

APPENDICES

1. Control of the Curriculum of General Secondary Education
2. Recent Curriculum Programmes and Projects
3. Languages Used in Schools
4. Examinations
5. Questionnaire
6. Commonwealth Desk Officers
7. Ministries of Education

Questionnaires were returned by the following Commonwealth countries:

Australia (Western Australia, Victoria - Technical Section), Bangladesh, Barbados, Botswana, Canada (Alberta, Prince Edward Island, Manitoba, Nova Scotia, Quebec and Saskatchewan), Cyprus, Dominica, Fiji, The Gambia, Great Britain (England, Northern Ireland), Grenada, Guyana, India, Jamaica, Malaysia, Malta, Mauritius, New Zealand, Nigeria, Papua New Guinea, St Lucia, Seychelles, Sierra Leone, Singapore, Solomon Islands, Sri Lanka, Swaziland, Tanzania, Tonga, Tuvalu and Western Samoa.

The appendices 1-4 do not necessarily include information on all of the countries to respond to the questionnaire. In some instances information was not available or the question was inappropriate, in others repetition has been avoided especially in the case of provincial or state systems.

CONTROL OF THE CURRICULUM OF GENERAL SECONDARY EDUCATION

CONTROL OF THE CURRICULUM OF GENERAL SECONDARY EDUCATION										
COUNTRY (co)	CONTROLLING AUTHORITIES (c.a.)	RESPONSIBLE AGENCIES						DISTANCE TEACHING (d.t.)		
		NATIONAL AIMS AND GOALS(n.a.g.)	CURRICULUM PLANS (c.p.)	CONTENT (c)	PRODUCTION (p)	DISTRIBUTION (d)	PUBLIC EXAMINATIONS (p.e.)		TEACHER TRAINING CURRICULUM (t.t.c.)	
AUSTRALIA (National Return)	State Depts. of Education or specific statu- tory bodies e.g. Victorian Insti- tute of Secondary Education. In- creasing emphasis on school based curriculum in most States/ Territories.	In so far as national aims are set, the Austro- lian Education Council (State, Territorial and Commonwealth Ministers of Education) and the Conference of Director's General of Education.	No enforceable national curri- culum. Syllabases set by agencies in States and Territories.	No national supervision al- though Education Branch of A.B.C. commissions broadcasts used across the States.	Government and commercial.	Government and commercial.	Requirements vary a little from State to State. Key exam Higher School Certificate. (Year 12)	Universities and Colleges of Advanced Educa- tion.	State Departments of Education.	
WESTERN AUSTRALIA (Sample State Return)	Year 8-10 Lower School Curriculum, State Education Dept. Year 11-12 Upper School Curriculum, Board of Secondary Education.	Reference to Curriculum Deve- lopment Centre Canberra.	Curriculum Branch of State Educa- tion Dept. State Board of Second- ary Education.	Curriculum Branch of State Educa- tion Dept. Audio Visual Dept. Publication's Branch. Board of Secondary Educa- tion.	Curriculum Publi- cations Branch and Audio Visual Branch of State Education Dept.	Curriculum Branch, Publications Branch and Audio Visual Branch of State Education Dept.	1. Tertiary Admittance Exam. Committee inclu- ding representa- tives of govern- ment and non- government schools, Educa- tion Dept., and tertiary institu- tions. 2. Certificates of Secondary Educa- tion-Board of Secondary Educa- tion. 3. Public Certifi- cate.	University of W. Australia. Nedlands College of Advanced Education. W. Australia Institute of Technology. Murdoch Univer- sity.	Lower Secondary as for formal system. Upper secondary-isola- ted Students Matriculation Scheme (ISMS) using standard syllabus for Years 11 and 12.	

BANGLADESH	National Curriculum and Syllabus Committee (N.C.S.C.)	N.C.S.C. and National Commission for Education.	N.C.S.C.	N.C.S.C. Bangladesh School Text Book Board (B.S.T.B.) Radio Bangladesh	Bangladesh Educational Development Bureau (BEEDB) Audio Visual Education Centre (AVEC) B.S.T.B.	B.S.T.B. B.E.E.D.B. A.V.E.C.	Board of Secondary Education Awards Achievement Certificates to students who leave during or after 3 years of lower school.	Academic councils of degree awarding universities.	Not available.
BARBADOS	Ministry of Education and Culture. National Curriculum Development Council.	Ministry of Education and Culture.	Ministry of Education and Culture. National Curriculum Development Council.	Curriculum Division and Audio Visual Aids Dept. of Ministry of Education and Culture.	Curriculum Division and Audio Visual Aids Dept. of Ministry of Education and Culture.	Curriculum Division and Audio Visual Aids Dept. of Ministry of Education and Culture.	Ministry of Education and Culture conducts national exams and those on behalf of international bodies (Cambridge, London etc.) and the regional Caribbean Examinations Council.	Ministry of Education and Culture through Erdiston College and the School of Education, University of the West Indies.	Not available.
BOTSWANA	Ministry of Education.	Parliament.	Ministry of Education-Curriculum Development and Evaluation Department.	Ministry of Education.	Government Printer and Teaching Aids Production Unit. Commercial Publishers.	Ministry of Education.	Junior Certificate, Ministry of Education. Cambridge Overseas Certificate.	University College of Botswana in consultation with Ministry of Education.	As for formal system.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
CANADA (e.g.) SASKATCHEWAN	Department of Education.	Department of Education.	Department of Education Departmental Curriculum Committee.	Department of Education.	Department of Education.	Department of Education.	Department of Education con- ducts Grade XII provincial exams. Accredited teachers may allocate school marks for final standing in Grade XII.	University (Colleges of Education).	Correspondence school of Depart- ment of Education offers courses from formal programme.
CANADA (e.g.) QUEBEC	Department of Curriculum Development, Ministry of Education.	Ministry of Education.	Department of Curriculum Development.	Department of Curriculum Development.	Resource develop- ment and produc- tion units of the Department of Curriculum Development.	Department of Distribution and the resource development and production units of the Department of Curriculum Development.	Teaching Evalua- tion Unit of the Curriculum Development Department of the Ministry of Education.	Universities sub- mit the curricu- lum for Ministry approval.	Available only to adults.

CANADA (e.g.) ALBERTA	Curriculum Policies Board (estab. 1976).	Curriculum Policies Board (16 members: 7 educators and 9 representatives from commerce, industry, politics and parents).	Co-ordinating Committees Responsibility for subject or subjects from Grades 1-12. 8-10 members depending upon courses and amount of developmental work. 50% teachers 50% from universities and department nominations.	Curriculum Policies Board has established a policy for material production and selection. Determined by curriculum committees made up of departmental, school system, teachers association and university representatives.	Proposals originate from many systems. Each proposal is evaluated for curriculum fit and priority by curriculum committee.	Usually co-ordinated by School Books Branch (prescribed resources) but a variety of agencies for recommended and supplementary material.	Departmentally controlled.	Curriculum Policies Board.	Alberta Correspondence School does not differ from provincial curriculum.
CYPRUS	Ministry of Education, Planning Bureau. Ministry of Finance. Council of Ministers. House of Representatives.	Council of Ministers through the Minister of Education and partly, the House of Representatives.	Secondary General Dept. and Secondary Technical Dept. of Ministry of Education.	Ministry of Education (Cyprus) and Ministry of Education and Creeds in Greece for secondary schools recognized by Greece as equivalent.	Mainly statal, some parastatal but very little commercial.	Ministry of Education.	No specific agencies. Some pupils sit for overseas examinations on their own initiative (GCE, City and Guilds etc.)	No controlling authority. No training required prior to appointment. Measure of control exercised by Ministry.	Some secondary education available by radio and TV. No difference in institutional framework.
DOMINICA	Schools have autonomy within limits set by examination syllabus requirements.	Government of Dominica.	Overseas examination boards and subject departments in schools.	Government of Dominica.	Government of Dominica.	Government of Dominica.	Education Division sets common Entrance Examination. Schools autonomous for internal exams. Overseas boards (Cambridge, London Chamber of Commerce) for School Certificate and vocational exams.	University of West Indies for diploma or certificate in education. Local training controlled by Ministry of Education and Health.	No control.

CO.	C.A.	N.A.G.	C.P.	C.	P.	D.	P.C.	T.T.C.	D.T.
FIJI	Ministry of Education.	Ministry of Education.	National Subject Curriculum Committees.	Curriculum Development Unit (C.D.U.) of Ministry of Education.	Trial materials printed by Educational Resources Centre of Ministry of Education. National course material printed commercially for sale to students.	Trial materials distributed by Educational Resource Centre. Commercial materials by Government Supplies Section or private book shops.	1. Class 6 and 8 and Form 4, Ministry of Education. Subject committee of teachers and C.D.U. 2. Form 5 Dept. of Education New Zealand. C.D.U. in association with New Zealand subject panels for South Pacific options. 3. Other Form 5 School Certificate papers New Zealand controlled. 4. Form 6 New Zealand University Entrance. New Zealand English paper in association with University of South Pacific (U.S.P.). 5. Form 7 Ministry of Education panel from C.D.U. USP and subject teachers.	1. Junior Secondary - U.S.P. 2. Teachers colleges for junior secondary teachers. Ministry influence via C.D.U.	Not available.

GAMBIA	Curriculum Development Unit, Ministry of Education. (C.D.U.).	C.D.U.	C.D.U.	Ministry of Education.	Commercial	Schools and Education Dept.	West African Examinations Council.	None.	None.
GREAT BRITAIN (ENGLAND)	Local education authorities and school governing bodies. In practice day to day responsibility lies with heads and teachers. Advice and guidance available from inspectorate and bodies such as the Schools Council.	Not specified by central authority. Current public debate to which government has contributed mainly through inspectorate.	Local education authorities and schools with examining boards and the advice of Schools Council.	Determined by individual authors and publishers.	Commercial. Selection is a matter for schools.	Arrangements made locally by schools and education authorities.	1. 8 GCE Boards for ordinary level and Advanced level Certificate of Education. Boards have close links with universities. Teachers on subject panels. 2. 14 regionally based boards for Certificate of Secondary Education. Independent boards, recognized by Secretary of State for Education. Schools Council exercises co-ordinating role on matters of consistency and advises on policy.	Teacher training institutions in conjunction with validating bodies who award qualifications (universities at the Council for National Academic Awards).	Not employed in secondary education. Educational broadcasting amplifies and enriches normal curricular work.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
GREAT BRITAIN (NORTHERN IRELAND)	Outside statutory responsibility for Religious Instruction schools have responsibility influenced by Area Education Boards, Northern Ireland Examinations Council, Northern Ireland Schools Curriculum Committee, higher educational institutions.	Implicit in the work of the Dept. of Education, Area Boards and Schools working in accordance with Education Act of 1947.	Principally schools on the Examinations Council with the advice of the Inspectorate.	Publishers, British Broadcasting Corporation, Independent Television Companies, Area Boards and commercial companies.	Publishers, British Broadcasting Corporation, Independent Television Companies, Area Boards and commercial companies.	Publishers, British Broadcasting Corporation, Independent Television Companies, Area Boards and commercial companies.	Apart from national organizations (see England) Northern Ireland Schools Examinations Council which has 2 boards: 1. N.I.GCE Board. 2. N.I.CSE Board. Boards broadly representative of educational system.	Faculty of Education of Queen's University, Belfast, 3 colleges of education, New University of Ulster and Ulster Polytechnic. Advisory Council for Supply and Training of Teachers has a voice.	Not applicable.
GRENADA	Ministry of Education through school principals.	Ministry of Education.	School principals.	External examination boards.	Materials Production Unit.	Through Education Officers, Supervisors and teaching staff.	An Examination Officer responsible for administration of examinations set by Cambridge Examinations Syndicate and Caribbean Examinations Council. A National Committee acts as an advisory body.	Not available in Grenada.	Not available.

GUYANA	Ministry of Education, Social Development and Culture.	Curriculum Development Centre (C.D.C.).	C.D.C. Specialist Education Officers. University of Guyana, Faculty of Education. Caribbean Examinations Council.	C.D.C. Broadcasts to Schools Unit. University of Guyana (U.G.), Faculty of Education.	C.D.C. Faculty of Education.	C.D.C. Broadcasts to School Unit. Book Distribution Unit.	Test Development Unit, Ministry of Education is responsible for developing tests and exams at primary and secondary levels e.g. Secondary Schools Entrance Examination (Grade 6) and Secondary proficiency examinations Parts 1 and 2 at the end of the 3rd and 4th years.	Lilian Dewar College of Education. University of Guyana, Certificate, Bachelor and Diploma Programme.	Not applicable.
INDIA	State Governments.	Ministry of Education and Social Welfare advised by Central Advisory Board of Education and by specialist committees.	National Council for Educational Research and Training (N.C.E.R.T.) develops curricula for adoption and adaptation by States. In States plans developed by Secondary Education Boards. For Central Schools, Public Schools and a few Union Territories - plans prepared by Central Board of Secondary Education.	N.C.E.R.T. State Education Departments Secondary Boards Private firms.	N.C.E.R.T. State Education Departments Secondary Boards.	N.C.E.R.T. State Education Departments Secondary Boards.	Central Board of Secondary Education. State Education Department Secondary Boards. N.C.E.R.T. and State C.E.R.T.'s research evaluation and assessment procedures.	Universities to which teacher colleges are affiliated. National Council of Teacher Education (N.C.T.E.) prepares framework for consideration by faculties. N.C.E.R.T. prepares model text books for teacher courses.	Not available.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
JAMAICA	Ministry of Education, Planning Division (General Education and Technical Education Units).	Ministry of Education.	Curriculum committees and subject specialists.	Ministry of Education General Educational Units.	General Education and Technical Education Units. Broadcasting Section. Correspondence Section. Publications Section.	Ministry of Education.	Caribbean Examinations Council. Cambridge General Certificate Examination. International. Secondary School Certificate Evaluation Unit. Jamaica School Certificate Evaluation Unit.	Joint Board of Teacher Education. Representation. Representatives from Teachers' College, Ministry of Education and University of the West Indies.	Limited number of courses at Jamaica School Certificate level through correspondence section of the Ministry.
MALAYSIA	Educational Planning Committee (E.P.C.) and Central Curriculum Committee (C.C.C.) on advice of Ministry of Education Divisions, especially Curriculum Development Centre (C.D.C.)	Educational Planning Committee chaired by Minister of Education (for final approval by Parliament).	Professional divisions of the Ministry especially C.D.C., Schools Division and Technical Vocational Division.	Text books Bureau, C.D.C. Educational Media Services (E.M.S.) with approval of C.C.C.	Dewan Bahasa and Pustaka (a government agency) and commercial institutions with approval of C.C.C.	Printed material by Dewan Bahasa Pustaka and commercial bodies. Broadcast materials by E.M.S. with approval of C.C.C.	1. Lower Certificate of Education - Examinations Syndicate, Ministry of Education. 2. Malaysian Certificate of Education. Exam Syndicate in collaboration with Cambridge Local Examinations Syndicate. 3. Malaysian Vocational Certificate - Exam Syndicate and Technical and Vocational Division of Ministry. 4. Higher School Certificate - University of Malaya Exams Syndicate and Cambridge Overseas Examination Syndicate.	1. Lower Secondary, Teacher Training Division of Ministry and partly, local universities. 2. Upper Secondary, local universities and partly, Teacher Training Division. 3. Pre-university, local universities.	Not available.

MALTA	Education Department. Secondary Education Section.	Minister of Education and Cabinet.	Education Department. Secondary Education Section.	Education Department. Director of Education and Education Officers.	Apart from imported materials, local production by parastatal or commercial companies under supervision by Education Department. Broadcasting section of Telemalta Corporation responsible for radio and TV production assisted by Education Department.	Education Department.	1. Foreign examinations administered by Registrar of Examinations under Department of Education. 2. Local matriculation responsibility of Old University.	Faculty of Education, New University in collaboration with Department officials.	Not available.
MAURITIUS	Ministry of Education and Cultural Affairs. The Mauritius Institute of Education.	Ministry of Education and Cultural Affairs.	Mauritius Institute of Education.	Not available.	Not available.	Not available.	1. Mauritius Institute of Education - Form III. 2. University of Cambridge for School Certificate and Higher School Certificate.	Mauritius Institute of Education.	Mauritius College of the Air. Ministry of Education and Cultural Affairs.
NEW ZEALAND	Development Division, Department of Education. 15 year olds - School Certificate Examination Board (SCEB). 16+. Universities Entrance Board.	Department of Education.	Teacher committees and departmental officers responsible to the Minister of Education.	Resources Development Division.	Resources Development Division.	Development Division.	SCEB for School Certificate. Ministry, University and teacher representation. University Entrance Board: University, Ministry and teacher representation.	Teachers' College Councils - Auckland and Christchurch.	Correspondence school - no different from formal structure.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
NIGERIA	Federal and State Ministries of Education.	1. Minister for Education. 2. National Council for Education. 3. Joint Consultative Council on Education. 4. Federal and State Ministries of Education.	1. Federal and State Ministries of Education. 2. Nigerian Educational Research Council (N.E.R.C.). 3. West African Examination Council (W.A.E.C.). 4. Comparative Education Study and Adaptation Centre, University of Lagos (CESAC).	1. Federal and State Ministries of Education. 2. Nigerian Education Technology Centre (NETC). 3. Schools Units of Nigerian Television Broadcasting Authorities.	1. Federal and State Ministries of Education. 2. NETC. 3. Schools Units of Nigerian Television and Broadcasting Authorities.	1. Federal and State Ministries of Education. 2. NETC. 3. School Units of Nigerian Television and Broadcasting Authorities.	W.A.E.C.	1. Universities for Senior Secondary. 2. For Junior Secondary - Advanced Teachers' Colleges, Universities and Joint Consultative Committee on Education.	Curriculum based on same examinations as schools.
PAPUA NEW GUINEA	Minister of Education, Science and Culture. Immediate control exercised by Curriculum Unit in Provincial Standards Division.	Ministry of Education.	Curriculum Unit.	Provincial Standards Division. National Broadcasting Commission. Educational broadcasts are controlled by a board of which Secretary for Education is Chairman.	Division of Standards. Dependence on commercial texts minimal (except English).	Materials section - Curriculum Unit.	Exams at Grades 6 (Secondary Entrance) 10 and 12 set by officers of Curriculum Unit with assistance from teachers.	University of P.N.G. Secondary teachers receive a degree or a diploma at Goroka Teacher's College.	College of External Studies Grades 7-10. Secretary of Education approves courses and Principal Curriculum Officer is Chairman of College Board of Studies.

ST. LUCIA	Ministry of Education.	Ministry of Education.	Ministry of Education. External bodies like Caribbean Examinations Council.	Ministry of Education.	Ministry of Education.	Ministry of Education.	1. Junior Secondary School Leaving exam. Ministry of Education. Board of Examiners composed of practising teachers. 2. GCE-Cambridge Examinations Certificate. 3. Secondary school certificate - Caribbean Examinations Council.	1. St. Lucia Teachers' College - University of West Indies (Cave Hill Campus, Barbados) and Ministry of Education for lower secondary level... 2. Overseas training responsibility of training authorities	Not applicable.
SEYCHELLES	Division of Research and Pedagogy, Ministry of Education and Information (being re-organized).	Government.	Subject committees through advisers within Division of Research and Pedagogy.	Ministry in conjunction with Division of Research and Pedagogy, subject advisers and Schools Broadcasting Unit.	Ministry of Education and Information with Division of Research and Pedagogy. Teachers' Resource Centre, Ministry of Culture.	Ministry of Education and Information with Division of Research and Pedagogy. Teachers' Resource Centre, Ministry of Culture.	Local control (Ministry) of Year 6 and Year 8 exams. Cambridge syndicate for O and A levels.	Seychelles Teachers' Training College in consultation with subject advisers and Ministry of Education and Information.	Not applicable.
SIERRA LEONE	Ministry of Education in co-operation with Curriculum Revision Unit of the Institute of Education, University of Sierra Leone.	Ministry of Education.	Curriculum Subject Units, Institute of Education.	Ministry of Education.	Ministry of Education.	Ministry of Education.	West African Examinations Council.	Institute of Education - Junior Secondary teachers. University of Sierra Leone - Senior Secondary.	Not available.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
SINGAPORE	Curriculum Development Committee, Ministry of Education (C.D.C.)	C.D.C.	C.D.C. Ministry of Education Subject Advisory Committees.	C.D.C.	C.D.C.	C.D.C.	Ministry and Cambridge Local Examinations Syndicate.	Institute of Education.	Not available.
SOLOMON ISLANDS	Ministry of Education and Training.	National Education Board.	Curriculum Coordinating Committee on the advice of subject panels.	Curriculum coordinating Committee on the advice of subject panels.	Curriculum coordinating Committee, Curriculum Unit.	Curriculum coordinating Committee through Curriculum Unit.	Solomon Islands' School Certificate Examinations Board. S.C. taken at Form 5. Teachers panels work with consultants from University of South Pacific, University of Papua New Guinea and University of New England (Australia).	Overseas training at Universities of Papua New Guinea and South Pacific.	Not available.
SRI LANKA	Ministry of Education.	The Cabinet. Ministry of Education.	The Curriculum Development and Teacher Education Division of the Ministry of Education.	Ministry of Education.	Ministry of Education.	Ministry of Education.	Department of Examinations conducts all public examinations and is the agent for conducting British examinations.	The Curriculum Development and Teacher Education Division of the Ministry of Education.	Not available.

SWAZILAND	Director of Education advised by subject curriculum panels and Secondary Curriculum Unit.	National Education Commission.	Secondary Curriculum Unit for approval by panels and Directors of Education.	Curriculum Unit, subject panels and Director of Education.	Trial and pilot materials produced by Curriculum Unit. Approved materials are produced commercially.	Curriculum Units. Commercial.	Regional Examinations Council and Cambridge Examinations Syndicate.	Higher Education Board.	Follows some examination syllabuses.
TANZANIA	Institute of Education in collaboration with Inspectorate and Secondary Education Departments.	The Party (C.C.M.)	Institute of Education.	Subject Panels, Inspectorate Department and Institute of Education.	Institute of Education.	Tanzania Elimu Supplies. The Institute of Education.	National Examinations Council of Tanzania. Involvement of teachers, lecturers, administrators and individuals.	Institute of Education.	Institute of Adult Education. Distance learning based on doctrine 'Education has no end'. Caters for students of various abilities.

co.	c.a.	n.a.g.	c.p.	c.	p.	d.	p.c.	t.t.c.	d.t.
TONGA	Curriculum Development Unit, Ministry of Education.	National Curriculum Committee; permanent members, Ministry of Education and School Principals.	Subject Curriculum Committee permanent members, Ministry of Education and Curriculum Development Unit.	National Curriculum Committee and Subject Curriculum Committee.	Curriculum Development Unit.	Curriculum Development Unit.	Primary and Secondary Divisions of Ministry of Education.	Special Steering Committee (representation from all agencies offering secondary education).	Not available.
TUVALU	Department of Education.	Department of Education, Ministry of Social Services.	Only one high school in Tuvalu - Department of Education.		policy the responsibility of the		New Zealand School Certificate, Fiji Junior Certificate Examination.	Expatriate teachers.	Not available.
WESTERN SAMOA	Director of Education and Secondary School Education Officers.	Director of Education.	Curriculum organisers of Department of Education Subject committees.	Curriculum and education officers. Subject committees.	Curriculum Production Unit and Schools Broadcasts Unit.	Department of Education.	Department of Education for High School Entrance and Junior High School leaving. New Zealand for School Certificate and University Entrance.	Department of Education and Secondary Teachers College.	Not available.

RECENT CURRICULUM PROGRAMMES AND PROJECTS

Part C of the questionnaire sought information on curriculum projects, pilot studies and initiatives which have been undertaken in the last five years or which are currently in the process of development. From this information examples were selected for inclusion in the main body of the text.

This Appendix lists the projects and programmes for countries which responded to the questionnaire. Each entry refers to the projects described in the text and to projects which are not given detailed consideration in the survey. Wherever possible a brief outline of the project is provided. This list is of necessity selective and should not be read as in any way indicating the totality of curriculum innovation in a country, state or province.

AUSTRALIA

National Level

1. Australian Science Education Project for Junior and Middle Secondary Schools.
2. Social Education Materials Project for Junior and Middle Secondary Schools.
3. Asian Studies Co-ordinating Committee for the development of teaching Asian languages and cultures in Australian schools.
4. The establishment of the National Curriculum Development Centre to undertake co-operative tasks in the development of curriculum and teaching materials.

Information: Curriculum Development Centre, P.O. Box 52, Dickson
A.C.T. 2602, Australia.

State Level, e.g. Western Australia

1. Social Studies Syllabus Development (p.79).
2. Physical Education: Concentration upon the up-grading of the quality of instruction and the facilities available to schools. Appointment of specialist teachers with administrative support. Encouragement for outdoor education; camp areas and camp schools.
3. Foreign Languages: Increase in internal school assessment allows greater variety of language options.
4. Music: Nomination of selected schools as specialist music schools with appropriate instructional support.

5. English: The Martin Report (1979) examines influences in the teaching of English in state schools. .

Information: Director General of Education, Education Department,
Parliament Place, West Perth, 6005, Western Australia.

BANGLADESH

1. Population Education Programme (p. 63).

Information: Ministry of Education, Secretariat
Building, Dacca.

BARBADOS

1. The establishment of the National Curriculum Development Council (p. 5).

Information: Ministry of Education and Culture, Jemmott's Lane,
Bridgetown.

BOTSWANA

1. Science by Investigation (p. 44).
2. Agricultural education (p. 55).
3. Mathematics education (p. 50).

Information: Ministry of Education, Private Bag 005, Gaborone.

CANADA

Alberta

1. The development of a Curriculum Policies Board, Subject Co-ordinating Committees and Subject Ad Hoc Committees. Some of the main programmes for consideration by the Board are: The completion of programme overviews in science, senior high school mathematics, business education, home economics, industrial education and fine arts; a continuing review of the structure and process of curriculum development; the continuing development of a learning resource policy; the review of locally developed courses.

Information: Director, Curriculum Policies Board, c/o Department of Education, Devonian Building 11160 Jasper Avenue, Edmonton, Alberta T5K 0L2.

Manitoba

1. Career Education (p.69)
2. Native Education (p.82)

3. Measurement and evaluation: A measurement and evaluation unit established in 1978 develops, disseminates and interprets for government, general public and all Manitoba educators, indicators or student achievement in the core curriculum areas of reading, writing and mathematics and in additional curriculum areas and provides specialist support to school personnel to improve student evaluation practices.

Information: Department of Education, Room 507, 1181 Portage Avenue, Winnipeg, Manitoba, R3G 0T3.

Nova Scotia

Two pilot projects for 1979-80 are:

1. Multi-cultural studies.
2. A locally initiated project starting in Junior High Schools for superior learners.

Information: Curriculum Development Programme, Department of Education, Box 578, Trade Mart, Nalifax, Nova Scotia.

Prince Edward Island

1. The development of a variety of experimental courses at the provincial level, initiated by the Curriculum Division prior to their inclusion in the list of authorised courses for the province.
2. School or unit projects initiated locally but approved and supported by the Curriculum Division leading to restricted authorisation in a school.

Information: Director, Curriculum Division, Department of Education, Box 2000, Charlottetown, Prince Edward Island, C1A 7N8.

The projects indicated for selected Canadian provinces are a small part of the total and varied curriculum development process.

FIJI

Fiji has an extensive curriculum development process. Fourteen subject areas are currently under active consideration. For example:

1. Modern Studies (p. 58).
2. Physical Science (p. 47).
3. Industrial Arts (p. 63).
4. English: This project involves the development of a course to serve the needs of the rural Fijian child. A team of writers and trial teachers is currently working on materials for Forms Three and Four. The course should be nationally implemented by 1982. The programme necessitates in-service courses for teachers.

Information: Curriculum Development Unit, Ministry of Education, Suva.

GREAT BRITAIN

England and Wales

Curriculum development in Great Britain encompasses a wide variety of concerns. Receiving particular attention at the present time are: The core curriculum, the needs of slow learners, multi-cultural education, links between school and industry.

Information: International Relations Branch, Department of Education and Science, Elizabeth House, 39 York Road, London SE1 7PH.
Schools Council, 160, Great Portland Street, London W1N 6LL.

Northern Ireland

1. Computer assisted Management for Learning (NDPCAL).
2. Schools Cultural Studies Project (Rountree).
3. Religion in Ireland (Northern Ireland Schools' Curriculum Committee Project).
4. Schools Curriculum Project (Malone).

Information: Department of Education for Northern Ireland, Rathgael Hs, Balloo Road, Bangor, Co.Down, BT19 2PR.

GRENADA

1. West Indies Science Innovation Project.
2. Planning for the Development of a Centre for Popular Education.

Information: Ministry of Education, Youth and Social Affairs, Young Street, St. Georges.

GUYANA

1. Remedial Reading Project for the Community High School Programme (p.81).
2. Integrated Science (p.45).

Information: Curriculum Development Centre, Ministry of Education, Social Development and Culture, 21 Brickdam, Georgetown.

INDIA

From the range of curriculum activity underway at the secondary level two science projects are noted here:

1. Learning Science: An integrated science curriculum for middle schools. The project is being undertaken by NCERT. 1976-79 was a period of syllabus development and textbook production. Currently teachers guides, kits and audio-vieo materials are being developed. The course which is piloted in 2000 schools aims to emphasize the relevance of science to rural life and to encourage an understanding of scientific methods of enquiry.
2. Secondary Science for Classes IX and X. This 5 year project is developing materials for physics, chemistry and biology which are trialed in schools and examined at teacher workshops.

Information: For these and other curriculum development projects contact the National Council for Educational Research and Training, New Delhi - 110016.

MALAYSIA

1. New History and Civics Syllabus (p.78).

Information: Curriculum Development Centre, Ministry of Education, Federal House, Kuala Lumpur.

NEW ZEALAND

1. School Certificate Mathematics. Nelson Marlborough Mastery Levels Assessment Scheme (p.51).
2. Form Five Modular Science (p.48).
3. National English Syllabus Committee: Set up and sponsored by the Department of Education, this is a national programme which has been in existence for ten years. The programme has moved through a sequence of discussion, formulation of aims, unit writing, trialing, evaluation and a revision of aims. The objectives include the revision of the English Syllabus for Forms Three to Five, the production of a handbook of teaching suggestions and a revision of the School Certificate prescription. Possible outcomes include the replacement of a prescriptive syllabus by national guidelines, the assessment of student achievement based on all language modes and administered internally, and curriculum development based upon district committees rather than a national committee.

Information: Director, International Education Division, Department of Education, Private Bag, Government Buildings, Wellington.

NIGERIA

1. Technology in Secondary Schools (p. 59).
2. Social Studies (p.77).
3. Science in Secondary Schools: Sponsored by the Federal Ministry and carried out by CESAC at the University of Lagos the main programme took place between 1973 and 1978 but is now being revised and more widely propagated throughout the country. The project aims to develop participatory learning in three science disciplines. This requires more teaching equipment. Teachers complain that this approach involves too much work.

Information: Curriculum and Evaluation Unit, Federal Ministry of Education, Victoria Island, Lagos.

PAPUA NEW GUINEA

1. Secondary Schools Community Education Projects (p.72).

Information: Department of Education, P.S.A.Haus, Private Mail Bag, Post Office, Boroko.

ST LUCIA

1. Home Economics and Craft Teachers' Course in Project Preparation and Management (p.64).

Information: Ministry of Education and Health, Castries.

SEYCHELLES

1. Careers Education: A Ministry of Education and Information project, controlled by the Careers Guidance Officer in the Division of Research and Pedagogy. This small scale project seeks to design and implement an integrated school-work experience programme with students in their final year at a boys secondary school.
2. Educational Reform and Curriculum Design: This large scale project sponsored by UNESCO and the Ministry of Education aims to re-design the educational system and its many parts. 1978-80.

Information: Ministry of Education and Information, La Bastille, P.O.Box 48.

SOLOMON ISLANDS

1. National Secondary Curriculum Project (p. 42).
2. Pacific Islands' Agriculture Curriculum Project: An ADAB sponsored project, to include curriculum development, the production of teachers' guides, the organization of school farms, the training of agricultural teachers and the running of in-service courses. The project is based at the University of New England. Originally for the

Provincial Schools, now extended to National Secondary Schools and the Solomon Islands' School Certificate.

Information: Curriculum Development Unit, Solomon Islands Training College, P.O.Box 1, Honiara.

SRI LANKA

1. Field Work Centres (p.65).

Information: Ministry of Education, Malay Street, Colombo 2.

SWAZILAND

1. Secondary Curriculum Unit (p.39).
2. Schools Agriculture (p.54).

Information: Ministry of Education, P.O.Box 39, Mbabane.

TONGA

1. Curriculum Development Unit. Four main programmes: Social Science, Industrial Arts, Home Economics and Agricultural Science (p.77).

Information: Senior Education Officer (Curriculum), Ministry of Education, P.O.Box 61, Nukua'lofa.

LANGUAGES USED IN SCHOOLS					
Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy	
Australia	English	English	60 elective languages. No compulsory second language policy. Some schools may require students to study some units	Discussion on place of languages of immigrant and ethnic minorities. National policy favours social cohesion with due regard for cultural differences. Full effects of move to multi-cultural education services still being discussed	
Australia (Western Australia)	English	English	French, German, Italian, Indonesian and Japanese optional for grades 8-12. Assessed at Achievement Certificate level; examined at Tertiary Admission Examination. A multi-cultural programme is offered on an extra curricular basis in Croatian, Greek, Macedonian, Polish, Portuguese and Serbian	Except for some private schools the trend of treating foreign language study as optional prevails in Western Australia. There is an extension of language teaching into primary schools with the nearest secondary school acting as a resource centre and a provider of teachers	
Bangladesh	Bangla (Bengali)	Bangla	English at all secondary levels. Arabic, Persian, Pali, Sanskrit and Urdu (optional)		

Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy
Barbados	English	English	French and Spanish to 'O' and 'A' Levels	Greater recognition of the distinction between standard English and local dialect and the fact that each has a place in a child's development. Adoption of Spanish as the official second language
Botswana	Setswana English	English	French optional at Junior Certificate and School Certificate. Setswana at Junior and Senior Certificates	-
Canada (Alberta)	English French	A school board may authorize French as a language of instruction or that any other language be used as a language of instruction in addition to English, in one or more of its schools	Only English is prescribed; all other languages are offered at a Board's discretion	Increased interest in second language learning. Boards setting up language policies to reflect increased commitment
Canada (Prince Edward Island)	English French	English French	-	-
Canada (Manitoba)	English French	English and French. PS Act recognizes other languages for up to 50% of school day	Grades 7-12 German, Ukrainian, Italian, Spanish. Grades 8-12 Latin and Hebrew	Legislation in the past decade makes it possible to teach any language where there is interest as a first language for up to 50% of the school day. Some experimentation is underway using ethnic languages as a language of instruction in primary grades and as a transition measure for students who cannot understand English

Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy
Canada (Nova Scotia)	English	English and French	German, Gaelic, Latin and Spanish at high school level	Increasing use of French in the Arcadian Districts
Canada (Quebec)	French	French English Inuit Amerindian	French, second language English. Second language compulsory for all five years of secondary course. Italian, Portuguese and Greek; language of origin, experimental programmes for all five years. Greek and Latin optional. German, Spanish, Italian and Russian optional for last two years.	Regulations control admission to schools where the language of instruction is English.
Canada (Saskatchewan)	English French	English is the main language of instruction but either language may be used with approval	German, Ukrainian	Change in the School Act (1978) makes provision for a Board to pass a resolution to use a language of instruction other than English in specified schools
Cyprus	Greek Turkish English	Greek in the Government controlled area of the Republic. Turkish in Turkish occupied Cyprus	English and French at Junior and Senior Secondary. German - Senior Secondary	Desire on part of pupils and parents for more foreign language learning, especially English and French
Dominica	English	English	French and Spanish Form 1	-

Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy
Fiji	English Fijian, Hindi	English	Hindi, Fijian and Urdu to Form 4. French to Form 6	In preparing students for New Zealand exams, Hindi has been dropped as an exam subject at Form 5. Increased emphasis on teaching of mother tongue. In English the integration of literature and grammar
Gambia	English	English	French and Arabic	-
Great Britain (England and Wales)	English In Wales - English and Welsh	English. In Wales, English and Welsh depending upon the linguistic character of the area and parental wishes	No prescribed languages. French and German are common options. Selection is a matter for local education authorities and individual schools	Successive governments have recognized the importance of language studies in modern society. In Wales, the curriculum, including language policy is a matter for local authorities. There has been a steady increase in the use of Welsh as a medium of instruction and bi-lingual secondary schools have been established in mainly English speaking areas
Great Britain (Northern Ireland)	English	English except in teaching of modern languages where the target language is often used	Years 1-7 Irish and Latin Years 2/3-7 French, German and Spanish. Years 1/2-6/7 Russian. Years 2-7 Italian and Years 3/4-7 Greek	Since Second World War, increased emphasis on oral proficiency and an improved knowledge of the countries where the language is spoken by direct experience
Grenada	English	English	Spanish and French to 'A' Level	Spanish now taught in all secondary schools because of nearness of Spanish speaking countries and membership of OAS
Guyana	English	English	Spanish and French to 'O' and 'A' Level, Hindi is offered to 'O' Level in a few schools	Latin has been dropped from the curriculum

Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy
India	Hindi	Regional languages. English or Hindi	3 languages compulsory at lower secondary; mother tongue or regional language; official language of Union; modern Indian or foreign language not covered by other two categories and other than that used as a medium of instruction. Optional languages include classical languages, such as Sanskrit. At higher secondary only one language of choice is compulsory, but electives are possible. In vocational spectrum only one language prescribed	-
Jamaica	English	English	Spanish. New Secondary Schools. Grades 7-11	Spanish as an obligatory second language in New Secondary Schools. Acceptance of the local dialect as a means of communication for some teaching
Malaysia	Bahasa Malaysia (Malay)	Malay exclusively to Form IV. Malay in Forms V and VI with English for Science and Maths in some schools until 1979. English being phased out except in Sarawak where Malay has progressed to Grade 4.	English. Compulsory second language Forms I to V. Arabic in religious schools (Islamic). Chinese or Tamil as optional languages Forms I to V	Systematic change from English to Bahasa Malaysia in former English medium schools. By 1980 all subjects will be taught in national language up to Form V and by 1982 to Form VI
Malta	Maltese English	Maltese English	Arabic is compulsory. Options - Italian, French and German	Arabic introduced in 1975
Mauritius	English	English	French, Hindi, Urdu, Mandarin, Arabic, Tamil - Forms I-VI optional subjects	Increase in the emphasis on the teaching of oriental languages

Countries	Official National Language	Media of Instruction	Other Prescribed Language*	Changes in Language Policy
New Zealand	English Maori	English	French, German, Maori, Japanese and Indonesian at all levels. Russian, Spanish and Italian in the final two years	Maori and Pacific Basin languages have been especially encouraged in recent years
Nigeria	English National Languages recognized by 1979 constitution: Hausa, Ibo, Yoruba	English Other language subjects taught in respective languages	Form I-V: Hausa, Ibo, Yoruba, French and Arabic. With the exception of Ibo these languages are taught to GCE 'A' Level	Study of local languages and French is encouraged.
Papua New Guinea	English	English	-	-
St Lucia	English	English	Spanish and French	Growing importance of French and Spanish vis a vis geographical contacts
Seychelles	English French Creole	English	French at all levels	Extensive research and discussion into the educational role of the three main languages
Sierra Leone	English	English	French, Latin and German to GCE 'O' and 'A' Levels	Greek dropped. Very few schools select Latin. Intensification of the teaching of French
Singapore	English, Chinese Malay and Tamil are official languages. Malay is the national language	English and Chinese/ Malay/Tamil	French, German and Japanese are options	Ministry of Education report 1978: Most able children to do 2 '1st' languages and possibly a third; the average and above average a '1st' and a '2nd' language and the least able to be literate in one language. In 1977 Nanyang University switched its language of instruction and its exams to English. This posed problems for the best Chinese stream schools and the raising of the level of English. Special assistance plan announced in 1978

Countries	Official National Language	Media of Instruction	Other Prescribed Languages*	Changes in Language Policy
Solomon Islands	English	English	-	-
Sri Lanka	Official language - Sinhala National language - Sinhala and Tamil	Sinhala and Tamil	English language is a compulsory second language at the junior secondary level. At senior secondary, grade 11 and 12 options: Pali, Sanskrit, Latin, Greek, Arabic, Malay, Russian, French, German, Persian, Hindu, Urdu, Japanese and Chinese	-
Swaziland	Siswati English	English	Siswati in Junior Secondary. Zulu and modern European optional at Higher Secondary	Introduction of Siswati to replace Zulu at the junior level
Tanzania	Kiswahili	Kiswahili and English	French	Plans underway to replace English as a medium of instruction and to use Kiswahili throughout
Tonga	English Tongan	English	Tongan up to Higher Leaving level (Year 12)	English is entrenched as the medium of instruction but there are growing reservations about the neglect of Tongan. Increasing emphasis may be given to Tongan in the future
Tuvalu	English	English	-	English important in regional context
Western Samoa	Samoan English	Samoan English	-	-

*In the column entitled 'Other Prescribed Languages' member states may have indicated languages other than the media of instruction which must be studied or languages which may be studied as options or electives.

EXAMINATIONS

Item 8.1 of the questionnaire requested that respondents indicate public examinations offered at different levels of the secondary system. Some countries have indicated the existence of an entrance examination to the secondary system and these responses have been included but this should not be taken to read that all secondary entrance examinations are listed below.

If an examination does not refer to the name of an overseas board or regional council, this indicates that the examination is set in the country in question.

CXC Caribbean Examinations Council

WAEC West African Examinations Council

LCC London Chamber of Commerce

Country	Public Examinations	Changes in Exam Policy
Australia (Western)	Tertiary Admissions Examination (TAE) at the end of Year 12	Matriculation level examinations abolished. 50% internal assessment for Certificate of Secondary Education (not a public examination). Calculators approved for selected subjects. Achievement Certificate has replaced Junior Examination
Bangladesh	Secondary School Certificate Class X. Higher Secondary School Certificate Class XII	-
Barbados	Secondary Schools' Entrance Grade 6. Secondary Schools' Certificate Stage 1 Grade 9. Caribbean Exams Council and Overseas GCE Boards 'O' Level Grade 11. 'A' Level Cambridge and London Grade 13	Schools encouraged to enter candidates for CXC exams rather than those offered by UK Boards

Country	Public Examinations	Changes in Exam Policy
Botswana	Junior Certificate Form III Cambridge Overseas School Certificate Form V	Administrative control for Junior Certificate since 1979 after leaving Botswana, Lesotho and Swaziland Examination Council
Canada (Manitoba)	No public examinations. Examinations responsibility of local school districts	External exam system discontinued in 1970. Individual school divisions now responsible for testing, promotion and graduation of students
Canada (Quebec)	Department exams compulsory for academic subjects during last two years of school. In future departmental examinations for certain courses to be announced each year	Increased account taken of school assessment
Cyprus	No public exams. Students may sit for GCE 'O' and 'A' Level, LCC book-keeping and typing, City and Guilds and overseas university entrance exams	Growing emphasis on continuous assessment. Fewer examination subjects and new grading systems for internal examinations
Dominica	Cambridge Certificate of Education Form 5. London Chamber of Commerce Form 5	GCE pass level placed at Grade C
Fiji	Secondary entrance Class 8 Junior Certificate Form 4 New Zealand School Certificate Form 5, New Zealand University Entrance Form 6 and Fiji Seventh Form Exam Form 7	Move towards localizing New Zealand School Certificate (Fiji options). Increased involvement in setting and marking NZ School Certificate. Increased range of exam subjects. More students passing exams as increase in places at different stages

Country	Public Examinations	Changes in Exam Policy
Gambia	Selective entrance exam Primary 6, West African Examinations Council, 'O' Level Form 5, WAEC 'A' Level Upper 6 and School leaving exam (Secondary Technical)	-
Great Britain (England and Wales)	General Certificate of Education. 'O' Level and 'A' Level, usually taken at 16 and 18. Certificate of Secondary Education, taken at completion of 5 years of secondary education	Close study has and is being given to: (i) A single examination to replace GCE 'O' Level and CSE (ii) The replacement of the present 'A' Level by a broader combination of subjects taken at different levels of difficulty (iii) The introduction of a Certificate of Extended Education to be taken at approximately 17 years No firm policy decision has been taken
Great Britain (Northern Ireland)	N.I. Schools Examination Council. GCE 'O' Level at 16+years Year 5, GCE 'A' Level at 18+years Year 7 and Certificate of Secondary Education Year 5	GCE 'O' Level grading changed from 1-9 to A to F with no pass/fail. Move towards greater teacher assessment
Grenada	'O' and 'A' Level Cambridge, London and Caribbean Examinations Council. City and Guilds and Association of Certified Accountants exams	Schools now enter for GCE and CXC

Country	Public Examinations	Changes in Exam Policy
Guyana	Secondary school proficiency exam for Community High School Programme. Part 1 at end Year 3 and Part 2 at end of Year 4. GCE - London University Board Year 5. CXC - Secondary School Certificate Year 5 and 'A' Level London University Board	Regional exams have begun to phase out London 'O' Level paper. Local Secondary School Proficiency exams have replaced College of Preceptors exam since 1978
India	Class X High School Exam/Matriculation and Class XI and XII Higher Secondary/Intermediate	Evaluation now taken as continuous process; internal assessment with external assessment. Objective questions as well as essay type. Grades rather than marks. Attempt to evaluate effective and psychomotor domains as well as cognitive
Jamaica	Jamaica School Certificate (individual entry) Grade 10, Secondary School Certificate (school entry) Grade 11. GCE and CXC 'O' Levels (school and individual entry) Grade 11 and GCE 'A' Level (school and individual entry) Grade 13	CXC will gradually replace GCE. Recent development of Secondary School Certificate
Malaysia	Lower Certificate of Education Form III, Malaysian Certificate of Education Form V and Higher School Certificate Form VI	Increasing role played by Exam Syndicate and University of Malaya in MCE and HSC exams; correspondingly smaller role by Cambridge Exam Syndicate
Malta	End of Form V GCE 'O' Level, Oxford, London, AEB or Malta Matriculation. End of Form VI GCE 'A' Level (as above)	GCE exams in Maltese and Italian substituted by Maltese Matriculation exams for entry to higher education. 'A' Level English (Oxford) specially prepared for Maltese students
Mauritius	Mauritius Institute of Education Form III, Cambridge School Certificate Form V and Cambridge Higher School Certificate Form VI	Introduction of national exam at Form III

Country	Public Examinations	Changes in Exam Policy
New Zealand	School Certificate Form 5. Most subjects externally examined, some are internally assessed, others combine internal assessment and moderation by Department of Education. University Entrance Form 6, gained by exam or accreditation. University Bursaries Exam and University Scholarship - responsibility of Universities Entrance Board	Development of single subject awards. Increase in school assessment
Nigeria	West African School Certificate, Form V, West African Higher School Certificate, two years after School Certificate	Objective tests introduced where possible. Gradually, English Language and Mathematics being de-emphasized
Papua New Guinea	Primary leaving exam Grade 6 Mid-year rating exam Grade 10 (MYRE), School Certificate Grade 10 and Trial exams Grade 12	Since 1975 School Certificate exams internally marked although questions supplied by Ministry for core subjects. 75% of final grade based on internal assessment in grades 9 and 10. MYRE taken in July to determine percentage of distinctions and credits awarded to the school.
St Lucia	Junior Secondary School Leaving Exam Form 3 Cambridge 'O' Level Form 5 'A' Level Form 6 CXC Secondary School Certificate Form 5	Cambridge GCE being phased out. Increase in multiple choice questions. Attempts to standardize local exam.
Seychelles	Junior Secondary Year 8 Cambridge 'O' Level at Secondary 3 and Cambridge 'A' Level	Abolished Junior Secondary exam in Year 9 in favour of continuous assessment. Plan to abolish Junior Secondary entrance exam at the end of Year 6

Country	Public Examinations	Changes in Exam Policy
Sierra Leone	West African Examinations Council 'O' Level Year 5 'A' Level Year 7	Grades 7 and 8 at 'O' Level now accepted as a pass
Singapore	Primary School Leaving Examination Grade 6 GCE 'O' Level Grade 10 Cambridge and GCE 'A' Level Grade 12 Cambridge	Primary leaving exam gives double weightage to first and second language T. score to grade candidates from 1973. 'O' Level changed from certificate to subject exam in 1971. Similar 'A' Level change in 1975
Solomon Islands	Primary leaving examination, Primary 6 and Solomon Islands School Certificate - Form 5	Change over from Cambridge in 1978. New Form 3 exam to be established in 1981
Sri Lanka	GCE 'O' Level Junior Secondary, GCE 'A' Level Senior Secondary. Set by Sri Lanka examinations department	-
Swaziland	Certificate of Primary Education Grade 7 Junior Certificate Grade 10 and Cambridge Overseas School Certificate Grade 12	-
Tanzania	National Form IV exam National Form VI exam	Exams measure non-cognitive factors. Exams encourage group competition. Continuous assessment favoured. National exams constitute 50% of final mark
Tonga	Secondary Schools' Entrance Examination Class 6, Higher Leaving Certificate Class 12, New Zealand School Certificate, Form V in academic secondary schools and Year 14 in general secondary. NZ University Entrance Examination, Year 15 in general secondary schools and Form VI in academic schools	-

Country	Public Examinations	Changes in Exam Policy
Tuvalu	Common Entrance Exam Class 6-7, Fiji Junior Certificate Form 4 and New Zealand School Certificate Upper 5th Form	-
Western Samoa	High school entrance Form 2/Grade 8, Junior High School leaving certificate, Form 5 lower, New Zealand School Certificate Form 5 upper and New Zealand University Entrance Form 6	-

COMMONWEALTH SECRETARIAT

SURVEY OF TRENDS IN CURRICULUM REFORMS
IN SECONDARY SCHOOLS OF COMMONWEALTH COUNTRIES

QUESTIONNAIRE

Name of Respondent:

Official Designation:

Name of Country or Institution:

Please return to:

The Director
Education Division
Commonwealth Secretariat
Marlborough House
Pall Mall
London SW1Y 5HX

AN EXPLANATORY NOTE

In the preparation of this questionnaire no particular country was taken as a model. Since the Commonwealth displays a great variety of educational patterns and structures and an equally great variety in regard to population and size, it is possible that this questionnaire might be too detailed for some countries and inadequate to reflect the many local variations that obtain in others. What is required therefore from the returns is the broad pattern of changes proposed or taking place in secondary schools with as much detail as possible to make these explicit.

It would help if, in addition to the return of the questionnaire, any recent publications and statements of policy available, dealing with curriculum changes in secondary schools, are forwarded to us at the same time. If there are any special projects in this particular field which you consider would be of significance to other Commonwealth countries we would welcome more detailed accounts of these together with published material in support, if there is any. In regard to statistical returns it is expected that the latest figures would be used and that their date of compilation would be indicated. Since the last survey of this kind undertaken by the Commonwealth Secretariat was in 1971, information since this date is particularly important.

In the questionnaire, technical terms have been reduced to a minimum so that no additional explanation is necessary beyond what is given in the text. It is possible that some of the terms used would carry different meanings in different contexts within the Commonwealth. In regard to the broad term "secondary school" used in the questionnaire, the UNESCO definition of "Second Level, General" has been accepted.

The term "Second Level, General" refers to education in "secondary schools" that provide general or specialized instruction based upon at least four years previous instruction at the first level, and which do not aim at preparing the pupils directly for a given trade or occupation. Such schools may be called high schools, middle schools, lyceums, gymnasiums, etc., and offer courses of study whose completion is a minimum condition for admission to a university. In many countries because of the desire to provide other types of training for students not proceeding to university, there has been a development of schools with the aim of providing both academic and vocational training. These "composite" secondary schools are considered as equivalent to the academic type of secondary school and are classified as "Second Level, General".

It is possible that in answering the questionnaire the space allotted under each section and/or sub-section is inadequate for your inserted answer. For this reason the page opposite has been left blank so that you may continue your answer there. If you have occasion to do this please indicate the section number on the margin of each such insertion. The blank pages at the end of the questionnaire are for project information and any general observations you may wish to make.

PART A

ORGANIZATION AND PLANNING

Please append a diagram indicating the official structure of the formal education system in your country. (For guidance see the example provided on p.13).

1. CONTROL OF THE CURRICULUM OF GENERAL SECONDARY EDUCATION

(By general secondary education here we mean schools which are not wholly specialized, e.g. technical, craft, commercial, etc.).

1.1 Name the MAIN controlling authority (ies) responsible for the planning and development of the curriculum of general secondary education.

(If available please supply diagrams of machinery of curriculum learning and development. No set format is required but an example is appended on p.14).

1.2 Name the SPECIFIC agencies, if any, responsible for: 6

1.2.1 specification of national educational aims and goals

1.2.2 curriculum plans (e.g. syllabuses)

1.2.3 policy on instructional materials (including printed materials, TV and radio), in respect of:

(a) content

(b) production (e.g. parastatal or commercial, both)

(c) distribution

1.2.4 public examinations

(please describe the composition of controlling agencies indicating involvement of international, national and regional bodies).

1.2.5 curriculum of secondary teacher education

(please specify where separate controlling authorities exist for junior and senior secondary).

1.3 If secondary education is available via distance teaching (e.g. correspondence, television) please state how the institutional framework for curriculum control and policy is different for this type of secondary education.

2. CURRICULUM CO-ORDINATION

What machinery exists for co-ordinating the curriculum of secondary stage education between:

2.1 general secondary and other provision at the second level (e.g. technical, religious, special schools).

2.2 formal school provision and non-formal agencies (e.g. youth brigades, farm institutes).

2.3 secondary and primary

2.4 secondary and tertiary

3. PARTICIPATION IN CURRICULUM DEVELOPMENT AND PLANNING

3.1 LOCALLY-BASED CURRICULUM DEVELOPMENT

This section concentrates on how far teachers and other local personnel participate in planning, refining and implementing the curriculum.

In what aspects of the curriculum have local initiatives and involvement been most apparent? (e.g. plans and materials for specific subjects, school-community links, work experience).

3.2 Comment on the role of the following (if applicable) in curriculum development:

- (i) teachers' colleges
- (ii) teachers' centres
- (iii) locally-run curriculum resource centres, units, etc.
- (iv) local boards, panels or committees
- (v) subject associations and societies
- (vi) parent - teacher associations
- (vii) extension and welfare services
- (viii) co-operatives and other self-help groups
- (ix) other

4. MAJOR CHANGES

Describe any major changes made in recent years or planned in respect of the machinery for curriculum control, development and co-ordination. Please attach any appropriate documents.

PART B

CURRICULUM CONTENT

5. GOALS

5.1 Are national goals for the secondary curriculum explicitly stated? If so, indicate where and include statement of these goals.

5.2 What significant changes or modifications of such official statements have there been in the last decade?

5.3 Please indicate any other public statements incorporating goals or national philosophies, in moral, religious, political, social or economic spheres which have been widely adopted as a basis for determining secondary school curriculum. (please include a copy of public statements if available)

5.4 Which goals for national development planning are particularly emphasized in national curricula at secondary level?

6. LANGUAGE

6.1 Which language(s) is/are recognized as official national language/languages?

6.2 Which languages are used as media of instruction in secondary schools?

6.3 Which other languages are prescribed as subjects in secondary schools and at what levels?

6.4 Comment on the extent of use of these languages

6.4.1 - in prescribed texts

6.4.2 - in public examinations

6.5 Have there been significant changes in language policy in secondary schools in recent years? If so please comment.

7. CURRICULUM PLANS

PRINCIPAL FEATURES

Please comment in GENERAL terms on trends in the national secondary school curriculum in respect of the following categories, (indicating where differences exist between lower and upper levels).

7.1 a common or differentiated curriculum with respect to different categories of general secondary school.

7.2 policies in regard to ability streaming BETWEEN different categories of general secondary schools.

7.3 policies in regard to ability streaming WITHIN schools.

7.4 the balance between core (compulsory) and optional (elective) subjects (See also 7.10).

7.5 policies in regard to integration of education and work.

7.6 policies in regard to the development of community schools.

7.7 SYLLABUS

Is there a prescribed syllabus for all subjects? If separate subject syllabuses are issued state which.

7.8 What major revisions have taken place in the last decade (e.g. issue of new syllabus documents in all or some subjects) and if so when?

7.9 GUIDELINES

Are curriculum guidelines - e.g. official handbooks of suggestions for teachers available? If so, please specify subjects.

7.10 COMPULSORY AND OPTIONAL (ELECTIVE) SUBJECTS

(If comprehensive statements of officially prescribed subjects and time allocations exist, please supply).

7.10.1 What subjects, if any, are compulsory at what levels?

7.10.2 What subjects are officially recommended as optional subjects?

7.10.3 In cases where official time allocations exist for specific subjects please indicate below:

GRADE/CLASS

	1	2	3	4	(5)	(6)	...	...
Compulsory sub- jects (Minutes per week)								
Optional subjects (Minutes per week)								
Teaching time per week normal- ly available (e.g.) 30 hours)								

7.10.4 Please indicate significant trends in respect of compulsory and optional subjects recommended in the last ten years (e.g. new subjects recommended; subjects discontinued; significant changes in recommended time allocations).

7.10.5 Please comment on trends towards subject specialization and/or integration in the last ten years; (e.g. integrated science at the junior secondary level).

7.11 CHANGES IN EMPHASIS

Describe any recent major changes in emphasis within specific subject programme or groups of subjects (e.g. new approaches in mathematics, science, social community education).

8. EXAMINATION AND ASSESSMENT

8.1 Public examinations offered at different levels. Please give name of examination and state the grade in which pupils take it.

8.2 Which compulsory subjects are prescribed at various levels nationally or regionally for public examinations?

8.3 Which optional subjects are offered? If possible please indicate percentages of total entrants offering such subjects.

8.4 Are students required to offer and pass certain combinations or groups of subjects? If so please specify. (If official statements of policy and regulations for examinations exist, please supply).

8.5 What changes have taken place in examination policy during the last decade?

8.6 What major changes have taken place in choice of subjects by candidates?

8.7 To what extent have methods of assessment changed? e.g. more or less use of multiple choice questions and marking machines; greater or less emphasis on teacher based assessment; more or less emphasis on project or assignment work in comparison to "closed" questions.

8.8 Describe any significant trends in modes of assessment, e.g. greater emphasis on alternatives to formal examinations at secondary level.

9. MATERIALS AND MEDIA

9.1 What significant official programmes for the design and production of teaching/learning materials for specific subjects have been undertaken in recent years?

9.2 Have the mass media (e.g. radio and television) significantly influenced the design of curricula for secondary education? Please comment on grades and subjects where most use has been made of the mass media.

9.3 What further trends have there been in the development of materials and media?

10. THE CURRICULUM OF TEACHER EDUCATION

Comment on the curriculum of teacher education in relation to the changing emphases in the secondary school curriculum. (Please differentiate between junior and senior secondary levels where necessary).

PART C

RECENT PROGRAMMES AND PROJECTS

11. This section concentrates on the identification of particular significant curriculum projects, pilot studies and initiatives which have been undertaken IN THE LAST FIVE YEARS or which are currently in the process of development. Please describe each project separately on pages attached to the end of the questionnaire.

We particularly invite consideration of programmes and projects designed to increase EFFICIENCY or RELEVANCE in the school curriculum with respect to:

- (a) Specific subject areas.
- (b) The relationship between school and work.
- (c) The relationship between school and community.

In each case please describe the project under the following headings:

- (a) Brief description of objectives.
- (b) Where sited (e.g. name of region, rural/urban, etc)
- (c) How controlled (e.g. National C.D. Unit, Institute of Education, etc.).
- (d) By whom sponsored (including type of inputs from international sources).
- (e) Time scale (e.g. 1975-77, or 5 years from 1978).
- (f) Size and scale of the project - either large, medium or small. (A project in national terms may be judged large, medium or small in relation to the combination of financial, human and material resources allocated to it and the geographical area covered (or target school population)).
- (g) Please comment on any other features of the project; comment on any significant strengths and weaknesses that have become apparent from experience in the design, organization and implementation of this programme or project.

PART D

COMMONWEALTH CO-OPERATION

12. Are there any recent curriculum reforms in Secondary Schools which have benefited from the experience or contribution of other Commonwealth countries?

13. Indicate any areas of need in curriculum development which could gain from co-operation with:

- (a) Other Commonwealth countries.
- (b) The Commonwealth Secretariat.

APPENDIX

This section asks for some basic up-to-date statistics on enrolments and teacher supply.

ENROLMENTS

1. What general direction is secondary education taking? e.g. Is there expansion and if so for what reasons?
2. Numbers of schools and enrolments by grade including participation of girls. (Please attach latest official statistic with dates).
3. Percentage of primary school leavers entering form 1 of secondary schools.
4. Percentage of appropriate age group in full time secondary education. It may be necessary to distinguish between junior and senior secondary levels.
5. Official figures for drop outs and repeaters in the secondary system.
6. Percentages of secondary school leavers continuing to further education. Differentiate, where possible, between University, technical and vocational courses.
7. Types of non-formal educational provision offered for out-of-school Youth in the secondary school age group.

TEACHERS

8. Average staff student ratio in secondary schools. (Please differentiate if necessary between junior and senior secondary levels and where major regional and other variations exist).
9. Please complete the table below indicating levels of education and training of secondary school teachers.

Total Numbers of Teachers*	Total Numbers in Junior Secondary	Total Numbers in Senior Secondary
Graduate trained		
Graduate untrained		
Non-graduate trained		
Non-graduate untrained		

*(or percentages)

- END -

Thank you very much for your co-operation

APPENDIX 6

COMMONWEALTH DESKS IN MINISTRIES OF EDUCATION

AUSTRALIA	Mr Frank Grotowski Director, International Relations Section International Education Branch Department of Education P O Box 826 Woden Canberra ACT 2606
THE BAHAMAS	Director of Education Ministry of Education and Culture P O Box N3913 Nassau
BANGLADESH	Secretary National Commission for Unesco Ministry of Education and Cultural Affairs Secretariat Buildings Dacca
BARBADOS	Mr L Jordan Senior Assistant Secretary (Planning Division) Ministry of Education and Culture Jemmott's Lane Bridgetown
BOTSWANA	Mr C A R Motsepe Deputy Permanent Secretary Ministry of Education Private Bag 005 Gaborone
BRITAIN	Mr L E Dawes Overseas Development Administration Eland House Stag Place London SW1E 5DH
CANADA	Academic Relations Division Department of External Affairs Ottawa
CYPRUS	Mr G C Economides International Relations Office Ministry of Education Nicosia
DOMINICA	Ministry of Education and Health Government Headquarters Roseau

FIJI	Deputy Secretary Ministry of Education c/o Department of Foreign Affairs Prime Minister's Office Suva
THE GAMBIA	Director of Education Education Department Bedford Building Banjul
GHANA	Principal Assistant Secretary (General Administration) Ministry of Education and Culture Ministry Branch Post Office P O Box M45 Accra
GRENADA	Mr R O Palmer Chief Education Officer Ministry of Education Youth and Social Affairs Young Street St George's
GUYANA	Mrs Carmen Jarvis Secretary-General National Commission for Unesco Ministry of Education Social Development and Culture 21 Brickdam Georgetown
INDIA	Secretary Indian National Commission for Co-operation with Unesco Ministry of Education and Social Welfare Department of Education Shastri Bhavan New Delhi 110001
JAMAICA	Ministry of Education P O Box 498 Kingston
KENYA	Secretary-General National Commission for Unesco Ministry of Education P O Box 30040 Nairobi
KIRIBATI	Ministry of Education Training and Culture c/o Minister of Foreign Affairs Ministry of Foreign Affairs Kiribati South Pacific

LESOTHO	Mrs I Monoto National Commission for Unesco P O Box MS47 Maseru
MALAWI	National Commission for Unesco Ministry of Education Private Bag 328 Capital City Lilongwe 3
MALAYSIA	Under Secretary Foreign Affairs Division Ministry of Education Federal House Kuala Lumpur
MALTA	Mr Paul Ebejer Ministry of Education Valletta
MAURITIUS	Ministry of Education and Cultural Affairs Port Louis
NAURU	Secretary for External Affairs Ministry of External Affairs
NEW ZEALAND	Director International Education Division Department of Education Private Bag Government Buildings Wellington
NIGERIA	Mrs Abisogun-Alo Nigerian National Commission for Unesco Federal Ministry of Education Victoria Island Lagos
PAPUA NEW GUINEA	Mr P Songo Ministry of Education, Science & Culture Department of Education PSA Haus Private Mail Bag Post Office Boroko
ST LUCIA	Mr Leonard Simon Education Officer (Planning) Ministry of Education and Culture Castries
ST VINCENT	Mr F A Toney Chief Education Officer Ministry of Education Kingstown

SEYCHELLES	Mr G D Payet Liaison Officer. (Commonwealth) Ministry of Education and Culture La Bastille P O Box 48
SIERRA LEONE	Mr H L Tucker Secretary Unesco National Commission Ministry of Education New England Freetown
SINGAPORE	Assistant Director (External Relations) Ministry of Education Kay Siang Road P O Box 746 Singapore 10
SOLOMON ISLANDS	Mr Geoffrey Siapu Chief Education Officer Ministry of Education and Training Honiara
SRI LANKA	Mr J T Dumbukola Additional Secretary Ministry of Education Malay Street Colombo 2
SWAZILAND	Permanent Secretary Ministry of Education P O Box 39 Mbabane
TANZANIA	Mr E Muze Commissioner for Higher Education (Attention MDK) Ministry of National Education P O Box 9121 Dar es Salaam
TONGA	Miss Ana Taufo'ulungaki Senior Education Officer for Curriculum Department of Education P O Box 61 Nuku'alofa
TRINIDAD & TOBAGO	Mr Waldron Emmanuel Director Educational Planning Unit Ministry of Education and Culture Alexandra Street St Clair Port of Spain

TUVALU	Mr Pasoni Taafaki Senior Education Officer c/o Ministry of Social Services Funafuti Atoll
UGANDA	Mr Joseph S Magoba Secretary-General Uganda National Commission for Unesco Ministry of Education P O Box 7063 Kampala
WESTERN SAMOA	Mr R C Bishop Director of Education (Secondary) c/o Secretary to Government Prime Minister's Department Apia
ZAMBIA	Permanent Secretary Ministry of Education P O Box RW93 Ridgeway Lusaka

MINISTRIES OF EDUCATION

<u>Country</u>	<u>Address</u>
AUSTRALIA	Department of Education P O Box 826 Woden Caberra ACT 2606
THE BAHAMAS	Ministry of Education and Culture P O Box N3913 Nassau
BANGLADESH	Ministry of Education and Cultural Affairs Secretariat Buildings Dacca
BARBADOS	Ministry of Education and Culture Jemmott's Lane Bridgetown
BOTSWANA	Ministry of Education Private Bag 005 Gaborone
BRITAIN	Secretary of State for Education Elizabeth House York Road London SE1 7PH
CANADA	Liaison Officer Elementary/Secondary Education Council of Ministers of Education 252 Bloor West, Suite S500 Toronto Canada M5 S1V5
CYPRUS	Ministry of Education Nicosia
DOMINICA	Ministry of Education and Health Government Headquarters Roseau
FIJI	Ministry of Education c/o Department of Foreign Affairs Prime Minister's Office Suva

<u>Country</u>	<u>Address</u>
THE GAMBIA	Ministry of Education, Youth and Sports Bedford Place Building Banjul
GHANA	Ministry of Education and Culture P O Box M45 Accra
GRENADA	Ministry of Education St Georges
GUYANA	Ministry of Education, Social Development and Culture P O Box 1014 21 Brickdam Georgetown
INDIA	Ministry of Education and Social Welfare Shastri Bhavan New Delhi 1
JAMAICA	Ministry of Education P O Box 498 2 National Heroes Circle Kingston
KENYA	Ministry of Education P O Box 30040 Nairobi
KIRIBATI	Ministry of Education Training and Culture c/o Minister of Foreign Affairs Ministry of Foreign Affairs Kiribati South Pacific
LESOTHO	Ministry of Education, Sports and Recreation P O Box 47 Maseru
MALAWI	Ministry of Education Private Bag 328 Lilongwe 3
MALAYSIA	Ministry of Education Federal House Kuala Lumpur
MALTA	Ministry of Education Valletta

<u>Country</u>	<u>Address</u>
MAURITIUS	Ministry of Education and Cultural Affairs Port Louis
NAURU	Secretary for External Affairs Ministry of External Affairs Nauru
NEW ZEALAND	Department of Education Private Bag Government Buildings Wellington
NIGERIA	Federal Ministry of Education 1-3 Moloney Street Lagos
PAPUA NEW GUINEA	Department of Education, Science and Culture P O Box 2051 Konedobu
ST LUCIA	Ministry of Education and Culture Castries
ST VINCENT	Ministry of Education St Vincent
SEYCHELLES	Ministry of Education and Culture La Bastille P O Box 48
SIERRA LEONE	Ministry of Education New England Freetown
SINGAPORE	Ministry of Education Kay Siang Road P O Box 746 Singapore 10
SOLOMON ISLANDS	Ministry of Education and Training c/o Secretary for Foreign Affairs Foreign Affairs Department P O Box G1 Honiara
SRI LANKA	Ministry of Education Malay Street Colombo 2

<u>Country</u>	<u>Address</u>
SWAZILAND	Ministry of Education P O Box 39 Mbabane
TANZANIA	Ministry of National Education P O Box 9121 Dar es Salaam
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TUVALU	Department of Education Funafuti
UGANDA	Ministry of Education Crested Towers P O Box 7063 Kampala
WESTERN SAMOA	Ministry of Education c/o Secretary to Government Prime Minister's Department Apia
ZAMBIA	Ministry of Education P O Box RW93 Ridgeway Lusaka