

Ninth Conference of Commonwealth Education Ministers

REPORT

Nicosia, Cyprus
23-26 July 1984



Commonwealth Secretariat

Ninth
Conference of
Commonwealth
Education Ministers

REPORT

Nicosia, Cyprus, 23-26 July 1984

Commonwealth Secretariat, Marlborough House,
London SW1Y 5HX.

© Copyright Commonwealth Secretariat 1985

May be purchased from the
Publications Section of the
Commonwealth Secretariat

ISBN 0 85092 264 X

Contents

Foreword	(iii)
Conference Arrangements	
Background	1
Preparations	1
The Conference in Session	2
Conference Proceedings	
Preliminaries	5
Resources for Education and their Cost-Effective Use	5
Education and Youth Unemployment	6
Student Mobility and the Commonwealth Higher Education Programme	9
The Commonwealth Secretariat's Future Work Programme in Education 1984-87	15
Referrals and Submissions	18
Conference Communiqué	19
Appendix A : Reports of the Working Groups	
A. The Cost-Effective Use of Resources	25
B. Additional Resources for Education	30
C. Policy and Organisational Links Between Education and Employment	34
D. The Contribution of Education Systems (Formal and Non-Formal) in Improving Young People's Access to Work)	37
Report of a Working Group on the Commonwealth Scholarship and Fellowship Plan	42
Appendix B : Conference Documentation	45
Appendix C : Conference Schedule	50
Appendix D : Conference Participants	51

Foreword

The Conference of Commonwealth Education Ministers which convened in Nicosia, Cyprus from 23-26 July 1984, was the ninth in the series which was inaugurated in Oxford in July 1959. It took place almost exactly 25 years after the first Commonwealth Education Conference was held, and on this notable occasion Ministers reaffirmed the particular value that their governments place on continuing educational co-operation, consultation and interchange within the Commonwealth at both governmental and professional levels, and made important commitments to sustain them.

Co-operation in education lies close to the heart of our Commonwealth association. Education is the vehicle through which many of our shared values, perceptions and ideals are shaped and communicated. The awareness of the historical links between our countries, a respect for our diversity, and an understanding of the various cultures in the Commonwealth are fostered through the education system. The opportunity to study alongside Commonwealth students coming to our schools, colleges and universities, or to travel abroad for study and research, provides enduring ties of friendship which may last a lifetime. The smooth conduct of Commonwealth meetings, and the easy rapport between the leaders of Commonwealth nations, bear witness to the incalculable role of education in forging and maintaining Commonwealth bonds.

Nowhere was all of this more evident than in Nicosia, where Ministers engaged in a frank and informative dialogue on issues of key concern and formulated constructive proposals for working together more closely in future. During the first two days of the Conference we had a useful exchange of experiences and ideas for practical co-operation between Ministers on the important topics of Resources for Education and their Cost-Effective Use, and Education and Youth Unemployment. All countries represented in Nicosia are afflicted by these problems, and the opportunity to share perspectives and become acquainted with innovations and developments in Commonwealth partner countries was helpful to all.

Naturally enough some of the most spirited exchanges took place on the subject of Commonwealth Student Mobility, a problem that has been of deep concern to Ministers for several years and which figured largely on their agenda at the Eighth Conference in Colombo in 1980. In Nicosia, Ministers had before them the Third Report of the Commonwealth Standing Committee on Student Mobility which identified disturbing trends in the volume of Commonwealth student flows with distinct signs that the pattern of growth in the 1970s had petered out. One of the most important reasons for this appeared to be the increasingly protectionist stance of some of the main traditional Commonwealth receivers of students. High fees, quotas and more stringent immigration and work regulations had contributed to restriction of access for Commonwealth students wishing to study abroad. This imperilled not only the socio-economic development plans of less developed Commonwealth countries, especially small states with no higher education facilities of their own, but also the very bases of the Commonwealth association.

Ministers responded in a positive manner to these dangers. Despite natural differences of view about the way in which obstacles to Commonwealth student mobility should best be resolved, Ministers collectively approached the problem in a constructive spirit and unanimously agreed the terms of a Statement on Commonwealth Student Mobility. In this they affirmed their belief in its value and committed themselves to strive to work and consult together to sustain Commonwealth student flows. This recognition of a common interest and determination to co-operate in pursuing Commonwealth student interchange is a heartening sign for the future. It is to be hoped that when Ministers meet again in the latter months of 1985 there will be solid progress to report.

The determination of Commonwealth Ministers to strengthen collaboration was underlined by their commitment to expand the Commonwealth Scholarship and Fellowship Plan. This was also the 25th anniversary of the inauguration of the Plan at Oxford, and Ministers took the opportunity to pledge additional resources to the Plan. The target of 1,500 awards which had been set at previous Ministers conferences was now for the first time attained. In fact, it was comfortably exceeded. Before the Nicosia meeting ended the total reached a new level of 1,650 awards; and pledges have since been confirmed which bring the total to over 1,700. Many countries were responsible for this splendid achievement including five developing countries which were pledging for the first time. Outstanding among the pledges was one by Canada of 200 additional awards which together with the increase of over 100 additional awards previously announced by Britain carried the Plan a long way forward. Australia and India have also promised substantial increases in their programmes.

We experimented with a new style of Conference at Nicosia in response to proposals made by Ministers at the Eighth Conference in Colombo. In particular, the Conference was shorter than earlier ones and the previous arrangement by which the meeting of Ministers was preceded by a meeting of Officials was abandoned in favour of a unified structure. The result was very successful. Ministers welcomed the changes and the opportunity thereby given them to address themselves more directly to matters of substance.

Our meeting in Nicosia was splendidly hosted by the Government of Cyprus and we were privileged that His Excellency, the President of Cyprus, Mr. Spyros Kyprianou, graciously agreed to open the proceedings. The organisational arrangements were excellent and we were afforded the most generous hospitality. It was with a feeling of great appreciation to our hosts, and of satisfaction at what had been collectively achieved that we left Nicosia and now look forward with keen anticipation to the Tenth Conference of Commonwealth Ministers of Education. The Government of Kenya has kindly offered to host this in 1987.



Conference Arrangements

Background

1. The Nicosia Conference of Commonwealth Education Ministers was the ninth in a series which began at Oxford in 1959 and continued at New Delhi (1962), Ottawa (1964), Lagos (1968), Canberra (1971), Kingston (1974), Accra (1977) and Colombo (1980).

Preparations

2. Preliminary consultations on the nature and shape of the Ninth Conference were held with Education Ministers during the Eighth Conference in Colombo in 1980. Later, following the agreement of the Government of Cyprus to host the Conference, Commonwealth delegations attending the UNESCO General Conference in October 1983 were further consulted on an informal basis about suitable topics for the agenda. In the light of these discussions the Commonwealth Secretary-General wrote to Education Ministers in November 1983 to make proposals for the style, format, agenda and dates of the Ninth Conference and to set 9 December 1983 as the date for a meeting of the Commonwealth Education Liaison Committee (CELC) at which these matters would be considered in relation to responses received from Ministers.

3. The CELC meeting was attended by the representatives of 20 member states and chaired by the Assistant Commonwealth Secretary-General, Mr. M. Malhoutra. It approved an outline schedule providing for a four-day conference and a provisional agenda in which the four major topics would be resources for education and their cost-effective use (Agenda Item II); education and youth unemployment (Agenda Item III); student mobility and the proposed Commonwealth Higher Education Programme (Agenda Item IV); and the Commonwealth Secretariat's future work programme in education (Agenda Item V). Agenda Items II and III would be discussed by working groups as well as in plenary.

4. In January 1984, letters inviting Education Ministries to submit country papers on Agenda Items II and III were issued by the Commonwealth Secretariat together with guidelines on their preparation. In the period up to and including the Conference, papers were received from 37 countries*. Details are shown in Appendix B. Working papers on Resources for Educa-

* Copies of Conference papers not included in this Report may be obtained from the Education Programme, Commonwealth Secretariat.

tion and their Cost-Effective Use were commissioned from Professor Sanya Onabamiro (Chairman of the Implementation Committee for the National Policy on Education in Nigeria) and from Professor P.R.C. Williams (Professor of Education in Developing Countries at the University of London Institute of Education. Dr. Kenneth King (Executive Director of the Centre of African Studies and Reader in Education at Edinburgh University) was invited to prepare the working paper on Education and Youth Unemployment. Documentation for the session on Student Mobility and the Commonwealth Higher Education Programme consisted mainly of the Third Report of the Commonwealth Standing Committee on Student Mobility (May 1984), the Report of the Second Ten-Year Review Committee of the Commonwealth Scholarship and Fellowship Plan (March 1982), and papers by the Commonwealth Secretariat responding to them.

5. On 9 May 1984, a further meeting of the CELC was held under Mr. Malhoutra's chairmanship to review progress on the arrangements for the Conference. It was attended by the representatives of 28 countries, the Association of Commonwealth Universities, and the Commonwealth Foundation. It made some slight modifications to the proposed Conference schedule; and approved an agenda for two meetings of Senior Education Officials and Professional Officers, one to be held on Sunday 22 July the day before the Conference opened, and the other during the Conference itself. It agreed that two overview papers should be prepared to summarise the material in the country papers; that three further papers should be prepared to identify some of the main issues which the Conference and its working groups should address; and that deliberations on Agenda Items II, III and IV should be introduced by lead speakers, as follows:

Agenda Item II: Professor Sanya Onabamiro, Chairman of the Implementation Committee for the National Policy on Education in Nigeria, and author of one of the working papers.

Agenda Item III: Professor Peter Karmel, Vice-Chancellor of the Australian National University, Canberra.

Agenda Item IV: Sir Roy Marshall, Vice-Chancellor of the University of Hull and Chairman of the Commonwealth Standing Committee on Student Mobility.

The Conference in Session

6. The Conference was held at the Cyprus Hilton Hotel, Nicosia, from 23-26 July 1984. It was attended by 155 delegates from 35 countries, by observers from ten Commonwealth and international organisations, and by invited lead speakers and paper writers. (See Appendix D.) Twenty-seven education ministers were present.

7. On the day before the Conference opened, a meeting of senior officials and professional officers reviewed the proposed working arrangements, and recommended the adoption of the draft agenda and schedule. It also gave preliminary consideration to the Secretariat's proposed work programme in education for 1984-87, and to the Report of the Second Ten-Year Review Committee on the CSFP. It appointed a working group of

delegates with a special interest in the operation of the CSFP to review the suggestions received from Commonwealth Scholarship agencies for amending the CSFP Administrative Handbook. The working group was chaired by Mr. E.E. Temple (Britain), Assistant Secretary-General of the Association of Commonwealth Universities. Its report appears on pages 42-44.

8. At the Opening Ceremony, which was held on 23 July 1984, delegates were welcomed by the Hon. Minister of Education of the Republic of Cyprus, Mr. Stelios Catsellis. He was followed by the Commonwealth Secretary-General, Mr. Shridath S. Ramphal who spoke on the theme "Opportunity Beyond Constraint". H.E. the President of the Republic of Cyprus, Mr. Spyros Kyprianou, then gave an address and opened the Conference. The Hon. Mrs. Sheila Kaul, Minister for Education and Culture of the Government of India, responded to the President on behalf of Commonwealth Ministers of Education.

9. Later in the day H.E. the President of Cyprus received Heads of Delegation at a private meeting at the Presidential Palace, in the course of which he made a brief address and the Hon. K.P. Morake (Botswana) replied.

10. At the first business session of the Conference on 23 July, on the motion of the Hon. Ranil Wickremesinghe (Sri Lanka) seconded by the Hon. Dr. Mavis Gilmour (Jamaica), the Hon. Stelios Catsellis, Minister of Education of Cyprus was elected Conference Chairman. At the Chairman's suggestion, a panel of Vice-Chairpersons was appointed to take the chair as necessary on his behalf. Those who served in this capacity were:

The Hon. R. Wickremesinghe (Sri Lanka) - Agenda Item II, Working Group A : "The Cost-Effective Use of Resources".

The Hon. T.R.B. Donahoe (Canada, Nova Scotia) - Agenda Item II, Working Group B : "Additional Resources for Education."

The Hon. Darrell E. Rolle (Bahamas) - Agenda Item III, Working Group C : "Policy and Organisational Links between Education and Employment".

The Hon. Sir Barry Holloway (Papua New Guinea) - Agenda Item III, Working Group D : "The Contribution of Education Systems in Improving Young People's Access to Work".

The Hon. Miss Billie A. Miller (Barbados) - Agenda Item IV : "Student Mobility and the Proposed Commonwealth Higher Education Programme".

The Hon. I.N. Ojok (Uganda) - Agenda Item V : "The Commonwealth Secretariat's Future Work Programme in Education".

11. The Conference spent the remainder of the opening day in plenary considering Agenda Item II: Resources for Education and their Cost-Effective Use. The discussion was introduced by Professor Sanya Onabamiro from Nigeria. The following day, again in plenary, Professor Peter Karmel

introduced the discussion on Agenda Item III: Education and Youth Unemployment. The Conference then divided into four working groups on the second afternoon to consider aspects of both agenda items. These groups completed their work on Wednesday afternoon, and in a plenary session on the last afternoon of the Conference the Chairpersons of the four groups introduced their group reports which were then adopted by the Conference (Appendix A).

12. The third day, Wednesday, was devoted mainly to a discussion of Agenda Item IV: Student Mobility and the Commonwealth Higher Education Programme. The discussion was introduced by Sir Roy Marshall. In view of the considerable concern felt by delegates over student mobility matters the Conference decided to issue a statement on the subject. (See pp.22-24). Consideration of Agenda Item IV also included a pledging session for the Commonwealth Scholarship and Fellowship Plan at which the target of 1500 awards was surpassed, and a discussion of other aspects of higher education which continued into the final morning. The future work programme of the Commonwealth Secretariat in education (Agenda Item V) was also discussed on the last morning of the Conference.

13. On its last afternoon the Conference approved for issue a draft Communiqué which had first been scrutinised by senior officials and professional officers at their second meeting. The Hon. Peter Brooke (Britain) and the Hon. D. Mutumbuka (Zimbabwe) thanked the Government of Cyprus for hosting the Conference and for the warm hospitality that delegates had enjoyed.

14. In a closed session with the Secretary-General on Wednesday, Heads of Delegation reviewed the organisation of the Conference and made recommendations for the tenth in the series. The offer made by the Government of Kenya in plenary session to host the Tenth Conference of Commonwealth Education Ministers in Nairobi in 1987 was received with acclamation.

Conference Proceedings

Preliminaries

15. Following the opening ceremony on the first morning of the Conference a brief business session was held at which the Hon. Stelios Catsellis was elected Conference Chairman and Vice-Chairpersons were appointed (see page 3). The timetable and other working arrangements were reviewed in the light of a report received from officials and were approved. The Conference then moved on to discuss matters of substance.

Resources for Education and their Cost-Effective Use

16. The lively interest shown in this topic by the Conference was a measure of its relevance to member countries where constraints upon educational budgets have become increasingly tight. These constraints have arisen, particularly in developing countries, from pressures of increased population and higher school participation rates resulting in increased enrolment at all levels, from demands for more and better qualified teachers and other educational improvements and from high rates of inflation. However, developed countries have not altogether been spared. Like developing countries, they too have had to come to terms with rising costs in such areas as teachers' salaries, school buildings, equipment and services.

17. To assist discussion, delegates were supplied with working papers by Prof. Peter Williams and by Prof. Sanya Onabamiro. Prof. Onabamiro also delivered a lead speech to introduce the plenary discussion on the first day of the Conference. Country papers, summarised in an overview paper and amplified orally by Ministers of Education in the course of three plenary sessions, provided a detailed account of how resources for education are provided and used around the Commonwealth, and highlighted a number of interesting and cost-effective innovations. The Commonwealth Secretariat prepared a working paper which distilled from the foregoing documentation the main issues relating to educational resources and their cost-effective use with the object of guiding discussion in the two working groups which were formed to examine this agenda item in the course of two afternoon sessions. One of the groups under the chairmanship of the Minister of Education of Sri Lanka looked at how the cost-effective use of educational resources might be improved; the other under the chairmanship of the Minister of Education for Nova Scotia, Canada, tackled the question of how additional resources might be raised. The groups prepared reports (Appendix A) which were received and adopted with minor amendments by the Conference on the last afternoon.

18. The Conference considered a range of solutions to the problem of providing sufficient resources for education. These included how to find additional resources, how to purchase goods and services for education more cheaply, how to reduce provision without damaging education, how to improve efficiency in the use of physical facilities and teachers, and how new systems and technologies might help.

19. Delegates revealed some of the initiatives taken in member countries to increase resources for education. Most of the examples cited involved the provision of additional resources from parental and community involvement. It was recognised that further increases will have to come largely from other sources. These included such means as lotteries, educational taxes, transferring costs to non-government bodies, encouraging the generation of income by institutions either through the hire of their premises and facilities or the sale of products and services incidental to the curriculum and by attracting development aid.

20. On the issue of improving the cost-effectiveness of existing resources, delegates spoke of the significant reduction in unit building costs achieved by standardised design, and of the benefits of a similar approach to school furniture and the bulk purchase of educational materials. Reduced unit costs had been achieved in many ways. Examples were the use of teacher aides to take over the non-professional aspects of teachers' work, more intensive use of buildings and equipment, reduction in boarding institutions, and an increase in pupil-teacher ratios using such means as enlarged classes, self-instructional materials, and distance education. Ministers noted that the cost of teacher education was being reduced by incorporating on-the-job experience in the training period. Programmes of in-service education were also making teachers better at their jobs. Action of this kind, together with similar help for head teachers and others in positions of administrative responsibility, could prove highly cost-effective.

21. It was evident from the discussion both in plenary and working groups that the solutions that were simpler to implement were widely used. It was the more complex solutions such as the application of new technologies, the restructuring of systems of education, and those requiring the co-operation of central government, local government and community groups that were slow to be implemented. Because of this and because in some cases, governments and the public needed convincing of the effectiveness and efficiency of the solutions, Conference recommendations arising out of Working Group Reports A and B (see pages 25-33) called upon Commonwealth governments and the Secretariat to undertake action that would inform member countries of the range of tested innovations. Recommendations put forward by the two Working Groups and later endorsed by the Conference, also called upon the Secretariat to harness Commonwealth co-operation to assist in the implementation of solutions that some countries might be unable to carry through unaided. The need for such action was urgent. For without additional resources, or help in making existing resources more cost-effective, education in most member countries faced a bleak and worsening future.

Education and Youth Unemployment

22. The Conference considered the role of education in combatting youth unemployment in the light of the working paper by Dr. Kenneth King of Edinburgh University and a lead speech by Professor Karmel, Vice-Chancellor

of the Australian National University. The majority of Ministers present participated in the plenary discussion, to which Dr. King also contributed on Tuesday morning. Working Groups C and D convened on the afternoons of Tuesday and Wednesday under the chairmanship of the Ministers from the Bahamas and Papua New Guinea respectively and then reported back to the plenary session on the final day when their recommendations were endorsed.

23. Education was not seen as the prime mover in generating employment. The high levels of unemployment in most Commonwealth countries reflected the world recession and, as the country paper from Zimbabwe argued, "unless the recession ends and there is an up-turn in economic activity, there is little that education can do to ensure youth employment". Nor was training for employment in the modern sector the sole objective of education. Its broader aims included the transmission of culture, preparation of the citizens of the future for their social roles, and development of the capacity for self-fulfilment. Its narrower aims, of preparing people for work, needed to encompass at least four kinds of work: in paid employment within the modern sector; in the traditional sector, often in farming; in self-employment; in a co-operative or some other semi-formal grouping.

24. The variety of educational ends, of educational systems and of types of unemployment in Commonwealth countries meant that there was no single solution to problems of unemployment or of relating education to employment. If there was a common theme it was one of mismatches or contradictions. One contradiction was between the aspirations of young people or their parents and the reality of the types of work available. Closely related, in many countries of the South, was a public demand for jobs in the towns alongside a need for labour in the country. In some, too, a shortage of skilled staff and consequent reliance on expatriate personnel existed alongside unemployment and under-employment. Again, the resolution of these contradictions demanded social and economic change more generally, which would require raising the quality of life in the countryside as much as changes in education. There were, however, opportunities to relate education more closely to work, and to do so through schools, through post-secondary institutions and in the out-of-school and non-formal sector. The bringing together of school and work could help counter attitudes inherited from colonial times that the learned should not do manual work and that workers did not need to learn.

25. In considering how schools could help lead their students towards a variety of occupations, it was necessary to distinguish between countries where few children went beyond the primary stage of schooling and those where most of the age group went on to secondary school. In the former case, a curriculum was needed which would lead both to secondary education for the minority and to life in the community for the majority who would leave at - or before - completing the primary cycle. A broad basic education, including literacy and numeracy, social awareness, some understanding of science, a capacity to benefit from and initiate change and a set of manual skills would form the basis for both groups of children. At secondary level, some countries had developed two sets of schools, one more academic and one more practical; while other countries strove to ensure that practical and pre-vocational subjects were included in the secondary education of all children.

26. In primary and secondary schools there were difficulties in developing a vocational curriculum. If the curriculum were closely related to particular jobs, it would be too narrow for many students, or for the versatility and adaptability which schools should foster. Vocational

training at school level would also increase unit costs where it demanded specialist equipment or staff. The development and improvement of science teaching, which could form a basis for subsequent technical education, should often take priority over changes towards a more vocational curriculum. Indeed, the problems many countries faced in recruiting enough science teachers were widely seen as more urgent than moves towards vocational training at secondary level.

27. There was, however, a need to explore ways of introducing a pre-vocational element into schools and to learn from the varied and extensive experience of doing this within Commonwealth countries. Experiments had been carried out with work-experience programmes, with attempts to use community resources and knowledge especially of the rural sector, and with the involvement of representatives of both productive and service industries in schools. An analysis of such experience could identify the advantages and disadvantages of alternative ways of relating education to work.

28. Changes to schooling had important implications for the education of girls. In many countries girls faced more educational barriers than boys even though the benefits derived from girls' education were at least as great. Among others, these included a decline in fertility rates associated with attendance at school. In planning opportunities for pre-vocational or vocational training for girls it was important to see that these widened, rather than narrowed, occupational choice for them.

29. At the tertiary level there was varied experience of relating the work of educational institutions to employment. This included work-experience programmes, notably in the industrialised countries; sandwich courses; and short crash courses. While programmes at this level could be more tightly geared to particular jobs than at school level, there were economies and educational advantages if it was possible to develop common core programmes in, for example, technical subjects. An exchange of experience on such programmes would be valuable. In view of the closer link between tertiary vocational training and employment there was a case for employers, along with education authorities, to meet some of the costs of training.

30. There was important experience of job creation and of vocational training outside the formal educational sector. Non-government organisations had significant achievements in job creation and the collection and exchange of information about them would be valuable. Projects of non-formal education, and projects using non-traditional techniques, including the use of mass media, had developed methods of training and retraining adults in both the modern and the traditional sectors. But, as such programmes were diverse and scattered, cross-national studies of their methods, successes and failures were needed in order to generalise from their experience.

31. Thus, while the relationship between education and employment was complex and varied, there were ways in which they could usefully relate to each other, and ways in which that relationship could be developed further. Certainly there was considerable experience within the Commonwealth, which could usefully be exchanged, of schemes to bring education and work together.

32. The Conference also discussed issues of co-ordination between schools and colleges on the one hand and employers, trade unions, and the voluntary sector on the other. In some cases such co-ordination was achieved

at a national level by the creation of a single ministry concerned with education, youth and training. In others, inter-ministerial committees were charged with ensuring co-ordination of education and training. Problems of co-ordination, however, existed at local as well as national level. If schools and colleges were to bring their activities closer to the world of work, they needed to forge local links of the same kind - links which might bring benefit both to education and to employment.

Student Mobility and the Commonwealth Higher Education Programme

33. Some of the liveliest debates at the Conference took place when Ministers discussed issues of Commonwealth student mobility and co-operation in higher education, matters which impinged directly on Commonwealth relationships. The Commonwealth Secretary-General, Mr. Ramphal, had paid special attention to these concerns in the course of his address at the opening ceremony. Alluding to the fact that it was the 25th anniversary of the Commonwealth Scholarship and Fellowship Plan, he renewed his plea to member countries that they should endeavour to reach the target of 1,500 awards. He went on to appeal to Commonwealth countries to take positive concerted action to maintain liberal access for Commonwealth students to higher education institutions elsewhere in the Commonwealth. He saw educational interchange as a sort of "Stalingrad" in the campaign for world order. "If the principle of internationalism in education falters now," he said, "then nothing is safe from self-centred destructive nationalism."

34. The discussion in plenary session fell into three parts. Issues of Commonwealth student mobility claimed particular attention and a spirited exchange of views ended with the approval of a joint statement. Ministers then reviewed the Commonwealth Scholarship and Fellowship Plan, and, at a special pledging session, promises of sufficient scholarships were made to raise the total to over 1,650. Third, Ministers considered other steps which might be taken to promote the development of higher education in member countries. The Minister of Education of Barbados, Hon. Billie Miller, took the chair for discussion of the first two of these items and the Minister of Education of Uganda, Hon. Dr. Ojok was in the chair for the third.

35. Sir Roy Marshall, Vice-Chancellor of the University of Hull and Chairman of the Commonwealth Standing Committee on Student Mobility, introduced the discussion. He referred to the work of the Standing Committee set up in the period since the Colombo Conference and to the three reports which they had issued, the last of which had been completed two months previously. He drew attention to a range of proposals which the Secretariat had submitted for expanding and diversifying education interchange, and identified as particularly worthy of support the proposals for work on higher education linkages, for sustaining and promoting higher education centres in the developing countries of the Commonwealth, and for exploiting opportunities offered by distance education and the new technologies. He urged Ministers to provide sufficient resources to underpin the work of the Commonwealth Higher Education Unit, newly created in accordance with the expressed wishes of Commonwealth Heads of Government.

36. The main part of Sir Roy's address was directed to issues of student mobility. He drew attention to the dramatic decline in the number of Commonwealth students in some receiving countries, particularly Britain,

and to the stagnation in the total volume of intra-Commonwealth student flows at a time when increasing numbers of Commonwealth students appeared to be going to the United States. Policy developments in Canada and Australia would be of particular moment, and he hoped these countries would pursue liberal policies. Generally within the Commonwealth tuition fees for overseas students should be set at less than full-cost levels. It was important that all Commonwealth countries - both more and less developed, senders as well as receivers - should monitor developments and should elaborate a coherent overseas student policy.

Commonwealth Student Mobility

37. The majority of Ministers present participated in the discussion. Great appreciation was expressed to Sir Roy Marshall for his opening address and for the work that he and his colleagues on the Standing Committee had done to illuminate trends and identify possible courses of action to deal with what was seen as an unsatisfactory situation.

38. The debate focused on the issue of high fees and the consequent impediment to access to higher education and training opportunities abroad. Ministers from Commonwealth developing countries strongly deplored the restrictions that had arisen. These were hampering efforts at human resource development and consequently social and economic progress in their countries. The situation was particularly acute for smaller states, many of them island countries, which had traditionally depended on access to study opportunities abroad, and which would continue to look abroad by reason of their small size in relation to the scale of demand needed to sustain viable universities and colleges. Despite their relative poverty, many poorer Commonwealth countries were accepting students from abroad, and in a few notable cases like India were applying low and non-discriminatory fees. Many Ministers emphasised that even though their countries were poor, they attached great importance to Commonwealth student interchange. As part of their contribution they would gladly welcome students from more developed Commonwealth countries to their higher education institutions. Ministers from a number of less developed member countries expressed their intention of making available additional scholarships, open to students from both more developed and less developed Commonwealth countries as an earnest of their own readiness to contribute positively to Commonwealth educational exchange.

39. Apart from the tangible harm to the development programmes of member countries, Ministers also emphasised the importance of educational access in the context of fostering close personal and inter-country contacts. Charging high fees and imposing other obstacles to higher education access ran counter to cherished ideals of Commonwealth solidarity, particularly where the treatment accorded to Commonwealth countries was even less favourable than that to certain non-member countries. The Commonwealth association itself was damaged by the introduction of restrictions on access. The warm relations that existed in the Commonwealth were in part based on shared experiences of Commonwealth leaders as one-time fellow students abroad. The decline of such opportunities would bode ill for ties between future generations of Commonwealth leaders and could even spill over into attenuation of commercial and trading links.

40. The leading host countries to Commonwealth students reported their own situations. In Australia a Task Force was currently assessing the somewhat different recommendations in respect of overseas students made by the Goldring and Jackson Committees. In response to this information the Conference requested the Secretary-General to write on its behalf to the Australian Prime Minister expressing its earnest hope that liberal access policies would be pursued and asking for Commonwealth anxieties to be taken into account. Britain would be keeping trends in overseas student numbers under review and was planning special studies. Following the withdrawal of the subsidy to overseas students in the United Kingdom, Britain's policy was one of making targetted awards for identified categories of students from abroad. New awards schemes had been launched and existing ones expanded. Fee levels for overseas students in Britain were now primarily the responsibility of education institutions rather than of Government: institutions had been given greater discretion to determine their own level of fees and a greater variety of fee levels might result from a more competitive environment. In any case the level of British charges was claimed already to compare quite favourably with charges elsewhere in the English-speaking industrialised world.

41. It was stated on behalf of Canada that official scholarship support for Commonwealth countries had greatly increased in recent years. The introduction of differential fees for students from abroad, and the widening of such differentials in several Provinces, should not be seen as discriminatory in intent: it arose from deterioration of the budgetary position. India reaffirmed her commitment to charging low and non-discriminatory fees to other countries, and offered to increase the number of scholarships she offered. The Conference received this with appreciation and also the news that New Zealand's newly elected Labour Government had committed itself under its election manifesto to abolish the overseas student charge there.

42. Winding up this part of the discussion, the Secretary-General emphasised the importance of the issue and the need to take positive steps to arrest the trend towards the adoption of more restrictive policies. High fee regimes were not typical in the world as a whole - given that France, Germany and the U.S.S.R. operated without them - just as they were by no means universal in the Commonwealth. He therefore urged the Conference to give some tangible expression to the strong feelings they had voiced. The Conference then invited him to prepare a statement on student mobility for its consideration and approval. A statement was drafted and circulated and then discussed by Ministers. After a number of suggested amendments had been agreed, the statement was approved. In subscribing to this statement, Britain in particular made clear her stance on the issue of full-cost fees. The text is included in this report on pages 22-24.

43. In the statement Ministers emphasised the importance of the freest flow of students between Commonwealth countries, and expressed both their appreciation of the Standing Committee's work and, overwhelmingly, their endorsement of its recommendations. They recorded their sense of disappointment and unease over the trends in Commonwealth student interchange and official policies thereon and viewed with alarm the situation where several member countries appeared to be initiating or actively considering policies of high fees for students from abroad. Ministers therefore declared:

- (a) Their belief in the value of Commonwealth student mobility and their determination to foster it.

- (b) Their recognition of the responsibility of Commonwealth governments to formulate policies contributing to that end.
- (c) Their intention to use their best endeavours to raise the level of intra-Commonwealth exchanges above 1983/84 levels.
- (d) Their desire to widen the network of Commonwealth educational exchange, drawing in more countries and in particular promoting South-South linkages.
- (e) The belief of the overwhelming majority of them that fees or equivalent charges levied on students from other Commonwealth countries should be less than full-cost.
- (f) The importance of not introducing discrimination against Commonwealth countries in the matter of fees for students from abroad.
- (g) Their commitment to the Commonwealth Scholarship and Fellowship Plan.
- (h) The essential importance of consultation in this area and their pledge to consult one another whenever major adjustments to policies affecting students from other Commonwealth countries were contemplated.
- (i) Their intention to meet in late 1985 to review progress and to consider what practical and collaborative measures might be taken to further Commonwealth student exchange.
- (j) Their concern that the Commonwealth Higher Education Unit should have the necessary resources to support Commonwealth endeavours in this field.

The Commonwealth Scholarship and Fellowship Plan

44. This was the twenty-fifth anniversary of the launching of the CSFP, and the Conference recognised the immense contribution the Plan had made to the cause of Commonwealth education interchange. In the interval since the Eighth Commonwealth Education Conference in 1980, a review team chaired by Mr. W. Renwick, Director-General of Education in New Zealand, had conducted the second Ten-Year Review of the Plan, and the Conference had the Report before it. In introducing this report Mr. Renwick said the Review Committee had found the CSFP to be a success and thought it should continue as a distinctive scheme of Commonwealth co-operation within the context of the Commonwealth Higher Education Programme. To reflect changing circumstances, the basis of the scheme could usefully be developed in three particular ways:

- (a) The pursuit of the high quality of academic study and research in universities should be complemented by efforts to promote the highest standards of technical and professional performance through study in non-university settings. The framework of the Plan already provided for this possibility but take-up had been limited in practice.
- (b) Due attention should be paid to the expressed development needs of nominating countries, and procedures should be introduced to enable these requirements to be made known to awarding countries.

(c) Thought should be given to using a portion of CSFP awards to strengthen higher education institutions and research centres in Commonwealth developing countries. A programme of this kind would introduce the idea of institutional support through CSFP instead of confining it to the relationship between an awarding country and individual recipients. This would accord well with the ideas advanced in the second report of the Commonwealth Standing Committee on Student Mobility for centres of advanced study and research in Commonwealth developing countries.

45. The Conference expressed its appreciation of the report of the Review Committee, and endorsed proposals which had been put to it by the meeting of officials held on Sunday 22 July. The principle that CSFP awards should be tenable at non-university institutions was reaffirmed. In accordance with the Review Committee's suggestions, the Conference approved the adoption of a proforma to allow nominating countries wishing to do so to state their national needs when putting forward nominations for awards. The Secretariat and the Association of Commonwealth Universities were requested to undertake a study of the take-up of awards with a view to effecting improvements. It was agreed that tracer studies of former CSFP award-holders would serve many useful purposes including that of contributing to the formulation of policies to ensure that award holders returned home after completion of their studies. An offer of resources from Canada to assist with this work was received with appreciation. No special allocation of CSFP awards for third country training was recommended, but the extension of third country training awards was supported as a general principle and it was noted that such awards were already available under many bilateral programmes. Attention was also paid to administrative issues. Countries were urged to follow the procedures laid down in the Administrative Handbook, and the Conference also endorsed the conclusions of a small working group of officials which had convened under the chairmanship of Mr. Edgar Temple, Assistant Secretary-General of the Association of Commonwealth Universities in relation to revisions of the Handbook (see pages 42-44). It was noted that Mr. Temple would be retiring in 1985 and appreciation was expressed of the contribution he had made to the development of CSFP since its inception.

46. The Conference also addressed the issue of the scale of the Plan which for many years had operated at a level of about 1,000 awards. The Commonwealth Secretary-General had written to member countries earlier in the year urging them to mark the 25th anniversary of the Plan by joining together to pledge sufficient additional awards to reach the 1,500 target set at previous Commonwealth Education Conferences. In so doing he noted that Britain had already in 1983 announced a major increase of 150 additional awards in her contribution to the Plan, an action which the Conference noted with appreciation.

47. There was a strong positive response to the Secretary-General's appeal. Outstanding among the offers made in Nicosia was one from Canada to raise the number of her awards from 300 to 500, an act of generosity which the Conference warmly applauded. Other additional pledges came from The Bahamas (2), Cyprus (3), Ghana (50% increase), Guyana (2), India (25), Kenya (3), Malta (2), Nigeria (7), Papua New Guinea (2), Sierra Leone (1), Sri Lanka (5), Trinidad and Tobago (3), Zimbabwe (5). Five of these countries, The Bahamas, Guyana, Kenya, Papua New Guinea and Zimbabwe, would be participating for the first time. Several other countries promised increases in awards and undertook to notify details to the Secretariat soon after the conclusion of the Conference.

48. Great satisfaction was expressed by the Conference at the quantitative outcome of the pledging exercise. Taking into account Britain's 1983 pledges, this seemed likely to take the total to over 1,650 awards by 1985. The increase in the number of participating countries was also welcomed as giving greater substance to the concept of CSFP as a truly pan-Commonwealth scheme.

Development of Higher Education in Member Countries

49. The Conference discussed action proposals which had been elaborated by the Commonwealth Secretariat in response to those parts of the report of the Standing Committee on Student Mobility (especially the second report dated 1983) which addressed the development of higher education.

50. The first set of proposals concerned activities in the field of distance education in relation to higher education. Considerable interest in these proposals was voiced from delegations from Africa, Asia, Britain, the Caribbean and the Pacific, in all of which there was either existing experience from which to draw or plans for new developments. The Secretariat's specific proposals included the holding of a meeting in Britain in early 1985 at which specialists in distance teaching for higher education would be convened to examine possibilities for Commonwealth co-operation in this field. In 1985/86 there were plans to organise a workshop for writers and editors from universities in one of the Commonwealth regions. Possibilities of studies of the cost, effects and efficiency of distance teaching in higher education were also canvassed, as also the scope for using distance teaching programmes as an adjunct to study abroad programmes. The proposals were endorsed with the proviso that it was necessary to broaden the context of operation to include higher technical and vocational education and non-formal education activities and not allow this programme to be focused purely on universities.

51. A second area of activity proposed by the Secretariat was staff development for higher education. This was a priority in many countries and should be the focus for many of the scholarship awards available for study abroad. Programmes of staff development in Commonwealth higher education were already extensive and varied. It was proposed that a study of provision for staff development in higher education should be conducted and that a consultative meeting should be held to review the findings and guide the Secretariat as to where Commonwealth initiatives could prove most fruitful. The proposals were adopted by the Conference.

52. There was also considerable interest in the third area of activity, namely institutional links. The Secretariat proposed that a study should be conducted of the nature and scale of links between higher education institutions in different countries of the Commonwealth and of the conditions under which they prove most fruitful. Delegations from many countries expressed interest in the study and stated they had found inter-institutional links to be valuable to all the partners concerned. The proposals in the Secretariat paper were adopted.

53. The Secretariat's proposals on technical education and training addressed themselves to three main themes. The first was the need to incorporate a technical and vocational education component in scholarship schemes and other programmes of Commonwealth education co-operation. The value of this was endorsed by Ministers. The second issue was the proposals to create the Commonwealth Industrial Training and Experience

Programme. Many delegations supported this and the proposal was further discussed as a referral to the Conference by the Commonwealth Employment Ministers (see page 18). The third was to encourage networks of technical education institutions in the Commonwealth. Already there was a Commonwealth Association of Polytechnics in Africa and the model might prove useful in other regions. Delegates from the Caribbean expressed interest in this idea and in Commonwealth assistance in pursuing it. A welcome was also given to Secretariat proposals for supporting the conduct of a survey of technical education and vocational training provision in the South Pacific.

54. Finally, there was discussion of the Commonwealth Higher Education Unit and the proposal by the Commonwealth Standing Committee on Student Mobility that further resources should be found for it. It was explained to the Conference that the decision to establish the Unit had been taken by Heads of Government at their meeting in New Delhi in November 1983. A vacancy in the Education Programme had been utilised to fill the post of Head of the Unit. The manifold tasks that the Secretariat was expected to undertake in higher education, if the broad needs and particular recommendations of the Standing Committee on Student Mobility were to be addressed, could not be met out of existing resources without adversely affecting other programmes and priorities which Commonwealth Education Ministers might have. The Conference was therefore being asked to approve the necessary resources to staff the Higher Education Unit at the level required. Ministers endorsed the decision of the Secretariat to allocate up to a third of its time to higher education matters. They confirmed that these were of great concern at the present time. However financial constraints had to be recognised, and it was not easy for governments to contemplate the establishment of permanent additional posts. The suggestion made was that some of the proposed work of the Higher Education Unit might be formulated as specific projects with a set term for completion, which might then more easily attract co-operative funding from member governments.

The Commonwealth Secretariat's Future Work Programme in Education 1984-87

Secretariat Proposals

55. The Conference had before it a paper prepared by the Commonwealth Secretariat setting out the role and functions of the Education Programme and outlining proposals for its work for the 1984-1987 period. The main functions of the Education Programme were described in this paper as involving the convening and servicing of Conferences of Commonwealth Education Ministers and of other conferences and seminars and working groups; promoting Commonwealth interchange in education through flows of students, teachers, books, equipment etc.; undertaking studies and surveys into matters of importance to the educational development of member countries and disseminating the findings; offering "brokerage" and information services to member states; mobilising support for Commonwealth institutions and programmes; and offering direct operational services to member countries.

56. The Secretariat's paper referred to the formation of the Human Resource Development Group, of which the Education Programme is a part, and the readiness to assume an operational role where required. In seeking advice on the desirable shape of the Programme over the next three years the Secretariat pointed out that for 1984-85 many commitments

had necessarily been entered into already, reflecting the fact the budget year had started on 1 July. Moreover, there was always a carry-over of some previous projects and commissioned studies which had unavoidably been delayed in their execution. However, room had been left within the 1984-85 programme for action to be undertaken on several of the main themes of the Conference, and the programme was much more open for 1985-86 and 1986-87. Advice was sought on the priorities to be accorded to continuation of work on old themes such as books and publishing, non-formal education, distance teaching, management and administration, teacher education etc.; whether to concentrate on addressing new issues such as those arising in the context of the current Conference - resources for education and their cost-effective use, education and youth unemployment, student mobility and the Commonwealth Higher Education Programme; or to select entirely new issues emerging into the limelight to claim the attention of education policy makers. Resources were limited and so choices would have to be made and it was important not to duplicate what others were doing.

Role of the Education Programme

57. In general the Conference endorsed recent developments in the Education Programme, including its incorporation into the Human Resource Development Group, with the prospects for co-ordination of educational development with that in other sectors that were thereby opened up. The operational role was also welcomed, particularly by smaller states, though it was recognised that careful planning would be necessary to avoid overstraining the resources of the Education Programme.

58. In general the Conference thought it important that the Commonwealth Secretariat should concentrate on those issues and activities where it had a comparative advantage and where there were particular needs which were not being met by other agencies. It was important to avoid duplication of what others were doing. It also seemed desirable to give a practical emphasis to the work undertaken by the Education Programme, and the needs of practitioners should be borne in mind in the convening of meetings or the commissioning of studies. Similarly the Education Programme's Newsletter could usefully address itself to issues of practice.

59. It was recognised that a number of important organisational changes had recently been made in the Education Programme and that in consequence it had not been possible to put more than outline proposals to the Conference on this occasion. Nevertheless if the Conference was to play its proper role in helping the Education Programme to prioritise its work commitments, it would be necessary in future to provide more information both on the financial implications of alternative courses of action and on the staff time commitments to different programmes and projects. Only in this way could Ministers give a useful steer to the process of policy formulation. Similarly, it would be useful to know what commitments were being carried forward from previous years' programmes in order to understand the degree of freedom available in planning new activities for the future.

Programme Content

60. In terms of the issues to be addressed a number of priorities were identified. It was generally agreed that student mobility and the

Commonwealth Higher Education Programme should assume a leading role, and the proposal of the Secretariat to devote approximately a third of the available resources to this was welcomed. A number of delegations stressed the importance of including higher technical and vocational education within the activities at this level, and it was noted that the Secretariat had specifically incorporated some initiatives in this area in its proposals for implementation of the recommendations of the Commonwealth Standing Committee on Student Mobility. These proposals had been circulated in a Conference Working Paper.

61. It was noted that within the broad higher education theme it would be possible to pursue some of the other concerns of the Conference, such as resources and their cost-effective use and education and youth unemployment. The issue of strategies for higher education provision to be pursued by small states was also of particular importance for the Commonwealth, and many delegates stressed the need for education in small states to be a prominent feature of the Programme.

62. Resources for education and their cost-effective use was also thought to be a priority concern at the present time. A number of delegations urged that work be carried forward in this area.

63. In terms of new items to be addressed, there was some particular support for attention to be paid to redesigning examinations to serve the curriculum and criterion-referenced testing; also for work on second chance institutions, linkages between formal and non-formal education, and the potential role of distance teaching in that context.

Resources

64. In pursuing these concerns the Education Programme might well find its resources under strain. Among the ways of relieving such pressures would be for the Secretariat to undertake more of a co-ordinating and catalytic role, relying where possible on commissioned studies by leading experts, asking member countries to provide information rather than using Programme staff to collect it themselves, and using the device of experts meetings where appropriate. The use of the experts meeting and the regional workshop was generally preferred to the large specialist conference of the kind that had frequently been called in the past. A plea was made that conferences, meetings and workshops already announced should not be postponed or cancelled except in the most dire emergency, since a great deal of preparatory work in both the Secretariat and member countries went into these meetings. Another device that was suggested to deal with resource constraints was for the Secretariat to consider converting some of its work priorities into projects of limited duration which might then be co-financed with the help of one or more member countries. Countries might be readier to contemplate work on an important theme if they were not thereby creating permanent staff posts whose recurrent burden would have to be carried well into the future. It was also possible that for some of these activities countries might be willing to second staff to the Secretariat for a limited period.

65. These various proposals were welcomed by the Commonwealth Secretariat. It was confirmed on behalf of the Education Programme that a start could be made on incorporating these priorities into the 1984-85 current work schedule, and that the programme for the following two years would reflect the concerns and priorities expressed by Ministers.

Referrals and Submissions

66. Two matters had been referred to the Conference by other gatherings of Commonwealth Ministers as follows:

(a) The Seventh Commonwealth Health Ministers Meeting in Ottawa in October 1983 had recommended that health education should be incorporated into the curricula of schools and teacher training institutions, though not necessarily as a separate subject. Ministers of Education accepted its importance and indicated their willingness to give the matter deeper consideration on some future occasion when curriculum issues were more central to their agenda.

(b) The Third Meeting of Commonwealth Employment and Labour Ministers held in Geneva in June 1984 had passed over the issue of establishing a Commonwealth Industrial Training and Experience Programme (CITEP) to Education Ministers for comment. The Conference supported the general purposes of CITEP but expressed some concern about the financial implications. They suggested that when the proposed interdisciplinary group met to consider the question, it would have to consider how far CITEP would be funded as a new programme and to what extent it would have to be incorporated in Commonwealth Higher Education Programme activities.

67. The Conference also received written submissions from the following organisations:

(a) Association of Commonwealth Universities.

(b) Australian Union of Students (on behalf of the Conference of Commonwealth Student Organisations which it hosted in Melbourne in August 1983).

(c) Commonwealth Association of Polytechnics in Africa.

(d) Commonwealth Engineers Council.

(e) Council for Education in the Commonwealth.

(f) United Kingdom Council for Overseas Student Affairs.

(g) United World Colleges.

68. Delegates were invited from the Chair to make observations on the submissions received, but in the absence of these the submissions were generally noted without comment. The submission from CAPA about release of foreign currency for payment of CAPA dues was raised orally from the floor, but the Conference did not accept the recommendation in the submission that Ministers should become collectively involved in action to secure the payment of CAPA dues.

Conference Communiqué

69. The Ninth Conference of Commonwealth Education Ministers was held in Nicosia, Cyprus, from 23 to 26 July 1984. It was opened by His Excellency the President of Cyprus, Mr. Spyros Kyprianou, and chaired by the Minister of Education of Cyprus, Mr. Stelios Catsellis.

70. Thirty-five countries attended the Conference, including Brunei, Maldives and Vanuatu which had become members of the Commonwealth since the previous Conference, held in Sri Lanka in 1980. Twenty-seven delegations were led by Ministers. Ten Commonwealth and international organisations were represented by observers.

71. Ministers were gratified by the growth of educational co-operation, consultation and links, at both governmental and professional levels, in the 25 years since the first Commonwealth Education Conference was held in Oxford in July 1959. They reaffirmed the special value their governments placed on continuing educational co-operation and interchange within the Commonwealth and expressed their resolve to sustain them.

72. The Conference focused its attention on three subjects: resources for education and their cost-effective use; education and youth unemployment; and student mobility and the proposed Commonwealth Higher Education Programme. Ministers also considered the future work programme of the Commonwealth Secretariat in education.

73. High among the concerns of Ministers was the question of Commonwealth student mobility. In view of its importance, they issued a separate statement on it. (See pages 22-24).

Commonwealth Scholarship and Fellowship Plan

74. Ministers received with appreciation and endorsed the report of the Second Ten-Year Review Committee headed by Mr. W.L. Renwick, Head of the New Zealand Delegation to the Conference, on the Commonwealth Scholarship and Fellowship Plan (CSFP), which was marking its 25th anniversary in 1984. Britain's decision in 1983 to make a large increase in the awards it offers under the CSFP had taken the Commonwealth a considerable distance towards the target of 1,500 set by Ministers at previous Conferences. At a pledging session during the Conference, the institution of over 250 additional awards was announced, with several countries making new pledges. Outstanding among these was a generous offer on the part of Canada to raise the number of scholarships it offered from 300 so as to reach 500 in late 1985. Great appreciation was expressed by Ministers of the increase in awards which, in addition

to those by Britain and Canada, included offers from another 13 countries - The Bahamas, Cyprus, Ghana, Guyana, India, Kenya, Malta, Nigeria, Papua New Guinea, Sierra Leone, Sri Lanka, Trinidad and Tobago, and Zimbabwe. Several other delegations at the Conference indicated their intention to institute additional awards or to offer awards for the first time under the CSFP and promised to notify the Secretariat of the details within the next month. It was already clear by the end of the Conference that the number of awards under the Plan would be at least 1,650 in 1985, comfortably exceeding the target of 1,500. This was a great encouragement to Ministers as they looked to the future.

Commonwealth Higher Education Programme

75. Ministers recognised the necessity for complementing improved access to study opportunities abroad with efforts to strengthen college and university systems in member countries, and particularly in developing Commonwealth countries. Ministers endorsed proposals for a Commonwealth Higher Education Programme (CHEP) to strengthen higher education and research by promoting staff development schemes, inter-institutional links and increased use of distance education and the new technologies. CHEP will operate by building on existing linkages and programmes and will focus particularly on the development of institutional capacity and quality in less developed Commonwealth countries, the interchange of staff and students in support of such development, and the strengthening of higher technical education. It will be serviced by the Commonwealth Higher Education Unit in the Secretariat which will assist member countries in the mobilisation of resources for the promotion of links, the collection, analysis and dissemination of information on a systematic basis, the development and shared use of teaching materials, and training in appropriate skills.

76. Ministers welcomed the opportunity to discuss issues of pressing concern to the development of their national education systems, faced as they were with serious constraints at the present time. They devoted considerable attention to two particular problems: resources for education and their cost-effective use on the one hand, and education and youth unemployment on the other. The valuable exchange of views and the comparative approach to similar problems provided useful insights into national situations and gave pointers to possibilities of Commonwealth co-operation.

Resources for Education

77. Ministers noted that education authorities throughout the Commonwealth were under severe pressure as the recession cut into their budgets and faced acute difficulties in their efforts to raise standards and extend education to growing numbers. There were constraints on both capital and recurrent expenditure, adding to the concern to secure greater cost-effectiveness. Strategies to increase resources included the development of community support for schools, projects to generate income by schools, and, in some countries, taxes and lotteries earmarked for education. But the scope for increasing domestic resources was limited and Ministers recognised the urgent need for external funds and technical assistance. Strategies to make better use of resources included the use of alternative and non-traditional methods of education at all levels, the combined use of educational facilities for both children and adults, economies in building construction including the use of local materials,

as well as the careful monitoring of the use of both existing and new resources.

78. In view of the urgent need for additional resources for education, Ministers made recommendations for studies by the Secretariat to identify critical resource gaps in a sample of member countries and methods by which these gaps might be bridged. They also recommended a range of other activities designed to assist governments in their endeavours to make the most cost-effective use of available resources.

Youth Unemployment

79. Ministers expressed deep concern about the high level of youth unemployment in most countries. The recession had sharply eroded the chances for work, a trend which could be reversed only by sustained economic growth. But education remained an essential basis for entry to the workforce as well as for future citizenship. An education was needed which would endow young people with a capacity to respond flexibly to changing patterns of work. It had to meet the needs of those who would go into wage employment and those who would be self-employed or work in the traditional sector or in co-operatives and other semi-formal institutional environments. While education needed to reflect the world of work, a narrow vocational emphasis would not meet all these ends. Nor could such education be completed at school: a new emphasis was needed on continuing education, using non-traditional as well as conventional approaches. At school it was still necessary to teach basic skills in numeracy, literacy, science, and social and communication skills, while removing unnecessary barriers between school and work. New links between schools, employers, and the voluntary sector would be needed. Training opportunities beyond formal education should be rationalised.

80. Ministers recommended that the Secretariat should initiate a programme of practical activity to assist member states in their endeavours to develop national educational policies and programmes for the employment of young people. They proposed that work should commence over the next triennium in such areas as work experience programmes in schools and non-formal education programmes for primary and secondary school leavers, and should continue on the integration of science, technical, vocational and mathematics education in schools.

81. Ministers expressed appreciation of the Secretariat's work in education. Its training activities and publications had proved of benefit to member countries. Ministers expressed the view that the Education Programme should develop new thrusts involving work on the themes of the present Conference, greater prominence to activities in higher education, and the development of an operational role to provide advice and consultancy services to member governments on request.

82. Having regard to financial constraints, Ministers attached the highest priority to Secretariat activities in the fields of higher education, student mobility and the cost-effective use of resources (which would include the problem of youth unemployment). Specific projects within these areas would need to be carefully identified by the Secretariat, due regard being paid to the activities of other international organisations.

83. Ministers attached importance to the role of the Commonwealth Higher Education Unit in the promotion of the Commonwealth Higher Edu-

cation Programme. They agreed to establish national contact points to facilitate the information and monitoring roles of the Unit and to assist it in every way in the discharge of its responsibilities.

84. Ministers expressed their appreciation of the contribution made by the lead speakers and the consultants who had prepared working papers, and of the documentation prepared by the Secretariat.

85. They expressed their gratitude to the Government and people of the Republic of Cyprus for the excellent arrangements made for their Conference and for the warmth of the hospitality they had received.

86. Ministers accepted with pleasure an invitation from the Government of Kenya to hold their Tenth Conference in Nairobi in 1987.

Statement on Commonwealth Student Mobility

87. As Commonwealth Ministers of Education, meeting in Nicosia, we have reviewed the trends in Commonwealth student mobility since we last met in Colombo in 1980.

88. Educational interchange lies at the heart of the Commonwealth association. It is an important means through which relations between our nations are created and strengthened at the personal, institutional, and national political levels. Educational interchange has many forms, but the flow of students abroad is its supreme expression and is, indeed, the cornerstone of Commonwealth educational co-operation. Both sending and receiving countries benefit, and for some sending countries - especially the smallest - it is the only means of acquiring the educated manpower needed for economic and social development. Commonwealth student mobility has been truly a seedbed of the modern Commonwealth. Our predecessors recognised this when they held the first Commonwealth Education Conference 25 years ago this very month, and inaugurated the Commonwealth Scholarship and Fellowship Plan. Looking ahead to the future it may be no exaggeration to say that those who have responsibility for present-day student mobility are custodians of the future of the Commonwealth.

89. The importance of the freest possible flow of students between our countries is thus clear. The channels of student interchange must not become choked and clogged either by unintentional neglect or by harmful policies. In this context, Commonwealth concern over policy trends and the introduction of new restrictions in some member countries has been deep. It was strongly expressed when Commonwealth Ministers of Education met in Colombo in 1980 and subsequently at the Heads of Government Meetings in Melbourne in 1981 and New Delhi in 1983. It led to the establishment of the Commonwealth Standing Committee on Student Mobility whose first and second reports and recommendations were endorsed by Heads of Government. These reports, and the third report, Commonwealth Student Mobility: a Time for Action, which was issued a few weeks before our meeting, have greatly increased our understanding of trends and developments both in national policies and in actual student flows. We express our appreciation to the Standing Committee for its valuable work and overwhelmingly express our endorsement of the recommendations of its third report.

90. Despite political commitment to Commonwealth educational interchange, the overall situation leaves us with a sense of disappointment

and unease. The bulk of student flows involves not the wide spectrum of countries we would wish to see but a selected few sending and receiving countries. Moreover, Commonwealth student mobility as a whole appears extremely modest in relation to the overall volume of international student exchange. Any impetus for expansion has disappeared and there is now a danger of a downward spiral developing. In 1980 the concern of Ministers was centred on the high fee policies of one member country, but now we face with alarm a situation where similar moves have been initiated or are contemplated in other countries in the Commonwealth. The effects of this would be serious as is apparent from the fact that Commonwealth student enrolment in Britain fell by roughly 40 per cent in the three years after our last Conference in Colombo. In particular we hope that in Australia the outcome of the present review will be the adoption of liberal policies and that the newly elected Government in New Zealand will move in the direction foreshadowed in its election programme.

91. We believe this rising tide of protectionism must and can be halted. We recognise that the policies of our governments - on immigration, access to education, charging of fees, and the right of overseas students to work, welfare and student services - crucially influence international student mobility.

92. Recognising our responsibilities for promoting Commonwealth student mobility, we therefore declare:

1. *Our belief in the value of student mobility within the Commonwealth and our determination to foster it.*
2. *Our recognition of the responsibility of Commonwealth governments, in both receiving and sending countries, to formulate policies - with regard to fees, awards, places, stability in access and other measures - on study abroad within the Commonwealth, which will contribute to this end.*
3. *Our intention to use our best endeavours to ensure that the Commonwealth collectively raises the level of intra-Commonwealth student exchanges above their 1983/84 levels to the greatest extent possible in the next triennium.*
4. *Our desire to promote a wider network of educational exchange among Commonwealth countries. More countries should participate actively in exchange so as to multiply the linkages between our individual member countries. In this regard efforts to promote South/South linkages in the Commonwealth deserve high priority.*
5. *Our overwhelming belief that, reflecting the benefit to the host country from receiving Commonwealth students and with a view to preserving Commonwealth links, fees or equivalent charges levied on students from other Commonwealth countries should be less than "full cost".*
6. *That we urge those of our members who charge higher fees to Commonwealth than non-Commonwealth students not to introduce any discrimination against Commonwealth countries in the matter of fees for students from abroad, and to review their current practices and report back to us within 15 months.*
7. *Our commitment to the Commonwealth Scholarship and Fellowship Plan as a means of promoting Commonwealth student mobility. We affirm our*

intention to seek ways to develop and strengthen it. We have pledged ourselves to reach a level of 1,650 awards in 1985 and to maintain awards at least at that level.

8. Our conviction that consultation between our governments in this area is essential. We pledge ourselves to promote consultations whenever major adjustments to policies affecting students from other Commonwealth countries are contemplated.

9. Our intention to meet again late in 1985 at the time of the Unesco General Conference for the purpose of assessing performance in the realisation of these goals, and in order to consider what practical and collaborative measures may be taken to further student exchange between our countries in pursuit of the above objectives.

10. Our concern that the Commonwealth Higher Education Unit in the Commonwealth Secretariat should have the necessary resources to support our common endeavours in this field and to service the Commonwealth Standing Committee on Student Mobility.

Appendix A: Reports of the Working Groups

REPORT OF WORKING GROUP A

Chairman: Hon. R. Wickremesinghe, Minister of Education, Sri Lanka.

The Cost-Effective Use of Resources

1. Introduction

1.1 The group agreed that the term "cost-effectiveness" is not easy to define to the satisfaction of all and should not be restricted solely to financial considerations, i.e. saving money. Achievement of objectives, educational quality, and maximum use of facilities are of paramount importance.

1.2 The group recognised that problems differ from country to country, in some cases very much so. Recognising that the most appropriate use of alternatives to improve cost-effectiveness in education depends on many factors unique to national situations, the group decided to concentrate its attention on two aims. The first was to draw to the attention of governments various policies, projects, and experiences which appear promising as successful cost-effective innovations and deserve further study. The second was to suggest areas in which Commonwealth educational co-operation can play a useful role, and in particular to suggest specific projects of study, consultation and training for action by the Secretariat's Education Programme in both 1984-85 (for which £25,000 is available through funds provided by the Secretariat's Commonwealth Fund for Technical Co-operation) and subsequently. All suggestions below apply to all levels of education.

1.3 One of the observers in the group suggested that the discussion should be much more oriented to policy considerations and follow up the Secretary-General's comment that "the sad state of education budgets today can be traced rather directly ... to monetary and economic policies, and also to the resource-devouring defence policies of the world's wealthier and more powerful nations".

2. The Design and Use of Educational Facilities

Physical Facilities

2.1 Many examples were put forward, including some variations on proposals in the country papers and the working papers.

2.2 In the design of schools, appropriate consideration should be given to factors such as climate and the use of local materials. For example, in dry climates certain classes can use the shade of a tree. Only a large wall is needed for protection from the sun at certain times of day. Besides being economical this can encourage harmony with nature.

2.3 It was recognised that ideally a single classroom should be used solely by one class. This would enable pupils to leave their books in school at night; also make greater use of blackboards etc. In areas as diverse as Cyprus, Tanzania, and New Brunswick in Canada, there has been experience in the use of schools as community centres, in particular of facilities such as auditoriums and playgrounds being used by community groups.

2.4 An expensive item may in the long run be more cost-effective than an apparently cheaper alternative. For example, in Malawi low-cost furniture introduced several years ago did not last very long. Malawi is now producing furniture with stronger structures so that it will have a longer life.

2.5 Common facilities can often be built on a smaller scale. For example, to reduce the size of dining rooms there can be shifts in the meal times of students.

2.6 A straightforward operation and maintenance service should be available.

Shift Systems

2.7 Shift systems have both educational and social penalties, though their contribution to cost saving is self-evident. The shift system has come to stay in Malawi.

2.8 Some school buildings can be used at night for teacher training, or for a shift starting in the late afternoon as well as in the morning. However, the experience in some countries has revealed that parents of children in the later shifts are not enthusiastic about their children going to school other than in the traditional time period.

2.9 The following recommendations were adopted:

A.1 The Secretariat should assist member countries to develop more efficient and more appropriate building structures, which are neither expensive nor difficult to maintain and which emphasise greater use of local materials. In consultation with Unesco and other appropriate bodies, selective initiatives such as information dissemination or an experts meeting should be undertaken by the Secretariat.

A.2 The various experiences recorded in the country papers, and the suggestions put forward in the working papers and the discussions, should be developed into a comprehensive catalogue of essential information and references, and be published and distributed. (The format should be developed by the Secretariat.)

A.3 The Secretariat should undertake work in the area of the cost-effective use of educational resources on a long-term basis, including on the use of community resources, low-cost teaching equipment and ways by which the foreign exchange problems faced by member countries can be surmounted.

A.4 The Secretariat should assist member countries to strengthen their individual and collective planning and research capacities (including perhaps through regional bodies) in order to undertake the necessary development or greater use of improved physical facilities.

3. The Role of Teachers

3.1 In view of the burden of teachers' salaries there may be a need to spend more money on equipment, training etc. so that the costs of teachers' salaries can become more cost-effective.

3.2 The working group agreed that any change, especially in the short term, in the cost of teachers' salaries and its very high proportion of recurrent educational expenditure, was virtually impossible to achieve. Therefore it becomes all the more important that teachers and educational managers become better able and more motivated to carry out tasks and make decisions which involve choices in the use of alternative techniques, and that appropriate training should be provided.

3.3 The proportion of their time that trained teachers devote to professional tasks should be maximised. Teacher auxiliaries/aides can often be used for certain roles which trained teachers have traditionally undertaken. Optimum cost-effective use of teacher aides involves their use in various levels of management and administrative tasks, including the management of resources at all levels.

3.4 It is important to assess teacher-pupil ratios in regard to the subjects being taught. Some subjects are easily communicated to large numbers of students at the same time. Others require group activities with teachers having a reduced role. Still others require individual teacher/student consultation.

3.5 Because many teachers, particularly those in primary schools, also teach in adult evening classes, they should be acquainted with adult education methodology.

3.6 The following recommendations were adopted:

A.5 The Commonwealth Secretariat should study the expanding role of teachers and the potential of teacher aides and disseminate comprehensive information to member countries.

A.6 Special grants should be provided for upgrading training.

A.7 The Secretariat should assess the feasibility of instituting a special award (similar to the present CASTME award) to recognise proposals of teachers which actually lead to greater cost-effectiveness in educational provision.

4. Alternative Learning Techniques

4.1 Distance learning should be viewed as an additional tool to assist in making teachers more effective, rather than as a substitute for teachers.

4.2 The group recognised the world-wide revolution in educational technology and its potential in developing member countries. For example,

in Jamaica more physics teachers can be trained through the use of video. However, it was recognised that although there is considerable potential in utilising new technologies, they are generally very expensive and have unforeseen consequences, and a backup service is necessary regarding operation and maintenance. Foreign exchange implications are substantial.

4.3 The educational outcomes of programmes directed at large sectors of the population through mass media should be reviewed, e.g. Botswana's extensive experience in the use of radio should be made available to other member countries.

4.4 An observer (from the Commonwealth Association of Science, Technology and Mathematics Educators - CASTME) referred to the information in the Jamaica country paper on the distance learning project being run in conjunction with the University of the West Indies and funded by a grant from the Commonwealth Foundation. He said that preliminary study by the UWI clearly indicated that the use of a satellite can reduce the cost of training teachers in the small island states of the Caribbean.

4.5 The following recommendations were adopted:

A.8 The Secretariat should develop a bank of information and analysis of major alternative learning techniques introduced in member countries and elsewhere. This information should be widely disseminated to enable member countries to use and adapt it for their own needs and circumstances.

A.9 The Secretariat should undertake a study analysing fundamental issues relating to the introduction of distance education. These include:

(a) Why is distance education successful with highly motivated adults?

(b) Why is it that the major introduction of distance education in the Ivory Coast in the 1970's failed?

(c) What kinds of infrastructure (e.g. electricity telephone) are necessary preconditions for the successful implementation of distance education?

(d) To what extent does this approach and others rest on the mistaken view that good teaching is a process of one-way communication to a passive audience?

A.10 The Secretariat should provide technical assistance to enable developing member countries better to assess questions related to a decision to introduce new educational technology, including the new and revolutionary use of micro-electronics in communication.

A.11 The Secretariat should consider undertaking a feasibility study of the relevance to other Commonwealth regions of the CASTME/UWI project, if it proves to be cost-effective.

5. Planning and Management Implications

5.1 Management skills are needed if existing resources are to be used in the most cost-effective way. This applies at all levels of education systems whether the administrative unit is a small school or a large

institution. Consideration needs to be given to the provision of additional opportunities for appropriate education and training for administrators in order that the most cost-effective use of resources, including human resources, is achieved.

5.2 The importance was stressed of analysis and appraisal of any suggested innovations or measures designed to improve cost-effectiveness. This is necessary in order to decide which is the most appropriate measure and under what kinds of circumstances.

5.3 The challenge is how to decide in a particular situation which measure is most cost-effective. Hence, there is a need for training in techniques necessary to acquire satisfactory judgement in the use of available and potential resources in the light of cost factors and the intended results.

5.4 Decision-making is very important in effective leadership, and is a necessary component in the training of educational managers to enable them to be able to make more cost-effective use of available educational resources.

5.5 In considering alternatives designed to improve cost-effectiveness in education, the group recognised the need for essential information in order to be certain that the promise of greater cost-effectiveness can be fulfilled. Ministers are always being asked if any particular innovation will be more efficient, and evidence is needed, including on alternatives. Ministries of Education must have a capacity to undertake the necessary analysis and research or be able to secure it.

5.6 The following recommendations were adopted:

A.12 The Secretariat, in consultation with the Commonwealth Council for Educational Administration (CCEA), should survey the range of training possibilities on cost analysis for educational administration. (In order to assist member countries to improve their overall planning and management capacities, the survey should also include leadership skills, supervision, and decision-making abilities.) Theoretical studies leading to qualifications and "on the job" training should both be investigated, including the possibility of assigning a designated number of awards in the Commonwealth Scholarship and Fellowship Plan for administrators and managers at all levels of education systems.

A.13 The Secretariat should consider the possibility of assisting and facilitating initiatives for the exchange of administrators (including school principals, deputy principals and ministry personnel) between Commonwealth member countries, in order to exchange ideas, solve common problems and improve management skills.

* * * * *

REPORT OF WORKING GROUP B

Chairman: Hon. T.R.B. Donahoe, Minister of Education, Nova Scotia, Canada.

Additional Resources for Education

1. Additional Government Resources

1.1 Recent economic recession has presented countries almost everywhere with problems of finance. For some the position has been aggravated by rising costs of goods and services, debt crises and disasters such as war, drought, famine, floods and hurricanes.

1.2 The cost of responding to such disasters and dealing with the human problems they bring has made unexpected calls on limited national resources and reduced what is available for education. In a number of cases this has led to repeated reductions in allocations to education. For many countries, rising birth rates and their consequences for education expenditure have made further demands and pointed to a future of economic stringency. Only in countries blessed with natural wealth and in those newly independent countries where educational expansion has received political priority have educational budgets increased significantly.

1.3 Since the need for increased educational resources is felt by most countries, but especially by those which currently have relatively low primary school enrolments, it is important to consider where these increased resources may be found.

1.4 One possibility is the raising of an educational tax. For example, Jamaica has instituted such a tax whereby everybody in employment pays 1.0 per cent of wages to an education fund. Another possibility lies in loans which governments may take out to establish educational projects which are income generating.

1.5 While it is possible to reduce the cost to education budgets by transferring some educational responsibilities to other ministries such as labour, agriculture, transport and works, health, social services, or even defence, such devices add no new money for government services; they simply transfer costs from one department to another. Similarly, any attempt to attract funds to education by undertaking responsibilities normally performed by other ministries can only achieve a book transfer of resources with no real gain to the government. That is not to say that rationalising what ministries of education do brings no benefits. Considerable savings are possible through processes of rationalisation of human and fiscal resources and it is true to say that 'a pound saved is a pound found'. In this regard, governments which do not already possess established systems for monitoring expenditure, should do so because of the effect they have on increased efficiency.

2. Non-Government Resources

2.1 Many countries have found help with financing education from non-government sources as the following examples show.

2.2 *Lotteries.* Sri Lanka has national lotteries, proceeds from which contribute to scholarships for higher education.

2.3 *Loans.* An example of a different kind of non-government source of finance is to be found in Papua New Guinea where a Schools Board of Governors took out a private loan to purchase a coffee plantation which now generates a significant income from the cultivation and marketing of coffee and provides a work entrance facility for early school leavers. Private loans taken out by institutions and repayable student loans for higher education are increasingly common, but the latter only increase revenue to the government if they replace previous government grants or are not part of a government revolving loan fund. Clearly, revenue from such limited schemes is not likely to reduce greatly the heavy total cost of education to governments.

2.4 *Fee Payments.* A more significant contribution now comes from community sources. The reluctance of many governments, for reasons of equity, to charge fees for education has brought its own dilemmas. Increasing costs of education and static or reducing resources have forced on many countries the introduction of fees. Sometimes their introduction has come in the form of payments to the "education development fund" or as physical education or music charges. Elsewhere, the need for parents to share in the cost of their children's education has been recognised and there has been an acceptance of such requirements as the provision of pupils' textbooks and school stationery.

2.5 *Material and Financial Contributions by Communities.* Many countries have self-help programmes or arrangements by which local communities release resources not normally available to governments. The contribution that communities make varies enormously, including fund raising, the provision of labour and skills to build and maintain schools, and help in schools with administrative tasks and with teaching and non-teaching supervisory duties. While such co-operation is voluntary it must be admitted that the pressures on individuals to participate can sometimes be quite compelling.

2.6 *Community-Owned Schools.* While some communities have resented the introduction of fees for what once was enjoyed free, others have shown remarkable enthusiasm for contributing towards the cost of institutions with which they can identify. In several developing countries more than half the schools are funded privately. Outstanding in community-owned schools in Commonwealth countries has been the harambee movement in Kenya whereby local communities have voluntarily built and staffed hundreds of primary and secondary schools, village polytechnics and institutes of technology. It is difficult to quantify the contribution from local communities to the cost of education, but one estimate in Kenya puts the harambee element without teachers' salaries as high as 60 per cent.

2.7 *Matching Contributions.* On a national scale there are sound reasons for supporting pump priming practices such as Papua New Guinea's "kina for kina" scheme whereby the government adds one kina for every kina raised locally for particular educational projects.

2.8 *Supporting Associations.* Community action in support of education can take many forms and operate at different levels. At the level of groups of interested individuals, such as parents' or old students' associations, substantial funds have been raised to pay for new buildings, libraries, transport, equipment, supplies and amenities for schools. Community action can operate at institutional level where co-operation amongst institutions enables a spectrum of courses to be offered that would demand additional resources if offered by each institution. It can also operate at inter-governmental level enabling one country to

benefit from expenditure made by another. The principle of sharing amongst interested parties is an important one for enabling limited resources to go further.

2.9 *Churches and other Religious Bodies.* These have a long record as providers of education and are still a major component of private education in the Commonwealth. In a number of countries the proportion of non-government to government schools is increasing and would seem to reflect a growing willingness by governments to pass on, where possible, some of the financial burden of education.

2.10 *Firms.* Educational funding from private firms occurs in some member countries, taking the form of scholarship awards, prizes and the donation of equipment and teaching materials to schools. There would appear to be scope for more support of this kind by industrial and commercial firms, especially at secondary and post-secondary levels. It should also be noted that in many countries industrial and commercial firms have their own in-house training facilities to prepare technicians for their firms, thus making a substantial contribution to their countries' technical education provision. Some firms also identify future employees and prepare them for senior or specialist roles by scholarship awards in their own and other countries.

3. Generating Institutional Income

3.1 The most common cost-reducing step taken by residential institutions is to grow all or part of the food consumed by their students. The sale of crops also brings income to the institution as, for example, schools in Guyana have earned substantial amounts through the sale of farm products. But in this context it is important to note the possible conflict of competition with local producers. Cleaning, maintenance, and even building by students is also widely practised. It is important where considerable sums of income are handled by institutions that their accounts are audited so that students and other interested parties have full confidence in the accountability of the institutions.

3.2 The provision of manufactured products and other services by institutions as part of the educational process is a further development of the generation of institutional income. The Brigades of Botswana have been an outstanding example of this principle, some claiming to support themselves entirely from the proceeds of contracts. The Foundation for Education with Production (FEP) is an organisation now seeking to establish the principle in a number of countries in Africa and Europe. Critical to the success of enterprises of this kind is the quality of management and it should be no surprise to learn that most of those institutions that have succeeded have had people in charge who had fine leadership qualities and outstanding entrepreneurial talents.

4. Development Assistance

4.1 In many countries the educational sector experiences difficulty in attracting development assistance. In consequence the aid that comes is too little or too late.

4.2 In the past, development assistance has too often placed recurrent cost burdens on recipients. Both donors and recipients need to scrutinise very carefully the budgetary implications of any proposed project.

4.3 The problems that some countries face in getting the aid they need stems from a number of causes. In some cases, especially in small states with limited resources, the process of attracting aid could be improved if assistance was available with identifying appropriate aid agencies, in making their requirements known and in formulating project proposals.

5. Recommendations

5.1 Working Group B makes the following recommendations:

General

B.1 A study should be conducted on a cross-country basis of the experience within the Commonwealth of raising additional and alternative funds for education.

B.2 The Commonwealth Secretariat, at the invitation of and with the support of selected governments, should arrange for a study to be carried out which would identify and analyse the educational resource gaps that exist and suggest appropriate measures for bridging those gaps in specific situations.

Development Assistance

B.3 In view of the continuing difficulties in the educational situation in many Commonwealth countries, development agencies should be urged to increase their contribution to member countries.

B.4 Associated with this, it is proposed that the Secretariat develop a register of particular kinds of assistance that member countries are prepared to offer, and identify, where appropriate, national and regional institutions that can contribute this assistance.

B.5 The Commonwealth Secretariat should investigate the needs of member countries for an aid brokerage service that would assist them in the successful attraction of the aid they need.

B.6 The Commonwealth Secretariat should devise means for assisting developing member countries in obtaining school equipment and materials which present import and currency exchange problems.

B.7 In some small countries used to centralised government educational funding, the need may be felt for updating administrations, including school administrations, in new management techniques concerning educational finance. The Commonwealth Secretariat should explore the possibility of arranging the assistance necessary for this, using Commonwealth funds.

* * * * *

REPORT OF WORKING GROUP C

Chairman: Hon. Darrell E. Rolle, Minister of Education, The Bahamas.

Policy and Organisational Links Between Education and Employment

1. Education and Employment

1.1 The relationship between education and employment was examined. It was not a simple relationship. Education had a number of outcomes of which preparation for employment was only one. Furthermore, while education might be a necessary condition for employment it was not a sufficient one: solutions to the problems of unemployment had to be sought in the economic and political sectors and not merely in the educational sector. But education was an essential factor in preparing for employment.

1.2 Education should thus be seen as something which enabled the individual to lead a rewarding and productive life, but did not necessarily lead to employment in the modern sector. It was possible to distinguish four kinds of economic activity which individuals might take up on completing their education: employment in the modern sector; employment in the traditional sector (e.g. agriculture or fishing; self-employment; and working in a co-operative enterprise). In planning education it was necessary to keep these various possibilities in mind.

2. Vocational Training and Work Experience at School

2.1 Work experience and vocational or prevocational training might be brought into schools in various ways which were conditioned by differences between educational systems. Some were highly pyramidal, with only a small proportion of the age group going from primary to secondary and tertiary education. Others had near or complete universal secondary education. Strategies in a particular country for relating education to work would depend on the nature of these education structures. Some secondary schools already had a strong vocational bias and curriculum arrangements provided that the vocational element should take up increasing proportions of the time in successive years of education.

2.2 Despite the differences in educational situation, there were strong arguments that schools should have a concern for the world of work. First, one of the functions of schools in any system was to prepare children for work. Second, it was a false dichotomy to separate learning from work, and it was necessary to counter the idea that the educated should not do manual work or that manual workers did not need education.

2.3 Nevertheless there were difficulties and dangers in seeking to make schools reflect too closely the demands of the labour market. The introduction of some pre-vocational and vocational elements and work experience into schools presented difficulties in terms of curriculum, organisation, and resources, as follows:

2.3.1 Too narrow a vocational education would not produce school graduates with the flexibility to enter a variety of different occupations.

2.3.2 If children were early divided into streams labelled "academic" and "vocational" the results would most probably be inequitable.

2.3.3 Children needed to learn basic skills at school in communication, in ordinary school subjects, in social skills, and in the sciences, which should take precedence over narrow vocational training.

2.3.4 Vocational training was likely to increase school costs.

2.4 In the light of these difficulties member governments should take note of the following principles:

2.4.1 A first priority was for children to receive a basic education, although the content of this would not necessarily follow completely traditional lines.

2.4.2 There were advantages in introducing some prevocational education into schools but vocational training was also the responsibility of post-school agencies, including employers, employers' associations, apprenticeship schemes, and tertiary institutions.

2.5 A number of different ways of relating schools more closely to the world of work and of introducing work experience to schools had been tried in various Commonwealth countries. These included, for example, arranging for interaction between trade union and employer representatives and schools; careers guidance for school children; attempts to influence attitudes of parents and children to the relation between education and work; the creation of production units within schools; and the integration of work experience with formal education. But while experience of this kind was important, and experiments had been carried out in a number of countries, it was a relatively uncharted area.

2.6 There were, in many countries, particular problems in offering vocational and prevocational education to girls, including in some countries problems over attitudes. There was even a danger that an increasing focus on prevocational education might increase the relative educational disadvantage of girls.

2.7 The following recommendations were made:

C.1 A study should be made, with reference to prevocational and vocational education, of different approaches to the provision of work experience in schools.

C.2 An enquiry should be made into the particular needs for vocational and prevocational education for girls which would open wider opportunities to them and for strategies to meet these needs.

3. Job Creation

3.1 Education would not, of itself, create jobs but it could provide conditions in which their creation was made easier. In many countries, job creation had to relate to the rural sector and not merely to the urban. The role of schools was one of facilitator rather than prime mover.

3.2 In some countries the scale of the problem of creating jobs and providing educational and training services related to them was such that national initiatives were seen as being the prime way of solving the problems. But the role of non-government organisations in these areas was important and in a number of countries there was experience of successful schemes by non-government organisations. Such experience could more readily be multiplied if it were better documented.

3.3 The following recommendation was made on job creation:

C.3 A study should be made, based on both case studies and analysis, and taking account of the country papers submitted to the Conference, of successful schemes by non-government organisations to create jobs and provide associated training. This or a related study should also examine the role of schools in job creation.

4. Continuing Education and Education for Adults

4.1 Changing demands on schools put new responsibilities on teachers, who had to undertake new roles, come to terms with changes in information technology, and play a part in adult education. In some countries it was necessary for teachers to change their attitudes to both industrial and agricultural work. All these changes made continuing education for teachers a necessity.

4.2 Education out of school was important more generally for those who needed to acquire new skills, those who had left school early, those who had not obtained the kind of employment which they had been seeking and for which they had been trained. The shortage of resources for education meant that conventional forms of education could not be expanded to meet all these needs. Non-traditional methods including the use of mass media, distance teaching and informal study groups might be relevant here. Experiments in the use of such methods in both the urban and the rural sector should be encouraged.

4.3 It was recommended that:

C.4 The Secretariat should carry out studies of the use of non-traditional methods of education, considering their methodology, effects, costs and relationship with conventional education.

5. Co-ordination

5.1 Bringing schools and work closer together created problems of co-ordination both nationally and at the level of the individual school or college. At the national level co-ordination was necessary between ministries where a ministry other than education had a training function, and with organisations of employers, trade unions, professionals and others. Various structures for such co-operation could be identified: their common feature was that to be effective they needed strong political backing. At local level there was a need for parallel structures which would include employers, trade unions and voluntary associations.

5.2 At the level of individual schools, it was in many countries necessary to achieve closer liaison with employers, trade unions, and non-government organisations, extension services and in some cases voluntary associations. It was recognised that it was sometimes difficult

to persuade employers to accept a responsibility for training. Persuasion, the writing of requirements to accept such responsibility into government contracts, and in some cases legislation had been used as strategies to ensure co-operation between the education and employment sectors. There was a need to recognise that some of the costs of training should rest with employers rather than with governments.

* * * * *

REPORT OF WORKING GROUP D

Chairman: Hon. Barry Blyth Holloway, KBE, Minister for Education,
Papua New Guinea.

The Contribution of Education Systems (Formal and Non-Formal) in Improving Young People's Access to Work

1. Introduction

1.1 It is not easy to reach a common understanding as to the meaning of employment. Such is the economic, social and political diversity of the Commonwealth that terms such as employment, work and jobs require clarification if cross-national comparisons are to lead to useful conclusions.

1.2 The developing countries of the Commonwealth are predominantly rural. Up to 80 per cent of the population lead agricultural, semi-subsistence lives. For them life is work; work which encompasses many facets of life including food production, cash crop farming, home-care, house-building, road-mending etc. Salaried jobs are few. Those that are available are predominantly in towns and are usually restricted to people with paper qualifications.

1.3 In the industrialised countries of the Commonwealth, whilst there are those who work in the home or in an unpaid capacity, paid work is generally available. This may be through self-employment, through employment by public or private agency or, in some countries, in co-operative sharing activities.

1.4 These distinctions are not clear cut. In the developed countries there is growing evidence of alternative lifestyles which reject the world of regular salaries. In the developing Commonwealth the informal economy, urban and rural, gives rise to occasional, seasonal and irregular sources of monetary income. It is within this complex of contexts that the unemployment of young people in Commonwealth countries must be viewed.

1.5 To this backdrop must be added distinctive demographic contrasts. In the developing Commonwealth young people predominate, forming the broad base of a population pyramid. In some of the industrialised countries of the Commonwealth populations are ageing.

1.6 Within each of the Commonwealth countries young people have their own and distinctive aspirations. They have views on whether they wish to work in their home community, obtain a salaried job, or seek activity outside either of these traditional employment arenas. Unemployment will have different meanings according to national and local circumstance. That it is a widespread Commonwealth concern is evident, but its manifestations and causes are various.

1.7 The Working Group makes the following recommendation:

D.1 The Secretariat should assist with the collection and dissemination of information on young people's perceptions of employment and employment opportunities.

2. Schools

2.1 What can schools do to help young people towards gainful employment or productive activity? What are their limitations? What should be expected of them and not expected of them?

2.2 In the industrialised world most young people leave school after eight or nine years of compulsory education. In the developing countries of the Commonwealth the majority leave at the end of primary education after perhaps five, six or seven years of schooling.

2.3 During these crucial years it is vitally important that schooling prepares young people for a varied adult life in which they are able to develop personally and contribute to the community in which they live. It is important that they acquire a broad range of basic skills and knowledge and develop attitudes and values conducive to their effective application. With this in mind, schools should seek to provide a broad and basic education leading to numeracy and literacy, a social and personal awareness, a capacity to accept and initiate change and a set of basic manual skills which will equip young people to work in the community and give them the capacity to develop additional skills in a wage earning job.

2.4 However, the formulation of an appropriate curriculum to match these aims is far from easy. Primary and junior secondary education are the first stages for those who aspire to well paid jobs. In the developing countries, this basic level of education is the one and only stage for the majority whose future lies in a rural, semi-subsistence society. In the industrialised world the same educational ladder applies but many more jobs are available.

2.5 It is extremely difficult for schools in the developing countries to offer a meaningful preparation for rural living and at the same time provide a first stepping stone for salaried employment. In the minds of most students, teachers and parents, the school points unmistakably down the second road.

2.6 Schools must equip young people with a sense of realism in what they may expect of the world of employment. They must counter some of the wilder aspirations which arise in a world of television and instant communication. Attitudes such as these develop early. In some countries this realisation leads to prevocational education - the first step to establish a balanced view of the possibilities which the social economy may realistically offer.

2.7 Schools should inform and orient young people towards opportunities for gainful activity. This may be an inbuilt part of the curriculum. More overtly it may require guidance and counselling of students and parents alike; guidance towards employment opportunities, and help towards the establishment of self-employment activities. The objectives must be attainable. They must reflect what is possible and realistic.

2.8 In imparting skills of a technical or prevocational nature, schools must assess whether they are the best institutions to carry out the task. There is increasing concern over the expense involved in establishing technical education facilities at all levels of the education system. Equipment is expensive and teachers are scarce. Realism must imbue all such initiatives. Are prevocational skills best learnt on the job or in special training institutions? Will the image of technical education, its value and its purpose, have much chance of success if it is assigned to children of lesser academic attainment? Should basic technical skills be something which all children should be expected to acquire during their schooling experience as part of a broad and balanced curriculum?

2.9 An essential component of formal schooling is science. Science teaching, itself often handicapped by a shortage of equipment and facilities in schools, would gain from increased integration with technical and mathematics education. The introduction and maintenance of technical and vocational education is expensive and it often carries with it the stigma of being second class. Science has a much more positive public image and yet it has much to offer of a practical, forward-looking nature. The revival and improvement of science teaching should have high priority in developing and developed countries alike.

2.10 If schools are to provide basic skills and develop a sense of initiative, the role and nature of examinations will need to be analysed closely. Initiatives in some countries to define standards and competencies against which all students can be assessed will be watched with interest as will new forms of student record which emphasise achievement whatever the level of academic ability.

2.11 Schools should draw upon their local resources; upon the skills of local tradesmen, upon parents, upon local materials for building and for the construction of school equipment.

2.12 The school should not be an isolated institution; nor should its professional staff become conservative in their ways. Whilst schools cannot be blamed for unemployment, equally they cannot stand aside from their close involvement in the problem. They should welcome scrutiny from outside agencies, from employers, unions and the local community, in efforts to redefine objectives, roles and activities. Equally such bodies and institutions have a responsibility towards education; for it is they which benefit from the products of the school system.

2.13 Schools should develop a sense of the dignity of all forms of work - manual and cerebral - and, where possible, should undertake productive activity which has meaning for the individual and is related to the working life of the community in which the school is located.

2.14 In many member countries agricultural development is a major priority. The receptivity of rural populations to change is crucial if this aim is to be achieved. The majority of such people will have had at most a complete or partial primary education. For them their

experience in school, the skills they learnt, and the knowledge and the values they acquire, will be crucial in efforts to mobilise rural development activity. In the industrialised world the argument is equally valid. With a backdrop of job uncertainty it is all the more important that young people have the basic equipment to deal with uncertainty and change.

2.15 There is in this analysis thus far a measure of fatalism, a resignation to a world of limited job opportunities. For those who leave at the end of primary or junior secondary school in developing countries, are there other educational opportunities on which they could draw? What educational assistance might there be for those wishing to enhance their work and job opportunities? There is some evidence around the Commonwealth of projects with an educational component to help the primary school leaver. It is often the case that initiatives of this type are not the responsibility of Ministries of Education: rather they are the concern of Ministries of Youth, Labour Employment, or Industry. What evidence there is suggests the value of drawing together examples of projects - formal and non-formal in character - which cater in particular to the needs of unemployed young people. They may include youth service activity, brigades, the provision of extension education etc.

2.16 There may be merit in some countries in examining the labour laws in relation to youth unemployment especially in urban areas where many youngsters are school drop-outs. Equally there should be a consciousness of the dangers of exploitation.

2.17 If the previous paragraphs have dwelt on the problems of unemployment, so schooling must not ignore the opportunities afforded by new technologies in developed and developing countries alike. The computer and micro-chip open up new employment activities which it would be remiss to ignore. The effective utilisation of new technology will depend on the abilities of those with an education grounded in basic skills and receptive to ideas.

2.18 The Working Group makes the following recommendations:

D.2 The Secretariat should continue its initiative of providing opportunities to discuss the integration of science, technical, vocational and mathematics education in schools.

D.3 The Secretariat should undertake studies which highlight the successes and failures of work experience schemes in Commonwealth countries.

D.4 The Secretariat should collect and disseminate information on formal and non-formal education programmes for the primary and secondary school leaver. A re-evaluation of national youth services in Commonwealth countries would also be useful in this connection.

3. Post-Secondary Institutions

3.1 The post-secondary bracket includes a variety of institutions - technical colleges, vocational institutes, universities, polytechnics, community colleges etc.

3.2 A number of Commonwealth countries experience graduate unemployment which may take a variety of forms. Returnee graduates from overseas may have acquired skills and qualifications which they cannot use or are inappropriate to national need. Others may qualify in disciplines for which there is already an over-supply. Problems also arise from the differences which exist from country to country in the certification and validation of professional and technical qualifications.

3.3 There is bound to be a mismatch to some degree. Students have their own set of aspirations. Technological changes and fluctuations in the economy affect employment demand patterns. There is the inertia of education training institutions unable to react quickly to new manpower demands. There are changing political perceptions of where the tertiary sector should concentrate its activities. For these and other reasons, demand and supply are rarely in balance.

3.4 An example of one particular problem of imbalance is the teaching profession. Many countries report the unwillingness of graduates to enter teaching where there is a particular shortage in science. This reflects views of pay, conditions and alternative opportunities. If schools are to benefit from committed teachers so will the need for improved teacher training become even more crucial, especially for teachers capable of developing rural schools and for those with the ability to provide science, mathematics and technical education.

3.5 A process of continual review is one which some countries attempt but the statistical difficulties are daunting. Nevertheless tracer studies of the employed and the unemployed, of who changes job and for what reasons, would assist manpower planning.

3.6 The inability to find the job which matches a particular training course is not necessarily a loss to the individual or to the society in which he or she lives. The benefits of varied experience may be a positive contribution to personal and national development. This will be heightened if retraining opportunities exist but all too often it is difficult to provide retraining of the quick and flexible kind represented by short-term crash programmes.

3.7 Technical and vocational education and training responding to new industrial and technological needs is important in all countries. It is expensive. Systems cannot afford to change quickly and easily. There exists scope for determining common-core basic technical skills central to any technical and vocational programme.

3.8 Activities to link post-secondary institutions more directly with employment include sandwich programmes, work experience programmes and short crash courses. Where employment opportunities are absent, youth brigades, national service and extension courses may provide additional training and educational chances.

3.9 The Working Group makes the following recommendations on post-secondary institutions:

D.5 The Commonwealth Secretariat should undertake comparative studies on graduate unemployment.

D.6 The Secretariat should provide assistance to help in the preparation of tracer studies of employed and unemployed youth to aid national manpower and educational planning.

D.7 An exchange, aided by the Secretariat, of Commonwealth experience on the provision of common-core basic technical skills curriculum would be valuable.

4. Non-Formal Education

4.1 Non-formal education is not amenable to a commonly acceptable definition. It is sufficient to recognise that there are individuals, institutions, churches, voluntary groups and other agencies - including those operating internationally - which offer educational opportunities for young people in the developing countries. This is often done on a local scale.

4.2 Some of the programmes provide young people with the chance to return to the mainstream of the educational system. There are dangers in this process in creating an alternative certificated route; it may merely provide a new dimension to the diploma disease. However there are also projects which concentrate on the provision of "life-skills" closely adapted to the requirements of young people and their home environments or which enhance skills learnt in the informal sector of the economy.

4.3 Such is the diversity and small-scale nature of many of these projects that little is known about them. Cross-national studies of the way in which they work, their objectives, their successes and their failures would be useful in guiding governments as to the ways by which they might learn from and build on this unco-ordinated sector.

4.4 The Working Group recommends that:

D.8 Collaborative case studies should be undertaken which highlight the work of non-government organisations to assist young people for self employment.

* * * * *

REPORT OF A WORKING GROUP ON THE COMMONWEALTH SCHOLARSHIP AND FELLOWSHIP PLAN

1. As agreed by the meeting of Senior Officials and Professional Officers held on 22 July, a Working Group was convened of delegates with a special interest in the working of the Commonwealth Scholarship and Fellowship Plan. Those present were: Mr. E.E. Temple (Britain) in the Chair; Prof. Don Stranks (Australia); Mr. James Jackson (Australia); Mr. Ralph Boyce (Barbados); Mrs. Gail Larose (Canada); Mr. Symeon Matsis (Cyprus); Mr. Allan Munroe (Guyana); Mr. S.K. Khanna (India); Mr. J. Zammit-Mangion (Malta); Mrs. M.O.A. Olorunfunmi (Nigeria); and Mrs. Oredola C. Fewry (Sierra Leone).

2. It was noted that seven of the ten countries represented were awarding countries under the Plan.

3. The Working Group considered the replies from Commonwealth Scholarship agencies to a letter of 18 May 1984 circulated by the Association of Commonwealth Universities concerning possible amendments to the Administrative Handbook on the Commonwealth Scholarship and Fellowship Plan.

4. Of the 17 replies received, ten had "no comment" to make and three others stressed the importance of observing the provisions of the Handbook. With regard to the replies from the remaining agencies there was close discussion of the several points raised on which conclusions were reached as follows:

*Application Form (page 18)**

The necessity had been questioned (Fiji) of the section at the end of the form "for Official Use Only". It was agreed however that there was a positive advantage in the nominating agency completing this section on the "top copy" of each nominee's application form. The Working Group therefore wished to retain unchanged this section of the form.

Nomination Dates (page 17)

It had been proposed (Mauritius) that, to fit the dates of the local announcement of examination results, the nomination dates should be set at a date later (by five months and three months respectively) than the two dates of 31 July and 31 December now in force. The Working Group stressed the value of not deviating from the agreed dates, and pointed out that it was normal practice in any event to allow nominations to be made subject to the subsequent announcement of satisfactory examination results.

Selection (Timing) (page 10)

It has been suggested (Mauritius) that three months would suffice rather than six months as the minimum period between final selection of scholars and the date of taking up awards. The Working Group nonetheless agreed that, though difficult in all cases to achieve in practice, it remained highly desirable to retain the rule that final selection of scholars should be made at least six months before the date of the beginning of the programmes to which their awards relate.

Priority among Nominations (page 17)

A plea had been made (Mauritius) that, in making selections, an awarding country should follow strictly the order of priority indicated by the nominating country. In discussion the Working Group recognised this was a matter of policy rather than routine administration. The meeting of Senior Officials and Professional Officers moreover had just recommended bringing into use a form of covering letter which would allow nominating agencies inter alia to state their priorities against the background of any national development objectives. It appeared to the Working Group reasonable to await evidence of the effectiveness of this covering letter before deciding on further action.

* Page references are to the Third Edition of the Administrative Handbook.

Notification of Award (page 20)

Mauritius had urged that a nominating agency should be notified of the offer of an award at the same time as the successful candidate. Guyana had expressed a preference for the offers of awards to be transmitted through the nominating agency. It was seen in discussion that the request of Mauritius was for the better observance of the rule to this effect which already existed, a proposal supported by a majority of those present. It was accepted that the particular needs of Guyana in this matter should be further discussed between the parties concerned.

Appendix B: **Conference Documentation**

Preliminary Documentation

9CCEM/ADM/1

Agenda Item I : Adoption of Agenda and Timetable

9CCEM/ADM/A	Draft Agenda
9CCEM/ADM/B/ (rev)	Revised List of Conference Documentation
9CCEM/ADM/C/ (rev)	Revised Proposed Conference Schedule
9CCEM/ADM/D	Meetings of Officials and Professional Officers
9CCEM/ADM/E	Agenda: Meeting of Senior Officials and Professional Officers (22 July 1984).
9CCEM/ADM/F	Conference Agenda and Other Arrangements
9CCEM/ADM/G	Referrals from Other Commonwealth Ministerial Conferences: Notes from the Commonwealth Secretariat. <ol style="list-style-type: none">1. Health Ministers2. Employment and Labour Ministers
9CCEM/ADM/H	Submissions from Non-Governmental Organisations: Notes from the Commonwealth Secretariat. <ol style="list-style-type: none">1. Association of Commonwealth Universities2. Australian Union of Students (on behalf of the Conference of Commonwealth Students Organisations which it hosted in Melbourne in August 1983).3. Commonwealth Association of Polytechnics in Africa.4. Commonwealth Engineers Council

5. Council for Education in the Commonwealth

6. United Kingdom Council for Overseas
Student Affairs

7. United World Colleges

9CCEM/ADM/J

Technical Co-operation in Education. The
Role of the Commonwealth Secretariat Including
the Commonwealth Fund for Technical Co-operation.
Memorandum by the Commonwealth Secretariat.

Agenda Item II : Resources for Education and Their Cost-Effective Use

9CCEM/WP/II/A

Issues for Discussion: Note by the Commonwealth
Secretariat.

9CCEM/WP/II/B

Locating Untapped Resources for Education.
Working Paper by Professor Peter R.C. Williams.

9CCEM/WP/II/C

Possibilities for Reducing Cost Without Re-
ducing the Quality of Education. Working
Paper by Professor Sanya Onabamiro.

9CCEM/WP/II/D

Resources for Education and Their Cost-
Effective Use. Lead Address by Professor
Sanya Onabamiro.

9CCEM/CP/II/OVE

An Overview of the Country Papers: Memorandum
by the Commonwealth Secretariat.

9CCEM/CP/II Vol 1

Country Papers

Bahamas	Cyprus	Seychelles
Barbados	Malaysia	Swaziland
Bermuda	Malta	Tanzania
Britain	New Zealand	Zimbabwe

9CCEM/CP/II Vol 2

Country Papers

Australia	Kenya	Solomon Islands
Botswana	Lesotho	Uganda
Guyana	Nigeria	Zambia
India	Sierra Leone	

9CCEM/CP/II Vol 3

Country Papers

Jamaica	Maldives	Papua New Guinea
---------	----------	------------------

9CCEM/CP/II/Vol 4

Country Papers

Tonga	Nigeria	Kiribati
Brunei	Malawi	Trinidad
Canada	The Gambia	and Tobago
Sri Lanka	Bangladesh	Vanuatu

Agenda Item III : Education and Youth Unemployment

- 9CCEM/WP/III/A Issues for Discussion. Note by the Commonwealth Secretariat.
- 9CCEM/WP/III/B Education and Youth Unemployment: Some Propositions. Working Paper by Dr. Kenneth King.
- 9CCEM/WP/III/C Co-operation Between the Education Programme and the Commonwealth Youth Programme: Note by the Commonwealth Secretariat.
- 9CCEM/WP/III/D Education and Youth Affairs. Lead Address by Professor Peter Karmel.
- 9CCEM/CP/III/OVE An Overview of the Country Papers: Memorandum by the Commonwealth Secretariat.
- 9CCEM/CP/III Vol 1 Country Papers
- | | | |
|----------|-------------|------------|
| Bahamas | Cyprus | Seychelles |
| Barbados | Malaysia | Swaziland |
| Bermuda | Malta | Tanzania |
| Britain | New Zealand | Zimbabwe |
- 9CCEM/CP/III Vol 2 Country Papers
- | | | |
|-----------|--------------|-----------------|
| Australia | Kenya | Solomon Islands |
| Botswana | Lesotho | Uganda |
| Guyana | Mauritius | Zambia |
| India | Sierra Leone | |
- 9CCEM/CP/III Vol 3 Country Papers
- | | | |
|---------|------------------|--|
| Jamaica | Papua New Guinea | |
|---------|------------------|--|
- 9CCEM/CP/III Vol 4 Country Papers
- | | | |
|-----------|------------|------------|
| Tonga | Nigeria | Kiribati |
| Brunei | Malawi | Trinidad |
| Canada | The Gambia | and Tobago |
| Sri Lanka | Bangladesh | Vanuatu |

Agenda Item IV : Student Mobility and the Proposed Commonwealth Higher Education Programme

- 9CCEM/WP/IV/A Issues for Discussion: Note by the Commonwealth Secretariat.

Commonwealth Student Mobility: A Time for Action. Third Report of the Commonwealth Committee on Student Mobility - May 1984.

Towards a Commonwealth Higher Education Programme: Strategies for Action. Second Report of the Commonwealth Standing Committee on Student Mobility - June 1983.

Educational Interchange: A Commonwealth Perspective. First Report of the Commonwealth Standing Committee on Student Mobility - July 1982.

9CCEM/WP/IV/B Proposals for Implementing some Recommendations of the Commonwealth Standing Committee on Student Mobility: Memorandum by the Commonwealth Secretariat.

Commonwealth Scholarship and Fellowship Plan - Report of the Second Ten-Year Review Committee, London 2-5 March 1982.

Secretary-General's circular letter dated 23 February 1984 on the CSFP.

9CCEM/WP/IV/C Memorandum by the Commonwealth Secretariat on the Report of the Second Ten-Year Review Committee.

9CCEM/WP/IV/D Student Mobility and the Proposed Higher Education Programme: Lead Address by Sir Roy Marshall, Chairman, Commonwealth Standing Committee on Student Mobility.

Agenda Item V : The Commonwealth Secretariat's Future Work Programme in Education

9CCEM/BP/V/A Report on the Work Programme in Education since the Eighth Commonwealth Education Conference: Memorandum by the Commonwealth Secretariat.

9CCEM/WP/V/A The Proposed Future Work Programme for 1984-87: Memorandum by the Commonwealth Secretariat.

9CCEM/WP/V/B The Role of Commonwealth Desk Officers in Ministries of Education: Memorandum by the Commonwealth Secretariat.

Records and Reports Prepared During the Conference

9CCEM/R/1 Record of the Meeting of Senior Officials and Professional Officers Sunday 22 July 1984, including Annex 1: Note of a Meeting of a Working Group on the Commonwealth Scholarship and Fellowship Plan.

9CCEM/R/2 Agenda Item II. Resources for Education and their Cost-Effective Use. Attributed Record of the Plenary Session.

9CCEM/R/3 Agenda Item III. Education and Youth Unemployment. Attributed Record of the Plenary Session.

- 9CCEM/R/4 Agenda Item IV. Student Mobility and the Proposed Commonwealth Higher Education Programme. Attributed Record of the Morning Session.
- 9CCEM/R/5 Agenda Item II. Resources for Education and their Cost-Effective Use. Report by Working Group A. The Cost-Effective Use of Resources.
- 9CCEM/R/6 Agenda Item II. Resources for Education and their Cost-Effective Use. Report by Working Group B. Additional Resources for Education.
- 9CCEM/R/7 Agenda Item III. Education and Youth Unemployment. Report by Working Group C. Policy and Organisational Links between Education and Employment.
- 9CCEM/R/8 Agenda Item III. Education and Youth Unemployment. Report by Working Group D. The Contribution of Education Systems (Formal and Non-Formal) in Improving Young People's Access to Work.
- 9CCEM/R/9 Agenda Item V. The Secretariat's Future Work Programme in Education. Attributed record.

Communiqué

Appendix C: Conference Schedule

A.M.		P.M.		
SUNDAY 22 July	Registration	L	Registration Meeting of Officials/ Professional Officers	
MONDAY 23 July	<p>Opening Ceremony</p> <p>Item I ADOPTION OF DRAFT AGENDA AND TIMETABLE</p> <p>Item II RESOURCES FOR EDUCATION AND THEIR COST - EFFECTIVE USE</p> <p>Lead Speaker and Discussion by Ministers</p>	U	Item II continued	
TUESDAY 24 July	<p>Item III EDUCATION AND YOUTH UNEMPLOYMENT</p> <p>Lead Speaker and Discussions by Ministers</p>	N	Items II and III continued Further discussion in Working Groups to prepare draft reports and recommend- ations	
WEDNESDAY 25 July	<p>Item IV STUDENT MOBILITY AND THE PROPOSED COMMONWEALTH HIGHER EDUCATION PROGRAMME</p> <p>Lead Speaker and Discussion by Ministers</p>	C	Item IV continued Items II and III continued Working Groups to complete draft reports and recommendations	
THURSDAY 26 July	<p>Item V COMMONWEALTH SECRETARIAT'S FUTURE WORK PROGRAMME IN EDUCATION</p> <p>Discussion by Ministers</p> <p>Item VI - CLOSED MEETING OF MINISTERS WITH SECRETARY-GENERAL</p> <p>Meeting of Senior Officials and Professional Officers</p>	H	Item VII DISCUSSION AND ADOPTION OF REPORTS ON ITEMS II - V	Item VIII ANY OTHER BUSINESS Closure

Appendix D: **Conference Participants**

AUSTRALIA

Professor Donald Stranks
Vice-Chancellor
University of Adelaide
North Terrace
Adelaide
SOUTH AUSTRALIA

Mr. K.I. Axton
Director-General
Tasmanian Department of Education
G.P.O. Box 169B
Hobart 7001
TASMANIA

Mr. John J. Wilson
Special Adviser
Policy and Resource Planning
Division
Department of Education
and Youth Affairs
P.O. Box 826
WODEN, A.C.T. 2606

Dr. Claudia Thame
Assistant Secretary
Office of Youth Affairs
Department of Education
and Youth Affairs
P.O. Box 826
WODEN, A.C.T. 2606

Mr. James Connell Bowen Jackson
Section Head
Australia Development Assistance
Bureau
P.O. Box 844
CANBERRA CITY, A.C.T. 2601

BAHAMAS

The Hon. Darrell E. Rolle
Minister of Education
Ministry of Education
P.O. Box N 3913
NASSAU

Mr. Gurth W.E. Archer
Permanent Secretary
Ministry of Education
P.O. Box N 3913
NASSAU

Miss Majorie Davis
Director of Education
Ministry of Education
P.O. Box N 3913
NASSAU

BANGLADESH

The Hon. Shamsul Huda Chaudhury
Minister of Education, Science,
Technology and Culture
Ministry of Education
Bangladesh Secretariat
DHAKA

Dr. S.A. Chowdhury
Officer-on-Special Duty
Ministry of Education
Bangladesh Secretariat
DHAKA

Mrs. Amina Chaudhury
First Secretary
Education and Culture
Bangladesh High Commission
28 Queen's Gate
London SW7
UNITED KINGDOM

BARBADOS

The Hon. Miss Billie A. Miller
Minister of Education
Ministry of Education
Jemmotts Lane
BRIDGETOWN

Mr. Ralph Hallam Boyce
Chief Education Officer
Ministry of Education
Jemmotts Lane
BRIDGETOWN

BOTSWANA

The Hon. Kematlamang P. Morake
Minister of Education
Ministry of Education
P. Bag 005
GABORONE

Mr. Keetla M. Masogo
Permanent Secretary
Ministry of Education
P. Bag 005
GABORONE

Mr. Gogo Kgomanyane
Chief Education Officer
(Secondary Education)
Ministry of Education
P. Bag 005
GABORONE

Dr. Murray Simon
Senior Planning Officer
Ministry of Education
P. Bag 005
GABORONE

Professor John Derfel Turner
Faculty of Education
University of Manchester
Manchester M13 9PL
UNITED KINGDOM

BRITAIN

The Hon. Peter Brooke, M.P.
Parliamentary Under-Secretary of State
Department of Education and Science
Elizabeth House
York Road
London SE1

Mr. Charles A. Clark
Under-Secretary
Department of Education and Science
Elizabeth House
York Road
LONDON SE1

BRITAIN (Cont'd)

Dr. Roger Iredale
Principal Education Adviser
Overseas Development Administration
Eland House
Stag Place
LONDON SW1

Mr. Clive Saville
Assistant Secretary (F.H.E.I.)
Department of Education and Science
Elizabeth House
York Road
LONDON SE1

Dr. Gareth Howell
Controller
Science, Technology
and Education Division
British Council
10 Spring Gardens
LONDON SW1A 2BN

Mr. E.E. Temple
Joint Secretary
Commonwealth Scholarship Commission
in the United Kingdom
36 Gordon Square
LONDON WC1H 0PF

BERMUDA

The Hon. Dr. George E. Thomas
Minister of Education
Ministry of Education
Point Finger Road
PAGET

Dr. Marion Robinson
Permanent Secretary
Ministry of Education
P.O. Box 1185
HAMILTON 5

BRUNEI DARUSSALAM

H.E. Pehin Dato Haji Abdul Aziz Umar
Minister of Education and Health
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mr. Haji Abdul Saman Kahar
Deputy Director of Education
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mr. Roderick Yong
Director
School Inspectorate
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mrs. Hajjah Azizah Haji Abdullah
Acting Assistant Director of
Education
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mrs. Norsiah Haji M.D. Daud
Superintendent of Secondary
Education
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mr. Maidin Haji Ahmad
Administrative Officer
Ministry of Education and Health
Old Airport
BANDAR SRI BEGAWAN

Mr. Haji M.D. Jali Abd Latif
Senior Education Officer
Religious Affairs Department
Ministry of Prime Minister
BANDAR SRI BEGAWAN

CANADA

The Hon. Terence Richard Boyd Donahoe
Minister of Education, Nova Scotia
Department of Education
4th floor Box 578
Trade Mart, Scotia Square
Halifax
NOVA SCOTIA

The Hon. John H. Heinrich
Minister of Education,
British Columbia
Ministry of Education
306 Parliament Buildings
Victoria
BRITISH COLUMBIA V8V 1X4

Mr. Lucien Perras
Director-General
Council of Ministers
of Education, Canada
252 Bloor Street W
Toronto
ONTARIO M5S 1V5

Mr. Ron Lane
President
Canadian School Trustees Association
30 Metcalfe Street, Suite 505
Ottawa
ONTARIO K1P 5L4

Dr. Andre Saulnier
Director, International Education
Education Support Programmes
Department of the Secretary of State
OTTAWA K1A 0M5

Dr. Dorothy Armstrong
Director
Commonwealth Division
Department of External Affairs
125 Sussex Drive
OTTAWA K1A 0G2

CYPRUS

Mr. Stelios Catsellis
Minister of Education
Ministry of Education
NICOSIA

Mr. Nicos Hadjinicolas
Director of Technical Education
Ministry of Education
NICOSIA

The Hon Clarence Cormier
Minister of Education,
New Brunswick
Department of Education
287 Chartersville Road
Dieppe
NEW BRUNSWICK E1A 1K5

The Hon. Leone Bagnall
Minister of Education,
Prince Edward Island
Department of Education
Hunter River RR # 1
PRINCE EDWARD ISLAND COA 1N0

Mrs. Gail Larose
Secretary
Canadian Commonwealth Scholarship
and Fellowship Committee
Director of International
Relations and Scholarship
Administration
Association of Universities
and Colleges of Canada
151 Slater Street
Ottawa
ONTARIO K1P 5N1

Dr. Archie R. Mackinnon
Senior Education Specialist
Canadian International Development
Agency
200 Premenade du Portage
Hull
QUEBEC K1A 064

Mr. Mark Andrew Entwistle
Second Secretary
High Commission of Canada to Cyprus
220 Rehov Hayarkou
Tel Aviv
ISRAEL

Mr. Panos Adamides
Director-General
Ministry of Education
NICOSIA

Mr. Leonidas Koullis
Director of Secondary Education
Ministry of Education
NICOSIA

CYPRUS (Cont'd)

Mr. Stavros Philipides
Director of Tertiary Education
Ministry of Education
NICOSIA

Dr. Antonis Papadopoulos
Director of Primary Education
Ministry of Education
NICOSIA

Mr. Iordanis Tornaris
Inspector-General
of Primary Education
Ministry of Education
NICOSIA

Mr. George Economides
Inspector-General
of Technical Education
Ministry of Education
NICOSIA

Mr. Andreas Philactou
Inspector-General
of Secondary Education
Ministry of Education
NICOSIA

Mr. Michalakis Maratheftis
Director of the Pedagogical Academy
Ministry of Education
NICOSIA

Dr. Panayiotis Persianis
Director of the Pedagogical
Institute
Ministry of Education
NICOSIA

Mr. Michalakis Paschalides
Head of Technical Services
Ministry of Education
NICOSIA

Mr. Aris Georgiou
Inspector of Secondary Education
Ministry of Education
NICOSIA

Mr. George Christodoulides
Director
Higher Technical Institute
Ministry of Labour
and Social Insurance
NICOSIA

Dr. Antonis Protopapas
Director of Labour Section
Ministry of Labour
and Social Insurance
NICOSIA

Mr. Symeon Matsis
Director of Planning Section
Planning Bureau
NICOSIA

Mr. Costas Constantinides
Director of Studies
Industrial Training Authority
Ministry of Labour
and Social Insurance
NICOSIA

Mrs. Rea Yiordamli
Secretary
Ministry of Foreign Affairs
NICOSIA

Mr. Panayiotis Hadjipavlou
Director of Co-ordination Section
and Member of Cyprus Scholarships
Committee
Ministry of Education
NICOSIA

Mr. Alecos Chrysostomou
Representative
Cyprus Secondary School Teachers'
Union
NICOSIA

Mr. Aristides Kanas
Representative
Cyprus Primary School Teachers Union
NICOSIA

Mr. Frixos Constantinides
Representative
Primary Education Inspectors Union
NICOSIA

Mr. Demetris Nicolaou
Representative
Cyprus Technical School Teachers' Union
NICOSIA

Mrs. Angeliki Andreou
Representative
Cyprus Tertiary Education
Lecturers' Union
NICOSIA

CYPRUS (Cont'd)

Mr. Michael Sergis
Representative
Secondary Education Inspectors Union
NICOSIA

THE GAMBIA

The Hon. A.A. Njai
Minister of Education, Youth,
Sports and Culture
Ministry of Education, Youth
Sports and Culture
BANJUL

Mr. Abdoulie Sallah
Permanent Secretary
Ministry of Education, Youth,
Sports and Culture
BANJUL

Mr. Musa Fatty
Assistant Director of Education
Education Department
Ministry of Education, Youth,
Sports and Culture
BANJUL

GHANA

Mr. Kofi Vigbedor
Deputy Minister and Under-Secretary
for Education
Ministry of Education
P.O. Box M45
ACCRA

Mr. Walter Blege
Deputy Director-General
Ghana Education Service
P.O. Box M45
ACCRA

GUYANA

Mr. Allan Ewart Munroe
Permanent Secretary
Ministry of Education, Social
Development and Culture
21 Brickdam
GEORGETOWN

Dr. Daphne Olive Persico
Chief Education Officer
Ministry of Education, Social
Development and Culture
21 Brickdam
GEORGETOWN

INDIA

The Hon. Mrs. Sheila Kaul
Minister of Education and Culture
Ministry of Education and Culture
Government of India
Shastri Bhawan
NEW DELHI 110001

Mr. Kireet Joshi
Special Secretary
Ministry of Education and Culture
Government of India
Shastri Bhawan
NEW DELHI 110001

INDIA (Cont'd)

H.E. Mr. Govind Jambholkar
High Commissioner of India
Indian High Commission
Nicosia
CYPRUS

Mr. S.L. Kaushal
Director
Ministry of Education and Culture
Shastri Bhawan
NEW DELHI 110001

Mr. Bhupinder Singh
Secretary Personal
Ministry of External Affairs
Government of India
Embassy of India
Cairo
EGYPT

Professor S.K. Khanna
Secretary
University Grants Commission
Bahadur Shah Zafar Marg
NEW DELHI 110001

Mr. Baldev Mahajan
Director
Ministry of Education and Culture
Shastri Bhawan
NEW DELHI 110001

JAMAICA

The Hon. Dr. Mavis G. Gilmour
Minister of Education
Ministry of Education
P.O. Box 498
KINGSTON

Mr. Cecil A. Turner
Permanent Secretary
Ministry of Education
P.O. Box 498
KINGSTON

KENYA

The Hon. Kimani wa Nyoike
Assistant Minister for Education,
Science and Technology
Ministry of Education, Science
and Technology
P.O. Box 30040
NAIROBI

Mr. David M. Mbiti
Director of Education
Ministry of Education, Science
and Technology
Department of Technical
and Higher Education
P.O. Box 30040
NAIROBI

Mr. Erastus Muthuuri Kiugu
Education Attache
Kenya High Commission
45 Portland Place
London W1
UNITED KINGDOM

KIRIBATI

The Hon. Baitika Toum
Minister of Education
Ministry of Education
P.O. Box 263, Bikenibeu
TARAWA

Mr. Meita Beiabure Bakeea
Senior Education Officer
Ministry of Education
P.O. Box 263, Bikenibeu
TARAWA

LESOTHO

The Hon. Bishop Tlelase
Minister of Education
Ministry of Education
P.O. Box 47
MASERU

Dr. Ebeneser Meli Malie
Permanent Secretary
Ministry of Education
P.O. Box 47
MASERU

MALAWI

The Hon. Louis Joseph Chimango
Minister of Education and Culture
Ministry of Education and Culture
P. Bag 328
LILONGWE 3

Mr. Bernads Nkosi Chipaka Kachama
Deputy Secretary
Ministry of Education and Culture
P. Bag 328
LILONGWE 3

Mr. George H. Padambo
Assistant Chief Education Officer
(Planning)
Ministry of Education and Culture
P. Bag 328
LILONGWE 3

Mr. A.L. Shawa
First Secretary
Malawi High Commission
33 Grosvenor Street
London W1
UNITED KINGDOM

MALAYSIA

The Hon. Tan Sri Murad Mohamed Noor
Director-General of Education
Ministry of Education
KUALA LUMPUR

Mr. Zainal Abidin
Under-Secretary
External Affairs Division
Ministry of Education
KUALA LUMPUR

Mr. Baskaran Ramasamy
Principal Assistant Secretary
External Affairs Division
Ministry of Education
KUALA LUMPUR

MALDIVES

Mr. Abdullah Rasheed
Senior Under-Secretary
Ministry of Education
MALE

Mr. Ismail Faiz
Assistant Under-Secretary
Ministry of Foreign Affairs
MALE

MALTA

Professor George Peter Xuereb
Rector
University of Malta
VALLETTA

Mr. Joseph Zammit-Mangion
Education Officer (Planning)
Ministry of Education
Lascaris
VALLETTA

NEW ZEALAND

Mr. W.L. Renwick
Director-General of Education
Department of Education
Government Buildings
Private Bag
WELLINGTON

NIGERIA

The Hon. Yarima Ibrahim Abdullahi
Minister of Education, Science
and Technology
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

Mr. Francis Z. Gana
Director
Technical, Technology,
and Vocational Education
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

Professor Sanya Onabamiro
Chairman
Implementation Committee
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

Mr. Olusegun Apata
Acting Ambassador of Nigeria
Nigerian Embassy
1 Erathosthenous
116-35 Athens
GREECE

Mr. Gambo Gubio
Permanent Secretary
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

Mrs. Theresa E. Chukuma
Director
Higher Education
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

Mrs. M. Olubanke A. Olorunfunmi
Chief Education Officer
International Education Section
Federal Ministry of Education,
Science and Technology
Victoria Island
LAGOS

PAPUA NEW GUINEA

The Hon. Barry Blyth Holloway, KBE
Minister of Education
Ministry of Education
Private Mail Bag Services
Boroko
PORT MORESBY

The Hon. General Edward Ramu Diro
Member of Parliament
P.O. Box 322
PORT MORESBY

PAPUA NEW GUINEA (Cont'd)

Mr. Samson Geno Roakeina
Permanent Secretary for Education
Department of Education
P.E.A. Haus
Waigani
Private Mail Bag Services
BOROKO

Rev. Nou-Kukuna Kari
Executive Officer
Ministry of Education
Private Mail Bag Services
BOROKO N-C-D

Mr. Georgios Constantinou
Manager/Director of Construction
Company
C/o Ministry of Education
Private Mail Bag Services
BOROKO

SEYCHELLES

Mr. Jeremie Bonnelame
Permanent Secretary/Deputy Minister
Ministry of Education
and Information
VICTORIA

Mr. Zotique Pragassen
Director (Planning)
Ministry of Education
and Information
Mont Fleuri
MAHE

SIERRA LEONE

The Hon. Ernest R. Ndomahina
Minister of Education
Ministry of Education
New England
FREETOWN

Mrs. Oredola Cordelia Henrietta Fewry
Chief Education Officer
Ministry of Education
New England
FREETOWN

SRI LANKA

The Hon. Ranil Wickremesinghe
Minister of Education
Ministry of Education
Malay Street
COLOMBO 2

Mr. Daya Ananda Perera
Chief Adviser
Ministry of Education
Malay Street
COLOMBO 2

Professor Alutwala Domingo V
De S Indraratna
Director
Planning and Research
University Grants Committee
20 Ward Place
COLOMBO 7

Mr. Karunasena Kodithuwakku
Director
Ministry of Youth Affairs
and Employment
P.O. Box 510
COLOMBO 2

SRI LANKA (Cont'd)

Mr. Dharmasiri Gunaratne
Director of Education
Planning Branch
Ministry of Education
Malay Street
COLOMBO 2

Mr. Watuthantrige Mahiman Prasantha
Lal De Alwis
State Counsel
Attorney-General's Department
Hulftsdrop
COLOMBO 2

Mr. Sivasothy Poologasingam
First Secretary
C/o Sri Lanka Embassy
P.O. Box 16296
Qadisnia
KUWAIT

SWAZILAND

H.E. Mr. George M. Mamba
High Commissioner to United Kingdom
and Northern Ireland
Swaziland High Commission
58 Pont Street
London SW1X 0AE
UNITED KINGDOM

Professor Lydia Makhubu
Pro Vice-Chancellor
University of Swaziland
P B KWALUSENI

Mr. Leonard Lukhele
Principal
Swaziland College of Technology
P.O. Box 69
MBABANE

Mrs. Maria B. Mbelu
Education Planner
Ministry of Education
P.O. Box 39
MBABANE

TANZANIA

The Hon. Nalaila Lazaro Kiula
Deputy Minister for Education
Ministry of Education
P.O. Box 9121
DAR-ES-SALAAM

Mr. Charles Sembe Lubok Omari
Commissioner of Education
Ministry of Education
P.O. Box 9121
DAR-ES-SALAAM

Mr. Noah E. Mugogo
Director of Planning
Ministry of Education
P.O. Box 9121
DAR-ES-SALAAM

Mr. Hilari Nchimbi
Deputy Private Secretary
to the Minister
Ministry of Education
P.O. Box 9121
DAR-ES-SALAAM

TRINIDAD AND TOBAGO

The Hon. Overand R. Padmore
Minister of Education
Ministry of Education
Alexandra Street
St. Clair
PORT OF SPAIN

Mr. Albert B. Alleyne
Chief Education Officer
Ministry of Education
Alexandra Street
St. Clair
PORT OF SPAIN

Mr. Holison Gift
Director of Educational Planning
Ministry of Education
Alexandra Street
St. Clair
PORT OF SPAIN

Mr. Frank Copeland Sealy
First Secretary
Trinidad and Tobago High Commission
42 Belgrave Square
London SW1X 8NT
UNITED KINGDOM

UGANDA

The Hon. Professor Isaac
Newton Ojok
Minister of Education
Ministry of Education
Crested Towers
P.O. Box 7063
KAMPALA

Mr. Ismael Joash Kadilo Uyirwoth
Education Counsellor
Uganda High Commission
Uganda House
Trafalgar Square
London WC2
UNITED KINGDOM

Mr. Dan Sentamu
Deputy Director
National Curriculum Development
Centre
Ministry of Education
P.O. Box 7002
KAMPALA

Mr. Servy Sammuell Bossa Onok
Assistant Chief Education Officer
Ministry of Education
P.O. Box 7063
KAMPALA

VANUATU

The Hon. Onneyn Tahii
Minister of Education, Youth
and Sport
Ministry of Education, Youth
and Sport
P.O. Box 153
PORT VILA

Mrs. Merilyn Rose Tahii
Assistant Secretary
Ministry of Foreign Affairs
and External Trade
P.O. Box 124
PORT VILA

ZAMBIA

The Hon. Kebby Sililo Kambulu
Musokotwane
Minister of General Education
and Culture
Ministry of General Education
and Culture
P.O. Box 50093
LUSAKA

The Hon. Mbambo Mulasikwanda Sianga
Minister of State for Higher
Education
Ministry of Higher Education
P.O. Box 50464
LUSAKA

ZAMBIA (Cont'd)

Mr. Samuel Morapedi Molotsi
Chief Inspector of Schools
Ministry of General Education
and Culture
P.O. Box 50093
LUSAKA

Mr. Richard Lubasi
Director, Technical Education
Department of Technical Education
and Vocational Training
P. Bag RW 16
LUSAKA

Mr. Phillip James Daka
Director
Department for Continuing Education
Ministry of General Education
and Culture
P.O. Box 50093
LUSAKA

Mr. James Banda
Assistant Secretary, Planning
Ministry of General Education
and Culture
P.O. Box 50093
LUSAKA

Mr. Ezekiel N. Phiri
Senior Education Attache
Zambia High Commission
2 Palace Gate
Kensington
London W8
UNITED KINGDOM

ZIMBABWE

The Hon. Dzingai Mutumbuka
Minister of Education
Ministry of Education
P.O. Box 8022
Causeway
HARARE

Mr. Eben Kawadza
Regional Director of Education
Ministry of Education
P.O. Box 555
BULAWAYO

Mr. Celestino Gre Chivanda
Acting Chief Education Officer,
Planning
Ministry of Education
P.O. Box 8022
Causeway
HARARE

LEAD SPEAKERS

Prof. Peter Karmel

Sir Roy Marshall

Prof. Sanya Onabamiro

WORKING PAPER WRITER

Dr. Kenneth King

OBSERVERS

ASSOCIATION OF COMMONWEALTH UNIVERSITIES (ACU)

Dr. Anastasios Christodoulou
Secretary-General
36 Gordon Square
London WC1H 0PF
UNITED KINGDOM

COMMONWEALTH ASSOCIATION OF POLYTECHNICS IN AFRICA (CAPA)

Mr. Arthur Kambalmetore
Principal and Chairman of CAPA
Malawi Polytechnic
Private Bag 303
Chichiri
Blantyre 3
MALAWI

Mr. Donald A. Trollope
Executive Secretary
P.O. Box 52428
Nairobi
KENYA

COMMONWEALTH ASSOCIATION OF SCIENCE, TECHNOLOGY AND MATHEMATICS EDUCATORS (CASTME)

Dr. Maurice Goldsmith
President
29 Craven Street
London WC2
UNITED KINGDOM

COMMONWEALTH COUNCIL FOR EDUCATIONAL ADMINISTRATION (CCEA)

Mr. Basil W. Kings
Executive Director
University of New England
Armidale NSW 2351
AUSTRALIA

COMMONWEALTH FOUNDATION

Mr. J.F.H. Tsang
Deputy Director
Marlborough House
Pall Mall
London SW1Y 5HX
UNITED KINGDOM

COMMONWEALTH INSTITUTE

Mr. James F. Porter
Director
Kensington High Street
London W8
UNITED KINGDOM

UNITED NATIONS EDUCATIONAL, CULTURAL AND SCIENTIFIC ORGANISATION (UNESCO)

Dr. Gunter Palm
Chief
Educational Policy and Planning
Division
7 Place de Fontenoy
75700 Paris
FRANCE

UNITED NATIONS CHILDREN'S FUND (UNICEF)

Dr. Manzoor Ahmed
Senior Education Adviser
866 United Nations Plaza
New York NY 10017
U.S.A.

WORLD BANK

Mr. George Psacharopoulos
Manager
Research Programme
Education Department
1818 H Street NE
Washington DC 20433
U.S.A.

WORLD CONFEDERATION OF ORGANISATIONS OF THE TEACHING PROFESSION (WCOTP)

Mr. Norman M. Goble
Secretary-General
5 Avenue du Moulin
1110 Morges
SWITZERLAND

ORGANISING COMMITTEE MEMBERS

Panos Adamides
Organising Committee Chairman
Co-Conference Secretary

Georgios Economides
Accommodation Officer

Andreas Malekos
Co-Document and Printing Officer

Andreas Savva
Chief Liaison Officer

Rea Yiordamli (Mrs)
Protocol Officer

Costas Papacostas
Security Officer

Georgios Theophylactou
Airport Officer

Antonis Papadopoulos
Organising Committee Vice-Chairman
Co-conference Officer

Aris Georgiou
Social Programme Officer

Christakis Ioannou
Personnel Officer

Andreas Constantinou
Finance Officer

Maro Georghiadou (Mrs)
Hospitality Officer

Christos Tselepos
Co-Press Officer

Nicos Finikarides
Transport Officer

COMMONWEALTH SECRETARIAT

H.E. Mr. Shridath S. Ramphal
Commonwealth Secretary-General

Miss J.P. Singh
Senior Executive Assistant

Mr. M. Malhoutra
Assistant Secretary-General

Mr. J.A. De Souza
Senior Executive Secretary

Mr. Peter R.C. Williams
Conference Secretary

Mrs. L.S. De Silva-Packer
Senior Secretary

Dr. Michael Sinclair
Assistant Conference Secretary

Mr. P.D. Snelson
Director
Fellowships and Training Programme

Mr. C.A. Gunawardena
Director of Information

Mr. W. Peter Dunne
Conference Officer

Mr. T.A. Thorpe
Documents Officer

RAPPORTEURS

Mr. E. Apea
Mr. J.S. Farrant
Mr. J. Macpherson
Mr. S.E. Packer
Mr. H. Perraton
Dr. V. Selvaratnam

SECRETARIES

Mrs. A.V. David-Hugh Kong
Miss L.M. D'Costa
Miss B. Kiwanuka
Miss G.T. Wilson

© Copyright 1985

Printed and published by
The Commonwealth Secretariat

May be purchased from
Commonwealth Secretariat Publications
Marlborough House
London SW1Y 5HX

ISBN 0 85092 264 X

