

THIRD  
EDITION

# Commonwealth Day Handbook For Schools



Commonwealth Secretariat

# COMMONWEALTH DAY HANDBOOK FOR SCHOOLS

Compiled by Wendy Davies

Third Edition

Education Programme  
Human Resource Development Group  
Commonwealth Secretariat  
Marlborough House, Pall Mall, London SW1Y 5HX

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# Preface

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On Monday 9 March 1992, Commonwealth Day will be celebrated in the schools of the Commonwealth for the sixteenth successive year. It is by now a well-established day of celebration on the international calendar; an opportunity to recognise and enjoy the many threads which bind together our unique international association. Over the years students, teachers, parents, and national ministries of education have displayed great imagination and ingenuity in developing activities which combine pleasure and learning in support of international understanding. This popular handbook – now in its third edition – draws on this fund of experience. It explores the Commonwealth in ways which encourage involvement, participation and action. It is not a textbook but an ideas book to encourage the young to know and value and act on the principles which underpin the Commonwealth.

I am very conscious of the fact that if young people do not understand and participate in the work of the Commonwealth its efforts in support of a better world will be the poorer. In October 1991, Heads of Government, meeting in Zimbabwe, reaffirmed their support for the Commonwealth in the Harare Commonwealth Declaration – reproduced in this handbook – which spells out the challenges, the priorities and the opportunities for Commonwealth co-operation in the 1990s. Human rights, good governance, racial equality, the equality of women, human development, the alleviation of poverty, sustainable development and the quest for lasting world peace, are all issues deserving Commonwealth attention. But these are not just the concerns of governments; they are challenges to which we must all respond, including schoolchildren and students. The principles agreed by Heads of Governments are with us in our daily lives. Questions of a safe and clean environment, helping the poor and infirm, ensuring peace and justice, sharing knowledge and working co-operatively, find expression in our families, in our schools and in our communities. Young people can do much to contribute to the resolution of these questions. This book records what has been achieved and suggests what can be done. It is positive and it is practical, good qualities for the Commonwealth in the 1990s. It is in this spirit that I commend this handbook.

A handwritten signature in dark ink, appearing to read 'A. K. K. K.', written in a cursive style.

Commonwealth Secretary-General

# Acknowledgements

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*Tongan dancers with Royal Tongan Police Band at Commonwealth Arts Festival*



*Commonwealth Day in a Sierra Leone school*

# Introduction

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## ***Why a handbook for schools?***

Commonwealth Day - the second Monday in March - falls on a school day in virtually every Commonwealth country. The date was chosen so that schools everywhere could take part in the observances and celebrations. Since 1977 schools all over the Commonwealth have organised special activities designed to enhance understanding of the Commonwealth and to provide shared enjoyment. The purpose of this handbook is to build on the initiatives of recent years and to propose further ideas which can extend the scope of schools' activities.

## ***Who is the handbook for?***

The handbook is intended for educators concerned with teaching about the Commonwealth: Commonwealth Desk Officers in Ministries of Education; those involved in curriculum development; and teachers in secondary, primary and infant schools.

## ***What is it about?***

The handbook offers ideas and projects focused on Commonwealth Day to stimulate interest in, and enhance study of, the Commonwealth. The handbook takes the approach that Commonwealth Day activities will have greater meaning and value if they form part of longer-term work or take place as the culmination of projects carried out over the previous weeks. Learning about the Commonwealth is clearly not something that can be done in one day, as former Secretary-General Shridath Ramphal once said: 'I would like every day to be Commonwealth Day so that we can talk more about it. I would like to reach more of the people, more of the young people of the Commonwealth so that they become part of our process of information.'

Information is not always easy to come by. The majority of schools in the Commonwealth have limited access to books and other media through which information about the rest of the world, including the Commonwealth, is transmitted. The handbook therefore seeks to provide some basic information on the activities of the Commonwealth. It indicates further sources of information, too, but also gives ideas for activities which can draw on more immediate local resources, namely the human and material resources of the school and the community. Communication and the sharing of information and skills are as essential at the local level as they are in international affairs; socially useful activities involving different members of the school and the community can therefore give practical expression to the principles of co-operation and sharing by which the Commonwealth is guided.

## ***What kind of activities?***

The projects outlined in the handbook are of four main kinds:

- 1 Country projects or topic work, which explore aspects of the Commonwealth's cultural diversity;

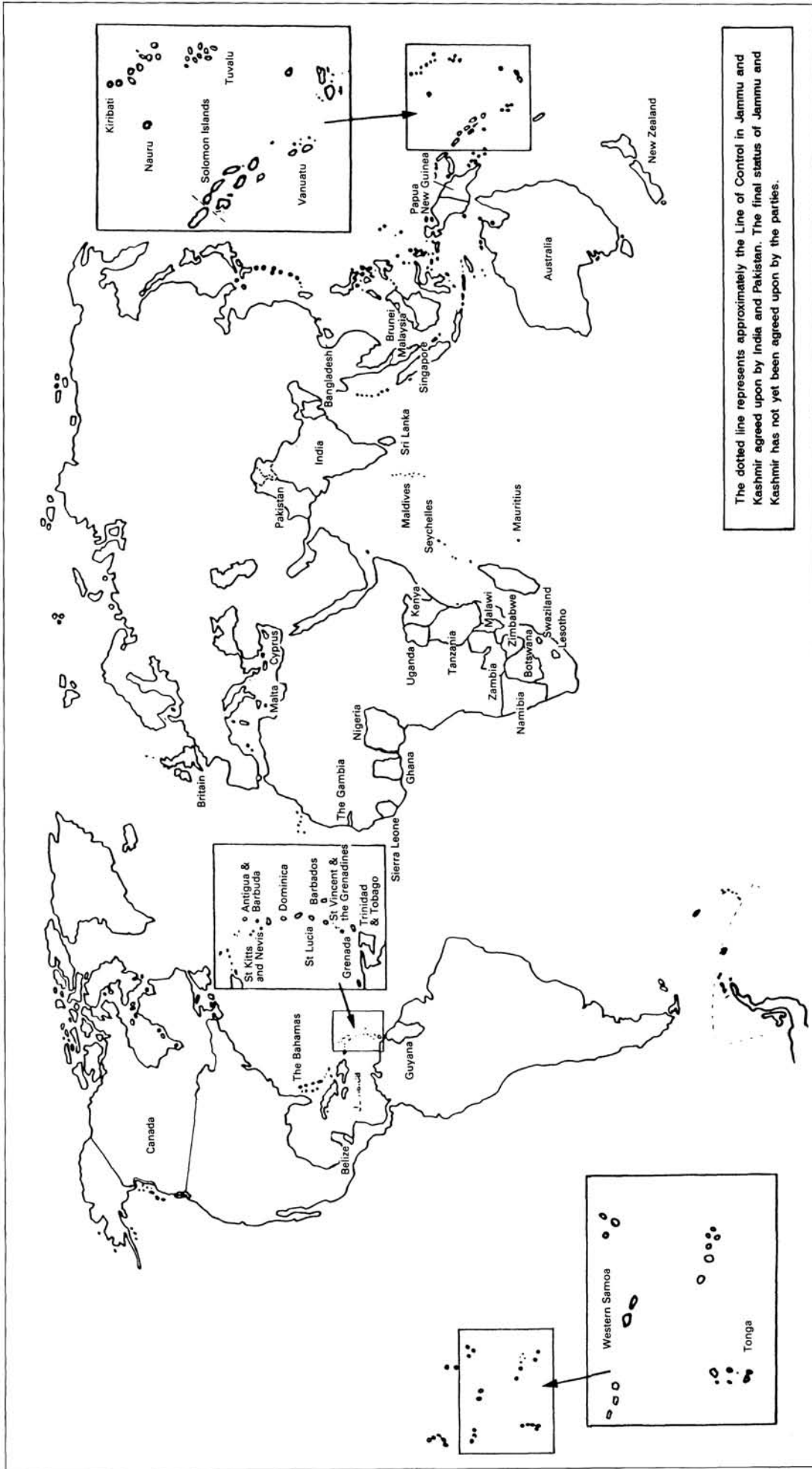
- 2 Activities to encourage students to think about Commonwealth principles, such as the right of people to live in peace or to be free from racial discrimination;
- 3 Learning about the evolution of the modern Commonwealth;
- 4 Learning about the way Commonwealth governments, organisations and peoples work together - linked to practical activities in the school and community, based on the same principle of co-operation.

**On Commonwealth Day**

In each case specific suggestions are made for exhibitions, performances and other activities to take place on Commonwealth Day itself. It is hoped that schools will make Commonwealth Day an Open Day to which parents and other members of the community are invited. The school may listen to the Queen's Commonwealth Day message and to messages from the Head of State or Minister of Education, as well as holding some kind of formal multi-faith observance; but equally important is the opportunity to mark the success or endeavour of projects in the school and the community, to enjoy exhibitions and performances, debates and games and to celebrate informally.

**A checklist of activities**

On pages x-xi there is a checklist of the activities contained in the handbook. It highlights the topics, the activities, and the school level for which the activity is suggested.

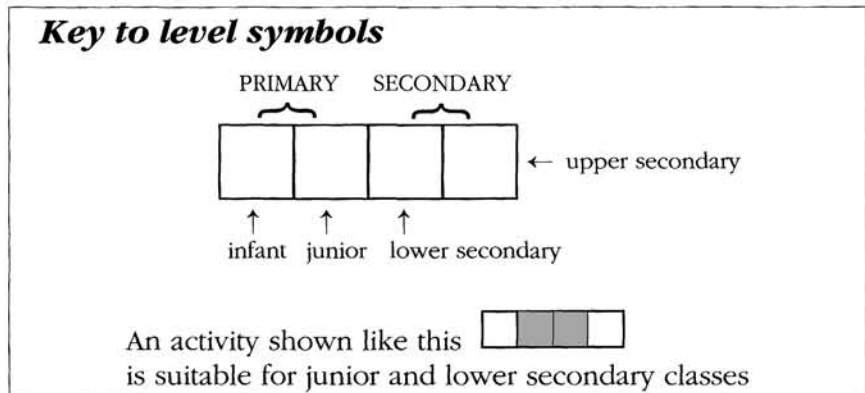






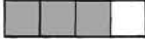



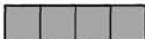








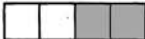

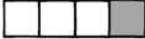
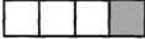
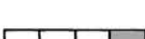


The dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties.


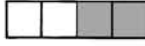






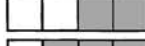


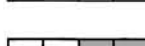



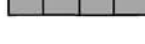






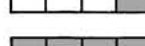

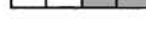
## Full members of the Commonwealth

October 1991

# Checklist of activities



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# Making a start

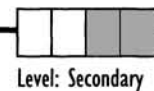
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The kind of activities a school may hold on Commonwealth Day will depend on the extent to which learning about the Commonwealth forms an integrated part of the curriculum. In some schools the Commonwealth is taught as a unit model within a particular subject, such as history or social studies. In some schools, topic work is used as a way of introducing information about different Commonwealth countries, although this approach rarely deals with the way the Commonwealth operates as an international association.

If a class teacher is starting from scratch, it is a good idea to find out how much students already know about the Commonwealth. The following activity gives students an opportunity to identify and share existing knowledge. It gives everyone a chance to contribute and helps create an atmosphere of co-operation and confidence. It also gives students an overview of the theme to be studied.

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## ACTIVITY 1



### Brainstorming

Ask the students to come up with as many ideas as possible, in the space of five to ten minutes, on the subject of the Commonwealth. This can be done by students working in small groups and reporting back to the class, or by the class as a whole, with the teacher or a student recording the ideas on a poster or blackboard. It is important for every idea to be accepted without discussion at this stage, no matter how far fetched it might appear.

Questions that could provide useful starting points are:

- What comes to mind when you think of the Commonwealth?
- What does the Commonwealth do?
- What links Commonwealth countries together?

When as many ideas as possible have been collected, students could be asked to try grouping or linking them in the form of a web (see page 3). The teacher will need to go through the main implications of the points and ideas 'collected' to show that:

- The Commonwealth has a history;
- The Commonwealth links together people from all over the world;
- It is concerned with co-operation (consultation/training/development).

After the discussion the teacher can show the class a large poster of a 'Commonwealth web' which has been prepared in advance (see page 3). It is important to emphasise that the teacher's chart does not represent the only 'right' response to the brainstorming exercise. The students will have thought of valid ideas that do not appear on the poster. The web which the teacher may have adapted from the one shown here,



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### ACTIVITY 1: CONTINUED

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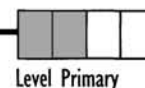
depending on the age and circumstances of the students, simply serves to take the students' ideas a stage further, to reinforce their existing knowledge and to open up new aspects of the subject which they did not previously know about.

Students can then be invited to ask questions about the 'Commonwealth web'. The answers need not be very extended but can give a taste of further areas of study that may be explored in the coming weeks.

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### ACTIVITY 2

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#### Brainstorming

For younger children it may be too difficult to look at the Commonwealth as an entity and as an association that works in particular ways. A more appropriate subject for the brainstorming exercise may therefore be an individual Commonwealth country rather than the Commonwealth as a whole.

Alternatively, students can be asked to write down as many Commonwealth countries as they can think of and anything else they know about the Commonwealth. This can be followed by a discussion in which pupils share their ideas and knowledge and the teacher can begin to introduce topics for further study and project work.

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### ACTIVITY 3

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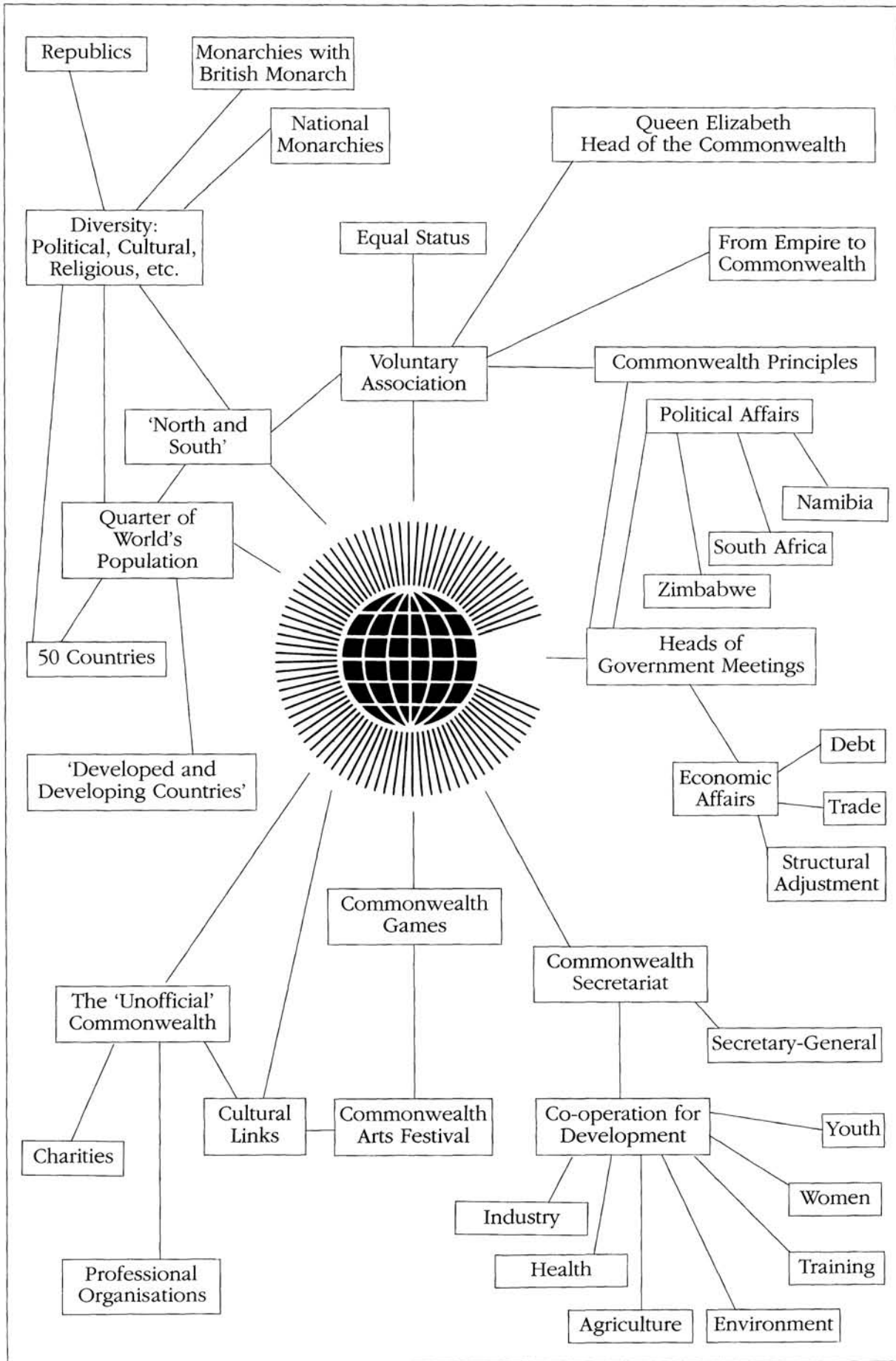


#### Detective work

Either as a follow-up to the 'brainstorming' activity or as an alternative activity, ask the students to find out as much as they can about the Commonwealth before the next lesson. Ask them to see what they can find out from their parents, relations or other members of the community, from the school library, and from local churches, post offices or other institutions. Can they bring any 'evidence' of what they have found out?

When the students have put their pieces of information and evidence together, what conclusions can they draw and what further things do they as 'detectives' need to find out before they can understand what the Commonwealth is about?

# A Commonwealth web



# 2

## One Commonwealth, many peoples

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Commonwealth Day provides a good opportunity for presentations and exhibitions which demonstrate the diversity of environments, cultures and traditions of Commonwealth peoples who together make up a quarter of the world's population. Classroom preparation can take place in Geography, History, English, Social Studies, Religion and Arts and Crafts lessons or, ideally, within an integrated curriculum.

The level of conceptualisation required in this area of study, together with the need for a reasonably flexible structure, make it particularly suitable for primary and infant schools, or for the younger end of the secondary school.

There are two main approaches:

Projects on individual Commonwealth countries

Theme or topic work related to the Commonwealth generally or to a particular region, e.g. Caribbean, Asia, Pacific

### ***Putting topic work in context***

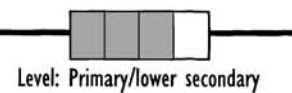
The limitation of the country- or topic-based approach is that it does not necessarily of itself lead to an understanding of the Commonwealth as a whole. It demonstrates the diversity but not the 'unity in diversity' of the Commonwealth. If teachers are able to combine this kind of work with some of the activities and information in other sections of this handbook,

pupils should be able to gain a clearer idea of what the Commonwealth means and what it is in practice. In the study of a particular theme or country the Commonwealth connection should anyway be underlined wherever possible.

*Two different approaches to celebrating Commonwealth Day*



# ACTIVITY 1



## Country Projects

It is best to choose countries about which it is relatively easy to find information. Students may work separately on their chosen countries or in small groups on joint projects, or the whole class may work together in studying a particular country. If the whole class studies one country, it is helpful for other classes to take different countries, perhaps from different regions, so that a fair range is covered by the school as a whole and a varied display can be mounted for Commonwealth Day.

The project could include all or some of the following:

Looking at students' own images and stereotypes - establishing their existing perceptions.

Checking their images against some basic geographical and social information.

Looking up equivalent information about their own country and trying to identify similarities and differences. (This comparative approach could be adopted throughout the course of project work.)

Using photographs. Here it is important that wherever possible pictures of countries should balance poverty and affluence, urban and rural, modern and traditional. Encourage a critical approach: Why did the photographer choose to take a particular image? What does the picture not show?

Study of the country's physical and human geography. How people live in the towns and in the rural areas. Homes and homelessness. Food crops and crops grown for export. How people meet basic needs for food and clothing. Learning recipes. Making clothes.

Using short stories, extracts from novels, autobiographical accounts, poems, folk tales.

Study of environmental problems, e.g. soil erosion, drought, air and water pollution, depletion of finite resources.

Learning about the country's wildlife, and the threats to wildlife (plenty of opportunity here for drawings and paintings).

Brief introduction to important historical events (including becoming a member of the Commonwealth).

Learning about the main religions and their effect on the society.

Art and craft work.

Dance, drama and song.

### ***Using nationals***

The project will be given a new dimension if a national from the country, or someone who knows the country well, is able to participate in the work and share his or her first-hand knowledge and experience. This too may require a bit of 'detective work'. The Ministry of Education may be able to help with contact addresses for overseas teachers. Churches, hospitals, diplomatic missions, and foreign companies operating locally, are other possible sources.



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## ACTIVITY 1: CONTINUED

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### *Links across the Commonwealth*

The best way of learning about another Commonwealth country is by making direct links. Students can be encouraged to write to pen friends and exchange information, pictures, photos, news etc. Alternatively, or in addition, a special link can be made with a school in another Commonwealth country. The Commonwealth Linking Trust (see page 81) helps put schools in touch with each other and many schools have found this an enriching experience. The following is one teacher's advice:

#### **Starting a link**

The essence of a successful school exchange of correspondence lies in the relationship, aims and objectives of the teachers concerned. If a school exchange is to fit into a course containing a wide variety of activities a number of points should be tackled at the outset:

- 1 Each school should try to appreciate the exact relevance of the exchange in the other school's curriculum.
- 2 The actual nature of the exchange should be agreed. (Is it to be a one-to-one pen-friendship, or a general exchange of individual work, or an exchange of group-based project work?)
- 3 The frequency of the exchange should be discussed. Ideally, an actual timetable of delivery dates, preferably for the whole school year, should be agreed upon by both parties.
- 4 The expected duration of the exchange between any two groups or classes should be agreed. One year may well be a suitable initial period.

#### **Exchanging items**

Many kinds of items can be exchanged, such as:

- Diaries of life in the two schools/communities
- Copies of school magazines and newsletters
- Tapes of songs and stories, and messages from pupils
- Photographs of students, their families and school activities
- Drawings and paintings of the local environment: people, homes, trees, flowers, animals, insects, everyday scenes
- Small items collected locally: pieces of material for clothing, unusual pebbles, shells, dried leaves and flowers
- Collections of stories, legends and folk tales
- Scrapbooks
- Project material and descriptions of Commonwealth Day celebrations

#### **Points to remember**

More generally, it is helpful to:

Make sure that the teachers concerned are fully committed to the undertaking in practice, not merely in theory.

Put the exchange as a first priority. Alter lesson schedules to adapt to the exchange as the need arises.

Be prepared to devote time to preparing the best material from your pupils for the exchange. Hurriedly executed work does not help to establish a good correspondence – or mutual appreciation.

Remember to allow adequate lesson time for the packages received, especially if the exchange is an integral part of a syllabus. Analysis and appreciation of a package can be a lengthy procedure if it is to be worthwhile.

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## ACTIVITY 1: CONTINUED

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Try to link up children of approximately the same age.

Determine at the outset whether the other school is seeking an exchange of visits following the correspondence.

If an eventual exchange of visits is agreed, determine at the outset the exact number of your own pupils interested in accommodating visiting correspondents in their own home. Volunteers sometimes fade into the background when the time arrives.

Keep the exchange school informed about any alterations to the original schedule (e.g. a package being unavoidably late).

It is **not** helpful to:

Promise your pupils anything about the exchange which is not absolutely certain. It can undermine credibility.

Assume that the teacher with whom you have established an exchange is agreeing with your suggestion unless it is actually specified (e.g. that your correspondents are prepared to complete and return the questionnaires devised by your own pupils).

Be too ambitious about how many packages you want to exchange each term. If they are to be the best quality your pupils can achieve, they will take a surprising length of time to put together.

(This list is based on the experience of a teacher who has developed school links.)

### On Commonwealth Day

- Country projects will provide the basis for a varied and colourful exhibition of maps, charts, written work, drawings, craft work etc. If a link with a school in another Commonwealth country has been formed, the display can include letters, photographs and other materials received from the link school.
- Dances, songs, and drama can be performed.

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## Theme or topic work

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Almost any theme or topic can be explored cross-culturally and used to demonstrate the diversity that exists within the Commonwealth. Topic work is more valuable if the aim is not merely to 'collect examples' of different customs or facets of life in Commonwealth countries but also to look at the factors that give rise to this diversity. In this way, children are helped to see other cultures as not just different - or worse still, exotic or alien - but as the specific ways in which human beings, who are fundamentally the same in their needs, hopes, abilities and feelings, have responded to the various circumstances and conditions of life they find themselves in.

Topic work is probably best undertaken by the whole class, although individual students can pursue different aspects of the theme.

The topics outlined on the following pages are just a handful from the many ideas that could be explored.

# ACTIVITY 1

Level: Primary/lower secondary

## Food

### Staple foods

Students can find out what kinds of food are grown for local consumption in various Commonwealth countries. The differences and similarities in food preparation in different countries can be examined. What is meant by staple foods? This study can be related to nutrition and eating habits.

### Cash crops

Which kinds of food are exported and where to? What is meant by cash crops? Students can collect labels from food products from different Commonwealth countries and stick them on a large world map, relating them to their countries of origin. This work can be supplemented with drawings of the fruit, vegetables, cereal crops, animals etc.

### Other ideas

Is there a Commonwealth agricultural expert working locally who could be invited to the school to talk about his or her work to improve agricultural production?

Students can make up a shopping list for family meals in different countries. Where would they get the food? Would they produce it themselves? How would they store it? How would they cook it?

Parents or other people in the community may be able to provide recipes of national dishes from different Commonwealth countries and help the children prepare them.



*Mixing peppers for 'Jerk Pork' in Jamaica*

See also 'Producing healthy food' (page 51).

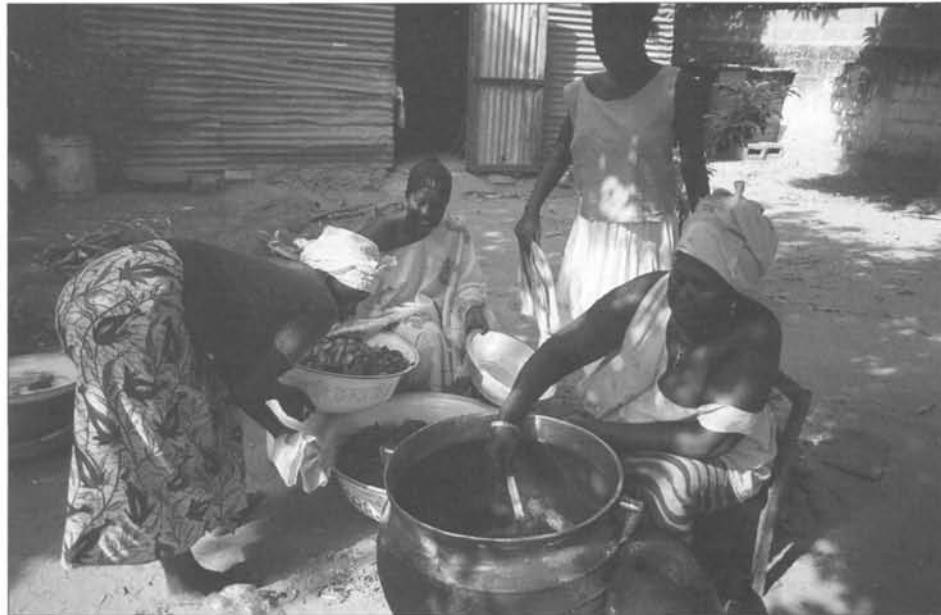


*South Indian snacks*

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**ACTIVITY 1: CONTINUED**

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*Making food in The Gambia*



*Malaysian food*

## **On Commonwealth Day**

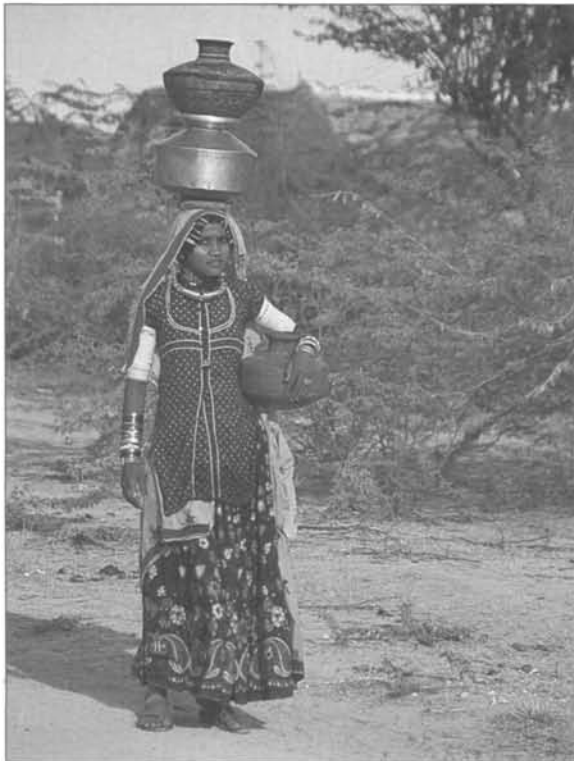
- Display project work on food.
- Prepare and eat meals, snacks and drinks from different Commonwealth countries.
- Make a special cake, using ingredients from different Commonwealth countries if possible, and decorate with a Commonwealth symbol or message. Every student in the class should have a slice.

## ACTIVITY 2

Level: Primary/lower secondary

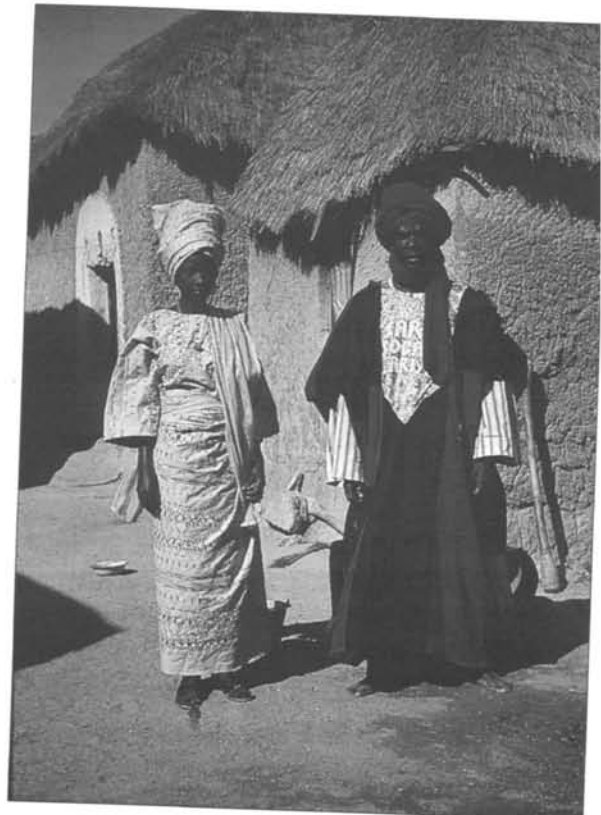
### Clothes

- Find out** Students can find out about clothes worn by different Commonwealth peoples. They can cut out pictures from magazines, look for illustrations and descriptions of clothes in library books (encyclopedias, stories etc.) and make colourful drawings and paintings of them in art classes.
- Discuss** Discuss the design of clothes with children. Look at everyday working clothes as well as clothes for special occasions. In what way are the clothes practical, suitable for particular types of work or for particular weather conditions? Is there any connection between religious belief and the style and design of clothes? How is individuality expressed through the clothes people wear? Compare women's and men's clothing. Discuss the influence of fashion.
- Other ideas** Parents or other people from different Commonwealth countries can be invited to demonstrate how clothes are worn.
- Clothes can be made from scraps of cloth, paper, old sheets etc. Use silver foil, bottle tops, seeds and other small objects as jewellery. Experiment with printing, dyeing and embroidery.



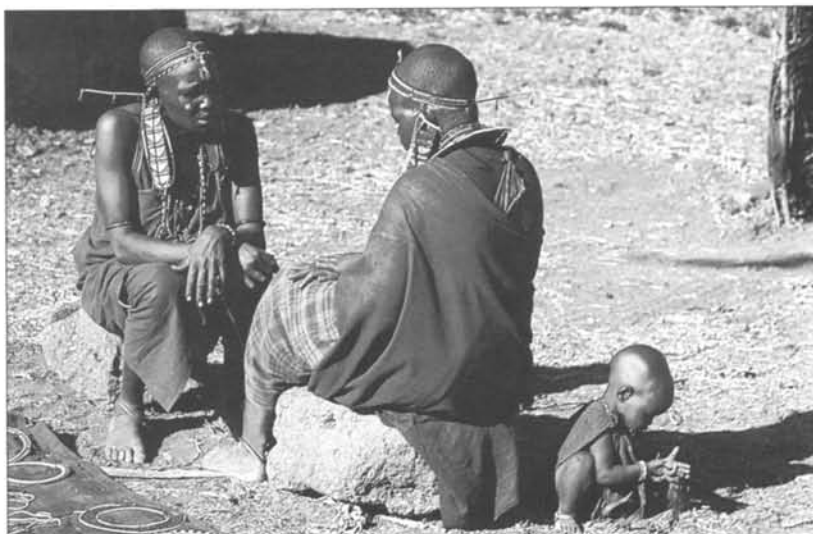
*Indian woman from Gujarat*

Small children may like to dress up dolls and puppets in national dress made from scraps of materials.



*A Hausa couple in Nigeria*

**ACTIVITY 2: CONTINUED**



*Masai women and child in Kenya*

**On Commonwealth Day**

- Pupils can dress up in the clothes they have made. They can put on a parade for visitors and as each pupil walks across the stage another pupil can briefly explain why the clothes are designed as they are.
- Display project work on Commonwealth clothes.

***Maoris host commonwealth arts festival***

The Commonwealth Arts Festival held in Auckland in January 1990, as an integral part of the Commonwealth Games, was organised in co-operation with the Nga Puna Waihangā, the national organisation of Maori artists, writers and craftspeople.

The Maoris hosted the 19-day festival which reflected both traditional forms and techniques and their contemporary reinterpretation.

Music and dance galas, theatre, film, and exhibitions of ceramics, woodcarving and quilt work were all on offer. One of the highlights was an event given the name of 'Commonwealth Drums', which assembled rhythm, drum and dance performers from all over the Commonwealth.

Adapted from *Commonwealth Currents*, October 1989

## ACTIVITY 3

Level: Infant/primary  
lower secondary

### Creative arts

There is plenty of scope for enjoyable learning about the literature, drama, art and music of Commonwealth countries and for attractive presentations on Commonwealth Day.

#### Folk tales

Younger children will enjoy traditional folk tales from different parts of the Commonwealth. Try to find examples of creation myths, fables, proverbs, animal stories and legends.

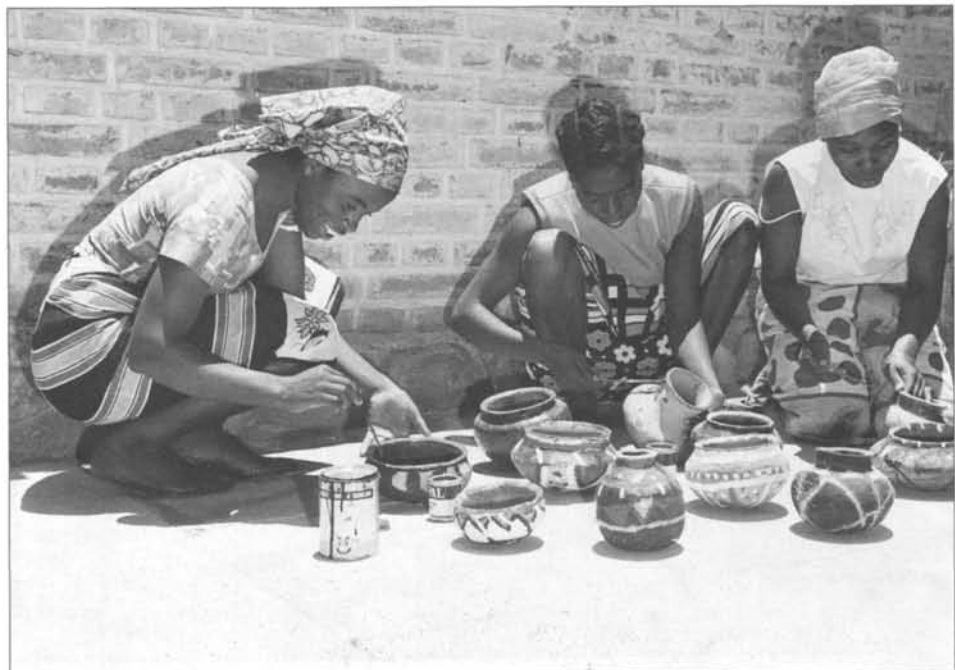
Children could make wall friezes, cartoons and paintings to illustrate the stories. Some stories may lend themselves to dramatisation.

#### Art and craft

Depending on the availability of books and other resources, a study of Commonwealth arts, crafts and architecture could be made. Artefacts brought into the classroom will make the experience more real and immediate. Musical instruments, printing blocks, decorated calabashes, ceremonial objects etc. can be used or experimented with and can also serve as models for many forms of craft work.

#### Song and dance

Children can learn songs and dances from different Commonwealth countries. As with other themes, it may be possible to invite nationals to teach these to the students.



*Pottery class in Tanzania*

### On Commonwealth Day

- Put on exhibitions and performances.
- Dramatic presentations could combine various art forms. Plays based on Commonwealth stories may include dance and song, and art and craft work may provide some of the props and scenery.

## ACTIVITY 4



### Literature

Through Commonwealth literature students can gain an imaginative insight into other cultures as well as identifying common issues and experiences.

The three literary extracts below illustrate (amongst many other things) some important points about language, about new forms of English and about the place of indigenous languages.

#### *Modern Secrets*

Last night I dreamt in Chinese.  
Eating Yankee shredded wheat  
I said it in English  
To a friend who answered  
In monosyllables:  
All of which I understood.

The dream shrank to its fiction.  
I had understood its end  
Many years ago. The sallow child  
Ate rice from its ricebowl  
And hides still in the cupboard  
With the china and tea-leaves.

*Shirley Lim* (Malaysia)

#### *The Lonely Londoners*

Cap had a friend in Brighton who had a garage business, who was friending with a French girl. The French girl went back to France and tell she sister how things rosy in Brit'n, and the sister come, and Cap get in with she. This number was a sharp thing and Cap like it more than the regular Austrian. He tell Frenchy how the garage business not doing so well - this time so he give her the impression that he have part ownership in his friend business - and that he would be leaving it and taking up a post with the Nigerian Government. He tell the girl is a better job, and she believe every word he say, partly because his face so innocent, and partly because she can't understand English so well.

*Sam Selvon* (Trinidad)

#### *On Learning to Be an Indian*

My grandmother cannot speak English. I have never discovered whether this is from principle or simply because she has never tried, but she understands it perfectly. In England Mother had kept Premila and me familiar with Hindustani by speaking it to us sometimes when we were home for vacations, and by teaching us Indian songs. So during our first few weeks in Bombay we could both understand the language though we were still too out of practice to try speaking it. Consequently my grandmother and I spoke in different languages to each other. But we got along very easily in spite of it.

*Santha Ram Rau* (India)

## ACTIVITY 5

Level: Infant/primary/secondary

### Religions

All the major world religions are practised in the Commonwealth: Hinduism, Sikhism, Buddhism, Judaism, Christianity and Islam. There is also a variety of traditional religions practised in Africa, some of the Pacific islands and among the Australian Aborigines. In Malaysia and Singapore the Chinese communities follow traditional Chinese religion which combines Taoism, Confucianism, Buddhism and ancestor worship.

#### Learning

Students can find out which religions are practised in different Commonwealth countries and learn about them. For each religion they should try to find out about: the founder, beliefs, scriptures, worship and main festivals.

#### Sharing

Within the school or the class there may well be students of different religions, so knowledge can be shared among the students. Local residents may also be able to come and talk about the religions they practise and bring in holy books and artefacts associated with these faiths.

Short extracts from four holy books are provided below:

#### ***From the Bhagavad Gita***

He sees his soul as one with all beings, and all beings as one with his soul; his soul joined in union, beholding Oneness everywhere. Who sees Me everywhere, and sees all in Me, him I lose not, nor will he lose Me.

The knowledge whereby one eternal nature is perceived in all beings, undivided, though beings are divided, know that knowledge to be of Substance.

*Hindu scriptures*

#### ***From the Metta Sutta (Loving-Kindness)***

Whatever living beings there be - feeble or strong, long, stout or medium, short, small or large, seen or unseen, those dwelling far or near, those who are born and those who are to be born - may all beings, without exception, be happy-minded.

Let none deceive another nor despise any person whatever in any place. In anger or ill-will let him not wish any harm to another.

Just as a mother would protect her only child at the risk of her own life, even so, let him cultivate a boundless heart towards all beings.

*Buddhist scriptures*

#### ***From the Qur'an***

All that is in heaven and earth gives glory to Allah. He is the Mighty, the Wise One.

He is the first and the last, the visible and the unseen. He has knowledge of all things.

He created the heavens and the earth in six days and then mounted his Throne. He knows all that goes into the earth and all that emerges from it, all that comes down from heaven and all that ascends to it. He is with you wherever you are. Allah is cognisant of all your actions.

*Islamic scriptures*

**ACTIVITY 5: CONTINUED****From the Bible**

What, then, does the Lord your God ask of you? Only to fear the Lord your God, to conform to all his ways, to love him and to serve him with all your heart and soul... The Lord secures justice for widows and orphans, and loves the alien who lives among you... You too must love the alien, for once you lived as aliens.

Above all, keep your love for one another at full strength... Whatever gift each of you may have received, use it in service to one another.

*Christian scriptures*

**On Commonwealth Day**

A multi-faith observance can be organised on Commonwealth Day. Traditionally this consists of a procession of flags of Commonwealth countries (in the order determined by the date of membership of the Commonwealth); the national anthem and hymns; readings from Buddhist, Christian, Hindu, Islamic, Jewish and Sikh holy books; affirmations of common faith; prayers from the different religions; and another procession as the flags are borne out.

**ACTIVITY 6**

Level: Infant/primary/  
lower secondary



*Australian surfer*

**Games and sport**

Students may be able to find out about various games and sports played in different Commonwealth countries. Which of these have become common in many or all Commonwealth countries or have similarities with games played elsewhere?

Children who come from, or have lived in, other Commonwealth countries could teach some popular children's games to the others.

Project work could be done on the Commonwealth Games: information on notable events, record holders, numbers of competitors etc; drawings of sportsmen and women; surveys of Commonwealth action to prevent sporting links with South Africa. ▶▶▶

## ACTIVITY 6: CONTINUED



*Pakistani test cricketer, Imran Khan*

### ***The Commonwealth Games***

The Commonwealth Games began in 1930 as the 'British Empire Games' and have been held every four years since then. Numbers of competitors have risen from 400 in 1930 to 1583 in 1982. The Games feature up to ten events which always include athletics and swimming - the other eight being selected from archery, badminton, bowls, boxing, canoeing, cycling, fencing, gymnastics, judo, rowing, shooting, table-tennis, weight-lifting and yachting. Contestants must be amateurs and are accommodated in a special Commonwealth Games village for the duration of the Games. A Commonwealth arts festival coinciding with the Games is normally organised by the host country.

The 13th Commonwealth Games was in Edinburgh, Scotland in 1986 and the 14th in Auckland, New Zealand, in 1990. The 15th Games will be held in Victoria, British Columbia, Canada in 1994.

### **On Commonwealth Day**

- Young visitors to Commonwealth Day activities (e.g. students' younger brothers and sisters) can be taught children's games from different Commonwealth countries.
- Charts, drawings and written work on the Commonwealth Games can be exhibited.
- The school could hold its own Commonwealth Games with pupils playing the part of athletes from different countries.

## ACTIVITY 7



Level: Top junior/secondary

### The media

Teachers or students can try to build up a collection of newspapers and magazines from various parts of the Commonwealth. Possible sources are:

- Link schools
- Commonwealth High Commissions in the capital city
- Local residents from other Commonwealth countries
- People travelling to other Commonwealth countries

### News and views

Students can go through the newspapers and identify events and concerns of particular importance to the country in question. They can cut out articles and photographs that interest them, paste them on posters and write short comments beside them. They can describe the impression they gain of the country by reading one of its national newspapers.

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### ACTIVITY 7: CONTINUED

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Students could produce their own newspaper or magazine on Commonwealth affairs and events in member countries. They could write to the Commonwealth Secretariat in London for sample copies of *Commonwealth Currents* (see page 82: Resources) and use these for further information and ideas.

**Common concerns** What references to other Commonwealth countries can be found in the foreign news sections? (National newspapers in the students' own country can be used in this way too.) What interaction between Commonwealth countries can be identified? Which are the problems that appear most often and what is the Commonwealth's attitude to these problems?

**Broadcasting** Radio and/or television can also be used as a source of information about the Commonwealth. Students can keep a record of relevant news items and discuss their significance in class. If the external services from countries like Britain, Australia and New Zealand operate in the locality it can be used as a source of information on the region and will also provide some insights into other parts of the world, particularly the Commonwealth.

If they have access to a tape recorder, students could make their own 'radio programme' to include a summary of major Commonwealth news items, interviews with local residents from other Commonwealth countries, and interviews with prominent Commonwealth figures (these roles being played by students).

### On Commonwealth Day

- Display newspapers and magazines, including those made by the students.
- Produce a live 'radio' or 'TV' show, using a 'phone-in' format or studio audience so that visitors to the school can participate too.

## ACTIVITY 8

Level: Infant/primary/secondary



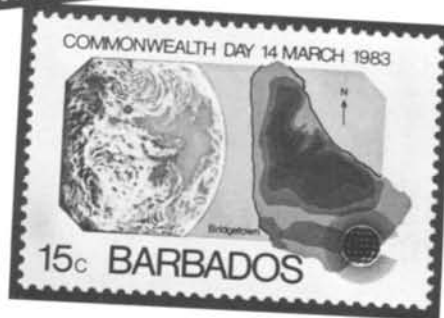
### Stamps

Students can collect stamps from Commonwealth countries, including those sent by pen-friends, and make a display, grouping the stamps by region or by theme.

What can be learnt about the different countries by observing the subjects portrayed on the stamps?

Students may be able to find stamps that were specially issued for Commonwealth Day 1983.

They could design Commonwealth Day stamps for their own country, incorporating the Commonwealth symbol and illustrating something of importance either to the particular country or to the Commonwealth.



## ACTIVITY 9

Level: Infant/primary/secondary

### Coins

Students may be able to exhibit a collection of Commonwealth countries' coins. Pen friends, visitors from other Commonwealth countries, link schools and banks are possible sources.

## ACTIVITY 10

Level: Infant/primary/secondary

### Flags

In art classes students could make Commonwealth flags. They could investigate the reasons for the choice of designs and emblems. A flag-raising ceremony could be held on Commonwealth Day.

When Commonwealth Heads of Government met in Singapore in January 1971 they agreed on a set of ideals which are subscribed to by all members. These were expressed in the Declaration of Commonwealth Principles. In October 1991, twenty years later, they re-affirmed their commitment to the Principles and charted areas for Commonwealth action in the 1990s in the Harare Commonwealth Declaration. Both Declarations are reproduced below. The activities in this section of the handbook are designed to help students think about some of the ideals expressed in the Declarations and the problems that need to be tackled and overcome.

Older students could do more detailed and searching work on the Singapore Declaration of Commonwealth Principles and the Harare Commonwealth Declaration and on the other Declarations and Statements which have issued from Heads of Government Meetings. These include:

- The Gleneagles Agreement on Sporting Contacts with South Africa (1977)
- The Lusaka Declaration on Racism and Racial Prejudice (1979)
- The Melbourne Declaration (1981)
- The Goa Declaration on International Security (1983)
- The New Delhi Statement on Economic Action (1983)
- The Nassau Accord on Southern Africa (1985)
- The Okanagan Statement and Programme of Action on Southern Africa (1987)
- The Vancouver Declaration on World Trade (1987)
- The Kuala Lumpur Statement on Southern Africa (1989)
- The Langkawi Declaration on the Environment (1989)

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## The Declaration of Commonwealth Principles

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The Commonwealth of Nations is a voluntary association of independent sovereign states, each responsible for its own policies, consulting and co-operating in the common interests of their peoples and in the promotion of international understanding and world peace.

Members of the Commonwealth come from territories in the six continents and five oceans, include peoples of different races, languages and religions, and display every stage of economic development from poor developing nations to wealthy industrialised nations. They encompass a rich variety of cultures, traditions and institutions.

Membership of the Commonwealth is compatible with the freedom of member governments to be non-aligned or to belong to any other grouping, association or alliance. Within this diversity all members of the Commonwealth hold certain principles in common. It is by pursuing these principles that the Commonwealth can continue to influence international society for the benefit of mankind.

**We believe that international peace and order are essential to the security and prosperity of mankind;** we therefore support the United Nations and seek to strengthen its influence for peace in the world, and its efforts to remove the causes of tension between nations.

**We believe in the liberty of the individual, in equal rights for all citizens regardless of race, colour, creed or political belief, and in their inalienable right to participate by means of free and democratic political processes in framing the society in which they live.** We therefore strive to promote in each of our countries those representative institutions and guarantees for personal freedom under the law that are our common heritage.

**We recognise racial prejudice as a dangerous sickness threatening the healthy development of the human race and racial discrimination as an unmitigated evil of society.** Each of us will vigorously combat this evil within our own nation. No country will afford to regimes which practise racial discrimination assistance which in its own judgement directly contributes to the pursuit or consolidation of this evil policy.

**We oppose all forms of colonial domination and racial oppression and are committed to the principles of human dignity and equality.** We will therefore use all our efforts to foster human equality and dignity everywhere, and to further the principles of self-determination and non-racialism.

**We believe that the wide disparities in wealth now existing between different sections of mankind are too great to be tolerated.** They also create world tensions. Our aim is their progressive removal. We therefore seek to use our efforts to overcome poverty, ignorance and disease, in raising standards of life and achieving a more equitable international society.

To this end our aim is to achieve the freest possible flow of international trade on terms fair and equitable to all, taking into account the special requirements of the developing countries, and to encourage the flow of adequate resources, including governmental and private resources, to the developing countries, bearing in mind the importance of doing this in a true spirit of partnership and of establishing for this purpose in the developing countries conditions which are conducive to sustained investment and growth.

**We believe that international co-operation is essential to remove the causes of war, promote tolerance, combat injustice, and secure development among the peoples of the world.** We are convinced that the Commonwealth is one of the most fruitful associations for these purposes.

In pursuing these principles the members of the Commonwealth believe that they can provide a constructive example of the multi-national approach which is vital to peace and progress in the modern world. The association is based on consultation, discussion and co-operation.

In rejecting coercion as an instrument of policy they recognise that the security of each member state from external aggression is a matter of concern to all members. It provides many channels for continuing exchanges of knowledge and views on professional, cultural, economic, legal and political issues among member states.

These relationships we intend to foster and extend, for we believe that our multi-national association can expand human understanding and understanding among nations, assist in the elimination of discrimination based on differences of race, colour or creed, maintain and strengthen personal liberty, contribute to the enrichment of life for all, and provide a powerful influence for peace among nations.

*Singapore 1971*

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## **Harare Commonwealth Declaration**

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- 1 The Heads of Government of the countries of the Commonwealth, meeting in Harare, reaffirm their confidence in the Commonwealth as a voluntary association of sovereign independent states, each responsible for its own policies, consulting and co-operating in the interests of their peoples and in the promotion of international understanding and world peace.
- 2 Members of the Commonwealth include people of many different races and origins, encompass every state of economic development, and comprise a rich variety of cultures, traditions and institutions.
- 3 The special strength of the Commonwealth lies in the combination of the diversity of its members with their shared inheritance in language, culture and the rule of law. The Commonwealth way is to seek consensus through consultation and the sharing of experience. It is uniquely placed to serve as a model and a catalyst for new forms of friendship and co-operation to all in the spirit of the Charter of the United Nations.
- 4 Its members also share a commitment to certain fundamental principles. These were set out in a Declaration of Commonwealth Principles agreed by our predecessors at their Meeting in Singapore in 1971. Those principles have stood the test of time, and we reaffirm our full and continuing commitment to them today. In particular, no less today than 20 years ago:

We believe that international peace and order, global economic development and the rule of international law are essential to the security and prosperity of mankind;

We believe in the liberty of the individual under the law, in equal rights for all citizens regardless of gender, race, colour, creed or political belief, and in the individual's inalienable right to participate by means of free and democratic political processes in framing the society in which he or she lives;

We recognise racial prejudice and intolerance as a dangerous sickness and threat to healthy development, and racial discrimination as an unmitigated evil;

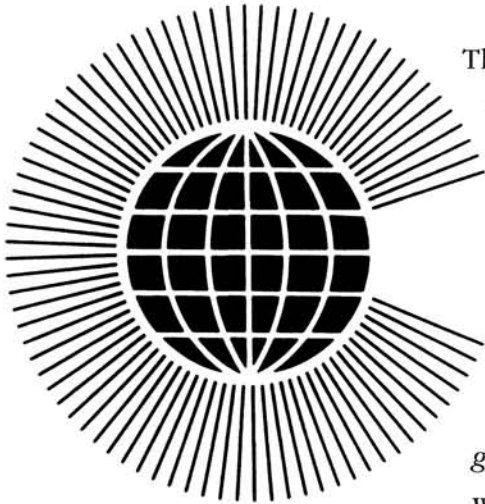
We oppose all forms of racial oppression, and we are committed to the principles of human dignity and equality;

We recognise the importance and urgency of economic and social development to satisfy the basic needs and aspirations of the vast majority of the peoples of the world, and seek the progressive removal of the wide disparities in living standards amongst our members.

- 5 In Harare, our purpose has been to apply those principles in the contemporary situation as the Commonwealth prepares to face the challenges of the 1990s and beyond.
- 6 Internationally, the world is no longer locked in the iron grip of the Cold War. Totalitarianism is giving way to democracy and justice in many parts of the world. Decolonisation is largely complete. Significant changes are at last under way in South Africa. These changes, so desirable and heartening in themselves, present the world and the Commonwealth with new tasks and challenges.
- 7 In the last twenty years, several Commonwealth countries have made significant progress in economic and social development. There is increasing recognition that commitment to market principles and openness to international trade and investment can promote economic progress and improve living standards. Many Commonwealth countries are poor and face acute problems, including excessive population growth, crushing poverty, debt burdens and environmental degradation. More than half our member states are particularly vulnerable because of their very small societies.
- 8 Only sound and sustainable development can offer these millions the prospect of betterment. Achieving this will require a flow of public and private resources from the developed to the developing world, and domestic and international regimes conducive to the realisation of these goals. Development facilitates the task of tackling a range of problems which affect the whole global community such as environmental degradation, the problems of migration and refugees, the fight against communicable diseases, and drug production and trafficking.
- 9 Having reaffirmed the principles to which the Commonwealth is committed, and reviewed the problems and challenges which the world, and the Commonwealth as part of it, face, we pledge the Commonwealth and our countries to work with renewed vigour, concentrating especially in the following areas:
  - the protection and promotion of the fundamental political values of the Commonwealth:
    - democracy, democratic processes and institutions which reflect national circumstances, the rule of law and the independence of the judiciary, just and honest government
    - fundamental human rights, including equal rights and opportunities for all citizens regardless of race, colour, creed or political belief
  - equality for women, so that they may exercise their full and equal rights
  - provision of universal access to education for the population of our countries
  - continuing action to bring about the end of apartheid and the establishment of a free, democratic, non-racial and prosperous South Africa
  - The promotion of sustainable development and the alleviation of poverty in the countries of the Commonwealth through:
    - a stable international economic framework within which growth can be achieved
    - sound economic management recognising the central role of the market economy

- effective population policies and programmes
  - sound management of technological change
  - the freest possible flow of multilateral trade on terms fair and equitable to all, taking account of the special requirements of developing countries
  - an adequate flow of resources from the developed to developing countries, and action to alleviate the debt burdens of the developing countries most in need
  - the development of human resources, in particular through education, training, health, culture, sport and programmes for strengthening family and community support, paying special attention to the needs of women, youth and children
  - effective and increasing programmes of bilateral and multilateral co-operation aimed at raising living standards
- extending the benefits of development within a framework of respect for human rights
  - the protection of the environment through respect for the principles of sustainable development which we enunciated at Langkawi
  - action to combat drug trafficking and abuse and communicable diseases
  - help for small Commonwealth states in tackling their particular economic and security problems
  - support of the United Nations and other international institutions in the world's search for peace, disarmament and effective arms control; and in the promotion of international consensus on major global political, economic and social issues
- 10** To give weight and effectiveness to our commitments we intend to focus and improve Commonwealth co-operation in these areas. This would include strengthening the capacity of the Commonwealth to respond to requests from members for assistance in entrenching the practices of democracy, accountable administration and the rule of law.
- 11** We call on all the intergovernmental institutions of the Commonwealth to seize the opportunities presented by these challenges. We pledge ourselves to assist them to develop programmes which harness our shared historical, professional, cultural and linguistic heritage and which complement the work of other international and regional organisations.
- 12** We invite the Commonwealth Parliamentary Association and non-governmental Commonwealth organisations to play their full part in promoting these objectives, in a spirit of co-operation and mutual support.
- 13** In reaffirming the principles of the Commonwealth and committing ourselves to pursue them in policy and action in response to the challenges of the 1990s, in areas where we believe that the Commonwealth has a distinctive contribution to offer, we the Heads of Government express our determination to renew and enhance the value and importance of the Commonwealth as an institution which can and should strengthen and enrich the lives not only of its own members and their peoples but also of the wider community of peoples of which they are a part.

*Harare, 20 October 1991*



The Commonwealth symbol

The four suggested activities relate to the following principles embodied in the 1971 Declaration and in the Harare Declaration of 1991:

*We believe that international peace and order are essential to the security and prosperity of mankind.*

*We recognise racial prejudice as a dangerous sickness and racial discrimination as an unmitigated evil in society.*

*We believe that the wide disparities in wealth now existing between different sections of mankind are too great to be tolerated.*

*We believe that international co-operation is essential.*

## ACTIVITY 1



Level: Primary/secondary

### Priorities for peace

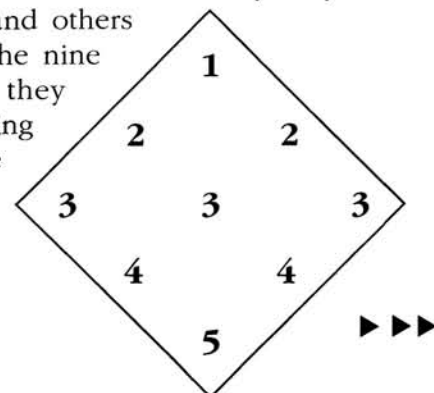
This activity relates to the Commonwealth principle: *We believe that international peace and order are essential to the security and prosperity of mankind.*

As preparation for the main activity, ask students to draw pictures or 'mental maps' illustrating their ideas about one of the following:

- Peace and conflict in our community
- Planet Earth (showing what is going well and what is going badly)
- A peaceful world

Working in pairs or small groups, students should then talk about their pictures and discuss the choice of images they have included.

Next, ask students - still in their pairs or groups - to look at nine statements about peace (or, alternatively, war or conflict). These can be thought up by the students themselves, or a list such as the one below can be provided. **The nine statements are NOT statements of truth; they represent nine possible viewpoints and in some cases are deliberately provocative.** Each statement should be written on a separate card or piece of paper. Students select the ones they agree with and the ones they disagree with. They should discuss why they find certain ideas appealing or convincing and others unacceptable. Then they should rank the nine statements according to the priorities they agree upon as important. A way of allowing some ideas to be given equal importance is to create a diamond shape, as illustrated here:



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## ACTIVITY 1: CONTINUED

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### **Images of peace**

*Rival superpowers having equal stockpiles of nuclear and conventional weapons so that neither will risk attacking the other.*

*A beautiful garden. Cool shade under the trees on a hot day. Birds singing.*

*A country run democratically, everyone having shelter, education and medical care, everyone participating in development.*

*A group of children playing with toy weapons, everyone joining in.*

*Countries with nuclear weapons agreeing to stop supplying armaments to other countries.*

*Two friends arguing on a subject they both feel strongly about but without losing their tempers.*

*Someone near death at peace with the people they have known and with God.*

*A government succeeding in stamping out a group of terrorists who have been planting bombs in shops and railway stations.*

*Two countries trading with each other - one selling raw materials and the other manufactured goods.*

### **From principle to practice**

This activity could be followed by an examination of the Commonwealth's part in conflict-solving or working for peace and security e.g. its role in assisting Zimbabwe to gain independence; the concern for the security of small states, expressed in the Goa Declaration; support of the liberation of Namibia and South Africa. (See Section 5: Working together and page 80: Resources)


### **On Commonwealth Day**

- Display 'mental maps' and pictures and 'priorities for peace' materials.
- Exhibit written and other work on Commonwealth conflict-solving activities.

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## ACTIVITY 2

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Level: Primary/secondary

### **Learning about discrimination**

This activity relates to the Commonwealth principle: *We recognise racial prejudice as a dangerous sickness and racial discrimination as an unmitigated evil.*

The activity is intended as a way into the question of racial discrimination but could also be applied to discrimination on the ground of gender or religion.

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**ACTIVITY 2: CONTINUED**


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**1** The teacher selects one or more arbitrary factors about the children's appearance or circumstances and deliberately discriminates on the basis of these: e.g. all students above (or below) a certain height; all students who were born over 10 miles away; all students who are left-handed.

These students (Group A) are asked to go and sit on one side of the classroom while the other (Group B) move to the other side.

**2** The teacher then describes a task that the whole class is to do. It should be something that students generally enjoy doing, e.g. some kind of art or craft work, and which requires the use of a number of materials. Each member of Group B is given plenty of materials (paper, several coloured pencils, rulers, rubbers, scraps of cloth, scissors etc) while Group A are given only a few basic things between them and do not have enough to go round. The students should be told that it is up to them to do what they want with the materials given to them (but avoid actually suggesting sharing of materials).

**3** Half way through the activity the teacher distributes sweets, fruit or cold drinks to Group B and tells Group A to stand up in silence while Group B is eating. The class then resumes the activity.

At the end of the exercise the students should be encouraged to talk about what went on and how they felt:

How did it feel to be discriminated against and was there any good reason for their being picked on?

How did it feel to be in the privileged group?

Was there any sharing of materials a) among Group A? b) between the two groups?

Were some students separated from their friends and did they feel differently towards them when they were in a different group?

**4** It is important at this stage that Group A is given its share of goodies, previously distributed only to Group B, and that they are thanked for putting up with the various examples of unfairness.

The activity can lead on to a discussion of racial (and other forms of) discrimination in society.

### ***From principle to practice***

The Commonwealth's role in opposing racism and apartheid can be highlighted, e.g.

- The Lusaka Declaration on Racism and Racial Prejudice (1979)
- The Gleneagles Agreement banning all sporting contact with South Africa (1977)
- The Kuala Lumpur Statement on Southern Africa (1989) setting up special groups to study and recommend the best ways to help bring an end to apartheid
- The work of the Commonwealth Committee of Foreign Ministers on Southern Africa
- Support for education and training programmes for the deprived majority in South Africa



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## ACTIVITY 2: CONTINUED

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- Imposing economic sanctions against South Africa

The activities and discussion could lead on to written work and art work. See also Section 5, Working together, and page 80: Resources.

Racism attacks the very foundations of the Commonwealth, because the contemporary Commonwealth is rooted in the modern movement to end colonialism and the divisive notion of superior and inferior human racial groups... The ideology and practice of apartheid are therefore the antithesis of the Commonwealth's most fundamental aims.

from *Racism in Southern Africa: the Commonwealth Stand*,  
Commonwealth Secretariat

### On Commonwealth Day

- Display essays, art work, charts on Commonwealth action against apartheid.
- Make up a play about racial prejudice, based on the discrimination exercise above.

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## ACTIVITY 3

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### Fair shares for all?

This activity relates to the Commonwealth principle: *We believe that the wide disparities in wealth now existing between different sections of mankind are too great to be tolerated.*

#### ***Thinking about disparities***

First ask the students to think about what is meant by 'wide disparities in wealth'. What things do some people have in excess while other people are denied even their basic needs? Ask for ideas from the students and make a list on the blackboard. It could be divided into two columns to show the extremes of wealth and poverty. Encourage the student to think not just of property but also of rights, access to education, health, political decision-making etc.

#### ***Discussion on the causes of poverty***

The list can then be used as a starting point for a discussion about the reasons for such unequal distribution of wealth and power. What kinds of people possess wealth? Who controls the economy? What causes poverty? It is important to look both at inequalities in the students' own societies and in the world generally. What connections are there between the industrialised countries and the rich and powerful in developing countries? What about the links and common ground between workers/ unemployed people in 'developed countries' and those in the 'Third World'.

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**ACTIVITY 3: CONTINUED**


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***Role play***

Explore the theme through role-play. Take, for example, the situation of a country dependent on a single cash-crop such as sugar. A realistic scenario could be that world sugar prices are falling and, because of drought, the sugar crop is in danger of failing. The multi-national companies may withdraw their investment in favour of European sugar beet. Living and working conditions for the plantation workers are deteriorating. The Ministry of Economic Planning would like to diversify the economy but the International Monetary Fund (IMF) will only supply the loan needed for this project if the country agrees to devalue its currency, a step it is reluctant to take because of the further hardship that would be caused. Other factors can be added to the basic scenario e.g. a women's organisation campaigning for fairer wages and better conditions – the 'story' can be developed according to the students' own ideas or experience.

Students act the parts of plantation workers, plantation owner, government officials etc., either working out dialogues between the various people, as appropriate, or being interviewed by another group of students who play the part of 'journalists' covering the story for national or regional newspapers.

Afterwards it is important for students to discuss how they felt in the roles they played and what they have learnt about the causes of economic hardship.

***From principle to practice***

As with the previous activities, there could be a follow-up study of the Commonwealth's role in working towards a fairer world economy, e.g:

- The New Delhi Statement on Economic Action
- Former Secretary-General Shridath Ramphal's membership of the Brandt, Brundtland and Palme Commissions
- The work of the Economic Affairs Division of the Commonwealth Secretariat
- The preparing of reports on protectionism, debt, North-South dialogue etc. (See Resources, page 80.)

### **On Commonwealth Day**

- Develop the role-play exercise into a play to perform to the rest of the school and to visitors.
- Hold a debate on inequalities within the Commonwealth.

# ACTIVITY 4

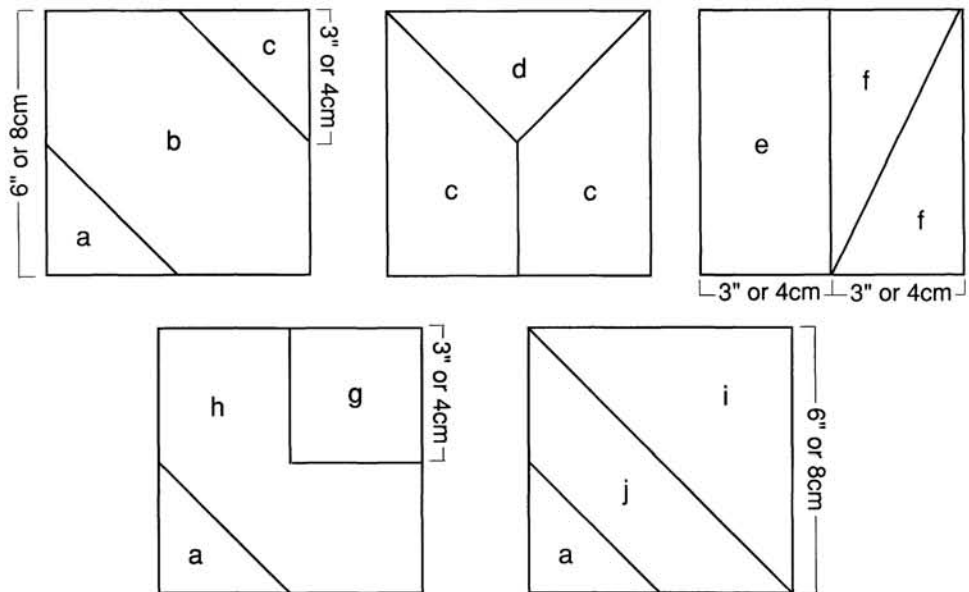


## Co-operation squares

This activity relates to the Commonwealth principle: *We believe that international co-operation is essential.*

The game places participants in a conflict situation which cannot end until each group co-operates.

- 1 Before class prepare a set of squares for each group of five children. (A set consists of five envelopes containing pieces of stiff paper cut into patterns that will form five 8cm x 8cm squares as below.)



Several individual combinations will be possible but only one total combination.

- 2 Cut the squares into parts **a** to **j** and lightly pencil in the letters. Then mark the envelopes **A** to **E** and distribute the pieces thus:

envelope **A** – pieces **a, c, h, i**

envelope **B** – pieces **a, a, a, e**

envelope **C** – piece **j** only

envelope **D** – pieces **d** and **f**

envelope **E** – pieces **b, c, f, g**.

Erase the small letters from the pieces and write instead the envelope letters **A** to **E** so that the pieces can be easily returned for re-use.

- 3 Divide the class into groups of five and seat each group at a table. Give each group member an envelope and ask that the envelope be opened only on a signal.
- 4 Describe the game as a puzzle involving conflict and co-operation. Read the instructions aloud and give the signal to open the envelopes. The instructions are as follows:

'Each person has an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not completed until everyone has before him or her a perfect square, and all the squares are of the same size.'

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**ACTIVITY 4: CONTINUED**


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During the game no member may speak. No member may communicate in any way - by smiles, hand-signals, longing glances etc. No member may take a puzzle piece from anyone else. Members may give puzzle pieces to others. Some class members should be observers. As groups finish allow them to observe other groups – silently.'

- 5 It will usually take about 20 minutes for all groups to finish. You should spend at least as much time discussing the game as you spend playing it.

The following questions might be helpful in provoking discussion:

- How did you feel?
- How did the holder of envelope C feel?
- Did anyone notice that C had only one piece?
- How did you feel when someone held a piece and did not see the solution?
- Why did you take all the pieces?
- What was your reaction when someone finished a square and then sat back without seeing if that solution prevented others from solving the problem?
- Were you afraid you would look foolish because you couldn't see a solution?
- What were your feelings if you finished your square and then began to realise you would have to break it up and give away a piece?
- How did you feel about a person who did not follow directions?
- How did you feel about a person who was slow at seeing the solution or who misunderstood the instructions?
- What processes enabled some groups to finish quickly? Did you follow the instructions? If not, how do you feel? Satisfied? Angry?

Obviously this game is geared to older children, but an enterprising teacher could adapt it for a younger age group.

***From principle to practice***

After this activity the theme of co-operation can be looked at within the context of Commonwealth affairs. The whole of Section 5, Working together, is concerned with examples of practical co-operation at the international, regional and local level.

# A changing association

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The cultural diversity of the Commonwealth is a valuable area of study but does not of itself clarify the concept of the Commonwealth as an entity. After all, studies of non-Commonwealth countries, including projects on food, clothes, customs etc., would have a similar effect of raising students' awareness of cultures other than their own. Equally, the notion of shared principles, though an important binding force in the Commonwealth, is not exclusive to the Commonwealth. It underlies other international and regional organisations too.

So it is important that students learn about the specificities of the Commonwealth too. The activities in this section are designed to raise awareness of Commonwealth history and evolution, and those in the next section explore some of the ways in which the Commonwealth is operating in the world today.

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## ACTIVITY 1



Level: Primary/secondary

### Commonwealth history in maps

Listed on page 33 are all 50 members of the Commonwealth with the date on which they became independent and, in turn, voluntarily became members of the Commonwealth.

On a map of the Commonwealth (see page ix), ask students to fill in the following information, remembering to draw a key at the side of the map.

- 1 Colour in blue all the countries which were full members of the Commonwealth in 1931.
- 2 Now add, in green, all the countries which joined between 1932 and 1949.
- 3 Finally colour in red all the countries which have joined the Commonwealth between 1950 and 1990.

**NB** For islands too tiny to colour in on a world map of this scale, indicate period of joining by underlining the country name or by drawing a circle round the island(s) in the appropriate colour.

Underneath the map, briefly describe the changes in the membership of the Commonwealth. Who were the founder members? During which decade did membership of the Commonwealth grow most rapidly?

There are in addition to the countries which are fully independent a number of associated states and dependent territories. Information on these states is provided in Appendix A (page 83).

**ACTIVITY 1: CONTINUED**

***Joining the Commonwealth***

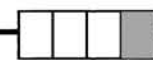
<b>COUNTRY</b>	<b>Year of Membership</b>	<b>COUNTRY</b>	<b>Year of Membership</b>
Antigua & Barbuda	1981	Mauritius	1968
Australia	1931*	Namibia	1990
The Bahamas	1973	Nauru	1968
Bangladesh	1972	New Zealand	1931*
Barbados	1966	Nigeria	1960
Belize	1981	Pakistan	1947 (1989)***
Botswana	1966	Papua New Guinea	1975
Britain		St Kitts & Nevis	1983
Brunei Darussalam	1984	St Lucia	1979
Canada	1931*	St Vincent & the Grenadines	1979
Cyprus	1961	Seychelles	1976
Dominica	1978	Sierra Leone	1961
The Gambia	1965	Singapore	1965
Ghana	1957	Solomon Islands	1978
Grenada	1974	Sri Lanka	1948
Guyana	1966	Swaziland	1968
India	1947**	Tanzania	1961
Jamaica	1962	Tonga	1970
Kenya	1963	Trinidad & Tobago	1962
Kiribati	1979	Tuvalu	1978
Lesotho	1964	Uganda	1962
Malawi	1964	Vanuatu	1980
Malaysia	1957	Western Samoa	1970
Maldives	1982	Zambia	1964
Malta	1964	Zimbabwe	1980

\* Independence from Britain obtained under the Statute of Westminster

\*\* India became a republic but asked to become a member of the Commonwealth accepting the British monarch as head of the Commonwealth

\*\*\* Pakistan originally became a member of the Commonwealth on gaining independence in 1947, left the association in 1971 and rejoined in 1989.

## ACTIVITY 2



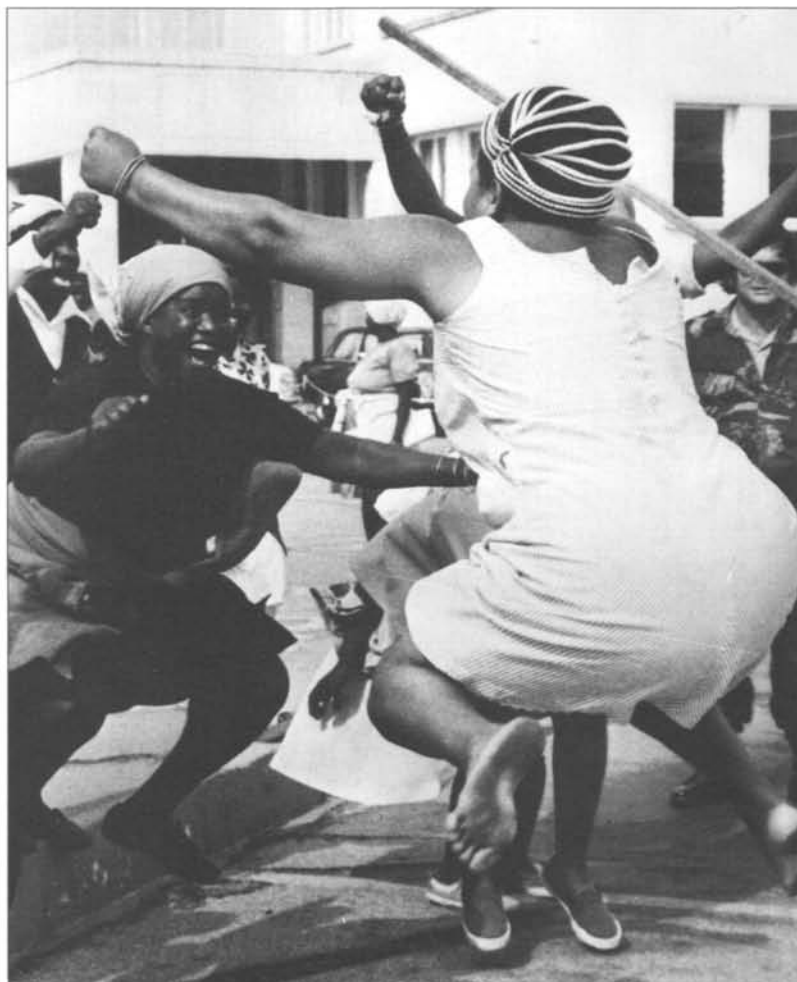
Level: Upper secondary

### Project on Commonwealth history

Older students can undertake a project on the major developments and changes in the Commonwealth since the beginning of World War 2. This could include finding out about some or all of the following:

- The contribution of Britain's colonies to the Allied cause in World War 2, and the effect of the war on the independence movement
- The reasons for former colonies choosing to join the Commonwealth
- The expansion of the Commonwealth from ten members in 1957 to 50 members today: who joined, and why? who did not join? who resigned? who was expelled? who rejoined? and why?
- The influence of leaders such as Nehru, Indira Gandhi, Eric Williams, Kwame Nkrumah, Julius Nyerere, Lester B Pearson, John Diefenbaker and Kenneth Kaunda.
- The development of regional economic organisations and their impact on and linkage with the Commonwealth (e.g. EEC, CARICOM, South Pacific Forum)
- The Commonwealth response to the fight for Zimbabwe's independence; Cyprus; Belize; Namibia; South Africa.

See also essay topics on page 76.



*Freedom jump – Zimbabwe*

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**ACTIVITY 2: CONTINUED**


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### ***Strengthening democracy***

The Commonwealth already has considerable experience in helping member countries to strengthen their democratic institutions. Commonwealth observers were at the historic independence elections of Zimbabwe, the Uganda elections (both in 1980) and witnessed preparations for Namibia's pre-independence election in late 1989.

In early 1990 the Prime Minister of Malaysia asked for a Commonwealth Group to observe national elections scheduled for later in the year. Another group was at the February 1991 parliamentary elections in Bangladesh which marked a return to civilian and democratic rule. Zambia asked that its 1991 elections be similarly observed. The Guyana elections in 1992 will be observed by a Commonwealth team.

Before observers are sent, the Secretariat sends a small team to the country to ascertain that all major political parties in the country agree to have the elections observed. The observers then arrive to watch the conduct of the elections themselves. Generally, the task of the observers, who are appointed by the Secretary-General but are independent individuals, is to examine the electoral machinery, voters' rolls, security of the vote and the conduct of the election itself. They report to the Secretary-General as to whether, in their opinion, the election process has been free and fair. This report, in turn, is made available to governments and to the major parties contesting at the polls.

*The Commonwealth Today*

Teachers might wish to initiate a discussion on new roles and functions for the Commonwealth. An examination of the extract from *The Commonwealth Today* alongside study of the Harare Commonwealth Declaration (page 22) might suggest new directions for the Commonwealth in the 1990s.

## **On Commonwealth Day**

- Display maps showing the Commonwealth's historical development and charts listing key events and changes.
- Display history project work.

This section is concerned with the question of how the Commonwealth 'works' today: how the Commonwealth Secretariat and the Commonwealth Fund for Technical Co-operation (CFTC) operate, and what kinds of development projects both the 'official' and the 'unofficial' Commonwealth are involved in. It takes the form of information followed by suggested activities, the purpose of which is to translate the various types of work and co-operation to a local level, within the school and the community. These small-scale co-operative or development projects are not specifically Commonwealth activities but are designed to give practical expression to the aims and principles underlying the work of Commonwealth organisations.

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## Commonwealth Heads of Government Meetings

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Commonwealth summits attended by Heads of Government - Presidents or Prime Ministers, or their representatives - take place every two years. For a full week intensive discussions are held on matters of concern to the Commonwealth - both global affairs and intra-Commonwealth affairs - and the meetings are characterised by an atmosphere of informality. Plans for future Commonwealth action are laid and at the end of the meeting a communique is issued: this consists of a statement of decisions and views which have been reached by consensus. The meetings are held in different Commonwealth capitals. Some of the more important outcomes of recent meetings are listed below.

### *Major outcomes of some Heads of Government Meetings*

- |                       |   |
|-----------------------|---|
| <b>1961</b>           | The cardinal principal of racial equality was reaffirmed. South Africa was obliged to withdraw its application to remain a member of the Commonwealth after becoming a republic.  |
| <b>1965</b>           | Heads of Government agreed to set up the Commonwealth Secretariat.  |
| <b>1966 Lagos</b>     | First meeting held outside Britain, convened to formulate a Commonwealth response to Rhodesia declaring a Unilateral Declaration of Independence.   |
| <b>1966 London</b>    | Britain agreed to Heads of Governments' request that Rhodesia would not be granted independence without majority rule.  |
| <b>1971 Singapore</b> | The Declaration of Commonwealth Principles was issued. The Commonwealth Fund for Technical Co-operation was established.  |
| <b>1977 London</b>    | Rhodesia and South Africa were high on the agenda. The Gleneagles Agreement was issued, stating the Commonwealth's opposition to sporting links with South Africa.  |
| <b>1979 Lusaka</b>    | The Lusaka Declaration on Racism and Racial Prejudice was issued. Heads of Government persuaded Britain the Rhodesian crisis could not be overcome without the participation of the Patriotic Front. The way was paved for the Lancaster House talks which led to the independence of Zimbabwe. Leaders agreed to send a team of observers to supervise |

elections of a new government in Zimbabwe. The Commonwealth Secretariat's Industrial Development Unit was established.

- 1983 New Delhi** The nuclear arms build-up and the fragility of international security led to the Goa Declaration on International Security. Commitment to a New International Economic Order was reaffirmed in the New Delhi Statement on Economic Action.
- 1985 Nassau** The meeting was dominated by the problem of South Africa. In the Nassau Accord on Southern Africa a number of 'measures' against South Africa were agreed upon. An Eminent Persons Group was set up, and charged with encouraging political dialogue in South Africa.
- 1987 Vancouver** The Okanagan Statement and Programme of Action on Southern Africa reaffirmed shared international responsibility for eradicating apartheid. The Vancouver Declaration on World Trade called for a more open, viable and durable multilateral trading system to promote growth and development. Agreement was reached on the creation of a Commonwealth institution to promote co-operation in distance education.
- 1989 Kuala Lumpur** In the Langkawi Declaration on the Environment Commonwealth leaders pledged themselves to a programme of national and international action to protect the world's natural resources and integrate environmental concerns into economic decision-making. In the Kuala Lumpur statement on Southern Africa further financial sanctions against South Africa were agreed, except by Britain.
- 1991 Harare** In the Harare Commonwealth Declaration Heads of Government reaffirmed their support for Commonwealth principles and for programmes of co-operation especially in support of democracy, human rights, the promotion of sustainable development, protection of the environment, and the development of human resources. Ten Heads of Government undertook a high-level appraisal of the Commonwealth, a process which will continue into 1992. It was agreed that the Commonwealth should remain ready to assist the negotiating process leading to a constitutional settlement in South Africa.

### ***Meeting the challenge of Southern Africa***

For nearly three decades Southern Africa issues have remained before Commonwealth leaders. They have continued to oppose apartheid in South Africa and to support Namibia's attempts to free itself from illegal South African occupation and gain independence. An arms embargo (1971) and a ban on sporting links with South Africa (1977) were two of the earlier measures taken by the Commonwealth. In recent years efforts to help bring an end to apartheid have redoubled.

#### **Countering apartheid propaganda**

The Commonwealth has helped disseminate true and accurate reports about South Africa in the face of the regime's media censorship and programme of propaganda.

**Nassau Accord on Southern Africa (1985)**

Commonwealth leaders agreed a number of economic measures against South Africa and set up an Eminent Persons Group (EPG) to try to engage South Africa in genuine dialogue. The EPG visited South Africa three times, sounded out all sides of opinion and evolved a 'Negotiating Concept' which was well received. Its work was halted by Pretoria's attack of three neighbouring countries. The group's report, *Mission to South Africa*, concluded that South Africa had made inadequate changes and further Commonwealth economic measures were needed.



*Displaced family on the South African veld*

**Okanagan Action Programme (1987)**

Heads of Government, with the exception of Britain, agreed on tighter sanctions and established a Committee of Foreign Ministers on Southern Africa (CFMSA) to study the impact of sanctions as well as South Africa's links with the international financial system and its campaign of destabilisation against neighbouring countries. The Secretariat's International Affairs Division and Economic Affairs Division serviced the CFMSA in this work (see Commonwealth Secretariat, page 43).

**Kuala Lumpur Statement on Southern Africa (1989)**

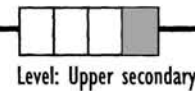
Commonwealth leaders, except Britain, agreed to keep pressure on South Africa – despite some signs that the regime was relaxing some of its harshest controls – by extending financial sanctions and strengthening the arms embargo. They agreed to continue support to victims and opponents of apartheid through educational, legal and humanitarian assistance. They reaffirmed full support for the UN in its security role during elections in Namibia leading to the country's genuine independence.

**Outcomes of the Harare Heads of Government Meeting (1991)**

Commonwealth leaders acknowledged important initiatives in South Africa under President de Klerk. They welcomed the Peace Accord in South Africa and called for its full implementation. Changes in the application of sanctions would be linked to real and practical steps to

end apartheid. They agreed that people to people sanctions should be lifted immediately, the arms embargo should be applied until a new post-apartheid government is established, financial sanctions should be lifted when there is agreement on a new democratic constitution, and trade and investment measures should be lifted when there are mechanisms to allow all parties to participate in negotiations. The British Government wished to see economic and financial sanctions lifted more speedily to encourage investment in South Africa. Leaders welcomed the Commonwealth report *Beyond Apartheid* on Human Resources Development for a Post-Apartheid South Africa and agreed to assist programmes of training, bilaterally and multilaterally.

## ACTIVITY 1



### Working towards consensus

This activity allows students to state their views on a subject, to examine each others' views critically but positively, to indicate their agreements and disagreements, and to reach a consensus. It is intended as a preparation for the mock Heads of Government meeting (Activity 2, page 40).

Students form small groups of five or six. Each person is given four cards or slips of paper. On each of these he or she is to write a contribution to a group statement on the subject-matter under consideration. The subject should be one on which the students will have views of their own; in the example here 'education' is chosen as the topic.

When each student has written four statements, one on each of the four cards or slips of paper, the statements are collected in, and shuffled as in a game of cards. They are then dealt out - three for each 'player', with the rest placed face upwards on the table.

EVERYONE HAS THE  
RIGHT TO EDUCATION  
- IT SHOULDN'T BE  
FOR A FEW PEOPLE

EDUCATION SHOULD  
BE PRACTICAL AS  
WELL AS ACADEMIC

WE LEARN MORE  
IMPORTANT THINGS  
OUTSIDE SCHOOL  
THAN IN SCHOOL

EDUCATION IS  
LEARNING TO  
READ AND WRITE

EDUCATION SHOULD  
ENABLE PEOPLE TO  
PARTICIPATE FULLY IN  
THEIR SOCIETY

EDUCATION SHOULDN'T  
MAKE YOU FEEL TOO  
GRAND TO WORK IN  
RURAL AREAS OR IN THE  
VILLAGE

WITH A GOOD EDUCATION  
YOU BECOME FREE TO GO  
WHERE YOU LIKE AND NOT  
BE STUCK AT HOME

EDUCATION IS  
IMPORTANT BECAUSE  
IT HELPS TO GET US  
BETTER JOBS

WE NEED EDUCATION  
TO UNDERSTAND THE  
WORLD WE LIVE IN AND  
HAVE POWER OVER IT



## ACTIVITY 1: CONTINUED

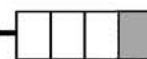
Everyone looks at his or her hand. They should discard anything which they wrote themselves, and anything they disagree with. From the 'pool' they select cards with which they agree, provided they have not written them themselves. The students continue to discard and pick up until they have three (or four) cards with which they agree.

Groups sub-divide into twos and threes to discuss the statements selected and to make a composite statement. Then the group comes together as a whole, discusses the different viewpoints and arrives at a consensus. After the exercise it is important that the class analyses the process of reaching a consensus.

### Variation

If it is feared that any one student's ideas may be completely rejected by all the others, the game can be adapted so that each participant is to have a final hand of four cards, at least two of which were written by someone else.

## ACTIVITY 2



Level: Upper secondary

### A students' 'Heads of Government' meeting

Senior secondary students should find the holding of a mock Heads of Government meeting an enjoyable and valuable exercise.

Student 'CHOGMS' are one of the principal activities that take place on Commonwealth Day, or alternatively to coincide with real CHOGMS, in secondary schools and colleges throughout the Commonwealth. Below, Peter Johnston, Education Officer at London's Commonwealth Institute, sets out the key features of these events and an organisational framework. It should be noted that the preparation described assumes access to material and human resources which will obviously be easier to come by in some countries than in others and in capital cities rather than remote rural areas.



*Student CHOGM in Tanzania*

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**ACTIVITY 2: CONTINUED**


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***Key features and rationale***

- 1 Student 'CHOGMS' are simulated international meetings where senior secondary (or college) students play the roles of Commonwealth Heads of Government and senior advisers. After extended preparation they meet in a 'Summit' to discuss issues of Commonwealth and international concern and then to summarise their deliberations in a Communique.
- 2 There are points in common with other simulated international meetings, e.g. model United Nations meetings, but important differences too: a) decisions are reached by consensus, not by taking votes; b) procedure is informal: there are no long set speeches, and responses to speakers are expected to be succinct and spontaneous.
- 3 Student 'CHOGMS' are powerful learning vehicles from which participants can derive considerable benefits and skills, such as:
  - Responsibility for individual research, using libraries, press and other media, and consulting individuals and institutions (e.g. High Commissions and Embassies), teachers and other adults
  - The motivation to give an account of themselves in public and defend positions in debate
  - The acquisition of insight into the views of other nations and cultures
  - The understanding, by practice, of international diplomacy
  - The internalising of knowledge acquired through research and the enlarging of students' own conceptual framework.

***Organisation***

Student 'CHOGMS' can be inter-school or within one school and need the support of senior educational administrators.

***Timetable (for an inter-school event)***
**October:**

- 1 Contact Commonwealth Secretariat to find possible items to be debated at the next CHOGM. Locate other sources of information on international issues, which can be used by students in their research.
- 2 Secure a venue, if possible in a prestigious location (approach the local authority for use of the Council Chamber?). Work out how many delegates per country can be accommodated (usually two, three or four).
- 3 Circularise schools with information and assess interest.
- 4 Set limit on number of countries per school. Send out enrolment forms, asking schools to nominate countries in order of preference (say 15 choices).

**October/  
November**

- 5 Confirm with schools which countries have been assigned to them.
- 6 Send out Briefing Packs with information on a) the Commonwealth in general, CHOGM procedural arrangements, the meaning of 'consensus' and the form of the Communique; b) three or four agenda items (for a one-day Meeting).
- 7 Advise High Commissions that student delegations will be contacting them for assistance and may wish to visit them. ▶▶▶

## ACTIVITY 2: CONTINUED

**November/  
December**

**8** Organise a briefing meeting in a central location, with a speaker on each agenda item and one on the Commonwealth and CHOGMs. Every delegation should send at least one person.

**9** Select 'leaders' for the student 'CHOGM', either very mature and (ideally) experienced students or experienced adults. Positions to be filled are: Chairperson (or co-Chairs), Secretary-General (whose main function is the completion of the Communique) and his/her assistants. The Chair should be the Head of Government of the country to host the next real CHOGM. These leaders have a very responsible role and will need thorough briefing and practice.

**December –  
February**

**10** Let them get on with it! The co-ordinator should liaise with teachers to encourage student research, help facilitate visits to High Commissions and send out updates on preparation for the real CHOGM. Sustain friendly but persistent contact in order to encourage schools to run mini-CHOGMS, role-play exercises and debates as valuable preparation.

**11** First contacts with press, especially education correspondents, to encourage coverage of forthcoming event.

**February**

**12** Make final arrangements for the meeting day: catering, seating, microphone arrangements if necessary, invitations to distinguished guest, the media and others.

**March**

**13** The Meeting is held on Commonwealth Day (the second Monday in March) and the Communique issued to all participants, the media and other other interested bodies.

### *Points to note*

- Practice and familiarisation are essential for role-play and public debates; the process of reaching a consensus; preparing the Communique. The last item poses special problems. It is not easy for even the most mature student to produce a lucid, succinct and accurate record of the day's proceedings. An adult will usually be needed to assist the student Secretary-General.
- Proceedings can be enlivened and consensus facilitated by encouraging delegations to lobby each other (by passing notes via the Secretary-General's assistants). This will mean considerable, but productive, movement round the room, and meetings being held in corridors, etc. Like other procedures, this will need to be explained and practised.

## ACTIVITY 3



Level: Primary

### **A Heads of Government 'presentation'**

Younger children could act out a Heads of Government meeting in a simple dramatic performance. The pupils could each represent a head of government (or a country), walk across the stage bearing that country's flag, and announce the country and president or prime minister they represent. They could also prepare posters listing dates and venues of Heads of Government meetings.

## ACTIVITY 4



Level: Secondary

### Disseminating information about South Africa

Depending on the available information, students may be able to help members of the local community learn and understand more about what is going on in South Africa. Sources of information may be anti-apartheid organisations in their own country as well as headquarters of the Anti-Apartheid Movement and the Commonwealth Secretariat in London (see page 80 Resources).

#### On Commonwealth Day

- Hold student Heads of Government meetings and 'presentations' which have been carefully prepared beforehand.
- Invite a speaker on Southern Africa to address the school.

## The Commonwealth Secretariat

The main agency through which Commonwealth countries work together is the Commonwealth Secretariat, established by Heads of Government in 1965. The Secretariat organises consultations between governments, services Commonwealth meetings, conducts programmes of co-operation and is a central source of information. It is funded by all member governments in varying proportions and works under their overall direction.

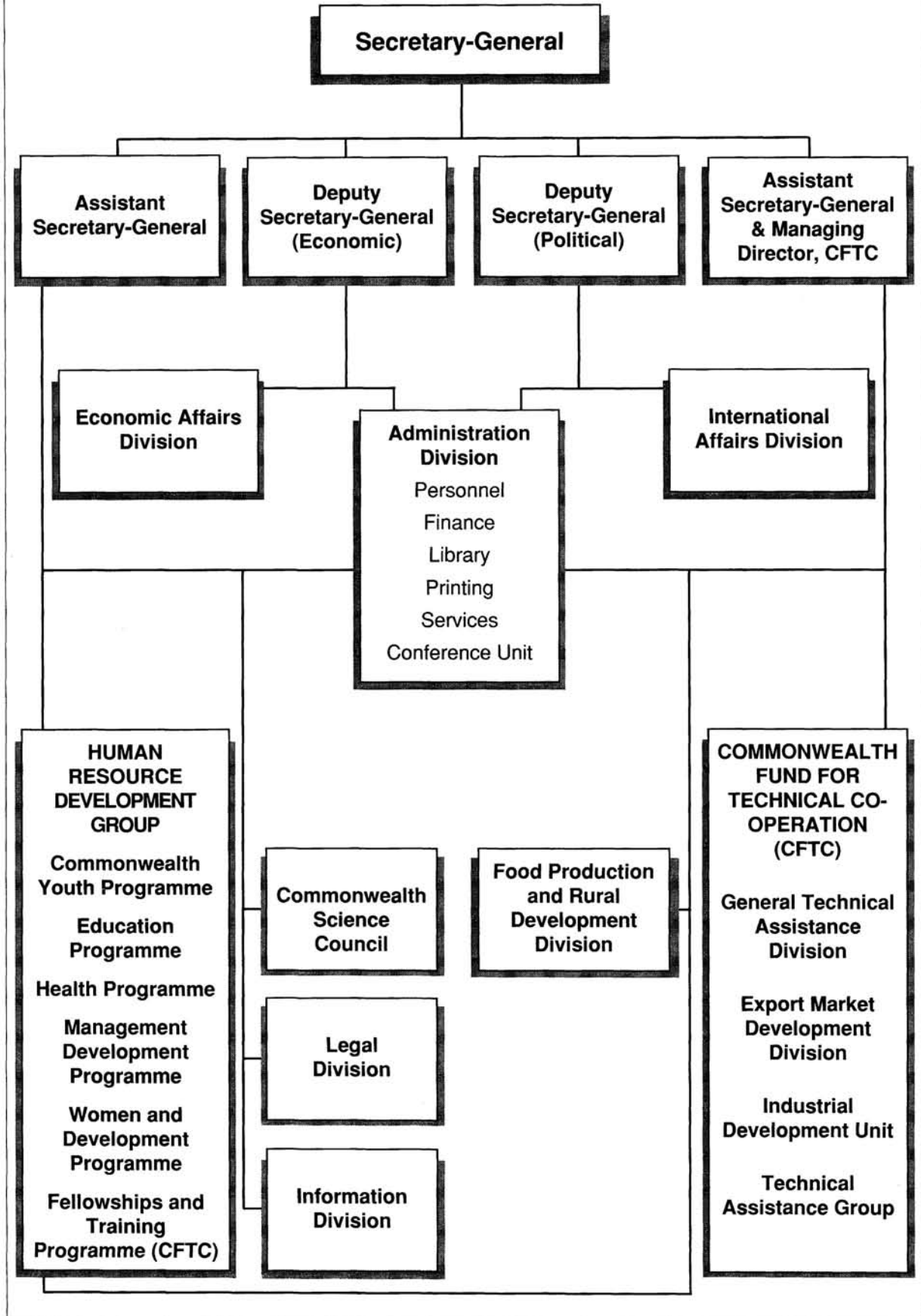
The Secretariat is active in many different fields, as shown in the diagram on the following page. Departments work together as much as possible, so that they can benefit from each other's expertise.

Heading the Secretariat is the Commonwealth Secretary-General, elected by Heads of Government; there are two Deputy Secretaries-General, also elected by governments, one responsible for political affairs and the other for economic affairs; all other staff are appointed by the Secretary-General and in 1992 numbered 400 people from 30 different countries.

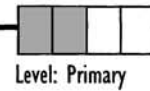
The current Secretary-General is Chief Emeka Anyaoku. The first Secretary-General was Arnold Smith, a Canadian diplomat who served from 1965-1975. He was succeeded by Shridath Ramphal (1975-1990), former Minister of Foreign Affairs, Guyana.

The Secretariat also includes the Commonwealth Fund for Technical Co-operation (CFTC) which is the Commonwealth's own multilateral agency. It provides technical assistance to all developing countries by injecting expertise through 300 long- and short-term experts each year. The CFTC also funds training awards and fellowships, assists the expansion of industry and exports and offers a consultancy service on a wide range of development concerns.

## Structure of the Commonwealth Secretariat



## ACTIVITY 1



Level: Primary

### Looking at the work of the Commonwealth Secretariat

Junior pupils could be given a simplified introduction to the work of the Secretariat. They could prepare charts illustrating the Secretariat's areas of work (see page 44). They could discuss why development work is important in such areas as health, education, and industry, looking particularly at the needs of their own community. The Secretariat's role in helping governments plan and carry out improvements could then be explained in simple terms.

## ACTIVITY 2



Level: Secondary

### Looking at the work of the Commonwealth Secretariat

Secondary school students could examine the Secretariat's work in more detail. The Secretariat publishes numerous booklets on its work, including *The Commonwealth Today* and *Commonwealth Skills for the 1990s*, both providing useful introductory information and both free (see page 80 Resources).

Some of the activities of the Secretariat and of non-governmental Commonwealth organisations are referred to in more detail in the rest of this section.

### On Commonwealth Day

- Display project work
- Primary school children could put on a 'presentation' of the work of the Secretariat, using placards or banners on which its areas of work are printed and making short statements about each.

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## Working for better health

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Commonwealth countries work together to improve health care. Here are some examples of their work:

Health Ministers meet every three years to identify priorities for action.

The training of nurses and other health workers is helped by CFTC's Fellowships and Training programme.

The Commonwealth Health Development Programme promotes exchange of skills and experience between Commonwealth countries.

The Secretariat's Health Programme undertakes work on AIDS by: a) promoting community based approaches to the management of AIDS in Africa, and b) assisting with development of safe blood and blood products.

The Health Programme runs projects to fight drug abuse: a) identifying training needs for health workers; b) working with women and families to find out ways of helping prevent and combat drug abuse.

Nurses, doctors and pharmacists in different countries are kept in touch through their Commonwealth organisations.

The Royal Commonwealth Society for the Blind runs the world's largest sight restoration programme.

Many other charitable organisations work with the deaf, children in need, the disabled, victims of leprosy, the handicapped and the elderly.

### ***Environment and Health***

Development aims to improve the well being of the people in a country but the cost to the environment is often too high.

Sustainable development calls for everyone to co-operate in careful use of the environment. Many programmes in the Secretariat are working on ways to manage this.

The Ministers of Health chose 'Environment and Health' as the theme for their meeting in 1992.

The Health Programme has listed countries' priorities and is getting experts to write about Environment and Health so that countries can work out practical solutions for their particular problems.

**NB** The activities on the following pages are mainly designed for rural communities in developing countries but could be adapted to other situations.

# ACTIVITY 1

Level: Primary/secondary

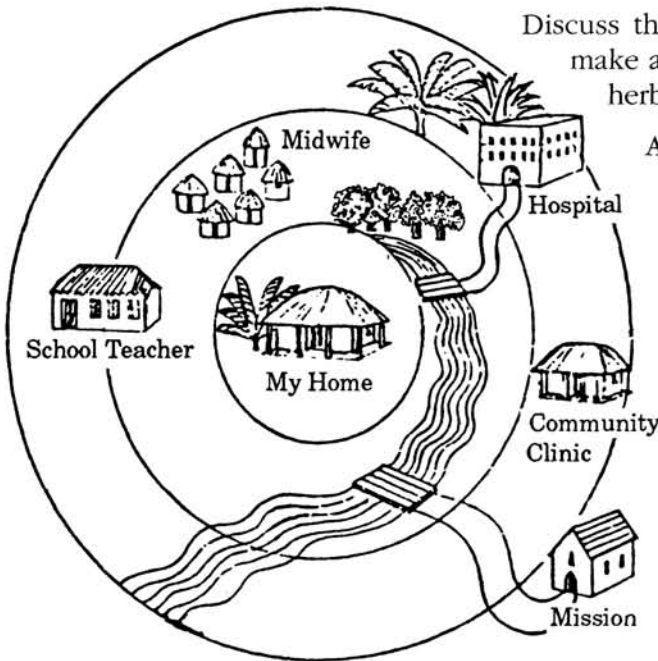
## Health scouts

### *What health services are available to the community?*

Often there are many people in the community with different kinds of health knowledge:

- People who know how to make herbal remedies
- Women who help at childbirth
- People who know about first aid
- Trained health workers in hospitals and clinics

Children can find out where such people can be found in their community and what their special health knowledge is.



*Health map for our village*

Discuss these things with the children and let them make a list of the people, e.g. clinic sister, midwife, herbalist.

Ask the children to make a health services map of their community. On it they can mark where to go for help. Circles can be drawn to represent each hour's walk from home.

The children could play games using their maps and asking each other, for instance, 'If somebody gets burnt by the cooking fire, who will you get to help and how long will it take?'

### *Helping to care for the health of others*

There are many ways in which children can help in looking after the health of others. For example, they can become helpers at the health clinic. Teachers and health workers would need to plan this together, but some ways in which children can help are:

- Weighing babies, measuring arm circumference and filling in growth charts
- Organising play groups for children waiting with their mothers
- Acting as interpreters for mothers and health workers, to pass on instructions for feeding programmes or treatment
- Helping to cook at feeding demonstrations
- Helping to clean up at the clinic



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## ACTIVITY 1: CONTINUED

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### *Carrying out an immunisation survey*

Children can find out whether babies and young children have been immunised against diseases like tuberculosis, diphtheria, whooping cough, tetanus, poliomyelitis and measles. They can assist health personnel collect these health statistics as well as spreading the message about immunisation clinics.

### **On Commonwealth Day**

- Children can make up and perform a play about getting help from different people in the community.
- Display results of surveys; community health maps; project work.
- Invite all the people who have given information and ask them for their comments on the work produced.

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## ACTIVITY 2

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Level: Primary/secondary

### **Our community – making it healthier**

The activities below are based on the idea that a community can become healthier:

When the people in it understand better what their problems are and how they are caused;

When the people communicate with one another and discuss what they can do to make their lives better;

When they act to improve community health.

Children are important members of the community and can play a part in making a better neighbourhood. These activities are designed to:

- Encourage children to find out the factors which contribute to health or disease
- Encourage children to think about how the community can help its children
- Lead older children to think about actions they themselves can take to improve matters
- Help children find ways of passing these ideas on to younger children

### ***Mapping the community***

This could be done using copies of maps already prepared, or children could make their own maps. They need first to discuss what should be shown on the map, e.g. they could identify:

- Areas where animals and insects spread diseases
- Areas where accidents could easily happen
- Areas where people spread diseases

## ACTIVITY 2: CONTINUED

In some schools, and with younger children, it will be difficult to make a map of the neighbourhood; instead they can make a plan or a picture map of:

- Their home
- The school
- The way to school

### OUR COMMUNITY – Making it Healthier

<p><b>1 My House</b> <b>PREVENT ACCIDENTS</b></p>	<p><b>4 Well</b> <b>FENCE OFF</b></p>	<p><b>7 Kitchen</b> <b>KILL FLIES</b></p>
<p><b>2 Market</b> <b>KEEP CLEAN</b></p>	<p><b>5 High Grass</b> <b>CUT DOWN</b></p>	<p><b>8 School Garden</b> <b>GROW VEGETABLES</b></p>
<p><b>3 Stream</b> <b>CLEAR SNAILS</b></p>	<p><b>6 School</b> <b>SWEEP CLASSES</b></p>	<p><b>9 Main Road</b> <b>REMEMBER SAFETY DRILL</b></p>

### *Deciding what can be done*

Children could look at their map and talk about what they have found. They need time to discuss what can be done and by whom. They may decide that action should be taken by different groups within the community.

Children themselves could tell other children in the school about their work. They could try to make their school a healthier place. They could talk with their parents about how improvements have been made in the past. They could talk with teachers about what the school could do.

Community action can be explored. Role play and drama can help the children understand how communities make decisions. Children can play the parts of council members, policemen, health aides, agricultural officers, elders and teachers. They could hold a simulated council meeting to discuss village and health problems.

Children could spread ideas to their friends and families. Teachers could remind them that sharing expertise is also an important part of the way the Commonwealth works.

Children could organise action campaigns and games e.g. 'A clean school compound'.



## ACTIVITY 2: CONTINUED

### Other ideas

Understanding and communication can be improved by various activities. Older children could become involved in:

- Writing books or reading cards for younger children
- Drawing posters and helping younger ones to talk about them



*Talking about posters*

- Designing health games to play with younger children
- Making plays and puppet shows for younger children
- Organising small children into teams to compete in cleaning up activities



*A 'council' meeting*

## On Commonwealth Day

- Children's work – maps, posters, reading cards, drawings etc. – can be displayed.
- Children can give a performance of the 'council' meeting to discuss community health problems and plans for action.
- A local health worker who has been involved in the action campaign can be invited to speak about progress made and future plans.

## ACTIVITY 3



Level: Primary/secondary

### Producing healthy food

Children could discuss what kinds of food are needed for healthy growing and which are the high energy foods.

Children set up their own food 'market'. They could make play money to buy food for the family. They could plan the cheapest healthy menu. They could visit the local market to observe prices of foods there.

Children could plan and cook healthy meals at school. Parents could be invited to help teach the children.

Young children could be encouraged to plant a quick-growing vegetable plant or fruit tree, e.g. tomato, in a pot. They could watch it grow and then plant it in their garden at home.

Each class could plant vegetables and fruit trees in the schoolyard. The produce could be taken home or used in school meals.

Each class in the school could measure the height and weight of everyone in the class. Grades 5 and 6 could also help to measure the younger children. All these measurements should be written up on a poster on the wall. This activity can be carried out every 3 months and the results compared.

Children could take their younger brothers and sisters who are under five to be weighed each month.

### On Commonwealth Day

Work in progress and the result of projects can be displayed

## Education for development

Education is an important area of Commonwealth co-operation, made easier by the broad similarity of educational systems in member states. Many different activities are undertaken:

Commonwealth Ministers of Education meet every three years to discuss what practical measures need to be taken.

The CFTC provides educational advisers to governments and institutions.

The Fellowships and Training Programme and the Commonwealth Scholarship and Fellowship Plan enable people to study or train in other Commonwealth countries.

The Education Programme of the Commonwealth Secretariat holds conferences, workshops and training courses, concentrating on:

- co-operation in higher education
- teacher education
- training for school principals
- education and structural adjustment

- educational development in small states
- science, mathematics and technology education
- developing entrepreneurial skills
- distance education

Educational activities are often supported by the Commonwealth Foundation.

Distance-education schemes have been set up for Namibian and South African refugees.

## DISTANCE EDUCATION FOR SOUTHERN AFRICA



Nandi

Let's make red uniforms for the pioneers.

No, we can't do that because we always make blue uniforms for them.



Mekulu



Nandi

Can you get stamps at a grocer's shop?

No, you can't.



Disho

*Namibian artist's illustrations for teaching materials produced by the Commonwealth Secretariat and the South West African People's Organisation (SWAPO) for the Namibian Extension Unit*

The Commonwealth of Learning, a new official Commonwealth organisation, was created in 1988 to help distance education centres work together.

Many non-governmental organisations are involved in education too. Among these are:

The Association of Commonwealth Universities (ACU) which promotes, in practical ways, contact and co-operation between the universities of the Commonwealth;

The Commonwealth Association of Polytechnics in Africa (CAPA) which operates on a regional basis;

The Commonwealth Association of Science, Mathematics and Technology Educators (CASMTE);

The Commonwealth Council for Educational Administration (CCEA);

The Commonwealth Association for the Education and Training of Adults (CAETA).

### ***The Commonwealth of Learning***

The Commonwealth of Learning was set up by Commonwealth Heads of Government in 1988. Its purpose is to widen access to education and to raise quality through the co-operative use of distance education

Many students throughout the Commonwealth have studied and gained qualifications through distance education, taking courses from open universities and other distance-teaching institutions. Once a good course has been developed, it can in principle be used by students anywhere in the world. That is the fundamental idea behind the Commonwealth of Learning. It provides a mechanism to share educational resources throughout the Commonwealth. Some of its work is technically very simple; to encourage the exchange of printed materials, developed in one country but of use in another. Some is technologically more exciting to set up satellite links between Commonwealth colleges and universities. But its starting point is the determination to use technology to share resources for common educational purposes.

The Commonwealth of Learning started work in 1989. It has set in train a programme of work throughout the Commonwealth for example, encouraging the sharing of teaching material in subjects as varied as accountancy and agricultural extension and helping to get a new Open University in Bangladesh under way. It expects to expand its work in areas that include continuing professional education for teachers and many others, vocational education and training, and education about the environment. It is exploring the ways in which communication technology can help universities and colleges develop and expand their work.

The Commonwealth of Learning is funded by member governments but also raises funds for particular projects. Of course, as a new organisation, it has started small. But it has a large long-term ambition; 'that any learner, anywhere in the Commonwealth, shall be able to study any distance-teaching programme available from any bona fide college or university in the Commonwealth'.

### ***Training Support for Namibia***

In the period before independence, Commonwealth multilateral support helped train about 8,500 Namibians. Hundreds more were trained through bilateral efforts from Commonwealth governments. At the time, the Commonwealth concern was to train skilled personnel from among those exiled for resisting the South Africans.

Since independence, emphasis has shifted to intensive courses for skills in particularly short supply. Three courses in Windhoek (Namibia's capital) have been held for more than 100 diplomatic officers, while senior civil servants from a variety of ministries have received training at special workshops and seminars. Seventy-five immigration officers and twenty-five customs and excise officers have been trained in Zimbabwe.

The Programme has also provided training in agriculture, banking and accountancy, distance education techniques, environment management, fisheries, marine fitting and maritime administration, literacy organisation, nursing, the law, trade union administration, teacher training (including courses for technical school instructors and trainers for women entrepreneurship), and skills development in a variety of technical and vocational fields. Study visits have been arranged so that Namibian officials can benefit from other Commonwealth countries' experience in rural and agricultural development, managing food systems, game utilisation and hunting laws, the protection of elephant, rhinoceros and roan antelope populations, and tourism.

The Commonwealth is also training the police for its new and different role in independent Namibia. This two-year project began in June 1990 and is significantly helped by Britain, Canada and Zimbabwe.

In October 1990, the materials and assets of the Namibian Extension Unit, which had provided distance learning courses for almost 7,000 Namibian exiles since it began in Lusaka, Zambia, in 1981, were formally handed over to the Namibian Government. The Unit has been integrated into the Ministry of Education and Culture as part of its Department of Non-Formal and Adult Education

*Adapted from The Report of the Commonwealth Secretary-General, 1991*



◀ *Namibian teenagers flying to India to study with CFTC support*

# ACTIVITY 1



Level: Junior/secondary

## Creating a school information base

The idea behind this activity is that every community has resources which can usefully be pooled and shared. Collecting the information will also require certain skills and attitudes that are considered essential by the Commonwealth: communication skills, respect for people of different kinds or performing different roles in society, and commitment to co-operation.

### *Possible sources of information*

- libraries
- post offices
- churches
- local and overseas organisations working locally (e.g. Christian Aid, Royal Commonwealth Society for the Blind)
- hospitals and clinics
- missions
- parents, teachers, students and other individuals
- train or bus stations, lorry parks
- police stations

In large towns or cities: community advice services, societies for special interests or voluntary work, museums, art galleries, travel agents, etc.

### *Planning and organisation*

The students should decide on the categories of information they are seeking, e.g. health services, local history, women's organisations, cultural archives, etc. Where appropriate they should make appointments to go and see people who may be able to help them. They should explain what they are trying to do. If the school has its own library the school librarian will be a key resource person.

They will need to discuss where in the school the information base could be situated. What shelving will be needed? Who could help make this?

Could local shopkeepers provide boxes which could be used to divide the material into various categories?

Remember that much of the information about the community will not be in written form. If tape-recorders are available students can gather a great deal of information by interviewing people (they should practise this on each other in the classroom first); if there are no tape-recorders students should take notes during interviews and write them up afterwards as information sheets or documents.

If cameras are available, photographs will greatly enrich the information base. Drawings and paintings may also be made.

## On Commonwealth Day

Arrange a special opening of the information base. Invite one or more of the people who have provided information to officiate at the formal opening. Invite all the people who have co-operated to make the project possible.

## ACTIVITY 2

Level: Infant/primary/secondary

### Sharing skills and knowledge

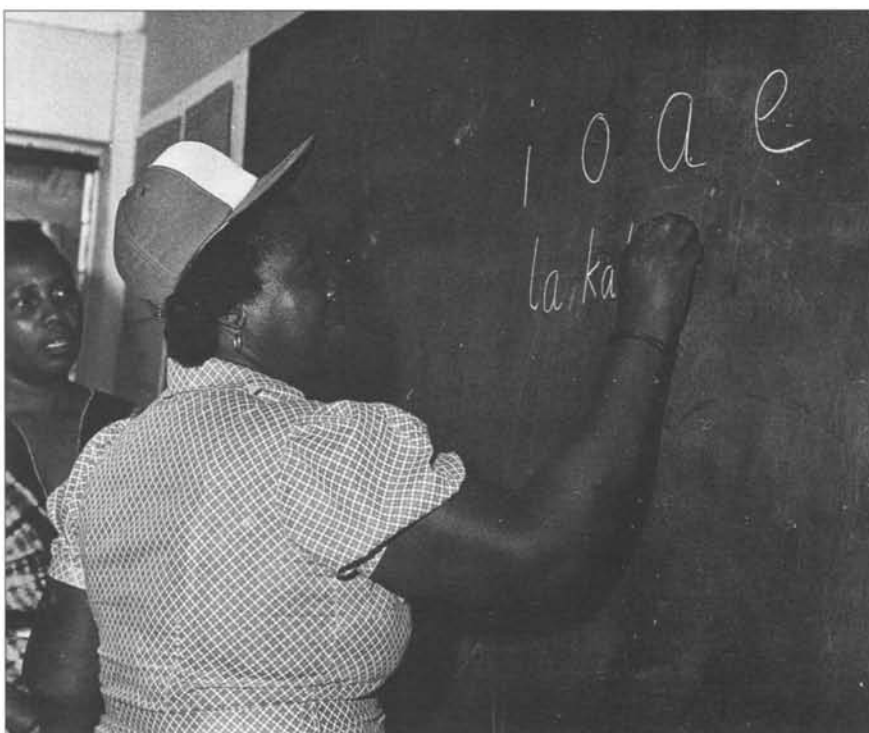
Sharing expertise is a central principle of Commonwealth co-operation. Through its General Technical Assistance programme, the Commonwealth Fund for Technical Co-operation (CFTC) supplies experts, mainly from developing countries, to work in various development fields as requested by Commonwealth governments. Training programmes are seen as very important, as is regional co-operation.

Much can be shared in the school and in the community. As a pre-Commonwealth Day project a school could devise ways of sharing skills and knowledge. Starting off in the classroom, students can be asked:

What they would like to learn that someone else in the class might be able to teach them;

What skills or knowledge they have to pass on to others.

Examples could be first aid, speaking another language, a handicraft skill, cooking a special dish etc. Girls could teach boys some skills or domestic tasks which are conventionally the province of girls alone; boys could teach girls skills they do not normally have the opportunity to acquire. Over a number of weeks students can become involved in teaching or learning new skills, or both. Obviously the teacher must ensure a structure and support for this project.



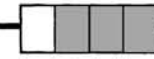
A more ambitious project is for the school to share skills with the outside community. Would it be possible, for example, for older students to help with literacy teaching? This should only be done after very careful consultation with the head teacher, governors, parents associations and local community groups.

◀ *Adult literacy programme in the Seychelles: learning to write*

### On Commonwealth Day

Display of work/performances by those who have acquired new knowledge and skills.

## ACTIVITY 3



Level: Junior/secondary

### Making toys and games for young children

Teachers can discuss with older children (say top junior upwards) why children need to play. (They learn mental, social, creative and physical skills through activities they enjoy.)

Children can then talk together about the different toys they could make for their younger brothers and sisters or other small children, and where they should go to collect materials. There are many sources in the community:

#### From shops

- scraps of cloth
- packing materials
- cartons
- bottle tops

#### At home

- tins
- boxes
- gourds
- old or broken toy parts

#### From local craftspeople

- scraps of wood
- bits of metal
- scraps of leather

#### From environment

- cornstalks
- stones
- shells
- cloth
- clay
- sand
- grasses
- seed pods
- leaves

Older children must be reminded to make sure that toys for young children are safe to use. They must avoid using:

- Things with sharp edges
- Small pieces which young children can swallow or put up their noses
- Plastic bags, which can cause suffocation.

Different lessons can be used for making play materials.

#### The art and craft lesson

Toys, e.g. cars, lorries, dolls, models.

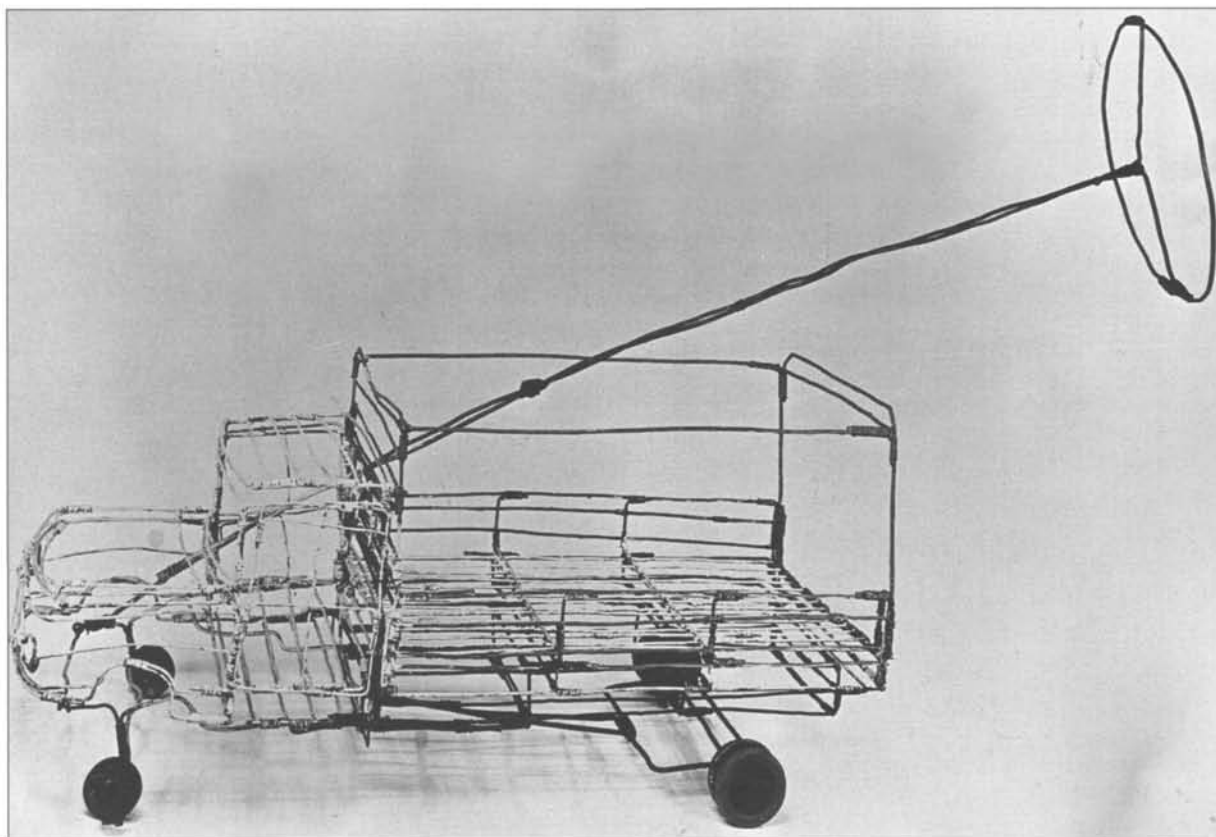
Games equipment e.g. balls, hoops, ropes.

Puppets.

Building blocks.



### ACTIVITY 3: CONTINUED



*Wire trolley made by children*

**The language lesson**

Books with stories and pictures.  
Reading cards with pictures and words.  
Posters and charts.

**The maths or science lesson**

Puzzles, shapes and dominoes.  
Games e.g. Snakes and Ladders.

**The music lesson**

Instruments, drums, rattles and flutes.  
Collections of songs and singing games for children to sing and play.

Other people may be able to help:

Craftspeople and parents may be needed occasionally to provide skills and labour;

Teachers may need to help children raise money for some materials;

Headteachers may be needed to arrange for the school to be used for playgroups;

Local women's groups or health workers may be needed to explain why children need to play.

## On Commonwealth Day

- Put on displays of toys and games.
- Organise activity workshops and play groups for young children, using toys and games made in class.

## Women and development



*Air-traffic controller in the Caribbean*

The Women and Development Programme of the Commonwealth Secretariat was set up in 1980 to work for the advancement of women within the Commonwealth and to promote their concerns within development. It works with governments to help meet the needs of women. It also helps women themselves to press for their own interests, and the well-being of their families.

Work undertaken so far includes:

Training women in senior positions to develop more skills in organisation and communication. Pointing out how women make contributions to their societies and national economies. Showing the dangers to the whole community of ignoring women when making economic policy.

Working to help governments and officials to make laws to assist women who are beaten by their husbands. Training police forces in sensitive but effective handling of cases of violence against women.

Developing a training programme to help young unemployed girls who want to start their own businesses.

Developing a training programme to help rural women protect their environment.

Helping to make school text books more fair and equal in the way they present ideas about men and women.

Working with other departments of the Commonwealth Secretariat, e.g. with the Health Programme in explaining the dangers of misusing dried baby milk, and with the Export Marketing Division in providing export training for women.

Helping governments set up women's bureaux (special departments for women) and providing training on how to include women in development activities and policies.

***Family tensions over women's time and income***

Eva lives in Northern Zambia and is an ex-nurse, married with four young children. Since 1982/3, she and her husband have been growing maize and other food crops, helped by government loans. They also sell beans, groundnuts and caterpillars. With the dramatic increase in the producer price of maize, Eva expanded the farm. Eva found her labour time heavily used. After intense struggles with her husband, she was able to keep control over part of the income from the maize. But she could not keep up the production of the traditional food crops, such as beans and caterpillars, which had brought her an income in the past. There was also some conflict between time spent on maize production and on household tasks. Her husband spent less time than Eva on crop production but gave her no help with household tasks. In the busiest periods Eva was often forced to leave the youngest children in the care of her eight year old daughter while she worked in the fields.

Adapted from a case history prepared by Alison Evans, Institute of Development Studies, Sussex.

**ACTIVITY 1**



**Survey on attitudes to and needs of women**

If the school is co-educational, girls should take the lead in devising the questionnaire and carrying out the survey. Questions should be designed to elicit answers revealing attitudes towards the status and role of women: the work they should/could do, their role in domestic life, child-rearing etc., their health and leisure needs, their part in national development, their right to gainful employment and control over their incomes. It should also seek to identify what women (and girls) need and want in terms of skills and resources to enable them to fully participate in society. It may be helpful to apply the questions to areas such as health, education, employment, agriculture, the family, politics etc. Some sample questions are given below:

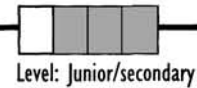
<b>Who are responsible for the following jobs and activities:</b>			
	<b>Men</b>	<b>Women</b>	<b>Both</b>
cleaning the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
gardening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
running the government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
looking after children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooking meals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
running factories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Who should control how money is spent in families?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>How many hours of leisure/relaxation do people need per day?</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## ACTIVITY 1: CONTINUED

The results of the survey can then be analysed and discussed. Students can identify where attitudes need to be changed and where more provision for women/girls is needed.

They may want to put forward proposals for changes in the curriculum e.g. the introduction of vocational skills, management skills, book-keeping and learning about labour-saving technology, access to credit, land ownership, etc. They could also consider which of these new areas of learning could be undertaken in primary schools.

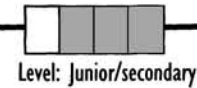
## ACTIVITY 2



### Imagine the worst

In groups, students discuss what would happen to the town or village if all the women and girls were spirited away. What work would be left undone? How would the town or village survive? Students then list on the board all the things that women do in the community.

## ACTIVITY 3



### Examining media images of women and men

Teachers can encourage discussion, in groups, of popular television programmes, magazines, comics and newspapers, with a view to analysing how male and female characters are portrayed (e.g. clever/stupid, confident/shy) to see whether gender stereotyping emerges. They may be able to acquire a few publications from other Commonwealth countries and see whether a similar pattern emerges in these. The students should then discuss in what way the media images may be inadequate, untrue, offensive etc. What changes would they like to see in the media's attitudes: What action can they take themselves?



#### Follow-up

Students write an imaginary radio news programme (or newspaper) in which all the leading figures are women and all the main news items are about things that concern women. Discuss what the news items would be about, what is important to women, whether it is different from what is talked about in the news.

## ACTIVITY 4

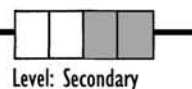


### Interviewing women about the past

Each student could interview her/his mother, grandmother or an older woman they know very well, and find out what life was like for women and girls when she was young. The student can ask about her education; what work she did as a child; what home life was like; how she met her husband and got married; what the major events in her life were; what people used to do when they were sick or having a baby; what groups or community organisations there used to be; how homes and villages/towns have changed.

After the interviews students compare what they have learnt about the past with modern life for women, decide which is better or worse, what has changed and what has stayed the same.

## ACTIVITY 5



### Finding out about women's needs in the community

Again this is an activity where girls can take a leading part.

Students could talk with women in their own families and with local women's organisations and find out what they see as the major problems faced by women and the main priorities for action.

- How much time do women spend carrying water and firewood?
- What problems do they face in agricultural work - weeding, sowing, planting, watering and harvesting?
- Are they able to earn an income?
- Are they being by-passed by local development projects?
- Are they being included on training schemes e.g. learning new technology?
- What about access to credit?
- Do they have access to literacy schemes/continuing education?

After discussing the information they have gained, they could try to identify ways in which they may be able to help women in the community.

Could they assist with literacy teaching? Could they share some of the skills they learn in school but which their mothers or other older women in the community may not have had the opportunity to learn?

Could they (boys and girls) help provide labour in bringing clean fresh water to the village? Could they help maintain waterpoints?

Could they devise ways in which women can save labour and energy when carrying out agricultural or domestic tasks?

**NB** These questions should be adapted according to the location and circumstances, e.g. urban/rural, industrial/agricultural etc.

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**ACTIVITY 5: CONTINUED**

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*A women's meeting in Tokelau*

### **On Commonwealth Day**

- Questionnaires, charts, results of surveys etc. can be exhibited.
- Women whom students have worked with can be invited to take part in celebrations, to contribute their ideas and skills.
- An open discussion could be held on possibilities for further action benefiting women.
- Students could make up a humorous play called *The Day the Women Left* based on the discussions in Activity 2.

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## Action for industry

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Industry is essential to development. Local industries help develop agriculture by providing inputs such as tools and agricultural machinery and by processing agricultural raw materials such as sugar, and rice, fruits and vegetables. The creation of industrial employment in rural areas slows down population migration in towns. When countries are able to turn locally available raw materials into manufactured goods they can sell them internationally for higher prices and earn foreign exchange to pay for goods that have been imported. If industrial development is well-planned it brings an improvement in the quality of life by increasing national income and by providing for basic human needs such as food, clothing and housing. It also increases local skills and capabilities.

The Industrial Development Unit (IDU) is a division within the Commonwealth Fund for Technical Co-operation (CFTC). Like all CFTC divisions it responds to requests for technical assistance from Commonwealth developing countries. It helps to set up new industries and to reactivate or improve existing industries and concentrates on the poorer countries. Here are some of the areas of work it has been involved in:

**Food production**

- rice milling in Guyana
- chicken and egg production in Antigua
- bread manufacture in Uganda
- fish processing in Trinidad and Tobago
- pineapple chunks and juice in Zambia
- palm oil in Ghana and Nigeria

**Textiles and clothing**

- children's school uniforms in Montserrat and St Kitts and Nevis
- T-shirts in Kenya and Antigua
- woven cloth in Guyana and Nigeria
- knitwear in Ghana
- footwear in Kenya and Trinidad

**Building materials and housing**

- clay bricks and roofing tiles in Sierra Leone
- low-cost housing from laterite soil in Ghana and Malawi
- construction lumber in Dominica and Guyana
- cement and lime in Malawi, Zambia and Uganda
- corrugated steel roofing in Antigua

**Medical supplies**

- antibiotics in Malaysia
- bandages in Guyana
- tablets and capsules in Malawi and Uganda
- intravenous fluids in Lesotho

**Pollution control**

- mining effluent in India and St Lucia
- leather tannery effluent in Malawi
- palm oil effluent and smoke pollution in Ghana

## ***Recycling of scrap materials***

### **Scrap metals**

In Botswana, Lesotho, Tanzania, Malawi and Uganda, five of the countries linked through the Southern African Co-ordination Conference (SADCC), the IDU has helped set up hand-tool manufacturing units. Technicians from India, where blacksmithing skills are traditional, have helped the villagers make tools from scrap metal such as vehicle springs and axle shafts. They are now making:

axes	forks	chisels	hoes	shovels
hammers	sickles	slashers	punches	

### **Waste paper**

In Sierra Leone, Tanzania and Guyana IDU has helped set up small units to convert waste paper into stationery items like envelopes and writing paper.

### **Waste rubber**

In Kenya, IDU has helped to establish a large factory, the first of its kind in Africa, that can make rubber products such as gumboots from old truck, bus and tractor tyres.

## **ACTIVITY 1**



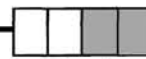
Level: Top primary/secondary

### **Re-cycling material**

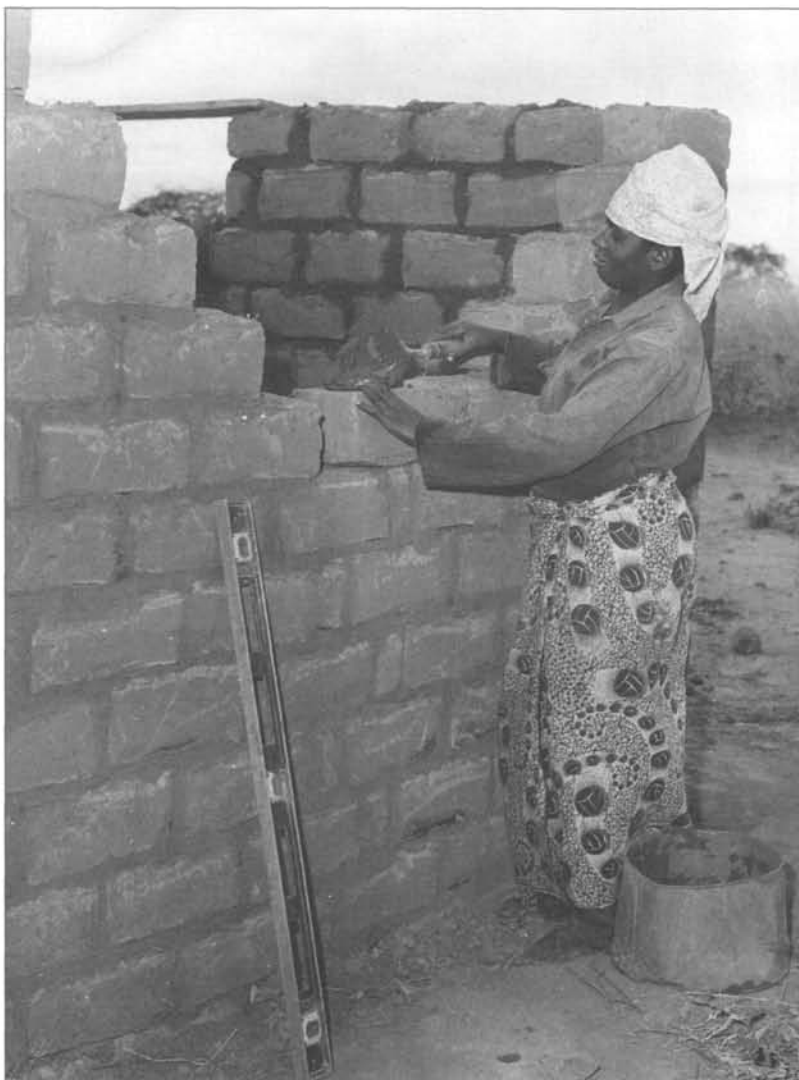
Students could collect scrap metal, waste materials, discarded machine parts and broken furniture and try out ways of recycling them for new uses. If metalwork, woodwork or technical drawing classes are run in the school, projects could take place within these lessons and under the guidance of the teachers responsible.

If students make a careful study of their local environment, including their homes, it may be possible to identify areas of work where a simple gadget, tool, or container would make a task less arduous. In farming, for example, women are often not consulted when new machinery is introduced and it is important to find out from them what their needs are.

## ACTIVITY 2



Level: Secondary



### Constructing a building for the school

In rural areas in developing countries students may be used to taking part in the construction of domestic buildings. Does the school need an additional building? Is it possible to identify local building materials and to plan a simple functional building? Students may possibly be able to work jointly with adults in constructing the building.

◀ *A bricklayer on a self-help project in Zambia*

## ACTIVITY 3



Level: Primary/secondary

### Making equipment for a play area

Young children need a safe and interesting place to play in. Older students can help by making equipment for this. First they should decide what natural materials can be used. For example, the soil itself can be used for making slides. Fallen trees and steep banks are good places to climb and slide. Large stones or ends of poles can be laid out for stepping and balancing games.

Trees have many different uses. They can be used for climbing, perhaps with a few steps built into difficult places. Simple swings can be made from rope and old tyres can be hung from strong branches. A long thick rope with a series of knots about one foot apart is good for climbing up into the tree. It may be possible to build a slide coming down out of the tree.

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**ACTIVITY 3: CONTINUED**


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Trees also provide shade for younger children playing with water and sand. Cut an old tyre in half and fill it with water. Provide materials that will float (wood, plastic) or sink (stones, metal). Provide hollow reeds and containers of different sizes. Use the other half of the tyre for sand and in it put bits of wood, containers, gourds.

Where there are no trees, children can still climb if they have a climbing frame. Old tyres can be used for tunnels. Odd bits of wood may be used to make balancing boards or see-saws.

(See also Making toys and games for young children, page 57.)

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## Using and preserving natural resources

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Helping developing countries exploit their natural resources and taking action against environmental degradation are important concerns for the Commonwealth Secretariat and CFTC:

**Science Council**

The Commonwealth Science Council's work has included:

- a major 10-year programme on energy resources in Africa
- finding and evaluating groundwater resources
- promoting sustainable use of plants which survive environmental extremes and supply food, fodder, fuel or fibre
- assisting international efforts to preserve rainforests
- helping small island states exploit their water resources

**Economic Affairs**

The Economic Affairs Division has prepared studies on:

- the socio-economic and other impacts of changes in climate and sea level on member countries
- ways of promoting environmental conservation for sustainable development, including special provision for the needs of small states and for a gender perspective
- The economic consequences of natural disasters and how to cope with them

**Food Production  
and  
Rural Development**

The Food Production and Rural Development Division has been involved in sustainable land use, fishery and forestry practices:

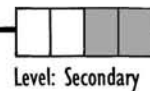
- post-harvest conservation of food crops, fish and dairy products for small producers
- low-cost solutions to foster conservation farming for small farmers
- sustainable methods of utilisation and conservation of African rangeland resources
- the conservation and sustainable use of forests in Guyana
- fish handling, marketing and distribution in the South Pacific

### ***Mapping the sea's riches***

The Commonwealth Science Council, The Indian Government and Commonwealth Caribbean countries are partners in a marine resources project in the Caribbean. The economies of Caribbean nations are tied to tourism and the export of commodities, both of which bring an erratic income, so they are conscious of the need to tap their most important resource of all: the sea.

The project initially trained a group of Caribbean scientists on how to collect marine resources data of all kinds including physical, chemical, biological and geological information. The trained scientists as well as Indian scientists later collected the data on the Caribbean sea. The collated data are now at designated centres in the Caribbean and are being used to obtain information on the natural resources in the waters surrounding the Caribbean countries.

## **ACTIVITY 1**



Level: Secondary

### **Monitoring pollution**

With the assistance from science teachers, students may be able to undertake surveys of water, ground and air pollution. Can the source of the pollution be identified? (Animals? Fertilizers and pesticides? Industrial emissions?). What can be done to reduce pollution? What could be done to raise public awareness of the problems? What measures can be taken by the community itself? What further action is needed? Could students help organise a campaign?

Students can help to communicate important messages about keeping water clean by making simple posters for display in the school and local community.

#### **Do's and Don'ts of Water**



## ACTIVITY 2



Level: Infant/primary/secondary

### Planting trees

Students may be able to take practical action to conserve the environment by planting seedlings, either in the school grounds or in the local community. They should choose spots where trees will be particularly useful in terms of giving out oxygen, providing cover and helping prevent soil erosion.

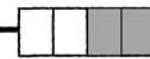
#### On Commonwealth Day

- Invite a member of a local environmental action group to address the school and its visitors.
- Display results of surveys and campaigns.
- Hold a tree-planting ceremony.

## Promoting exports

The CFTC assists member countries in increasing their earnings from exports. Its Export Market Development Division carries out market surveys, provides experts in marketing, mounts training courses in export sales techniques, and organises 'buyer-seller meets' and contact promotion programmes.

## ACTIVITY 1



Level: Secondary



*Market in Papua New Guinea*

### Organising a mock 'buyer-seller meet'

Students play the parts of buyers from one country or sellers from another. It may be easier for students to relate to the activity if the country doing the selling (or, where appropriate, the one doing the buying) is their own. The students decide what products are to be promoted, which country is likely to be interested in buying, whether the products need to be adapted to meet the requirements of the export

market, and how they should be packaged and presented. Advertising brochures can be prepared. An exhibition of products should be attractively mounted for the buyer-seller meet. Sellers explain the qualities and advantages of their products and try to persuade buyers to place orders; buyers ask questions about the products and put forward their views of what will sell well in their country.

## ACTIVITY 2

Level: Infant/primary/secondary



*Sunday open-air market in Sri Lanka*

### Market trading

Children can be given an experience of trading and promoting products by running their own miniature market. Each brings one or more items from home, or makes an item e.g. in woodwork or home economics classes. Toy money could be used with young children, or if real currency is used the money raised could be donated to a local development project of the children's choice.

Teachers could consider ways in which this activity could be designed to increase understanding of the idea (inherent in the buyer-seller meet) of bringing one group of people into contact with another for the purpose of economic exchange. Perhaps the school could organise a market for the outside community; or one group within the school could make the physical arrangements for the market and deal with advertising and promotion, while another is responsible for production.

### On Commonwealth Day

A buyer-seller meet could be enacted before an audience. The various stages before the meet takes place, and involving the expertise of the Export Marketing Division, could be shown as a series of very short scenes. At the buyer-seller meet itself the general hubbub and activity of trading can be 'frozen' at intervals: while everyone else remains silent and motionless two traders engage in a conversation; the general activity resumes, followed by another 'focus' on a different buyer and seller, etc.

## Youth participation

Most Commonwealth countries have very young populations, and helping youth fulfil its potential and participate fully in society are important Commonwealth concerns.

The Commonwealth Youth Programme (CYP), whose headquarters is at the Commonwealth Secretariat, provides a variety of services to support young people and operates out of four regional centres in Africa, Asia, the Caribbean and the South Pacific. It helps train youth workers, promotes exchange of experience and information and gives awards for youth initiatives.

Important themes for the CYP include the following:

### Enterprise and employment

CYP works with governments to encourage enterprising young people through training programmes, the production of learning materials, direct support to pioneering youth enterprise projects, identification of examples of good practice, and recognises that enterprise skills are relevant in every walk of life, not only in small business development.

### Young women and development

CYP emphasises the development of young women and their participation in the process of national development. CYP addresses a number of issues from young women's perspectives and gives funds to young women setting up small businesses and monitors the obstacles they face.

### Literacy

CYP's youth-oriented literacy programme utilises the special characteristics of youth groups, such as their community bases, to tackle illiteracy. Young people with literacy skills serve as teachers, delivering programmes to their seniors as well as their peers and younger brothers and sisters.



◀ *About a dozen Commonwealth voluntary organisations work mainly with young people or children. One of these, the Commonwealth Youth Exchange Council (see p.81) organises educational visits and exchanges between young people in Britain and other Commonwealth countries.*

## Environment

CYP runs workshops on youth participation in environment programmes, produces sets of learning materials and offers young people opportunities to record on video their assessment of the major environmental issues in their communities for use by television companies and by youth, community, environmental and welfare groups as a training tool.

## Health, drugs and AIDS

CYP assists governments to address youth health and welfare concerns such as raising the awareness of AIDS and the steps young people can take to avoid contracting the disease, producing training materials and conducting workshops to individuals and groups to explore the value of counselling, group work, peer education approaches to drugs issues.

*Drug addiction is wrecking the lives of more and more young people all over the world. Finding the right way to tackle a very complex problem is not easy, but young people must be involved in finding solutions. A CYP conference, Dealing in Solutions, brought together 72 young people from 46 Commonwealth countries, all working in the drugs field, to thrash out ideas and recommendations for action.*



*Posters produced for the CYP conference in Malaysia*



*A scene from 'Alan' part of an anti-drugs campaign launched in Britain in 1988/89*

**Youth Policy Development**

CYP plays vital role in assisting governments to formulate National Youth Policies through its detailed knowledge of the problems young people face; its encouragement of a high level of youth participation; and its research into the kind of youth policies that work.

***Some recent Youth Service Awards*****Barbados**

**Youth to youth** project, set up by 10 young people concerned with the use of drugs by young people. It offers counselling services, drugs information and leadership training and targets its work at schools, youth organisations and delinquent youth.

**Canada**

**Operation Surveillance Anjou** mounted a play written by a 16 year old girl on the growing problem of juvenile prostitution. Its aim is to improve communication between young people and adults and reduce the risks of drug abuse and prostitution. The play has been presented to other youth groups and schools.

**Malaysia**

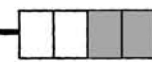
**Youth Entrepreneurial Programme** provides self-employment to its young members who in return contribute to the development of the local community. The employment projects include poultry and cattle rearing, printing, tailoring, and automobile workshops.

**Nigeria**

**Oba Akenzua II Scout Camp Complex** provides year round camping and training facilities for scouts all over Bendel State and throughout the rest of Nigeria. It also assists in the development of the community by providing health care facilities and introducing literacy programmes. The scouts have set up fish farms and agricultural projects, farming yams, cassava, soya beans, potatoes and maize.

**Northern Ireland**

**Ballywater Youth Club Cross-Community Project** promotes friendship between young people from different educational, cultural, social, religious and political backgrounds by holding discussions and debates in an atmosphere free of threat or violence.

**ACTIVITY 1**

Level: Secondary

**Youth participation at school and in the community**

Teachers can encourage students to participate in the running of their school. Students can find out how decisions are made in the school and what organisational structures exist. Could these structures be expanded and improved? Students can interview teachers, administrative staff and other students and draw up a proposal for a participatory framework.

How can the school be of use to the community? Are there ways in which young people can participate in local development? Students can talk to as wide a range of people as possible, women and men, if possible tape-recording the interviews. They can discuss all the suggestions made and the problems raised and try to draw up a plan of action.

**On Commonwealth Day**

After permission has been sought from the interviewees, highlights from the tape could be played to visitors and a report on the community action/youth participation project could be given.

## ACTIVITY 2



Level: Mid-upper secondary

### Work experience

Young people leaving school may have few opportunities for employment. Unemployment is a growing problem for both Third World and industrialised countries. Schools can help students gain experience of the world of work, and opportunities to contribute to the development of their communities, by organising work experience schemes. Instead of having set ideas, perhaps unrealistic ones, about careers they wish to pursue, students can be encouraged to try out various possibilities, to investigate different ways of helping other people and themselves.

Teachers will need to make contact with local industries, businesses and services and discuss the possibilities, terms, conditions and responsibilities involved. Timetable changes may be necessary and long-term planning will be required in order to avoid clashes with examinations and ensure that the scheme causes minimum disruption. It will also be important to devise ways of assessing the scheme and to allow students to discuss their experiences, report back and make their own assessments.

## ACTIVITY 3



Level: Upper secondary

### Designing a project for the youth project fund

This is really an extension of the last activity. Students who will soon be leaving school could devise a project which will satisfy a community need and which will involve young people in the economic, social or cultural development of the community. If the idea is thought to be a viable one (particularly if it creates employment and is potentially self-sustaining), the school - or the group of young people - could try to interest their government in applying for a small grant from the Youth Project Fund to help the project get started. All applications to the Youth Project Fund have to meet with the approval of the government and be sent through the department responsible for youth affairs.

### On Commonwealth Day

Commonwealth Day is a good occasion for reporting back to the school and to visitors. Students' own records - in the form of diaries (photographs, tapes, reports) - are of particular importance. Local employers who have been co-operative and helpful could be invited to speak about the scheme from their point of view. Special initiatives, e.g. applications to the Youth Project Fund, should obviously be emphasised.

Commonwealth Day provides a good opportunity for posing questions about the Commonwealth - questions of fact and questions of value.

## ACTIVITY 1



Level: Primary/secondary

### A Commonwealth quiz

Teachers (or a group of students) can compose a quiz based on the map provided in the flap of this book and the information provided in Section 7, 'Commonwealth briefing'. Below are examples of the kinds of questions that could be set:

- 1 From the information given on the map, name the countries which lie in:
  - the Caribbean region
  - the African region
  - the Indian Ocean
  - the Asian region
  - the Australasian and South Pacific region
  - the North American region
  - the European region including the Mediterranean
- 2 From the information given on the map:
  - which countries have populations of over 100,000,000?
  - which countries have populations of 100,000 or less?
- 3 From the information given on the map, name the countries of which the following towns and cities are the capitals:
  - Port Louis
  - Tarawa
  - Castries
  - Valletta
  - Lusaka
- 4 From the information given on the map how many countries became members of the Commonwealth:
  - between 1931 or before?
  - between 1932 and 1959?
  - between 1960 and 1969?
  - between 1970 and 1979?
  - since 1980?

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### ACTIVITY 1: CONTINUED

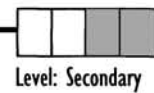
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- 5 From the information provided in the 'Commonwealth briefing' name:
- four kinds of meeting that take place at government level in the Commonwealth;
  - four types of professional organisation that link Commonwealth countries.
- 6 From the information given in the 'Commonwealth briefing' and elsewhere in the handbook identify:
- four types of assistance to developing countries provided by the CFTC;
  - four types of work undertaken by the Commonwealth Secretariat.

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## ACTIVITY 2

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### Debates and essays on the Commonwealth

Commonwealth Day and the period of classroom work leading up to it should include plenty of opportunity, at least for the upper secondary level, to examine critically the Commonwealth's record. It is important for students to form their own opinions and to be confronted with attitudes and values different from their own.

Here are a few questions and statements to discuss in essay form or to debate:

'It is the inequalities among the members of the Commonwealth which are striking: the assumption of equality is a convenient fiction'. (Paul Taylor, in *The Commonwealth in the 80s*).

President Nehru of India spoke of the Commonwealth being able to bring 'a touch of healing' to a sick world. How far has his hope been fulfilled?

'Speaking English is a Commonwealth fact; it is not part of any Commonwealth ideology; it is one channel for easy communication, and a precious one in functional terms. It is not a badge of identity.' (Shridath Ramphal). What do you think about the use of English in the Commonwealth and do you agree with Ramphal's view?

'I am convinced that the Commonwealth can play ... a more effective role by strengthening the link between dialogue and co-operative action in four major areas – those of politics; of development; of promotion of good governance and of human resource development' (Chief Emeka Anyaoku). Is this a realistic agenda for the Commonwealth in the 1990s?

Is the principle of consensus, adopted at Heads of Government meetings, a realistic one? How should dissent be accommodated? Consider this problem in the light of recent Commonwealth summits.

Discuss the statement 'The Commonwealth is more widely known today for its conferences than for its achievements'.

The last question is taken from an essay competition run by the Commonwealth Trust. Schools should be able to find out about this annual competition through the Commonwealth Desk Officer in their country's Ministry of Education or they can write to the Commonwealth Trust in London (see page 81). An example of a recent prize winners work is shown on the opposite page.

My name is Alkis Psaltis. I am named after my maternal grandfather Alkivradis - Alkis for short. Grandfathers are wonderful, caring people who have so much patience, knowledge and understanding. My grandfather, or papou as I loved calling him, was no exception. When I was little he used to exercise my limbs daily as I was born premature<sup>ly</sup> and had excessive laxity of my joints. Papou was always there when I needed him. His warm, gentle, smiling face always cheered me up when I was feeling low. Those loving arms that would hold me tight are no longer there for me anymore. You see, my papou had a severe heart-attack fifty days ago and he died. The world is a sad and lonely place for me now. Most of the time I try to be strong for my grandmother and my mother who also miss him dearly but there are times I can't hold back the tears. Why do people have to die?

Often I would visit my grand father. In summer, we would sit together in his hammock beneath his vines. As we munch-ed on the juicy sultana grapes he would talk me about his childhood and about the suffering in the world today. We talked about World Wars I and II, about the countless people who died in the name of peace and the millions who will die if there's a World War III.

There is so much suffering in the world we live in. People like Mother Theresa try to bring some comfort to the suffering people in the Third World Countries, but daily there are millions

of people around the world facing death from hunger, disease, wars and violence.

Nowdays, I often think back to those long talks I had with my papou. When I watch the news on T.V., I miss my grand father, for I would often interpret the news to him, as he could not speak English. Nothing has changed, however - violence, greed, drug-trafficking and suffering still go on in the world today.

Yesterday, after my papou's memorial service, my grandmother opened a little wooden box, belonging to my papou and presented each of her three grandsons, with a small memento to remember our grand father by. Mine was a ring which my papou always wore on his little finger. As I held it, my eyes brimmed with tears and the ring seemed to glisten and sparkle as it never had done so before.

"Oh papou," I said softly, "if only you could hear me and grant me three wishes through this ring, how happy I would be!"

- My first wish would be to have you back with us again.

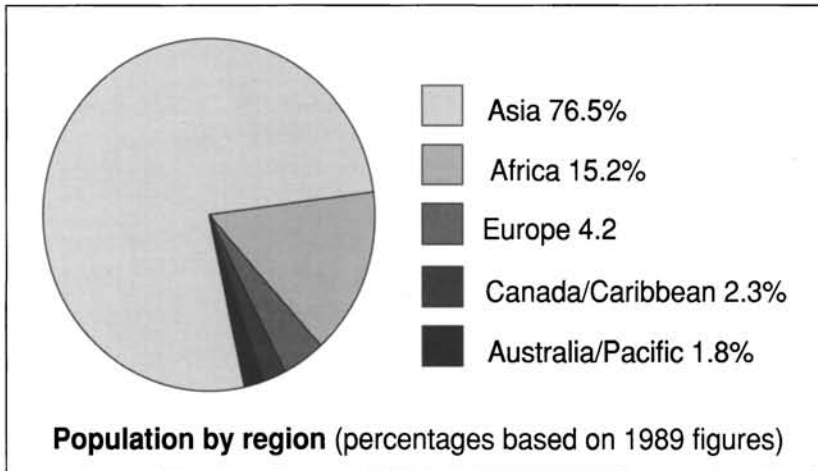
- My second would be to eliminate suffering and death in the world and my final wish would be for world peace and equality amongst all people regardless of their colour, race and cultural background.

As I finished making my wishes, my grandfather's ring seemed to glow in my hand. I felt my papou was watching over me. If only this ring has magic powers and could grant my wishes.

Prize winning essay from Alkis Psaltis, aged 12, from South Australia

## On Commonwealth Day

- Any particularly interesting essay could be displayed on a school noticeboard.
- A debate could take place in front of (and involving the participation of) an audience of students, parents and visitors.



A quarter of the world's population lives in the 50 countries which make up the Commonwealth. These countries include some of the richest nations in the world and many of the poorest. They range greatly in size of population. There are member countries in every continent and ocean; there is wide diversity in language, culture, religious faith, race and way of life.

Nonetheless, countries have many common aims which the Commonwealth helps them to pursue. The growth of membership has made it a wider sample of the world and the Commonwealth has become one of the strongest voluntary international associations.

The Commonwealth provides a framework for collective activities embracing all member nations, and for co-operation between neighbouring member states. In industry and agriculture, education, health, law and many other fields, Commonwealth countries gain from working together.

### ***The Declarations***

All member countries share important beliefs. These are set out in the Declaration of Commonwealth Principles, adopted by Heads of Government at their Singapore meeting in 1971 and in the Harare Commonwealth Declaration of 1991. They commit governments:

- to the pursuit of world peace and support of the United Nations
- to combat racial discrimination and oppression
- to further the principle of self-determination
- to work against poverty, ignorance and sickness and to reduce inequalities of wealth in the world
- to work for wider international trade on fair terms to all partners, and to encourage sustained investment and growth in developing countries.

### ***Meetings***

Consultation and collaboration take place at many levels. Governments and ministries keep in touch with each other directly, through their High Commissions, and through the Commonwealth Secretariat, the organisation set up by governments to run their joint programmes.

At the highest level, Heads of Government meet every two years to talk over world issues and co-operation in the Commonwealth. They meet in an informal environment, where decisions are reached by consensus.

Finance, education, health, youth, agriculture, law and women's ministers also meet regularly, and so do senior government officials.

This collaboration extends beyond governments into many professional fields. Commonwealth magistrates, doctors, nurses, university vice-chancellors, journalists, broadcasters and people in many other walks of life share experience across national frontiers. The Commonwealth Foundation supports professional links in many fields.

### ***Communication***

Communication between Commonwealth members is made easier because many ideals are shared and practices in law, education, and government are similar. Members also share a working language. English is not the first language of the majority, yet throughout the Commonwealth people in government, the professions and business find it a valuable tool of communication. Modern literature in English has been enriched by writers from all over the Commonwealth.

### ***Sharing resources***

Programmes of mutual assistance enable Commonwealth countries to share their resources. The Commonwealth Fund for Technical Co-operation is the main agency for this exchange. At the request of governments, it supplies experts to work in many areas, from constitutional law to the local production of farm tools.

The CFTC also provides scholarships which enable developing Commonwealth countries to have people trained in other developing member countries with conditions similar to their own. Both developed and developing countries contribute resources to the CFTC which is administered by the Secretariat.

To speed up economic advance in Commonwealth developing countries, the Secretariat advises governments on agreements over natural resources with multinational corporations, helps manufacturers enlarge their export markets and promotes the exchange of knowledge in many fields.

### ***Organisation***

The Commonwealth has no formal structure or constitution. Queen Elizabeth is regarded as the symbol of the association, and as such Head of the Commonwealth. The Queen is also sovereign of 16 Commonwealth countries.

The Commonwealth Secretariat administers Commonwealth programmes, arranges meetings and provides information and specialist services to member countries. The head of the Secretariat is the Secretary-General, Chief Emeka Anyaoku from Nigeria. He is directly responsible to all member governments. The Secretariat is located in London. Its costs are shared by governments and staff are drawn from member countries.

### ***The Commonwealth and the World***

The Commonwealth is complementary to the United Nations and the two bodies work often together. Its network is strengthened because member states belong to many regional and other organisations, and the Commonwealth forms a bridge between these various bodies.

# Resources

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## Organisations

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### ***Commonwealth Secretariat***

Marlborough House, Pall Mall, London SW1Y 5HX, UK

### ***Commonwealth Youth Programme (CYP)***

Headquarters - Commonwealth Secretariat, London

CYP Africa Centre, P O Box 30190, Lusaka, Zambia

CYP Asia Centre, P O Box 78, Chandigarh, India

CYP Caribbean Centre, P O Box 101063, Georgetown, Guyana

CYP South Pacific Centre, University of the South Pacific, P O Box 1168, Suva, Fiji

### ***Commonwealth of Learning***

1700-777 Dunsmuir Street, Box 10428, Vancouver, British Columbia, Canada V7Y1K4

Established in 1988, The Commonwealth of Learning helps to increase opportunities to study through distance education by international co-operation.

### ***Commonwealth Foundation***

Marlborough House, Pall Mall, London SW1Y 5HX, UK

The Foundation promotes professional co-operation. It works closely with non-governmental organisations.

Regional organisations which often work closely with the Commonwealth include:

#### **African Social and Environmental Studies Programme (ASESP)**

P O Box 44777, Nairobi, Kenya

ASESP has produced a Source book on *Teaching and Learning About the Commonwealth Through Social Studies in Africa*.

**Caribbean Community Secretariat (Caricom)** 3rd Floor, Bank of Guyana Building, Georgetown, Guyana

**Economic Community of West African States (Ecowas)** 6 King George V Road, PMB 12745, Onikan, Lagos, Nigeria

**South Pacific Comission** P O Box D5, Noumea Cedex, New Caledonia.

**Southern African Development Co-ordination Conference (SADCC)**

P O Box 0095, Gaborone, Botswana

There are hundreds of unofficial Commonwealth organisations. A few of these are listed below:

**Commonwealth Institute** Kensington High Street, London W8 6NQ, UK  
Educational organisation with permanent showcases of over 40 Commonwealth countries. Travelling exhibitions, cultural programmes, film, theatre. Conferences, courses and school programmes. Library and resource centre.

**Commonwealth Institute, Scotland** 8 Rutland Square, Edinburgh EH1 2AS, UK

Operates independently of the Commonwealth Institute in London. Conferences, school programmes, library and information services, occasional exhibitions.

**Commonwealth Linking Trust** 7 Lion Yard, Tremadoc Road, Clapham, London SW4 7NF, UK

Links schools in the Commonwealth so that they may exchange educational material, correspondence etc.

**Commonwealth Trust** 18 Northumberland Avenue, London WC2N 5BJ, UK  
Works to promote understanding of the Commonwealth through conferences, meetings and study visits. Organises an annual schools essay competition, with travel and book prizes. Major library of Commonwealth material, especially historical.

**Commonwealth Youth Exchange Council** 18 Fleet Street, London EC4Y 1AA, UK

Promotes contact and exchanges between 15-25 year olds in the UK and other Commonwealth countries.

**Commonwealth Society for the Deaf** 105 Gower Street, London WC1, UK

**Royal Commonwealth Society for the Blind** Commonwealth House, Haywards Heath, West Sussex RH16 3AZ, UK

Sponsors the world's largest programme of sight restoration and blindness prevention through eye examinations and preventive and education activities. Supports training for those working with the blind.

**Commonwealth Trade Union Council (CTUC)** Congress House, 23-28 Great Russell Street, London WC1B 3LS, UK

Promotes the interests of workers in Commonwealth countries through co-operation between national trade union centres.

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## Commonwealth publications

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*The Commonwealth Today*, COMMONWEALTH SECRETARIAT, 35 pages, free. An introduction to the Commonwealth, areas of co-operation, the Secretariat, non-governmental organisations etc.

*The Commonwealth at a Glance*, COMMONWEALTH SECRETARIAT, a six-panel leaflet on the Commonwealth, including a map, list of member countries and a reading list (1988)

*Commonwealth Factbook 1987*, COMMONWEALTH SECRETARIAT, 50 pages, £5. Basic geographical, political, social and economic data on all member countries, associated states and dependencies.

*Commonwealth Skills for the 1990s*, COMMONWEALTH SECRETARIAT, 28 pages, free. Describes the work of the Commonwealth Fund for Technical Co-operation (CFTC).

*Mission to South Africa: The Commonwealth Report. The Findings of the Commonwealth Eminent Persons Group on Southern Africa*, PENGUIN 1986, £2.50

*Racism in Southern Africa: the Commonwealth Stand*, COMMONWEALTH SECRETARIAT, 50 pages, free. Excellent and very readable booklet charting events in South Africa, Namibia and Zimbabwe and the response of the Commonwealth. Well illustrated with black and white photos.

*Link in*, a newsletter by and about Commonwealth women, COMMONWEALTH SECRETARIAT, quarterly, free. Articles on women's activities and mobilisation for change. Profiles. Girls' pages.

*Engendering Adjustment for the 1990s*, COMMONWEALTH SECRETARIAT, 120 pages, £6. A study of the impact of structural adjustment programmes on women in developing countries, with recommendations for changes.

*On-Line*, COMMONWEALTH YOUTH PROGRAMME, training materials developed from the 'Dealing in Solutions' drugs conference, Malaysia, 1989.

*Commonwealth Organisations*, COMMONWEALTH SECRETARIAT, 112 pages, £4, 1991.

*Vulnerability: Small States in the Global Society*, COMMONWEALTH SECRETARIAT, 126 pages, £5.

*Change for the Better*, COMMONWEALTH SECRETARIAT, 188 pages, £8.00. An expert group report on global change and economic development.

*Sustainable Development*, COMMONWEALTH SECRETARIAT, 157 pages £8.00. An expert group report on the importance of environmental protection.

*Beyond Apartheid*, COMMONWEALTH SECRETARIAT, 133 pages, £7.95. Report of an expert group on Human Rights in a new South Africa.

The Commonwealth Secretariat will waive charges on orders from schools. It also produces free leaflets on its areas of work and on all the principal Agreements, Statements and Declarations made by Heads of Government. A full list of Secretariat publications is available from the Information Division. A bi-monthly magazine, *Commonwealth Currents*, is available free on request.

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## Other publications

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*Child-to-child Programme*, INSTITUTE OF CHILD HEALTH, 30 Guildford Street, London WC1N 1EH, UK. Set of materials describing simple practical ways in which older children can help younger children avoid disease and accidents and grow up healthy. Recommended.

(NB Some of the health activities described in this handbook come from the Child-to-child Programme.)

*Contact: A Handbook for Commonwealth Youth Exchange*, COMMONWEALTH YOUTH EXCHANGE COUNCIL, 38 pages, £1. Written mainly for the British market but has been found useful elsewhere.

*Commonwealth Day: A Resource Book for Schools* by Rosalind Kerven, COMMONWEALTH INSTITUTE, 39 pages. Written with British schools in mind but includes useful facts and figures; examples of Commonwealth stories, games, recipes; information on religions, languages, exports etc.

# Appendix A

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## Associated States and Dependent Territories

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	Population
<b><i>Australian External Territories</i></b>	
Australian Antarctic Territory	No permanent population
Christmas Island	1,000
Cocos Islands	665
Norfolk Island	1,977
<b><i>British Dependencies</i></b>	
Anguilla	7,000
Bermuda	171,000
British Antarctic Territory	No permanent population
British Indian Ocean Territory	No permanent population
British Virgin Islands	13,000
Cayman Islands	22,000
Falkland Islands	2,000
Gibraltar	29,000
Hong Kong	5,533,000
Montserrat	12,000
Pitcairn, Henderson, Ducie and Oeno Islands	50
South Georgia and South Sandwich Islands	No permanent population
St Helena	5,533
St Helena Dependencies	
Ascension	2,000
Tristan da Cunha	296
Turks and Caicos Islands	8,000
<b><i>New Zealand Territory Overseas</i></b>	
Tokelau	1,595
<b><i>States in Free Association with New Zealand</i></b>	
Cook Islands	18,000
Niue	3,000

### Sources

Commonwealth Factbook 1987, Commonwealth Secretariat  
The Commonwealth Yearbook 1989, Foreign and Commonwealth Office,  
London

## **Commonwealth Day**

Since 1977, schools all over the Commonwealth have organised special activities on Commonwealth Day designed to enhance understanding of the Commonwealth and to provide shared enjoyment. The date of the second Monday in March was chosen deliberately so that schools in virtually every Commonwealth country could take part in the observances and celebrations.

## **The Commonwealth Day Handbook**

- builds on the initiatives of recent years and proposes a wealth of ideas and projects focused on Commonwealth Day to stimulate interest in the Commonwealth.
- suggests an educational level for each activity, whether infant, junior, lower secondary or upper secondary.
- is intended for all educators who are concerned with teaching about the Commonwealth, whether they are involved in curriculum development or are teachers in secondary, junior or infant schools.

The Handbook takes the approach that Commonwealth Day activities will have greater meaning and value if they form part of longer-term work or take place as the culmination of projects carried out over the previous weeks.

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