
Appendix 3

Questions Posed to Ministers of Education at the 17th CCEM

An initial version of the present study was an agenda item for the 17th Conference of Commonwealth Education Ministers, held in Kuala Lumpur, Malaysia, in June 2009. A number of questions provided the framework for the subsequent discussion. The answers to these questions have helped to inform the shape and contents of this book. The questions are listed below.

1. How well do current global educational agendas and discourses deal with the real needs of small states?
2. To what extent are small states looking towards or beyond global goals and targets?
3. In what ways can co-operation between Commonwealth small states be a distinctive and strategic asset, generating insights from which other Commonwealth states may also have much to learn?
4. How can small states secure the human and financial resources that will enable their citizens to meet these challenges in their own societies and in the wider world? To what extent are co-operation and education important means of addressing such challenges?
5. To what extent must policymakers and planners in small states envisage higher unit costs than their counterparts in larger states? What are the pros and cons of collaboration in delivery and support mechanisms?
6. How can the EFA and MDG agendas be kept to the fore and achieved by the target date of 2015? What supplementary goals should small states set for themselves, individually and in groups?
7. Through what mechanisms can small states retain special priority in external assistance programmes? In what ways should these programmes be tailored to meet the needs of small states, e.g. with respect for cultural diversity, and with different design and reporting requirements compared with similar programmes for larger states?
8. What balances need to be achieved in the introduction of ICTs? Where can small states find independent professional advice on the advantages and potential pitfalls?

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9. What sorts of partnerships are desirable and how can they be tailored for what sorts of circumstances for quality assurance in the context of broader goals?
 10. Where from here do Commonwealth Ministers of Education wish to take discussion and identification of avenues for action?