

## Foreword

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The Commonwealth Secretariat published its first Guide to Education & Training Resources in the Developing Countries of the Commonwealth in 1974. Its main purpose was to help promote collaboration between Commonwealth countries through the use of each other's facilities to train the specialist manpower required for their economic and social development. The Guide was intended to be specifically useful to officials responsible for administering the Education & Training Programme\* of the Commonwealth Fund for Technical Co-operation (CFTC) and useful also to others who, for official, professional or personal reasons, require reliable information on the rapidly expanding education and training resources of the developing Commonwealth.

The Guide proved its value in meeting these needs, and a revised and enlarged edition was published in October 1977. This in turn has become out-of-date, but the needs for information have tended to grow, with certain changes of emphasis. The Secretariat has thought it timely to undertake a further edition, and to make changes in the Guide's content and format.

The main change is that universities and university courses are, in general terms, no longer included. We believe that the publications of the Association of Commonwealth Universities (which collaborated over the previous editions), notably the Commonwealth Universities yearbook, together with the fuller and now more readily obtainable calendars and prospectuses of the universities themselves, have rendered the repeat production of a university section less necessary and less likely to repay the massive editorial effort involved.

A single list of institutions, arranged according to geographical location, now replaces the three sections into which the previous Guide was divided. The new simplified format presents certain difficulties over criteria for the inclusion of courses and institutions. One difficulty is that definitions of university courses and of universities themselves are sometimes blurred. In some countries 'developmental' universities provide an umbrella for a range of post-secondary courses leading to diplomas or other awards which in some countries are provided by non-university institutions. Another difficulty is that, for some purposes, non-degree courses provide acceptable alternatives to degree courses, and vice versa; and it would detract from the value of the Guide if, on occasion, the degree alternative were not presented. A third difficulty is that many valuable specialist courses, whether or not leading to first or higher degrees, are offered in research or other institutes that are affiliated to universities; examples of these have been included.

There is, therefore, some 'fringe' educational territory that is partly covered and partly not covered by the Guide. This is inevitable in the absence of a pan-Commonwealth uniformity of post-secondary education that none would desire. Instead of precise criteria, a broad criterion for the inclusion of courses has been whether they serve a specialized purpose that is likely to help placement authorities in other countries to meet specific development needs.

It follows that the Guide does not claim to be comprehensive, and that courses in a number of categories are not included: courses that are not considered to be relevant to students and trainees from other countries; courses that form part of a general education or a preparation for university entrance; generalized degree courses, serving non-specific needs; general teacher training courses (with exceptions, for geographical reasons); vocational courses at craft, artisan and skilled operative levels; part-time, sandwich and block release courses (again with exceptions). Information about courses is in outline form; those requiring fuller information should correspond direct with the

institutions. The inclusion of an institution does not, of course, guarantee that students from other countries can be offered places at the institution.

Fellowships for third country training in many of the institutions in the Guide are provided by governments and by international agencies, including the CFTC. A description of CFTC's Fellowships & Training Programme, and of the procedure for obtaining awards, is given in the Appendix.

The Commonwealth Secretariat wishes to express its thanks to institutions, government departments, and all the governmental and inter-governmental agencies that have provided data for the Guide; to its consultant editor, Michael Collins, who, with the assistance first of Jumoke Debayo and later of Rose Marie Odiachi, was responsible for the collection of material and preparation of the Guide; and to Sandra Cannon, who undertook the typing of the Guide in its entirety.

Care has been taken to ensure that the information in the Guide is accurate, but it is inevitable that errors will occur and that information will become out of date from year to year and even from month to month. Readers are invited to draw attention to any errors or omissions in the Guide and to offer suggestions on its improvement. While it may not prove possible to expand and revise the Guide regularly, such corrections and additional material will not only contribute to the compilation of any future edition, but will be of the greatest assistance to those who administer the Fellowships & Training Programme. They should be sent to the Commonwealth Secretariat at the address below.

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- \* On the formation of the Commonwealth Secretariat's Human Resources Development Group in January 1983, the Education and Training Programme was renamed the Fellowships and Training Programme.