operation in the field of non-formal education* so as to co-ordinate all non-formal education programmes offered by governmental and non-governmental agencies.

27. In considering non-formal education, the Conference notes the action taken by the Secretariat since the Seventh CEC, and the publication of the report of the Commonwealth Specialist Conference on Non-Formal Education for Development entitled *Mobilizing Human Resources*. It recognises that unlike formal education - which is supported by a tradition of scholarship, research, and experience at every level - NFE lacks the support of systematic analysis, essential planning, and established regimens of methodology and content. Hence the need exists for a fuller comprehension of the concept, potential, and complexities of NFE, and in this context many countries would benefit from the "collective wisdom" of the Commonwealth for guidance and assistance in their programmes. At the regional level member countries should co-operate and exchange views and expertise on various aspects of NFE.

28. The need for Ministries of Education to be adequately staffed and funded for their growing role in NFE is emphasised.

29. Recognising the significant roles performed by other development departments and non-governmental organisations, *the Conference recommends that member governments consider establishing appropriate structures at various levels of administration for co-ordinating more effectively the non-formal education activities of governmental and non-governmental agencies.*

30. In view of the spectrum of activities and target groups that could be covered by NFE, it is agreed that programmes undertaken by the Secretariat should focus on the sections of society identified in New Delhi as requiring urgent attention. These are the un-schooled and under-schooled children of school age, adolescents and youths and adult illiterates in the rural areas, with special attention being given to the problems of women and their participation in development.

31. *It is strongly recommended that the Secretariat undertakes on an urgent basis a series of major initiatives in non-formal education. The establishment of institutional arrangements in furtherance of non-formal education is recommended.* Such arrangements could include the establishment of a Commonwealth Resource Centre for NFE, smaller regional centres, or other options such as a unit within the Commonwealth Secretariat. The implications of each of these in terms of funding requirements and resources should be examined thoroughly prior to initiating action.

#### **Seminar-Workshops and Training Programmes**

32. While regional seminar-workshops may continue to be valuable for certain areas and clientele - especially when designed to influence major policies and create a favourable climate for action - there is in NFE a case for holding sub-regional and national seminar-workshops as a more appropriate and effective strategy. Commonwealth assistance in such programmes would be particularly helpful. *It is therefore*

*recommended that the Commonwealth Secretariat should help and support a series of national and sub-regional seminar-workshops and training programmes for personnel concerned with: (a) the encouragement of adults to be active in support of the education of their children; (b) the needs of out-of-school children; and (c) the education of nomadic communities.*

33. In view of the fact that unequal access to formal education in respect of girls and women is in some countries a major factor retarding development, steps should be taken to avoid a similar situation arising in regard to their participation in NFE. To this end it is necessary to mobilise support for special programmes for women, and to generate the political will for such a new emphasis, backed by informed and educated public opinion. In this area, *a regional workshop on non-formal education for women should be given first priority by the Commonwealth Secretariat, followed by a series of meetings and training programmes at the sub-regional and national levels.*

#### **Dissemination of Information**

34. The Conference recognises the need for the dissemination of information on recent experiments and achievements in the field of NFE, and considers that there are various ways in which this could be achieved. *It recommends that the Commonwealth Secretariat should sponsor a vigorous programme of publications on NFE, some of which could perhaps be published in association with commercial firms. In addition, key Commonwealth documents and handbooks should be distributed free to member governments in sufficient quantity to enable them to be read widely by the staff of those local institutions and organisations that are most concerned with their contents.*

35. The Conference believes that a handbook on case studies of programmes of NFE for women in Commonwealth countries would be extremely useful, and *recommends that one should be produced as a preliminary to holding the regional workshop mentioned in paragraph 33. Research should be commissioned also on ongoing programmes of NFE for out-of-school children in Commonwealth countries with a view to producing a manual on the subject.*

#### **Universities and Non-Formal Education**

36. The Conference recognises that universities and institutions of higher learning have a vital role to play as regards socio-economic development, and notes that they have been active in NFE in a number of countries. Where such involvement is negligible, or non-existent, governments should impress upon the universities the need for their significant involvement in, and support for, NFE. As an additional measure, the good offices of the Association of Commonwealth Universities should be utilised to impress on its membership the vital necessity for their involvement, where feasible, in national programmes of NFE, with special but not exclusive preference being given to research and training.

37. To assist in mobilising the support of universities and other institutions of higher learning, it is considered that a survey and analysis of their current NFE activities should be produced in order

to exchange information and motivate action in this area. *The Conference recommends that the Secretariat should commission research on ongoing activities in NFE in Commonwealth universities with a view to publishing a manual on the subject.*

38. *The Conference recommends that the Secretariat should identify a panel of resource persons who could be called upon, on the basis of practical experience, to contribute to the development of non-formal education in Commonwealth countries.*

## **Higher Education and the Commonwealth Scholarship and Fellowship Plan**

39. In recent years new and significant events have taken place in tertiary education. The most important of these has been the rapid increase in the demand for and provision of higher education in most countries. One of the reasons for this is the growth in the school-going population and the consequent expansion of access into the tertiary sector, particularly to the universities. On the other hand the expansion of higher education provision has created the problem of the educated unemployed in many developed and developing countries.

40. These developments have raised a number of crucial issues for universities and those responsible for higher education. Conscious attempts are being made to make universities relevant to development and to increase the emphasis laid on technical and agricultural education. Rapid technological developments have assisted the expansion of continuing education and distance education, and retraining is now recognised as an urgent necessity. Programmes for the improvement of teaching and learning are now common features in universities.

### **Improvement of Teaching in Universities**

41. The Secretariat programme for the improvement of teaching in universities is to be considered in the light of this background. Since the publication of *Improving University Teaching: a Survey of Programmes in Commonwealth Countries*, new and expanded programmes have been adopted throughout the Commonwealth. *It is recommended therefore that the Secretariat should undertake a second edition of the survey to bring it up to date.*

### **Universities and Development**

42. One of the increasing demands made on higher education institutions today is that they should make a significant contribution to national development. The experience of the past decade has shown that this is best served not by the indiscriminate expansion of educational provision but by making tertiary education more responsive to specific national needs. This could take place in areas such as research and training as well as in meeting the manpower needs for development. The Conference notes the recommendations made by the Specialist Conference on Non-Formal Education held in New Delhi on the subject of the contribution

which universities can make to NFE and the supporting paper prepared by the Secretariat. The important role which universities are called upon to play in promoting NFE, particularly in the areas of research, evaluation, assessment and the training of personnel is recognised.

43. *It is recommended that the Commonwealth Secretariat should convene a meeting of experts/representatives drawn from governments and the universities of the Commonwealth to examine and report on: (a) methods of associating the work of universities more closely with planning and development ministries and their strategies for development, and (b) future structures of higher education in the context of the financial constraints prevailing in developing countries and to make higher education more relevant to future manpower needs.*

#### **Universities and Non-Formal Education**

44. *It is recommended that in order to facilitate exchange of information, training and the movement of specialists and the resolution of common developmental problems, the Commonwealth Secretariat should compile a directory of courses and degree programmes in development studies in higher education institutions and research organisations in Commonwealth countries.*

45. *It is recommended that the experts' meeting referred to in paragraph 43 should also: (a) explore ways and means of implementing the proposals made by the New Delhi Conference on NFE on the contributions which universities can make to non-formal education, and (b) examine the increased involvement of universities in non-formal education through strategies such as regional workshops if funds become available.*

#### **Overseas Students' Fees**

46. In recent years several countries have increased the fees they charge for overseas students, causing a great deal of hardship to students from Commonwealth countries and affecting significantly the manpower needs of those countries which do not have adequate educational facilities of their own. Many of these countries sponsor their students for training in other Commonwealth countries at both undergraduate and postgraduate levels. Another effect of the increases will be to affect the traditional mobility of students which in the past has helped to maintain Commonwealth links and benefit not only the developing countries but developed countries as well.

47. While it is accepted that decisions regarding the level of fees are purely a domestic matter for the countries concerned, recent sharp increases up to the level of the full economic cost of tuition have added a new dimension of the problem and evoked sharp responses from a large number of developing countries. The decision to have overseas students' fees discussed at this Conference was taken as a result of a resolution passed at the Annual General Meeting of the Association of Commonwealth Universities and a decision taken at a meeting of High Commissioners in London later endorsed by the Commonwealth Education Liaison Committee.

48. Since the Conference apprehends that recent increases in fees for

overseas students will cause considerable hardship to those from developing Commonwealth countries and that the development plans of those countries will be adversely affected, *it is recommended that governments should consider setting reasonable levels of fees for students from Commonwealth countries.*

49. *It is also recommended that governments should consider treating the following categories of students as home students for tuition fees purposes: (a) scholars under the Commonwealth Scholarship and Fellowship Plan; (b) students receiving national awards and those receiving awards from recognised international agencies; and (c) an agreed number of other students from Commonwealth developing countries which do not have adequate educational facilities of their own.*

50. However, while seeking relief from the sharp increase in fees being charged by some countries for overseas students, *the Conference recommends that at the same time: (a) governments should seek to strengthen and expand national and regional facilities in higher education (including those at postgraduate levels) in developing countries, and (b) governments in association with the Secretariat should explore ways by which the financial and other needs for these facilities may be met.*

51. In order to strengthen existing links between Commonwealth countries, *it is recommended that the Secretariat should set up as soon as possible a consultative group to examine ways by which student mobility between Commonwealth countries could be fostered and maintained, and liaise with the Association of Commonwealth Universities for this purpose.*

#### **The Commonwealth Scholarship and Fellowship Plan**

52. When the Commonwealth Scholarship and Fellowship Plan was inaugurated at the First Commonwealth Education Conference in Oxford in 1959, one of the main objectives of the founders was that it should be a device to improve and develop the staffing requirements of the new universities that were being established in the colonial and newly independent territories. With this in mind it was agreed that scholarships should be awarded at postgraduate level. It was also agreed that awards should be made on the basis of academic merit and that every participating country should be able to benefit from the scheme.

53. During the next decade the Plan operated without significant change except that the number of awards gradually increased and more countries came to be included. Some of the newly independent countries themselves became awarding countries. A gradual shift also took place in the nominations which, though still based on merit, took into account the increasing emphasis on national development requirements.

54. An evaluative review of the Plan from its inception up to 1970 was submitted to the Sixth Commonwealth Education Conference which agreed that it had been an unparalleled success and that it had established valuable educational links between member countries. The Seventh CEC re-affirmed the value of the Plan and noted the excellent contribution it continued to make to Commonwealth co-operation in higher education and in meeting the special manpower needs of participating countries.

55. Over the last decade, changes have taken place in higher education which need to be reflected in new objectives and methods of operation

of the Plan. One of these is the increase in fees for overseas students from Commonwealth countries in universities in developed countries. Another is that the CSFP is increasingly being used to meet national manpower needs rather than those of universities alone. A third is the increased recognition being given to the value, appropriateness and excellence of the research and research facilities available in universities of the developing countries.

56. A case study of the administration of the CSFP undertaken by the Commonwealth Secretariat on the recommendation of the Senior Officials Meeting in 1979, reveals a number of inadequacies in the Plan which need to be rectified. The issue of overseas fees, too, makes the relation of the Plan to the aid programmes of donor countries a matter of prime importance.

57. Ten years have elapsed since the last review of the CSFP, and these new developments give added urgency to a further review of its objectives, its method of operation and its administration so as to bring it into line with present-day needs. *It is therefore recommended that the Commonwealth Education Liaison Committee (CELC) should appoint a committee to: (a) review the operation of the CSFP for the ten-year period 1971 to 1980; (b) evaluate the extent to which it has achieved its objectives; (c) examine its relationship to other bilateral and multilateral Commonwealth awards schemes so as to maximise the benefits accruing to member states in meeting their development needs; (d) examine the feasibility of setting up an ongoing mechanism for the review of the administration of the CSFP; and (e) make proposals to the Ninth Commonwealth Education Conference.*

58. *It is recommended that Scholarship Agencies should nominate an adequate number of women applicants for awards so that more of them could be selected for the award of scholarships under the Plan.*

59. *It is recommended that the Report of the CSFP should again be published annually and that comments on the Report be included.*

60. *It is recommended that the Secretariat in co-operation with the ACU should publish a further edition of the "Directory of Research Strengths of Universities in the Developing Countries of the Commonwealth".*

## **The Commonwealth Book Development Programme**

61. The main aim of the Commonwealth Book Development Programme in recent years has been to help Commonwealth developing countries to become increasingly self-reliant in the preparation, production and distribution of books. Because the main factor handicapping development is the shortage of skilled personnel, the emphasis of the Programme has been on the provision of training. Commonwealth activity has therefore been concentrated on: (a) the content of syllabuses for training people in various sectors of the book industry; (b) methods of training these people; (c) the provision of consultants in response to requests from member states; (d) study visits; and (e) the provision of information on selected book development topics.

62. As an initial step towards the provision of training, a meeting of Commonwealth experts held in London in 1975 identified those sectors of the book industry in Commonwealth developing countries where training was most urgently required, and prepared syllabuses which could be used in teaching the necessary skills. The report of the meeting has been widely circulated, and it is known that some of the syllabuses have been incorporated in training programmes carried out by member states. It would be useful if information about these and other forms of book development training carried out in individual member states could be sent to the Commonwealth Secretariat so that it can be used in modifying and supplementing the existing syllabuses and be disseminated throughout the Commonwealth.

63. In 1977 the Secretariat itself organised a short, highly practical training course based on some of the syllabuses. It was held in the Caribbean region, with Guyana being the host country. The report of the course, *Training in Book Production: Report of the Caribbean Regional Course*, is prepared in such a way that it can be used as a handbook by anyone wishing to run a similar course. Such courses are required in other parts of the Commonwealth in such sectors of the book industry as editing, designing, illustration, book production and distribution, and publishing management. *It is therefore recommended that the Commonwealth Secretariat should hold further book development courses on a regional basis to meet regional needs.* When participants are being selected to attend these courses, priority should be given to those who will be involved in book development training programmes. After the courses are completed, the details of what they accomplished should be communicated to member states.

64. Because such courses are expensive it is realised that the number that can be fully funded by the Secretariat will be severely restricted. The possibility that governments which send participants to regional courses should pay a proportion of their travel and accommodation expenses might therefore be explored. Another feature of regional courses is that they do not always meet the needs of participating countries to an equal extent, and for this reason more national courses should be held. The Secretariat should provide what assistance it can to such courses in the form of advice and the location and provision of experts. If possible it should also assist neighbouring Commonwealth countries with similar needs to send suitable practitioners to national courses as participant-observers with the expectation that on their return they will organise similar courses. In this way, book development skills can be rapidly transmitted throughout a region and, at the same time, be modified to meet local requirements.

65. *It is recommended that the Secretariat, through the mechanism of the CFTC, should continue to provide experts to assist in carrying out their book programmes.* One way by which experts could make a valuable contribution is in holding short courses to train small groups of people to take the raw material of potentially useful publications and convert it into the finished product. The result would be twofold: new books would be produced to meet national or regional needs, and a pool of talent would be created which could be deployed on the production of other titles. Experts are also needed on a long-term basis, particularly when governments are introducing new curricula which require the support of a wide range of educational materials.

66. The Secretariat, through the mechanism of the CFTC, has been able to provide financial assistance to some book development personnel from

Commonwealth developing countries to attend international seminars and workshops and undertake study visits. *It is recommended that the CFTC should continue to give favourable consideration to requests submitted by member states for such awards.* Priority should be given to those who, on their return, will be involved in book development training.

67. One advantage of regional courses, study visits and attachments is that they enable participants to observe book development techniques in countries other than their own. The most highly developed countries have a particular contribution to offer in this respect, and they are urged to continue to provide bilateral assistance to personnel requiring high-level training in the preparation, production and provision of books. Developing countries on their part are urged not to overlook those bilateral arrangements that are open to them.

68. As has already been noted in connection with the book production syllabuses, a special feature of the Commonwealth Book Development Programme is that it concentrates on basic skills which are widely needed and which people can acquire without having to visit developed countries. A further example is the work being undertaken in association with the Commonwealth Library Association in preparing syllabuses for non-professional library staff. Libraries in Commonwealth developing countries rely heavily on people at sub-professional level to undertake a wide range of administrative and support duties, frequently without direct supervision. Government departments are also making use of people with basic library training in administrative and research positions. In order to identify the skills needed by these people to carry out their jobs effectively, a meeting of Commonwealth library experts was held in Fiji in 1979. The training modules they prepared will shortly be produced in a pilot edition for testing throughout the Commonwealth after which they will be revised for publication. Education Ministries are requested to give sympathetic consideration to requests from libraries and other institutions for financial support for these courses for non-professional library staff. The sums involved will be small; the benefits large and widely spread throughout the community.

69. A further example of a project at the grass-roots level is the *Handbook for Teacher Librarians*, first produced by the Commonwealth Secretariat in a pilot edition and shortly to be made available to member states in a form which will enable them to produce local adaptations if they wish. It is intended to help teacher-librarians with no previous experience to organise their libraries and use them to support the educational work of the schools in which they work. Handbooks of this sort have the advantage over courses of being able for a given cost to be of direct assistance to far larger numbers of people. *The Secretariat is therefore recommended to produce other handbooks on book development topics, working in co-operation with other organisations where appropriate.* One example recommended is a guide to the authors of textbooks and general reading books setting out the principles that need to be borne in mind and the techniques that can be used to select and present material effectively. Another is a handbook or kit describing various techniques of low-cost publishing suitable for use in Commonwealth developing countries where the cost of books is a major factor inhibiting educational, social and cultural development. A third is a guide on organising and running book exhibitions which can help to stimulate interest and promote sales.

70. In response to a request from the Seventh Commonwealth Educational

Conference, the Secretariat has published *Paper Production - Prospects for Commonwealth Developing Countries*. It contains outline descriptions of 46 commercial enterprises in various parts of the world that make paper from non-traditional fibres and the sources from which more detailed information can be obtained if Commonwealth developing countries wish to establish similar plants and reduce their dependence on imported paper. *The Secretariat should endeavour to continue to respond to requests for book development information if received from member states.*

71. Another publication, the *Directory of Commonwealth National Bibliographies* has been produced by the Secretariat as a means of helping the flow of books within the Commonwealth. National bibliographies are often the only source of information about the publishing output of a country. They are therefore of great service to acquisition librarians wishing to fill gaps in their collections and to other potential book buyers. The Directory provides details of all the national bibliographies published by Commonwealth countries, including their contents, their cost, and the address from which they can be obtained. *A second, updated edition should be published in the next triennium. In addition, work should be completed on a companion volume, the Directory of Commonwealth Retrospective Bibliographies.* This is intended to help Commonwealth developing countries to locate sources of bibliographic information on material of archival and historical interest and assist their national libraries to prepare retrospective bibliographies of their own in accordance with internationally accepted procedures. A further Secretariat publication which has proved to be very useful since it first appeared in 1973 is *Copyright in the Developing Countries*. *A third edition should be published in the next triennium.*

72. *In view of the contribution that books and other printed materials make not only to education but to many other aspects of national and cultural development, the Commonwealth Book Development Programme should be regarded as a particularly important area and be given high priority in the Commonwealth Secretariat's work.* Within the Programme, special attention should continue to be given to training, both in the form of courses and of handbooks, and to the provision of information by means of commissioned studies and directories. Care should be taken to ensure that the Programme does not concentrate on any one particular aspect of training at the expense of others because the book industry of any country can succeed only when all its sectors are functioning smoothly together. Care should also be taken to ensure that, as in the past, the Commonwealth Book Development Programme should continue to maintain contact with UNESCO and other appropriate organisations so as to prevent any duplication of effort.

73. In view of the emphasis which the Conference gives to training as stated in paragraph 72, the requests made by previous Commonwealth Education Conferences that the Secretariat should operate a special fund to assist developing member states to obtain materials and equipment for book development purposes should no longer be pursued. Some of the functions of the proposed fund can instead be undertaken by National Book Development Councils. *Where such Councils do not already exist, governments are urged to give serious consideration to the value of establishing them. Where they do exist, governments are urged to give them full support.*

## **Educational Media**

74. In the period that has elapsed since the two linked specialist conferences were held in 1975 to consider materials for learning and teaching (Wellington, New Zealand) and educational broadcasting (Sydney, Australia) the Secretariat's work in connection with educational media has paid particular attention to schools broadcasting, the production of low-cost teaching materials, and correspondence education.

### **Educational Broadcasting**

75. In response to a recommendation from the Seventh Commonwealth Education Conference that the Secretariat should collect and disseminate information on the effectiveness of schools broadcasting, the Education Division has commissioned a study, shortly to be published, which is based on the results of two questionnaires issued through Ministries of Education to schools, broadcasting units and a sample of teachers colleges. The questionnaires reveal that in some member states those who produce school broadcasts and those who use them as part of their teaching programmes would appreciate forms of training to help in improving the effectiveness of schools broadcasting. *It is therefore recommended that the Commonwealth Secretariat, in association with other organisations where appropriate, should produce course outlines suitable for those who produce and those who use educational broadcasts. It should also endeavour to support pilot courses at which the course outlines could be tested before they are distributed throughout the Commonwealth.*

76. Now that the Commonwealth is taking a particular interest in non-formal education, attention should be paid not only to broadcasting for schools but to the support that broadcasts can offer to extension officers who are carrying out NFE projects. As in the case of schools broadcasting, those who produce and those who use the programmes could benefit from training, often by means of courses which are attended both by the broadcasters and the extension workers so as to foster better understanding and closer co-operation. Handbooks and other materials suitable for use in such courses are known to exist, and *it is recommended that the Secretariat, in association with other organisations where appropriate, should endeavour to provide member states with information on how to improve the effectiveness of educational broadcasting.*

77. In response to a recommendation of the Educational Broadcasting Conference held in Sydney in 1975, the Secretariat carried out a feasibility study on the establishment of an audio-visual programme bank. This was discussed at the Commonwealth Broadcasting Association's Conference in Mauritius in 1978 where, although the principle of programme exchange among Commonwealth countries was recognised, the difficulty of establishing a central bank was accepted. Accordingly an alternative proposal was adopted recommending that a catalogue should be prepared listing those programmes which broadcasting organisations could make available to other countries, either free or for payment. In addition it was proposed that the catalogue should contain a special section on programmes for schools. *Should such a catalogue*

*be proposed, the Conference recommends that the Education Division of the Commonwealth Secretariat should contribute to the preparation of the schools section.*

### **Low-cost Teaching Equipment**

78. In recent years the Secretariat's main emphasis in this field has been on low-cost science equipment. The Secretariat should now endeavour to extend its work to other kinds of low-cost equipment for educational purposes. One possibility would be for the Secretariat, if requests are made by member states to the CFTC, to provide experts to undertake feasibility studies on the establishment of local small-scale industries to manufacture basic equipment required by schools (e.g. chalk and blackboard equipment, world globes and wall maps, instructional materials for literacy and numeracy teaching, and educational playthings). Another would be to identify and provide expertise to advise on the design and manufacture by a technical college or similar institution, of prototype equipment for use in formal and non-formal education (e.g. school furniture, audio-visual equipment, screen printing outfits, tracing tables etc.) Teachers centres are particularly valuable places to which to turn for ideas and information on low-cost teaching equipment. *Accordingly it is recommended that the Secretariat, in association with other organisations as appropriate, should commission a publication on the roles performed by teachers centres in introducing teachers to equipment they can use in the classroom and in assisting them to produce "software" for that equipment and make simple teaching aids from low-cost, locally available materials for their own use.*

79. Many Commonwealth developing countries face the problem of keeping the audio-visual equipment supplied to educational institutions in good working order. Cases exist where a significant proportion of school radio sets are out of action for considerable periods of time. One Commonwealth country is attempting to overcome the problem by means of a mobile repair team; another does so by making use of students during the year in which they participate in the national work-study programme. Other solutions no doubt exist, and *it is recommended that the Secretariat, in association with other organisations as appropriate, should endeavour to disseminate information on ways by which member states are attempting to overcome the problem of maintaining audio-visual equipment in good order.*

### **Correspondence Education**

80. Correspondence education is being used increasingly throughout the Commonwealth. New institutions are springing up to provide a service that conventional educational institutions are unable to supply, and to offer study courses to students who would otherwise be denied the educational opportunities they desire. Some are operated by governments; others by universities which have introduced correspondence courses up to degree level.

81. In order to disseminate information about correspondence education, the Secretariat recently published the third edition of its survey, *Correspondence Institutions in the Commonwealth*, which provides details of courses at more than twice as many university, government and non-profit-making institutions as existed when the previous edition was

published in 1976. It also draws attention to those national councils for the accreditation of correspondence institutions that have been established in Commonwealth countries so as to ensure that high educational and professional standards are maintained by correspondence institutions.

82. As with all services that are in rapidly increasing demand, correspondence education suffers from insufficient numbers of skilled personnel. Training is therefore an urgent need. In order to make a Commonwealth contribution to meeting this need, *it is recommended that the Secretariat should design curricula for training course writers, editors and administrators of correspondence material for use in formal and non-formal education. It should also endeavour to organise pilot courses to test the curricula.*

## **Educational Administration and Supervision**

83. The Commonwealth Secretariat continues to promote the training of personnel in the field of educational administration and supervision. In the three-year period following the Seventh Commonwealth Education Conference a series of regional training courses has been undertaken. The host countries were Kenya in 1977, Fiji in 1978 and Barbados in 1979. Together the courses catered for administrators from 35 countries, and the participants included school principals, district education officers, and inspectors. From subsequent liaison visits, and from information forwarded to the Commonwealth Secretariat, it appears that the courses have made a useful impact in the participant countries. Nevertheless, it is necessary for an evaluation to be built specifically into exercises of this nature in the future.

84. Regional training programmes should complement national training activities, and the training of trainers should remain a central objective of Commonwealth initiatives in this field. It is important that regional activity should stimulate and assist national training developments, although it is recognised that the diversity of educational systems in the Commonwealth is such that programmes must, as a prerequisite, establish clearly defined and common management concerns.

85. The identification of needs must go hand in hand with the preparation of courses which enable participants to return to their home countries with the ability to develop new activities or undertake essential tasks in a more professional manner. This points to the need for Commonwealth training activities to concentrate more closely on specific tasks or groups, for example in curriculum development or in the training of District Education Officers. In this way training packages or units should be tailor-made to the requirements of a country or region.

86. It is noted that the pilot edition of the Commonwealth Secretariat's *Handbook for Educational Supervisors*, which was studied and commented on by participants at the three regional courses, is currently being revised and will shortly be published so as to provide guidelines for those involved in the training of educational administrators. In addition, the Secretariat has collaborated with the Commonwealth Council for Educational Administration in the publication of a third edition of

the *Commonwealth Directory of Qualifications and Courses in Educational Administration*. The published reports of the training courses have, where possible, included examples of the material used on the courses so that they may perform a training function elsewhere in the Commonwealth.

87. In the field of educational administration, it is essential that the Commonwealth Secretariat should avoid duplication of effort in relation to the work of national, regional and other international organisations, and that in the planning and the execution of recommendations the closest possible co-operation with appropriate bodies in the field should be effected.

88. In undertaking any of the proposals that follow, the Commonwealth Secretariat should recognise the diversity of national and regional training requirements and be aware of the clearly defined needs of the institutions, countries or regions in question.

89. *It is recommended that the Secretariat should, in association with bodies such as CCEA, continue to provide information about facilities available for the training of educational administrators from developing countries. It is also recommended that the Commonwealth Secretariat should endeavour to provide national and regional institutions, on request, with consultants in order that their own training programmes may be strengthened, for example in the development of training curricula.*

90. *The Commonwealth Secretariat should explore the possibility that existing institutions with an educational administration training capacity should develop or expand regional training capabilities. Should such institutions, governments, or other agencies seek to establish a regional training centre as part of a host institution, the Secretariat should facilitate discussions for this purpose and be asked to assist if necessary with the provision of expertise for the establishment of this new capability.*

91. *It is recommended that the Commonwealth Secretariat should seek to increase liaison and co-ordination amongst existing training institutions for educational administration through the exchange of information and by attachments. It may be appropriate in some regions for the Commonwealth Secretariat to encourage the development of regional associations.*

92. It is noted that the courses have highlighted the need for training materials to be developed and circulated as widely as possible. *It is recommended that the Commonwealth Secretariat should assist this process by collecting and disseminating information on the availability of training resources, such as books and audio-visual materials, which are currently in use in Commonwealth countries. The sources of these materials should be clearly identified.*

93. *It is recommended that the Secretariat develop a series of guidebooks outlining the approaches to the training of administrators in selected task areas and providing examples of exercises which can be adopted or adapted for national training programmes. There is clear cross reference here to other sectors of the Education Division's work, especially in the areas of teacher education and curriculum development. The draft guidebooks should be prepared by practitioners in consultation with Ministries of Education. They may then be examined and if necessary modified by regional or national workshops, but if the latter*

course is taken administrators from countries within the region should be invited to participate. Such workshops would in themselves offer a valuable training exercise for the regions or countries in which they are held. The guidebooks should then be published by the Commonwealth Secretariat for widespread distribution.

94. *It is recommended that the Secretariat should continue to collaborate with the Commonwealth Council for Educational Administration, in particular in the production of casebooks for educational administrators working in schools and institutions of higher education. It is proposed that the casebooks should examine case study methodology and include case studies from a variety of Commonwealth countries, keeping the needs of the developing countries particularly in mind.*

95. The forms of assistance required by different countries and regions of the Commonwealth vary according to the size of the countries concerned, the type of educational system they have, and the nature of the existing training provision. It is imperative that courses or study visits relate to clear objectives and the particular requirements of specific groups of administrators within the region in question. This necessitates the precise identification of needs in the planning process.

96. Senior Education Officials at their meeting in London in 1979 pointed to the need to promote the study of innovative practices amongst policy makers by means of short intensive regional seminars. *It is recommended, for example, that at these seminars educational planners and policy makers study alternative and complementary approaches to management development, overseas training, in-service programmes, attachments, the employment of consultants, and other methods used for the professional development of educational administrators. The co-ordinated development of managerial training is likely to come from and be sustained by senior officials. Such seminars should facilitate a valuable exchange of national experience and policy which should contribute to the further exchange of management development. Seminars of this type would benefit from inter-divisional co-operation within the Commonwealth Secretariat, especially with the Division of Applied Studies in Government.*

97. *It is recommended that the Education Division should also seek to obtain information from governments willing to offer study attachments for education officials from other member states and match them with the requests that it receives.*

98. From the experience of the three regional training courses held from 1977 to 1979, it is noted that, especially for the smaller member states, courses of 10 to 12 weeks in length may pose difficult manpower problems at home. However, the length of a course must take account of the level and needs of the potential participants. *It is recommended that courses should be held to concentrate upon the work of specific role groups such as school principals or focus upon particular task areas. Courses should be carefully evaluated and, wherever possible, participants should on their return home undertake projects designed during the course. This type of procedure requires preparatory agreement and planning with member countries and, if appropriate, with the host institutions as well. The Commonwealth Secretariat should consider offering programmes of this type on a national as well as a regional basis.*

99. In regard to funding and assistance for national courses, endorsement

is given to the recommendation of the Seventh Commonwealth Education Conference that governments should consider making provision in their normal budgets for training personnel in educational administration and supervision and that the Commonwealth Secretariat should consider the provision of consultants to help run these courses. Also, the Commonwealth Secretariat should, on request, assist with the identification of consultants for national training programmes and provide information on potential attachments and training opportunities.

100. Many educational administrators work in relative isolation. It is therefore recommended that the Commonwealth Secretariat should seek to foster links among national associations on a regional and pan-Commonwealth basis, a process that can be assisted through liaison visits and the dissemination of information.

## **Curriculum and Examinations**

101. For the past three years curriculum development has not been an area of priority in the work of the Commonwealth Secretariat although curriculum and examination matters have been undertaken in connection with programmes of in-service teacher education, the production of low-cost science teaching materials, technical education, book development, and teaching about the Commonwealth.

102. In response to a recommendation of the Seventh CEC, a survey of recent curriculum reforms in secondary schools in Commonwealth countries will shortly be published. Besides describing a great variety of specific reforms and programmes, the survey proposes areas in which Commonwealth co-operation may be appropriate. It points to the fact that curriculum development should be a team effort, thereby requiring orientation and training for a number of categories of personnel.

103. The Commonwealth Secretariat should promote an interest in curriculum development in a more vigorous way, allowing personnel from different sectors of the educational system to appreciate and develop their interlocking roles in the curriculum development process.

104. Recognising that countries are at different stages in curriculum development and training, it is recommended that a survey be undertaken to identify the major concerns of member states in the field of curriculum development and implementation.

105. In most Commonwealth developing countries there is a need to localise curriculum development expertise. It is recommended that the Commonwealth Secretariat on request should continue to assist the training of curriculum developers, and that - where appropriate - consultants should be provided for curriculum development projects.

106. It is recommended that particular attention be paid to the provision of training opportunities in the form of courses or attachments for administrators responsible for curriculum implementation. In different Commonwealth countries the needs and the groups that are identified for training will vary. This proposal should be closely associated with the recommendations on the training of educational administrators.

107. Many countries are conscious of their inability to move away from the academic model of secondary education. *It is therefore recommended that a survey, or case studies, be undertaken on alternative curricula to the traditional inherited secondary curriculum.*

108. Because curriculum innovation often fails to take note of the needs of the community, and in particular of the employer of the school leaver, *it is recommended that the Commonwealth Secretariat should undertake a study to identify the ways by which the specific needs of employers and others in the community can be best incorporated in curriculum development.*

### **Examinations**

109. As with curriculum development, the subject of examinations has received low priority since the Accra Conference. However, it is noted that the Commonwealth Secretariat has provided funds to enable personnel from regional examination councils to visit other regions. The Commonwealth Secretariat has also supported the extension of the International Baccalaureate Examination to Commonwealth countries as a means of facilitating the mobility of students in fostering international co-operation. In addition, a special study on technical examinations has been undertaken.

110. It is proposed that the Secretariat make reference to the recommendations of the Commonwealth Seminar on Public Examinations held in Accra in 1973. *It is recommended that two studies be undertaken: the first to consider the constraints which the examination system may place on curriculum development in Commonwealth countries, and the second to examine how public attitudes in regard to the sanctity of examinations may be changed.*

111. Many Commonwealth countries are dependent upon overseas examination boards, which may not always be responsive to the specific objectives of developing countries. *It is recommended that the Secretariat undertake a commissioned study on the extent to which developing member countries are dependent on overseas examining boards and the ways in which member countries and the examining boards can work closely together to meet national needs.*

112. Conscious of the problem of developing a national examination capacity, *the Commonwealth Secretariat should give regard to requests for the training of decision makers in the examination field. It is further recommended that governments should encourage training in evaluation and not just in the technical aspects of establishing examinations.*

113. The problems of examination equivalence, and the recognition of new examinations inside and outside a country, are matters which affect many countries, particularly those just starting their own examination capability. *It is recommended that the Commonwealth Secretariat study the problems of examination equivalence and that information on the development of successful international recognition in some member countries be disseminated as widely as possible.*

114. *It is recommended that the Commonwealth Secretariat should disseminate information from those countries which have a national research capacity in evaluation and assessment to member states embarking on the localisation of examination systems.*

## Teacher Education

115. Previous Commonwealth Education Conferences have recognised the key role of teachers in improving education and have sought to highlight issues considered crucial to such improvement. One of the issues repeatedly raised has been the need to give priority to the relevance and effectiveness of the pre-service and in-service training of teachers. Another has been the need to improve teacher morale by encouraging greater participation by teachers in professional matters. A third has been the need to create career structures for teachers, tutors and supervisors so as to allow greater job mobility without prejudice to careers. A fourth has been the need to increase and improve teacher support services.

116. A series of regional workshops conducted by the Commonwealth Secretariat between 1977 and 1979 on in-service teacher education has tackled some of these issues; first by gathering information through country reports on policies and practice in in-service teacher education in member countries, and then by examining the kinds of problem that contribute to the reduced effectiveness of some teachers. The Caribbean workshop, for example, sought to assist member countries by setting in-service teacher education squarely within a total strategy for teacher education. The Asia workshop tried to give assistance by examining ways in which teachers can be prepared for the new roles being thrust upon them as a result of new ideas concerning schooling and community involvement in education. The African workshop, by investigating realistic alternatives to conventional methods of training teachers, provided an answer to the urgent need of many countries to produce large numbers of teachers in the shortest possible time. The Conference therefore notes with approval that in order to draw together the information gathered at these workshops and highlight the issues that remain to be solved, the Commonwealth Secretariat is currently commissioning a publication entitled *In-Service Teacher Education in the Commonwealth*.

117. A continuing need in teacher education revealed by the regional workshops that have been organised by the Commonwealth Secretariat is for strengthening teacher support services. A considerable number of countries are able to provide only limited support for their teachers and, as a result, teachers often work in relative isolation very much on a self-help basis. As a result, to take one common example, schools broadcasts may be underutilised, not because they are of no value but because few teachers have been trained in how to make good use of them. *In view of the headway being made in schools broadcasting and in community development involving teachers in the use of educational media, it is recommended that teachers be given both pre-service and in-service training in the effective utilisation of media for education.*

118. Similar needs exist for assistance with the development and efficient management of such support services as repair and maintenance units for audio-visual equipment, school libraries, and teachers' centres. *Therefore, it is recommended that the Commonwealth Secretariat should organise regional workshops on teacher support services for those who have - or are soon to have - responsibility for managing them.*

119. Developments of considerable interest have been taking place in recent years in Commonwealth countries in the field of teacher education. For example, the National Teachers Institute in Nigeria has developed a training strategy which enables teachers to learn on the job by means of individualised study materials sent by post. This enables them to learn while they learn. India's Centre for Educational Technology has devised training programmes for teachers using radio so as to enable courses to be conducted for more than 10,000 teachers at one time. Sandwich courses and other methods of training teachers are also used in training institutions throughout the Commonwealth. Therefore, *it is recommended that the Commonwealth Secretariat, in consultation with the governments concerned, should survey and analyse the strategies and recent achievements in the pre-service training of teachers, with special but not exclusive reference to the developing countries of the Commonwealth, and make this information available in a succinct format to member countries.*

120. An area of need identified frequently in the in-service teacher education workshops organised by the Commonwealth Secretariat is for some kind of in-service training to be made available for tutors who have been posted to teachers' colleges straight from university or with only limited teaching experience. Such tutors could benefit from guidance in such matters as lecturing techniques, small group teaching, individualised study methods and micro-teaching. However, in order to avoid engaging in a publishing programme beyond its available resources, *it is recommended that the Commonwealth Secretariat should conduct a study of the needs of teacher educators in countries of the Commonwealth and consider producing a limited number of multi-media self-study modules to meet those needs.*

121. As more and more countries move towards UPE, the range of ability of pupils becomes wider. Teachers trained before such developments took place find themselves increasingly ill-equipped in such essential skills as diagnostic testing and remedial teaching. Likewise, teachers whose training pre-dates the coming of educational technology are frequently apprehensive about making use of it. Consequently there is a need to devise methods of giving help to teachers in such areas. As a contribution to the solution of these problems *it is recommended that the Commonwealth Secretariat should commission a number of case studies of in-service teacher education programmes dealing with specific problems - such as diagnostic testing, remedial teaching and maintenance of audio-visual equipment - that would be helpful to member countries.*

## **Universal Primary Education**

122. Costing is an issue which affects all levels of education. The two main factors that have to be taken into account are the annual budgetary allocation for education and the allocation between the various levels. Thus, in distributing the sum allocated to education, some countries may decide to give priority to primary education; others to university education. Frequently certain patterns and traditions in budgeting for education at different levels persist over a time. However, costing of education depends on the objectives and the priorities of education as perceived by different governments.

123. Universal primary education has been conceived by most member countries as an objective of prime importance, and minimising costs in primary education is one way of achieving it. However, if costs in primary education are minimised, the money thus saved may not be spent on primary education at all; instead, it may be allocated to other sectors of education or to other areas of national development. In such circumstances, the savings achieved do not benefit the quantity or quality of primary education. For this reason, when efforts are being made to minimise the costs of primary education, they should be directed at those areas where quality and output are not affected. Cost effectiveness should therefore be studied, and *it is recommended that the Commonwealth Secretariat should commission a study of ways of minimising the cost of universal primary schooling without loss of efficiency.* This study would contain information on such matters as low-cost instructional materials and buildings, and the maximisation of existing school and community resources.

### **Basic Education**

124. Providing universal primary education for populations increasing at a rate of two to three per cent per year, where 25 to 30 per cent of the national budget may already be absorbed in providing schooling for an enrolment of only 50 per cent, is a daunting prospect for those countries that face this problem. It has stimulated a pressing search for alternatives to the conventional system and a fundamental reappraisal of educational aims.

125. In rural areas particularly, children without schooling are not necessarily the ones who present problems in the community. An illiterate boy looking after a herd of cattle may be in charge of a greater capital investment than the daily turn-over of a local bank; yet he is fully integrated with the community. On the other hand, a child who has had limited conventional schooling may well be a problem. His education may have created barriers between him and the traditions and culture of his community. Moreover, the curriculum he has followed may have given him unrealistic expectations of future prospects of employment.

126. The double concern of inappropriate curricula and escalating costs has led governments and UNESCO to a consideration of "basic education" as a means of resolving the problem. By concentrating attention on vocational skills, functional literacy and numeracy, and training for healthy and happy living, basic education seeks to meet at reasonable cost the minimum learning needs of all. *In order to assist those member states that are interested in modifying primary curricula so as to get maximum benefit from limited resources, the Commonwealth Secretariat should commission a study of successful practice in member countries in respect of basic education and forms of community schooling in order to identify the factors which make for success and the best ways of making such education available.*

## **Teaching and Learning about the Commonwealth**

127. As a result of the initiative taken by the Seventh Commonwealth Education Conference, Commonwealth Heads of Government at their meeting in London in June 1977 endorsed the need for greater efforts to increase information, understanding and appreciation of the Commonwealth and the activities being undertaken within its framework. They also expressed the hope that member governments would encourage teaching about the Commonwealth in schools, colleges, and adult education programmes. Accordingly, in the last triennium the Education Division added teaching about the Commonwealth to the list of functions with which it deals.

### **Objectives**

128. In order to serve as a basis for programmes of teaching and learning about the Commonwealth undertaken by member states and by the Secretariat, it is necessary to define the objectives of such programmes. The following objectives are therefore proposed:

- (a) Acquisition of knowledge of facts, events, concepts, chronology and personalities etc. related to the study of the Commonwealth.
- (b) Developing thinking processes about the Commonwealth, components of which are analysis, interpretation, comparison, weighing of evidence, forming hypotheses, distinguishing, drawing inferences and generalisations, judging and evaluating.
- (c) Appreciation of the Commonwealth and the development of positive attitudes such as co-operation, respect for one's culture and the culture of others, and respect for all individuals irrespective of race, nationality and language.
- (d) Development of certain practical skills arising from programmes of learning about the Commonwealth.

### **Source Book and Handbook for Teaching about the Commonwealth**

129. Proposals for these two publications have been considered by the Conference and there is general agreement that a source book of material suitable for teaching about the Commonwealth would be in keeping with the overall objectives of the programme and should be developed along with the handbook which could serve as a manual for the use of the source materials. *It is recommended, therefore, that the Commonwealth Secretariat should commission both a resource book and a handbook for teacher-educators to assist member countries to design and formulate their own programmes and curricula for teaching and learning about the Commonwealth.* This handbook should take the form of a guide to the use of the source materials. The source book and the handbook could be used by other education agencies such as those involved in non-formal education to develop their own curricula.

### **Commonwealth Day and the Commonwealth Posters**

130. In order to publicise Commonwealth Day the Secretariat has supplied member states with copies of a poster specially designed each year by Canada. In 1978, 20,000 were distributed; in 1979, 55,000; and in 1980, 120,000. Member states are invited to submit designs for future years, possibly in the form of an educational wall chart rather than a poster. On the reverse side of the 1979, 1980 and 1981 posters there is a Commonwealth map updated from year to year, intended for teaching purposes. *It is recommended that the Commonwealth Secretariat should continue the publication of the Commonwealth Day poster and map, and that its distribution should be increased subject to the availability of funds.* In the selection of the designs and the accompanying texts, the Secretariat should ensure that they give expression on the total concept of a living Commonwealth, and care should be taken to respect the sensitivities of member nations. Governments are urged to reply without delay on the Secretariat's letter sent out each year to learn what numbers they require. They are also urged to ensure that the posters sent to them are distributed to schools, colleges, and institutions dealing with non-formal education such as community centres. It is suggested that preference should be given to distribution among schools.

131. It is noted with satisfaction that the practice of celebrating Commonwealth Day in schools is spreading in Commonwealth countries. Ministries of Education are urged to encourage the observance of Commonwealth Day and to send information on Commonwealth Day activities in schools to the Commonwealth Secretariat so that they can be passed on to member states in search of new ideas.

### **Twinning of Schools in Commonwealth Countries**

132. Among the recommendations of the Workshop on Teaching about the Commonwealth conducted by the African Social Studies Programme (ASSP) that relating to twinning schools is specially relevant to the achievement of the objectives of the programme. *It is therefore recommended that Ministries of Education encourage and assist schools (and, through them, individual students) to twin with their counterparts in other Commonwealth countries so that by correspondence with each other, by exchanging materials, and by other means, they can build close and continuing relationships.*

### **Multi-Lateral Teacher Exchange Scheme**

133. In response to a remit from the Seventh Commonwealth Education Conference, a background paper on the feasibility of a multi-lateral teacher exchange scheme has been prepared for consideration by the present Conference. It is noted that although the proposed scheme would strengthen links between Commonwealth countries and serve as a means of disseminating information about them, its funding would pose considerable problems. *It is therefore recommended that in view of the logistical and financial problems involved, the Commonwealth Secretariat should limit its contribution to offering assistance to the extension of existing bi-lateral schemes.*

### **Examination Topics on the Commonwealth**

134. At the Seventh Commonwealth Education Conference, the Secretariat was asked to prepare a report on Commonwealth topics in examinations set in Britain which could serve as a basis for similar studies elsewhere. Accordingly, a background paper on the subject was prepared for the ASSP workshop in Nairobi in 1978. It surveyed both the syllabuses (particularly those in History and Geography) on which the O-level papers of the various examining boards are based, and the question papers set in 1977. The Nairobi workshop recommended that in framing questions on the Commonwealth, examining boards in Commonwealth countries should include issues that have arisen since the formation of the modern Commonwealth. This paper has been distributed to Ministries of Education and to a number of regional examination boards in the Commonwealth. *It is recommended that member states that deem it desirable should, through Ministries of Education or examining bodies, take suitable action to include Commonwealth topics dealing with co-operation and conflict, similarities and differences and new relationships aimed at improving the quality of life of the peoples of the Commonwealth particularly in O-level History and Geography examination papers.*

### **Commonwealth Literature Exhibitions**

135. Following the recommendation of the Seventh Commonwealth Education Conference that the Commonwealth Secretariat should spread information about Commonwealth literature throughout the Commonwealth, a small committee composed of experts on the subject and some CELC members met and proposed a number of practical measures. The most important of these was that member states should hold exhibitions of about 150 Commonwealth novels and books of short stories, poetry and plays. A list of recommended titles issued jointly by the Commonwealth Secretariat and the Working Party on Library Holdings of Commonwealth Literature (c/o the Commonwealth Institute) has since been published. Member states are invited to hold exhibitions of books, written by Commonwealth authors, supplementing the basic titles with others of their choice. In addition to any assistance that may be available from the Commonwealth Secretariat in connection with such exhibitions, assistance may be sought from appropriate non-governmental organisations.

### **Commonwealth Bibliographies**

136. The Seventh Commonwealth Education Conference also recommended that the Secretariat should give some support to Commonwealth bibliographies. This has been done by commissioning a study of retrospective bibliographies as a companion volume to *Commonwealth National Bibliographies* which the Secretariat published in 1977; by beginning to advertise the national bibliographies of Commonwealth developing countries in selected professional journals; and by providing a small subsidy to the bibliographic numbers of the "Journal of Commonwealth Literature". *It is recommended that the Commonwealth Secretariat should continue to give modest support to the compilation of bibliographies of Commonwealth literature, taking care to avoid duplication of similar efforts by other organisations.*

## **Co-operation with other Organisations**

137. It is noted that a number of organisations exist whose specific purpose is the dissemination of information about the people and cultures of Commonwealth countries. The contribution they can make towards the programme for teaching about the Commonwealth is considerable. Accordingly, it is recommended that in the development of the programme for teaching and learning about the Commonwealth, the Commonwealth Secretariat should work in close co-operation with organisations which are concerned with fostering and promoting Commonwealth education, arts and culture.

## **Special Education**

138. The special educational needs of children and adults who suffer from physical or mental disablement is a subject of deep concern to education authorities in all Commonwealth countries. Previous Commonwealth Education Conferences have recognised these special needs, and in the early 1970s the Commonwealth Secretariat carried out a number of surveys leading to the publication of material on special education. Since that time there has been very little Secretariat activity in this sector of education because the resources of the Education Division have been fully committed to other work. Because of this, and in recognition of UNESCO's intention to declare 1981 as "The Year of the Disabled", Senior Education Officials at their meeting in 1979 agreed that special education should be considered by the Eighth CEC. The Conference welcomes the possibility of a renewal of Secretariat activity in this important area of education.

139. The terminology used to describe the special character of education for children and adults who suffer from disablement is far from definite. Terms in common use are "special education", "education for the handicapped" and, in some cases, the description of a particular form of disablement. The use of the term "special" clearly indicates that this is an area of work outside the scope of normal education, and the Conference recognises that this description is generally more acceptable than the use of the word "handicapped". However, there is a need to find an internationally recognised title for those educational processes specific to children and adults who suffer from disablement, and it is hoped that the designation of 1981 as "The Year of the Disabled" will generate world-wide interest in their education and possibly lead to conclusions on terminology.

## **Low-Cost Equipment**

140. One of the greatest difficulties facing teachers and administrators in special education is the high initial cost of teaching aids and the subsequent expense of maintenance. Often these difficulties are exacerbated by meagre budget provisions and a dependance on distant suppliers. In order to alleviate some of these difficulties there is a need to provide practical assistance to special education practitioners to enable them to make the best use of resources. One way is to produce a study which will examine possible methods of designing and manufacturing low-cost equipment, with an emphasis on new technology including the use

of inexpensive electronic devices. *It is therefore recommended that the Commonwealth Secretariat should commission a study on low-cost equipment for use in special education. The study should pay special attention to the use of new technology and also to the possible modification of existing equipment.*

141. Many teachers in special education are highly skilled in the use of teaching aids but lack experience and knowledge of their design and manufacture. In order to enable their professional experience to be utilised in the development of low-cost equipment, they should, where possible, be involved in the design and prototype manufacture stage. It therefore seems that the development of such equipment could best be undertaken by teams consisting of special education teachers who are experienced in the use of special education teaching aids and technicians qualified in the design and manufacture of electro-mechanical devices. *It is therefore recommended that the Commonwealth Secretariat should organise regional workshops in which practitioners engaged in special education and technical specialists work together to design and construct prototype equipment for use in special education. The Commonwealth Secretariat should disseminate information on the design and manufacture of such equipment through the publication of reports based on the outputs of the workshops.* One of the working documents for such workshops could be the commissioned study on low-cost equipment.

#### **Special Education Facilities in Ordinary Schools**

142. There is a growing awareness that the seclusion of disabled children and adults in special institutions may have detrimental effects on their total development. A number of countries have established schemes whereby disabled children can be accommodated into ordinary educational institutions. However, two problems may be encountered in implementing such integrated programmes. The first is that teachers of children without disabilities often lack the special skills and understanding possessed by special education teachers. The other is that the physical facilities in most ordinary schools do not cater for the needs of disabled children. *It is therefore recommended that the Commonwealth Secretariat should organise a meeting of experts from Commonwealth countries to: (a) investigate the design of training courses for teachers involved in special education work in schools in order to formulate training schemes; and (b) consider the physical facilities required for students in special education.*

143. Before commencing to undertake action to implement these recommendations, the Secretariat should ensure that in doing so it will not duplicate work being undertaken by UNESCO and other international agencies.

#### **Education of Women and Girls**

144. The Conference emphasises that the education of women and girls deserves the highest priority in national and Commonwealth programmes. *In recognition of this, the Conference recommends that future Commonwealth Education Conferences should give high priority to the subject which should be considered in all sector committees.*

145. Social attitudes are culturally conditioned. Thus it is difficult to eradicate them, and this has special significance for those on whom responsibility rests for educating the young to contribute to the societies in which they live. Implications for action include not only the classroom, but also more importantly the family unit and the community. What is learned at home is reinforced in the classroom. This is at present manifested in most countries in the discrimination between the sexes in the school system in respect of access, opportunities and offerings.

146. In some developing countries there are gross examples of such discriminatory practices. In 1976 it was estimated that 79 per cent of the 712 million girls in the world under 15 years of age were in the developing countries. Very few of them have sufficient access to education or skill training. Thus a recent United Nations report has shown that agricultural training for girls compared with boys is in the ratio of about 7:19 although women make up one-third to one-half of the world's agricultural labour force. But even in countries where educational opportunities are present, there is still a preference for giving education to the boy rather than to the girl if a choice has to be made. No society can afford to justify such discriminatory behaviour, for it deprives the nation of its most valuable resource - the physical and intellectual abilities of the individual. In seeking to meet the problem, it is necessary to recognise that discriminatory practices are expressed unconsciously by those who are unaware of the extent to which sex stereotypes influence thinking and behaviour.

147. By virtue of their traditional role in society, women are well placed to influence the physical and mental well-being of the family and can favourably influence the advancement of national development. At present, however, there is gross under-utilisation of human resources due to restrictive attitudes and conditions. In order for women to acquire the knowledge and skills necessary to participate fully in the development of the community, there is urgent need for vast and persistent programmes of public education for the masses especially in the developing countries. While re-orientation of male attitudes is essential, it is also important to prepare women psychologically and socially for education and change.

148. A further instance of imbalance in educational participation is evidenced in the high rate of wastage through girls dropping out of the school system. In many countries there is a need to motivate the parents. Rather than conduct research into the causal factors for this type of wastage as much of this information is already available a more useful activity would be the interchange of information on strategies that can be adopted to reduce the disparities between the sexes in the utilisation of educational opportunities. *The Commonwealth Secretariat should facilitate the exchange of information in respect of measures which have been adopted successfully by member countries to reduce: (a) sex disparities in participation in education; and (b) the incidence of early leaving or dropping out of school.*

149. While legislation is necessary, and almost all countries have proclaimed the equality of all its citizens, a wide gap may exist between the principles enshrined in a constitution and what happens in practice. A positive social climate is essential for the full participation of girls in the education system. *The Conference recommends that the Commonwealth Secretariat should organise a workshop on the socio-economic implications of sex stereotyping as reflected in education and make recommendations for action.*

150. However, even where there is equal access to education, cultural conditioning restricts subject preferences and location choices of girls and women. Similarly the cultural prejudices of employers limit avenues of employment and vocational training opportunities. For this reason, policy makers and employers should be made aware of the need to expand vocational and technical training and employment opportunities for women. Women themselves should be motivated to utilise available opportunities. In view of the fact that cultural attitudes tend to limit women to traditionally "feminine" areas of vocational and technical employment in many countries, *the Conference recommends that the Commonwealth Secretariat should assist in the organisation of national workshops: (a) to make policy makers and employers aware of the need for increased accessibility to vocational training, technical education, and employment of women; and (b) to motivate and counsel women to enrol in all areas of vocational and technical training. The Conference also recommends member governments to provide more facilities in formal and non-formal vocational and technical education for women, and in particular to include women in all training schemes for national development.*

151. As a measure to counter sex stereotypes, the preparation of non-sexist educational materials for schools is necessary. However, as the Australian and Canadian experience indicates, this is a long and slow process. Further the elimination of sex stereotypes in textbooks and supplementary reading materials by itself is not sufficient. This has to be augmented by a campaign to change the negative attitudes reflected in mass media.

152. As a measure to ensure further participation in Commonwealth awards, *it is recommended that Scholarship Agencies should nominate an adequate number of women applicants for awards so that more of them could be selected on merit for the award of scholarships under the Plan.*

## **Island Developing and other Specially Disadvantaged States**

153. Of the 44 member states of the Commonwealth there are 25 with populations under two million. Nineteen are island states each having fewer than one million people.

154. At the Seventh Education Conference in Ghana, the Seychelles country paper stimulated discussion on the educational problems of small island states. In the three years since that paper was published, the Commonwealth has devoted special attention to island developing and other specially disadvantaged member states. Commonwealth Finance Ministers at their meeting in Barbados in 1977 noted "... the special characteristics of small island economies, particularly their fragile nature, extreme dependence on exports and imports, high dependence on capital inflows, and in some cases the lack of natural resources. They stressed that per capita income was not necessarily a reliable criterion for the quantity and quality of assistance needed by these countries. They urged the international community to adopt a more flexible and realistic approach to the requirements of these countries and special measures to assist them." Since then, this concern has been the subject of special attention at Commonwealth meetings, culminating in the endorsement by Heads of Government in Lusaka in 1979 of a special

programme of action to assist the island developing and other specially disadvantaged member countries.

155. The problems of education in the smallest member countries were examined by Senior Education Officials at their meeting in London in July 1979. At the meeting it was recommended that a study be prepared for the Eighth Commonwealth Education Conference. In response to this remit, the Education Division gathered information from a variety of sources. A questionnaire sent to 34 member states, associated states and dependent territories, established education system profiles, policies and plans for the 1980s. It also obtained reaction to a Secretariat proposal on the potential development role of technical colleges in small states. In addition, advice from individuals and institutions was obtained by members of the Education Division during their liaison visits to 16 of the countries included in the survey.

156. Though the countries have been categorised under one broad head, each is distinctive and unique in its geographical and cultural setting and has its own development problems. Those small states that are compact, densely populated and essentially urban in character do not see their way in the world in the same way as those consisting of scattered archipelagos with predominantly rural populations. Countries with well established educational systems and with a long tradition of formal education for all members of society, follow policies different in tenor, form and level to those of predominantly subsistence societies striving to establish universal primary education. Cultural mores, the resource base, and developmental objectives all contribute to a unique mix from which educational tradition stems and to which educational policy should be addressed.

157. The Commonwealth includes a large number of small states. But it is by no means the only international organisation with a direct concern for their development. The Commonwealth Secretariat should not only increase its contact with the small island developing countries and disadvantaged states through liaison visits and information exchange, but also work in close association with international organisations and countries which have a particular concern in their aid programmes with these issues in order that initiatives already in existence are fully understood.

158. At the same time the Education Division should, along with other functional divisions in the Commonwealth Secretariat, seek to play its part in a co-ordinated approach to the problems of the countries in question. In this way, the views and policies of Ministries other than Education can be taken into account and, where necessary, synthesised.

159. *It is recommended that the first part of the Secretariat's survey which analyses the significance of scale, isolation, and dependence upon the development of education systems should be supplemented and then published by the Commonwealth Secretariat.*

160. *It is recommended that the Secretariat develop its informational base and that of the island developing and other disadvantaged states over the next three years through initiatives that will provide opportunities for the small states of the Commonwealth to meet together to examine the diversity and commonality of educational need. In this way the feasibility and appropriateness of specific projects may be tested, recognising that discussion should not be protracted if proposals put forward by member states require urgent consideration. It is further recommended that any recommendations flowing from the meetings*

*calling for new funding policies by CFTC should be viewed sympathetically by the Commonwealth Secretariat.*

161. It is considered that three meetings should enable all small states of the Commonwealth to have their circumstances and policies for development reviewed in the company of similar such states. The meetings may be regional or they may reflect specific themes. The meetings should be held to examine the problems of effecting and supporting appropriate innovation in the field of technical and vocational education and training, recognising that this will have different connotations in different countries. In identifying the needs and the problems of implementation, attention should be given to the constraints of distance and the possible role of distance learning. Attention too must be given to the difficulties faced by countries without graduate and postgraduate training facilities which have the additional burden of meeting increased fees for their students overseas. Effective arrangements should be sought to meet this problem. A further important and related theme is the role of technical and vocational education and training for manpower development. International co-ordination is essential, and it is recommended that organisations and countries which have a specific concern for these issues should attend the regional meetings.

## **The Collection and Dissemination of Information**

162. As successive Commonwealth Education Conferences have stressed, one of the main tasks of the Education Division is to communicate educational information to member states. The recommendations that follow are concerned with improving the system by which the Division collects information, stores and retrieves it effectively, and disseminates it throughout the Commonwealth.

163. One of the ways by which the Education Division obtains information is from the liaison visits paid to member states by members of staff. These visits have been found to be mutually useful, and their duration might well be extended. *It is therefore recommended that the staff of the Education Division should continue to pay liaison visits to member states and that prior consultation should be undertaken to determine the most suitable time and duration of each visit.* Where possible, visits should be arranged to coincide with regional educational meetings and conferences being organised by member states.

164. In view of the success and usefulness of the Senior Education Officials Meeting held in 1979, *the Education Division should arrange a similar meeting in the period between the Eighth and Ninth Commonwealth Education Conferences.* In order to minimise costs, the meeting should again be held immediately after a major international education conference at which a large number of officials are expected to be present.

165. The country papers prepared for the major conferences arranged by the Education Division also contribute valuable information on educational developments in member states. Even minor meetings, such as regional workshops, for which country papers as such are not prepared, frequently make use of background papers. Though these are of a specialist nature, the material they contain is of interest to far more people than those

who are able to attend the meetings themselves, and the Division therefore incorporates them in its reports and other publications. To develop this multiplier effect a stage further, *it is recommended that the Division should organise some of its future meetings in such a way that they can contribute directly to handbooks, training manuals and other publications designed for use throughout the Commonwealth.* These publications should continue to be supplemented by commissioned studies on the subject areas being undertaken by the Division. The Division's proposal to strengthen its publishing programme by giving additional emphasis to handbooks and similar publications is therefore endorsed.

166. A considerable volume of information reaches the Division in the form of educational books, journals, reports and miscellaneous documents which are retained for reference purposes. Member states are urged to ensure that relevant information on educational matters is sent to the Education Division on a continuing basis so as to enable it to carry out its clearing-house functions effectively. They are also urged to exchange information amongst themselves, taking advantage of the existence of Commonwealth Desk Officers in order to do so.

167. The Secretariat should continue to send a copy of each of its publications to the Permanent Secretary in the Ministry of Education (or Secretary for Education) and the Commonwealth Desk Officer. In addition, it should continue to send the appropriate number of copies to CELC representatives in London for onward distribution to member states. If possible further copies should be made available if requests are received for them from Commonwealth Desk Officers. In order to ensure that the distribution procedure is working satisfactorily, the Education Division should from time to time send lists of newly issued publications to Commonwealth Desk Officers and enquire whether they have been received. On their part, Ministries of Education should ensure that those officers who have been assigned to Commonwealth Desk duties are in regular communication with the Education Division and are drawing the attention of appropriate officials, institutions and organisations to the publications they receive.

168. From 1966 until 1976, the Division published a regular newsletter as part of its clearing-house activities. Then, owing to lack of the staff needed to supervise the collection and retrieval of information and to edit material for publication, the newsletter ceased to be issued. Since then the Division has not been able to inform those who work in education ministries and institutions throughout the Commonwealth about current and proposed programmes of co-operation in education or about developments described in documents received by the Division. *Subject to the availability of resources, the Education Division should endeavour to resume publication of its newsletter, preferably at quarterly intervals, so as to provide Ministries of Education and educational institutions throughout the Commonwealth with much-needed information on educational developments and innovations.*

169. As part of its clearing-house function, the Commonwealth Secretariat seeks to pass on to member countries information thought to be of interest to them. However, very little guidance has been received from member countries as to the particular sectors of education for which such information is desired nor to which departments or institutions such information should be sent. As a first step towards this service *it is recommended that the Commonwealth Secretariat should institute an abstracting service on curriculum development, educational planning and research and teacher education and make this available on a regular basis to those institutions which will benefit from it.*

## **Commonwealth Fund for Technical Co-operation**

170. The valuable contribution which the CFTC continues to make to educational development and to the education and training of the middle- and higher-level manpower required for economic and social development in an increasing number of developing countries, is noted with appreciation. The Fund's activities have, during the last triennium, included: (a) the provision of advisory and operational experts to developing countries; (b) the provision of various types of awards for study and training programmes undertaken in developing countries; (c) the funding of the Academic Exchange Programme; (d) support for training courses, seminars and workshops arranged by the Education Division and other divisions of the Secretariat and other organisations; and (e) support for the preparation and publication of directories.

171. It is noted that the Fund's resources come from voluntary contributions made by Commonwealth governments, and therefore the degree of support for educational activities undertaken by the Secretariat is dependent on the contributions that governments are able to provide to the Fund. Accordingly, *in view of the increasingly important role which the Fund is playing in the development programmes of developing member countries, it is recommended that all member countries should increase their level of support to the Fund so that it can provide more assistance for education and training activities of benefit to developing countries, including the implementation of many of the recommendations of the Eighth Commonwealth Education Conference. It is further recommended that governments should, as far as possible, endeavour to make their contributions promptly.*

172. It is noted with appreciation that the procedures by which governments are able to obtain support for their developmental projects from the CFTC are not as complex as those of some other aid agencies. However, there may be occasions when member governments can benefit from assistance in formulating their proposals. For this reason the Commonwealth Secretariat, when requested to do so, should endeavour to provide them with expert advice in order to help them to formulate project proposals before they are officially submitted to the CFTC. Where educational projects arising out of the recommendations are concerned, member governments may find it useful to inform the Education Division of any requests being made to the CFTC.

### **Southern Africa**

173. It is noted with appreciation that CFTC programmes have been organised for Southern Africa, including the Commonwealth Programme for Namibia. More needs to be done, however, as plans for Namibia's independence continue to receive increasing attention by the international community. Therefore, *it is recommended that the CFTC and other aid agencies should continue to expand their training programmes to prepare Namibians for the post-independence development of their country.*

# Education and the Development of Human Resources

## The Role of First and Second Cycle Institutions

174. During the 1960s the view was widely held that education is a human right, and that if a country provided it for everyone it would lead automatically to economic development because the human resources would have been enhanced. In short, human resources were considered to be the ultimate basis for the wealth of the nation. This view led to a rapid expansion of education which favoured the modern sector in the twofold belief that this sector would spear-head development and that occupational structures and manpower needs in developing countries must be similar to those in developed countries. The traditional sector was consequently neglected.

175. During the 1970s this view came under challenge. It was found that those countries which had followed the theory most vigorously were facing serious unemployment problems amongst their secondary school leavers and higher education graduates. The vast sums of money invested in secondary and tertiary education at the expense of primary education were not achieving development. New strategies therefore began to appear, aimed at widening the base of the educational pyramid. Universal primary education (UPE) became a national aim in many countries resulting in a new wave of educational expenditure. More recently still it has become apparent by those developing countries which have attained UPE that this path does not necessarily lead to development either. Western patterns of education and curricula geared to examinations have not only failed to cure the crisis in education but have aggravated the condition with what has been termed the "diploma disease". Thus the crisis in education to which Philip Coombs drew attention more than ten years ago remains a live issue today.

176. Solutions to the crisis are being sought in every country. In some of them fundamental debates are leading to completely new directions for the system.

177. Because of the dual roles played by education, an inherent conflict exists whenever the subject is discussed. On the one hand, education acts as a formative agent, shaping the character, attitudes and values of the child; on the other it acts as a transmission agent, passing knowledge, experience and skills from one generation to another. Tension can also arise from the way that education is expected both to preserve the cultural heritage - a conservation role - and to bring change and development - an innovative role.

178. Some governments have been at pains to see that the dual roles of education are carefully balanced. Governments also have a duty to ensure that education serves national development aims. However, instituting change requires an element of popular support. Thus, due recognition has to be taken of any potentially adverse reaction of parents, teachers and educational administrators, and even students themselves to change. For example, teachers and educational administrators are part of the system and, as a result, tend to resist change. Parents often oppose change because their aims, attitudes and aspirations for their children are related to the status quo. Yet there is

cause for encouragement in the fact that in some countries parents are beginning to seek some form of technical education for their children in preference to the traditional route to white-collar jobs. Moreover, there are cases where the income of artisans is catching up with, or has already overtaken, that of office workers and teachers, thus creating favourable attitudes towards formerly despised occupations. Another encouraging change of attitude is to be seen in the acceptance by parents in a number of countries of delayed entry to school so that children who leave after six to eight years of primary education are sufficiently mature to be self supporting or employable.

179. A growing problem, not only in countries that are still developing but in those that are highly developed, is that of unemployment. Even in those that claim to have full employment there is often a substantial amount of under-employment. Often education is blamed for this situation with the claim that the curriculum is not relevant to the manpower needs of the nation. Such blame must be accepted where, in fact, the curriculum is irrelevant, but it also needs to be said that full employment is more directly related to the economic well-being of the world than the curriculum followed in any individual country. Employability is better achieved by giving pupils an education which, while equipping them with basic skills, also ensures that they can cope with changing circumstances. A measure of the relevance of an individual's education is the extent to which, after leaving school, he makes use of what he has been taught in making his way through life. It is a reflection on much contemporary education that so many pupils when they leave school make so little use of it and have to learn so much more before they can take up and hold even quite simple jobs.

180. The cost of education, especially if it is for all, is a problem daunting in its magnitude for under-developed countries. It has led to serious consideration being given to the concept of basic education through which functional skills in literacy and numeracy are taught together with those vocational and life skills that are essential for healthy, happy living and good citizenship. Every cost saving that can be made without loss of efficiency in teaching is to be welcomed.

181. But just as it is difficult on economic grounds to justify closing the door of education to any child wanting to learn, so it is undesirable to close the door after that child has been given a fixed number of years of schooling. Lifelong learning and access to some form of educational support, however slight, would seem to be something that everyone needs in a world where change is so rapid that no fixed term of schooling can suffice to last for the whole of an individual's lifetime.

182. The key element of an educational system is the curriculum, for it encapsulates the aims of education as interpreted by those who have designed it. It is for this reason that in the present crisis in education the curriculum is receiving so much attention. The servant of the curriculum is the examination, though some critics complain that this relationship appears to have become reversed. Nevertheless, the purpose of examinations, and of the bodies that organise them either nationally or regionally, is to ensure that the curriculum is taught satisfactorily. Thus examining bodies are to be encouraged so long as they serve this role.

183. An element of education that has sadly been lost in much curriculum development is that of traditional education. The child who lives in the village, helping his parents in the home or on the farm, and who

works with others not in competition but in co-operation, is growing up in the environment of traditional education. He sees and feels the elements of nature and he learns to live in harmony with them. The skills, qualities and values so acquired are worth encouraging but it is doubtful whether the formal system of education as practised today can offer anything so closely in tune with traditional values. Instead, when a child enters the formal education system he is exposed to competition from the very beginning. He no longer sees the co-operation so familiar in the village, and he no longer lives close to nature. He loses appreciation for the environment, and learns instead to exploit it for his own advantage. It is to be hoped that recognition of the extent of the loss will soon be recognised and that the best traditional values will be re-introduced into modern education.

184. One of the most difficult but perhaps most important steps that governments can take to develop human resources through education is to encourage co-operation between the various ministries (such as education, manpower, labour, health and social services) which have a concern for people and the quality of life. Such co-operation is needed partly to avoid duplication and partly because departments cannot function properly in isolation. Indeed, unless co-operation is seen as necessary and is pursued as a deliberate objective, there will be a disjunction between human resources development and utilisation. In today's world, no country can afford this wastage.

185. The effects of the economic crisis on development, including educational development, may be as far reaching for individual countries as those that occur in time of war, and the crisis in education is equally far reaching in its effects. However in all the debate and discussion concerning education, it is important not to lose sight of that central and vital fact that education is about children and their development. No plan or system of education can be considered good that prevents children from developing their potential, and no educational change is desirable that results in a poorer quality of life for the growing child than he would enjoy without it. Even in times of economic difficulty, this must be the test of what is good and bad in education.

#### **The Role of Tertiary Institutions**

186. In the development decade of the 1970s, it was generally accepted that education played a key role in development and that the expansion of higher education would lead automatically to social and economic progress. There was, in addition, a growing social demand for university education which was the gateway to privilege and preferment. Of the various levels of education, it was thought that higher education held the key to development. Both social and economic demand combined inevitably to produce a very rapid expansion of university education. One unexpected result of this was the proliferation of graduates mainly with liberal arts degrees, leading in many countries to the problem of the educated unemployed. Today, graduate unemployment in some areas co-exists with the scarcity of trained personnel in others. Universities in these countries cannot afford to provide education for the sake of education alone, and university education particularly has reached a point where it has to be related to the day-to-day needs of the community. Countries often have to adopt trial and error methods in order to prevent unwanted surpluses of graduates in any particular field becoming so large that they cannot be absorbed.

187. Universities and other higher education institutions should take cognizance of national needs in planning their courses of study. They should also play a more positive role by involving themselves in the tasks of determining manpower needs and improving the utilisation of manpower resources. Ideally, there should be an input-output model so that products of higher education institutions are found employment as soon as they graduate. Governments would like to ensure that the graduates produced by universities match the manpower requirements of their countries. This has implications for university autonomy.

188. Autonomy is an essential feature of university administration based on the British model. Developing countries, however, are often faced with a conflict between the autonomy of the university and the role of the government. Governments have to recognise the needs of the community and adapt education in accordance with those needs. They have also to maximise the use of limited financial resources. Universities, which are traditionally conservative and rigid in their approach to change, may not adequately respond to these demands if left to themselves. As a result, governments of developing countries sometimes insist on universities adapting their courses to national needs and even dictating what the country requires from them. This can make it difficult to maintain academic excellence and standards, and it is therefore necessary to establish and maintain meaningful dialogue between ministries of education and universities on the one hand and the universities and the community on the other.

189. The urgency of the need for this dialogue cannot be over-emphasised in the context of development. Experience in some developing countries shows that universities can and do innovate in response to community needs as identified by governments. Many universities and academics are bound by attitudes and models derived from the élitist and conservative character of the traditional concept of the university with its orientation towards the advancement of a minority. This concept however, has been gradually changing in the face of present-day realities. On the one hand, governments now make demands on universities which force them to be flexible with regard to accepted structures and courses. On the other, the expansion of universities in response to social demand has created its own tensions and problems. Universities have therefore to become more relevant to development and be linked more closely with the work of planning and development ministries. The demand for purely academic degrees has to be rechannelled to technical training and vocational education. Universities have today the additional responsibility of playing a greater role in the planning process of countries so as to know what is required of them. Each country has to evolve its own pattern suited to local needs and requirements.

190. In recent years, universities in developed countries have taken on a new responsibility - that of educating the community. This takes a variety of forms. The scope of a university degree now includes retraining courses to cater for those who have missed the opportunity of a university education and for those who need specific qualifications such as business studies, economics and industrial relations. These usually take the form of intensive short-term courses made available both by universities and by polytechnics. It may well be that the need for these courses is even greater in developing countries, and they should therefore pay more attention to introducing this kind of training and course work instead of relying so heavily on the traditional degree and diploma. Tertiary institutions, universities included, should undertake all forms of training at both degree and diploma levels.

191. Universities, however, should not neglect their proper role of teaching the community which has sometimes suffered due to the rapid expansion of numbers and the extent of the functions they are called upon to perform. It is for this reason that the Commonwealth Secretariat has become involved in the improvement of teaching in universities. Although on the periphery of the Secretariat's responsibilities, the project is academically valuable, and *the Secretariat should therefore undertake a second edition of the "Survey of Programmes for the Improvement of Teaching in Commonwealth Universities"* so as to include new programmes that have been introduced since the last survey.

192. Fundamental research is usually confined to universities and does not always include research that has immediate practical application. It is often considered by governments to be a luxury and does not attract their funds. Applied research, in contrast, is frequently done in research institutions outside universities, has immediate relevance for development, and attracts funds more readily. However, university research is essential as it enriches teaching: the two should normally go hand in hand. Provision should therefore be made to increase the research potential within universities. In today's context, however, such research should wherever possible be relevant to development problems.

193. To maintain research of high quality in universities, it is necessary that adequately qualified personnel should be made available to universities and the training of such personnel should be given high priority. Assistance from bilateral and multilateral agencies should be sought for this purpose. To maintain the quality of university teaching, good teachers are as necessary as good researchers. Some developing countries often face the problem of staff instability particularly where there is a preponderance of expatriate staff or where local staff go abroad in search of greener pastures. Most universities in developing countries still require broad based programmes for staff development.

194. The recent increase of tuition fees in some countries - even to the point of charging the full economic cost - has become a burning issue between developed and developing countries of the Commonwealth. Some countries have been charging differential fees for some time, but the problem has now become acute as it affects a larger number of students from developing countries and is likely to disrupt the developmental plans of these countries and their programmes for human resources development. Developing countries are traditionally dependent on these same sources within the Commonwealth for assistance. However, developed countries are forced sometimes to adopt policies such as the reduction of public expenditure to put their economies in sound order, and these may affect overseas students.

#### **The Role of Non-Formal Education**

195. As has often been pointed out, the term "non-formal education" is unsatisfactory because it appears to give a negative connotation to what in fact consists of very positive activities which meet very real areas of human need. This handicap is best avoided by concentrating attention not on the definition but on approaches which meet a particular need using planning techniques and organisations appropriate to the need in question. It should also be noted that however inadequate the term may be, the significance of the concept lies in creating the

awareness that education is not synonymous with schooling and that many systematic and vital learning activities take place outside the school. Therefore any planning for the development of the individual, the community, and the nation, must take account of the totality of organised education including components other than the formal institutions.

196. Non-formal education has a role to play in the alleviation of human deprivation in two main areas. The first is that of the expansion of basic educational opportunities at all levels in particular to meet the needs of such target groups as un-schooled and under-schooled children, young people without employment and hope, and adult illiterates. The needs of women also deserve special attention. At the same time NFE is a useful instrument in motivating parents to ensure that their children benefit from whatever formal educational opportunities are open to them.

197. Secondly, non-formal education has a major role to play in the provision of basic services. For essential services to reach people in areas such as health, sanitation, agriculture and housing in a meaningful and purposeful way, people must be involved by right in the planning and execution of their development. Where development programmes envisage promotion or expansion of such services, it is vital that NFE programmes reach the target population in order to ensure they understand the significance of the proposed programmes and to prepare them for the changes that will take place in their lives.

198. For many countries the means of providing technical and vocational education and training is of great importance. It is often the case that training opportunities are provided by governmental or non-governmental organisations not always associated with ministries of education. Industrial training boards, multicraft centres and village polytechnics offer courses or apprenticeships designed to increase the potential of the people and increase their opportunity of finding gainful employment.

199. These efforts presuppose the availability of employment opportunities at the end of the training process. Where these do not exist the objective of NFE would appear to be to develop people with sufficient self-assurance to become economically active on their own account rather than being dependent on the provision of paid employment. One example is that of Sri Lanka which is opening "holding units" in temples, schools and community centres to help to create a bridge between formal education and the world of work. Those leaving primary, secondary and even tertiary institutions are being given opportunities to acquire the skills they need to meet the manpower needs of the country (e.g. office management, stenography, typing, carpentry, sewing, and motor mechanics).

200. In any programme of adult education, it is necessary to include a re-training element so that as changes take place in a country's economy - at the national or local level - people can move from sectors where opportunities are dwindling to those where they are increasing.

201. Adult illiteracy is another major concern and yet it is probable that this will take even longer to eradicate than universal basic education will take to achieve. In the foreseeable future, governments are likely to give priority to school programmes, and there will always be insufficient money and personnel to tackle the problems. Adult literacy programmes must be seen in tandem with basic education programmes and not as an alternative. It must be clearly recognised

that any initial success in literacy programmes will be sustained only if the socio-economic environment is conducive to literacy being an accepted part of economic and social life.

202. In many societies there exists what may be termed technical or scientific illiteracy. In the age of the silicon chip it becomes increasingly difficult for the developing countries of the Commonwealth to keep pace with the developed world; the gap widens exponentially. This is founded on a lack of technological awareness, a problem which non-formal education should seek to tackle.

203. Most existing non-formal programmes exist outside the formal educational structure. Ministries of education provide only one part, however important, of the total educational system. Health ministries, agricultural extension services, family planning units and a variety of voluntary organisations working with particular sections of society or in specialised services, all have an important educational role to play. This diversity is inevitable and strength may be drawn from it. Nevertheless in many Commonwealth countries there is considerable scope for collaboration at all levels with government and non-government organisations. In countries with well established planning machinery, co-ordination may find concrete expression, but in many parts of the world ministries of education plough a furrow which is mainly concerned with schooling. Although they may play a supportive role for NFE they are unlikely to be the main agency. It is also unlikely that the ministry of education can itself play the co-ordinating role. Co-ordination can only come from the highest level - from the national planning forum or Cabinet office.

204. Where co-ordination takes place it is essential that it does so not only at the top level but at every level down to the village level. Tanzania offers a good example. Within the policy limits set by the National Parliament, Tanzania has a system of decentralisation at regional, district and ward (local) levels with basic - including budgetary - decisions being made at the ward level and transmitted upwards for approval.

205. To conclude, there is a need for major Commonwealth initiatives in NFE, and the organisation of institutional arrangements is recommended. Such arrangements could include the establishment of a Commonwealth Resource Centre for NFE, smaller regional centres, and other options such as a unit within the Commonwealth Secretariat. The implications for each of these options should be examined thoroughly in terms of resource requirements prior to initiating any further action. Bangladesh intends to establish a centre for non-formal education funded initially by the Government of Bangladesh. This could provide a base for the development of a Commonwealth Centre if such action is considered appropriate. The Secretariat should consider all offers from member countries which are interested in hosting the institution.

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