
Appendix 5

Priorities from the 17th CCEM Communiqué

With regard to the Secretariat's programme for the next triennium 2009–12, Ministers emphasised that there was a need to prioritise the work to take account of global trends and to focus on those areas where the Commonwealth has a comparative advantage and a proven track-record. In this light, Ministers urged the Secretariat to focus its work on the following areas:

- i. Advancing education in small states through a variety of capacity-building and research initiatives;
- ii. Continuing work on the Commonwealth Teacher Recruitment Protocol and comparability of teacher qualifications, focusing on the quality and professional status of teachers;
- iii. Continuing work on the identification and training of school leaders, based on their demonstrated leadership abilities;
- iv. Promoting gender-related work in schools, including on boys' under-achievement, and girls' access and completion;
- v. Fostering education for respect and understanding based on core Commonwealth values;
- vi. Education for sustainable development, with particular emphasis on climate change;
- vii. Enhancing the delivery of multi-grade teaching; and
- viii. Strengthening HIV and AIDS education.

Source: Commonwealth Secretariat (2009c)

Notes

- 1 This number excludes Fiji Islands, which was suspended from membership of the Commonwealth on 1 September 2009. Fiji Islands has a population of 837,000.
- 2 The Commonwealth Secretariat's formal definition of small states is countries with populations of 1.5 million or less, but its grouping of small states includes Botswana, The Gambia, Jamaica, Lesotho, Namibia and Papua New Guinea because they share many of the characteristics of small states. A recent Secretariat concept note states that there are 33 small states out of a new Commonwealth membership total of 54 countries.
- 3 The Secretariat organised a seminal conference on education in small states in Mauritius in 1985 (Commonwealth Secretariat, 1986), and during the subsequent decades undertook work on the organisation and management of ministries of education; post-secondary education; consultancies for education systems; examinations and assessment; telecommunications; and planning and management (Bacchus and Brock, 1987; Bray *et al.*, 1991; Bray and Packer, 1993; Lloyd and Packer, 1994; Commonwealth Secretariat, 1997a; Bray and Steward, 1998; Baldacchino and Farrugia, 2002).
- 4 Crossley and Holmes (1999).
- 5 The World Bank's website on its work on the economies of small states is to be found at <http://web.worldbank.org/website/external/projects/0,,contentMDK:21512464~pagePK:41367~piPK:51533~theSitePK:40941,00.html>
- 6 For the UN Department of Economic and Social Affairs (Division of Sustainable Development)'s work on small island developing states see www.un.org/esa/dsd/dsd_aofw_sids/sids_members.shtml.
- 7 See www.sidsnet.org/aosis/about.html
- 8 Some territories are not included in Table 1. These are places which are not permanently populated or have populations with few if any students.
- 9 www.ipcc.ch/publications_and_data/ar4/wg2/en/ch16s16-es.html accessed 30 April 2010.
- 10 <http://www.alofatuvalu.tv/>
- 11 <http://www.ssned.org>
- 12 Compulsory education is usually required by law. This does not mean, however, that it is enforced, as enrolment figures in low-performing countries show.
- 13 See www.educationfasttrack.org
- 14 Non-Commonwealth small states have a more mixed experience. Of the 57 non-Commonwealth small states for which there were data, only 32 had primary NERs of 80 per cent or better, 27 of which had reached 90 per cent or better, with only one reaching 100 per cent (UNESCO 2010). This left 25 non-Commonwealth small states reporting primary NERs below 80 per cent.
- 15 See www.uwi.edu/cgds/publications.html
- 16 See www.mesce.org, <http://gces2010.webs.com/aboutthegces.htm>