

# 20th Conference of Commonwealth Education Ministers

Nadi, Fiji

19 – 23 February 2018



The Commonwealth

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PROCEEDINGS OF THE

# 20th Conference of Commonwealth Education Ministers

Sustainability and Resilience:  
Can Education Deliver?

Nadi, Fiji

19–23 February 2018



The Commonwealth



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# Acronyms

<b>ACU</b>	Association of Commonwealth Universities
<b>CADME</b>	Commonwealth Accelerated Development Mechanism for Education
<b>CARICOM</b>	Caribbean Community
<b>CCEM</b>	Conference of Commonwealth Education Ministers
<b>CEPF</b>	Commonwealth Education Policy Framework
<b>CHOGM</b>	Commonwealth Heads of Government Meeting
<b>COL</b>	Commonwealth of Learning
<b>COP</b>	Conference of Parties
<b>CSA</b>	Commonwealth Students' Association
<b>CSFP</b>	Commonwealth Scholarship and Fellowship Plan
<b>CTEF</b>	Commonwealth Tertiary Education Facility
<b>CXC</b>	Caribbean Examinations Council
<b>ECD</b>	Early Childhood Development
<b>ECE</b>	Early Childhood Education
<b>EEZ</b>	Exclusive Economic Zone
<b>EFA</b>	Education For All
<b>EMAG</b>	Education Ministers Action Group
<b>ESD</b>	Education for Sustainable Development
<b>EU</b>	European Union
<b>FNU</b>	Fiji National University
<b>FTE</b>	Financing Tertiary Education
<b>GCED</b>	Global Citizenship Education
<b>GCSE</b>	General Certificate of Secondary Education
<b>GDP</b>	Gross Domestic Product
<b>GEM</b>	Global Education Monitoring
<b>GPA</b>	Good Practice Award
<b>HE</b>	His/Her Excellency
<b>HRD</b>	Human Resource Development
<b>ICF GEO</b>	International Commission on Financing Global Education Opportunity
<b>ICT</b>	Information and Communication Technology
<b>ILO</b>	International Labour Organization
<b>IPF</b>	Integrated Partners' Forum
<b>IPPC</b>	Intergovernmental Panel on Climate Change
<b>IPPTN</b>	National Higher Education Research Institute

<b>L3F</b>	Lifelong Learning for Farmers
<b>MDG</b>	Millennium Development Goal
<b>MGTL</b>	Multi-Grade Teaching-Learning
<b>MOOC</b>	Massive Open Online Course
<b>NGO</b>	Non-Governmental Organisation
<b>NIOS</b>	National Institute of Open Schooling
<b>NLM</b>	National Literacy Mission
<b>NLMA</b>	National Literacy Mission Authority
<b>NRL</b>	National Rugby League
<b>ODL</b>	Open and Distance Learning
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OER</b>	Open Educational Resources
<b>PIANGO</b>	Pacific Islands Association of Non-Governmental Organisations
<b>PTE</b>	Pathways to Empowerment
<b>REAL</b>	Research for Equitable Access and Learning
<b>SDG</b>	Sustainable Development Goal
<b>SOM</b>	Senior Officials Meeting
<b>STEM</b>	Science, Technology, Engineering and Mathematics
<b>SWAYAM</b>	Study Webs of Active-Learning of Young Aspiring Minds
<b>TAFE</b>	Technical and Further Education
<b>TeL</b>	Technology-enabled Learning
<b>TVET</b>	Technical and Vocational Education and Training
<b>UK</b>	United Kingdom
<b>USA</b>	United States of America
<b>UNEP</b>	United Nations Environment Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>UNICEF</b>	United Nations Children's Fund
<b>USM</b>	Universiti Sains Malaysia
<b>USP</b>	University of the South Pacific
<b>UWI</b>	University of the West Indies
<b>VET</b>	Vocational Education and Training
<b>VUSSC</b>	Virtual University for the Small States of the Commonwealth

# Foreword

The 20th Conference of Commonwealth Education Ministers (20CCEM) was held in Nadi, Fiji, from 19 to 23 February 2018, under the theme of 'Sustainability and Resilience: Can Education Deliver'. The discussion on this theme was divided into three sub-themes: education for sustainable development (ESD); building resilience through education; and education governance and management. Ministers and Delegates from 34 countries attended the CCEM.

One of the primary objectives of the 20CCEM was to address and define mechanisms through which education systems across the Commonwealth could foster sustainable development and address major global challenges such as climate change. The latter topic was of particular interest for Pacific Island and Caribbean members of the Commonwealth, as they have borne the brunt of many recent extreme weather events.

The thematic issues papers and keynote addresses centred around the Conference theme and raised the question of whether education systems could deliver quality education for all children. Interventions were identified that might be able to remove inequalities and disadvantages.

The 20CCEM was privileged to host three former heads of government who are eminent experts in their respective fields as keynote speakers: HE Helen Clark, former Prime Minister of New Zealand; HE Jakaya Kikwete, former President of Tanzania; and HE Anote Tong, former President of Kiribati. Their addresses stimulated robust discussion among Ministers and Delegates.

The 20CCEM was the first CCEM to be held after the global endorsement of the 2030 Agenda for Sustainable Development. It therefore provided an opportunity for member countries to 1) review their progress in relation to the Sustainable Development Goals (SDGs); 2) collectively find strategies to address education challenges across the Commonwealth; and 3) share and adopt good practices that exist within the Commonwealth.

While education outcomes cut across all SDGs, SDG 4 specifically addresses education: ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Recognising member countries' commitments to achieving the ambitious targets set under this goal, the Commonwealth Secretariat commissioned a Status Update Report on SDG 4 in the Commonwealth. The report serves as a 'baseline' for ongoing monitoring of progress in relation to the goal and its associated targets. Key findings of the report were presented during the CCEM, giving Ministers and Delegates the opportunity to establish priorities and deliberate over challenges.

The main Ministerial Meeting was preceded by meetings of the Education Ministers Action Group, Small States Ministers and Senior Officials. The outcomes of these meetings as well as those of the Ministerial Meeting fed into the Nadi Declaration, endorsed by Ministers and Delegates at the closing of the CCEM.

The 20CCEM introduced for the first time into a CCEM a concurrent Integrated Partners Forum, which brought together representatives from tertiary education, student and teacher bodies and civil society from across the Commonwealth. The deliberations of this Forum were presented to Ministers and contributed towards the Nadi Declaration.

The Commonwealth Secretariat is indebted to the Government of Fiji for excellent arrangements and high standards in hosting the 20CCEM. We are also extremely appreciative of the Government of Kenya's offer to host the 21CCEM in 2021.

Professor Prajapati Trivedi  
Director  
Economic, Youth and Sustainable Development

# Executive Summary

## Introduction

The 20th Conference of Commonwealth Education Ministers (CCEM) met in Nadi, Fiji, from 19 to 23 February 2018 under the theme 'Sustainability and Resilience: Can Education Deliver?' This was discussed within three sub-themes: education for sustainable development (ESD); building resilience through education; and education governance and management. In line with the theme, one of the primary objectives of the 20CCEM was to address and define mechanisms through which education systems across the Commonwealth could enable sustainable development and address major global challenges such as climate change. Additionally, as the first CCEM to be held after the adoption of the 2030 Agenda for the Sustainable Development, the Conference aimed to support and further member countries' commitment to the attainment of inclusive and equitable quality education and promotion of lifelong learning opportunities for all.

The Conference comprised the following main components:

- The Small States Ministerial Meeting;
- The Education Ministers' Action Group (EMAG);
- The Senior Officials Meeting (SOM);
- The Ministerial Meeting.

An Integrated Partners Forum (IPF) was also convened parallel to the Ministerial Meeting, attended by representatives from civil society and higher education, including teachers and students. A statement from the IPF was presented to Ministers.

## Small States Ministerial Meeting

The Small States Ministerial Meeting was attended by 14 delegations and provided an opportunity for Small States Ministers and Delegates to exchange ideas, share challenges and explore solutions. The meeting received reports on regional perspectives as well reports from the Association of Commonwealth Universities (ACU) and the Commonwealth of Learning (COL).

## Senior Officials Meeting (SOM)

Senior officials met to review the agenda of the Ministerial Meeting. It previewed the thematic issues papers and received reports from COL, the Commonwealth Scholarships and Fellowship Plan (CSFP), the Commonwealth Tertiary Education Facility (CTEF) and the Commonwealth Secretariat. The SOM previewed the structure of the Nadi Declaration and named a committee to assist with its drafting.

## Education Ministers Action Group (EMAG)

The EMAG, established to ensure implementation of the Nassau Declaration and maintain momentum and provide oversight between the CCEMs, received a report from the Secretariat on a number of significant outcomes emanating from the Nassau Declaration and discussed how the role of the EMAG could be strengthened.

## Opening ceremony

Following traditional Fijian ceremonies of welcome, the Secretary-General of the Commonwealth and the Prime Minister of Fiji welcomed all participants to Fiji, reminding them of the relevance of the Conference theme. Rt Hon Helen Clark, former Prime Minister of New Zealand, delivered a keynote address in which she asserted that education could and had to deliver, as it is essential to equip citizens to address the challenges facing the world.

The Commonwealth Education Good Practice Award (GPA) was awarded to the Dhaka Ahsania Mission in Bangladesh and the Steve Sinnott Award was awarded to the Block Education Office in India.

## Ministerial Meeting

The main Ministerial Meeting began with opening remarks from the 19CCEM Chair, Hon Jeffrey Lloyd, Minister of Education for The Bahamas, who handed over to the incoming Chair, Hon Aiyaz Sayed-Khaiyum, Minister for Education, Fiji. Ministers then received reports from the SOM, the Small States Ministerial Meeting and the EMAG.



**A keynote address on education for sustainable development** was delivered by HE Jakaya Kikwete, former President of Tanzania and member of the International Commission on Financing Global Education Opportunity (ICFGE). HE Kikwete informed Ministers and Delegates of many of the conclusions of the ICFGE. This included the fact that domestic and global funding for education had flat-lined and that often money invested had led to disappointing results. He stressed that current education systems needed to be transformed through four approaches: performance, innovation, inclusion and financing. Education of girls was seen to be particularly transformative.

**The thematic issues paper on 'Sustainability and Resilience: Can Education Deliver?'** was presented to Ministers and Delegates. Education builds resilience and inclusion builds resilience and greater social cohesion. There is a need to overcome the negative impact of poverty and disadvantage through targeted actions and to draw on indigenous knowledge systems and practices for both resilience and sustainability. The paper makes recommendations with regard to educational governance and management and concludes that education should be seen as part of the national enterprise and that there should be national ownership and leadership; a focus on innovation; and more consultation with young people to give more energy and dynamism to education. The respondent agreed with the emphasis on good governance and stressed that the core of the Sustainable Development Goals (SDGs) lay in inculcating universal, humanistic, moral and spiritual values for holistic development.

Ministers and Delegates discussed **global advances and challenges in achieving SDG 4**, with input on the case of Nigeria in particular. Nigeria was not able to meet either the Millennium Development Goals or the Education For All goals, so it refocused in order to make a concerted effort to achieve SDG 4 using a range of strategies. Ministers shared experiences in improving their national systems.

**A Status Update Report on SDG 4 in the Commonwealth** was presented to Ministers and Delegates. Key findings show that, with the introduction of SDG 4, there has been an increased focus on quality in education; girls perform better than boys but struggle with access; there is improving access to secondary education; technology will play a key role in achieving SDG 4; and there is a low availability of technical and vocational education and training (TVET) in member countries, although it may be under-reported. A key challenge in compiling the report was a lack of recent or available data. It was stressed that data was necessary for evidence-based policy development and various strategies were proposed for improving data collection.

**Progress reports** from COL, the CTEF and the Commonwealth Secretariat were received. Countries expressed their appreciation for assistance rendered by these bodies.

HE Anote Tong, former President of Kiribati, presented a **keynote address on building resilience through education**. He noted that, despite early scepticism about its causes and slow action on the global multilateral front, climate change was a lived reality for many countries. He acknowledged

the likely need for migration, hence the need for education that would enable people to migrate and live well in other places. Countries agreed that climate change had no boundaries and they shared their experiences on including climate change issues in the education curriculum; building more sustainable buildings; and sending people for training to undertake high-level negotiations.

Ministers and Delegates received a **statement from the IPF**, which stressed the need for education for all groups, including for the most marginalised and in emergencies, so it is truly inclusive. They expressed deep concern about national and international funding gaps in education, including for early childhood education (ECE). They also acknowledged the synergies between non-formal and informal education in contributing to resilience, as well as the importance of including local culture and traditional knowledge in the curriculum. They noted the need for a greater emphasis on STEM subjects (science, technology, engineering and mathematics) for girls. The IPF underscored the need to mainstream student engagement in all decision-making processes in education, as committed to in the Nassau Declaration. In recognising the significance of education, the IPF called on Education Ministers to ensure the appropriate unit in the Commonwealth Secretariat was adequately resourced and funded. The IPF referred seven recommendations to the CCEM.

A progress report from the **CSFP** was presented, with a particular focus on its Endowment Fund, which will be re-launched at the forthcoming Commonwealth Heads of Government Meeting (CHOGM). Countries expressed their appreciation for the CSFP and support for the Endowment Fund.

Ministers and Delegates had the opportunity to participate in **ministerial roundtables** on education for climate change mitigation, skills for development and education governance and management. The three chairs from the roundtables reported back to the plenary on the key discussion points that arose from their respective sessions.

On the final day, Ministers deliberated on the following **main elements of SDG 4**:

- The United Nations Children's Fund and Ministers from Kenya and Vanuatu presented on the importance of a coordinated multi-sectoral approach to **ECE**. An ECE best practice toolkit or set of guidelines drawing on good practices and focused on implementation was proposed and endorsed by Ministers.
- India and New Zealand shared experiences in **adult education and learning** and outlined innovative approaches taken in order to equip their population with the skills and knowledge needed for rapidly changing and globalising knowledge-based economies.
- The UK made a presentation on major curriculum reforms in **primary and secondary education** and Jamaica shared information on a successful initiative designed to address boys' underachievement.
- Mauritius described recent responses to challenges in **technical and vocational skills** development and Australia explained how industry led its vocational education and training sector, creating a flexible system for lifelong learning.
- ACU presented on the importance of **higher education** in meeting the changing needs of employment in today's global knowledge economy and India shared information on its scheme in skills-based higher education.

The meeting concluded with the adoption of the Nadi Declaration as well as a short address by Kenya as the host of 21CCEM.

# Small States Ministerial Meeting

**Hon Aiyaz Sayed-Khaiyum, Minister for Education, Fiji**, welcomed Ministers and Delegates to Fiji and noted that Fiji had taken a leadership role in oceans and climate change. He acknowledged the support given to Fiji by its Pacific neighbours and other small states. He stated that Fiji shared many of the same challenges as other small Commonwealth states, as well as language, values and traditions. In keeping with the CCEM theme, the Minister explained how the school rebuilding programme following Cyclone Winston in 2016 was building schools that were more resilient to extreme weather. He urged Ministers and Delegates to share collaboratively during the 20CCEM.

He then handed the Chair to **Hon Loau Solamalemalo Keneti, Minister of Education, Samoa**, who commented that he was fortunate to be there as Tropical Cyclone Gita had hit Samoa the previous week. The Minister stated that this meeting was an opportunity to prioritise the unique needs of the small states of the Commonwealth. The agenda for the meeting was outlined and accepted.

## Education in small states: working towards good practice

### African perspectives and priorities

**Hon Dr Unity Dow, Minister of Basic Education, Botswana**, speaking for African small states, started with positive news that children were now receiving better education than before, but pointed out that quality remained inadequate. She noted that significant finance was going into education, which was necessary given the young populations of African small states. Botswana had recently split the Ministry of Education into three Ministries – Basic Education; Skills and Development; and Tertiary Education and Research – which had worked well. The Minister argued that education ministries should not be using their resources to build schools, as their core role was to provide education and they should not be paying for infrastructure.

With increasing urbanisation, there is pressure on urban and peri-urban schools. In Botswana, the transition rate from primary to junior high school is 100 per cent. However, after three years



Mrs Deborah Domingo, Chief Executive Officer, Ministry of Education, Youth, Sports and Culture, Belize (left) and Hon Dr Unity Dow, Minister of Basic Education, Botswana (right).

of junior high, there is a high drop-out rate. The Minister noted that secondary schools were over-crowded; there was too much emphasis on academic education and not enough on technical and vocational education and training (TVET) subjects. She expressed the view that children were 'warehoused', as they had not had to work, owing to children's rights. This meant they were not prepared for real life. Another challenge is that, after long unsupervised breaks, there is a rise in teenage pregnancies, as no programmes are organised during such breaks. The Minister held the view that the welfare state had given rise to a sense of entitlement and a failure to be accountable or to appreciate the real costs of education. She added that some schools lacked electricity so the use of information and communication technology (ICT) was impossible.

The Minister concluded by commenting that the Commonwealth family was not doing enough to assist each other.

### Discussion

**Seychelles** said that, in their country, education was free from early childhood to university, including overseas university, and that this was all taxpayer-funded. Despite this, in the past 10 years, there had been a continuous decline in learning outcomes as education has been taken for granted, with students assured of entry into higher levels, according to the Minister. Alongside this, parental involvement has been declining. The Minister's task is to revamp the education system and to make

parents aware of the real costs of education. In relation to this, he is considering invoicing parents for the real costs of education to indicate the burden on the state.

The Minister acknowledged assistance from the Commonwealth of Learning (COL), which had offered online courses for primary teachers to upgrade their qualifications. He also acknowledged the support that Seychelles had received with regard to developing policies and strategies through use of the relevant resources.

**Swaziland**<sup>1</sup> stated that they shared many of the same challenges as Botswana, and their biggest challenge was funding education. Primary education is free but secondary is not yet free in the country. Swaziland faces an issue with accountability, as many schools cannot account for the use of public funds.

**Tuvalu** commented that it faced some of the issues that had been raised. The Acting Minister reported that Tuvalu was trying to relocate schools away from the sea and cyclone paths. New school buildings had been designed to be resilient to cyclones. In Tuvalu, education is free at primary and secondary levels and there are scholarships or loans for tertiary level. Challenges facing Tuvalu include urbanisation, migration of teachers and the high cost of buildings and maintenance.

## Caribbean perspectives and priorities

### Hon Jeffrey Lloyd, Minister of Education,

**The Bahamas**, presented on behalf of the Commonwealth small states in the Caribbean. He affirmed that the theme of the 20CCEM reflected a set of issues with particular impacts on small states. The Bahamas faces several challenges, including high and rising levels of debt; increased demand for publicly funded goods and services; extreme weather events and rising sea levels; unreliable provision of energy; low and decreasing levels of worker productivity; high youth unemployment; high crime rates; higher imports relative to exports; a high cost of living; high outward migration; and income inequalities. The Minister questioned how the education system could best respond to these challenges, proposing that there needed to be more inter-sectoral collaboration between education, health and labour.

The Bahamas is also endeavouring to increase the relevance of the education system. A 2012 study of employers found that secondary school graduates were not work-ready, nor were they ready for tertiary education, owing to a lack of soft skills such as critical thinking, teamwork and collaboration. The Bahamas is reviewing the curriculum to make education more relevant. The Minister noted that a critical factor in education was the quality of teachers and teaching, hence the importance of retraining and professional development. As such, The Bahamas has developed professional development institutions for teacher training and retraining. It is now making education compulsory from the age of three years. Regarding technology, the Minister reported issues of finance and teacher shortages, noting that they were always critically short of teachers in STEM subjects (science, technology, engineering and mathematics). The Bahamas has found that only 50 per cent of high school graduates meet minimum standards, thus they are going back to early childhood education (ECE) to build from there. Through this approach, they hope to increase the percentage meeting basic standards to 85 per cent by 2030.

The Minister then invited Ms Patricia McPherson from the Caribbean Community (CARICOM) Secretariat to briefly outline the CARICOM Human Resource Development (HRD) Strategy 2030, since this had played an integral part in education planning for Commonwealth small states in the Caribbean. Ms McPherson explained that the Strategy had been developed through entering into partnerships with the private sector to build schools so that ministries of education could focus on delivering education.

CARICOM enables and encourages Ministers to visit other CARICOM member countries to learn from them. A key principle of the Strategy is looking at equity versus equality, thus it acknowledges the need for affirmative action to mitigate disadvantage.

The HRD Strategy is based on relevance to the Caribbean and includes quality issues, especially relating to teachers; establishment of regional teacher standards; a regional qualifications framework; ICT; the free movement of persons; harmonisation of examinations; and regional statistics. It will look at developing centres of excellence, research and innovation.

<sup>1</sup> As of April 2018, the Kingdom of Swaziland is now officially referred to as the Kingdom of Eswatini

Ms McPherson reported that the Strategy was now in place and the next phase was implementation, which would be funded by the Caribbean Development Bank.

## Discussion

**Seychelles** commended Hon Lloyd for his presentation and agreed with his emphasis on ECE and primary education. The Minister reported that Seychelles had started competency-based assessment in primary schools, as the traditional model was not working. He stated that there was a need to look at how to motivate students for better learning outcomes. Regarding TVET and skills development at secondary level, the Seychelles has found that some students prefer a more practical orientation, and it plans to cater to this, by training them for a trade. The Minister agreed with the concern on declining standards, which had also occurred in Seychelles.

## Pacific perspectives and priorities

**Hon David Collins, Minister of Education, Kiribati**, presented on the Pacific context. He acknowledged that issues facing small states in the Caribbean and other Commonwealth regions were similar to the challenges facing the Pacific islands and that the threats imposed by climate change had no boundaries. He noted that, although education received the largest share of the national budget, costs remained high. This, coupled with issues of isolation and remoteness, meant there could be benefits to using open educational resources (OER). However, it would be necessary to provide evidence-based results to the Government before increasing its use.

## Discussion

**Lesotho** stated that education also received the highest share of the budget in their country. However, resources are still a challenge, since over 70 per cent of the recurrent budget goes to teacher salaries, leaving 20 per cent for operational costs, school fee payments and everything else, which means almost nothing is left. Lesotho faces an inherited system and there are questions around relevance, the need for an overhaul of the curriculum and school delivery. The system is basically teacher-centred; there is a need to move towards a learner-centred system based on competencies. However, this is difficult to achieve

without increased investment. The Minister reported a current teacher: student ratio of at least 1:45, whereas this should be 1:20.

The Minister stated that the issue of quality was key and there was a need for teacher training to be more relevant. He reported challenges with teaching aids such as technology, the need for a new curriculum, lack of finance and problems related to infrastructure. In addition, he noted the need for collaboration with other ministries and other stakeholders, including the private sector, to avoid duplication of efforts. Collaboration was especially important for the TVET sector. The Minister concluded by asking what benefits to education the Commonwealth could offer.

**Namibia** commended the Minister of Education from Botswana for her statement, stating that countries needed to be honest about challenges. In his view, the biggest challenge was lack of collaboration among countries. He noted that COL had worked with Namibia on OER, which could overcome the issue of sharing textbooks. He maintained that open and distance learning (ODL) could provide more opportunities, as Namibia could not afford to build more schools. The delegate commented on the importance of changing perceptions about TVET so that it was not seen as inferior. He agreed with making ECE compulsory and reported that Namibia was working towards improving this sector by providing ECE teacher training to counter the high number of unqualified people working in this area.

**Botswana** noted that a few clear points had emerged from the discussion around issues and challenges. The Minister raised the issue of accountability and asked Ministers how many of them could actually spend their budget, as Botswana had had problems as a result of a complex procurement system, meaning the budget was often underspent. The Minister called for a system that was effective, efficient and transparent.

**Tonga** stated that it had also faced problems with procurement and sometimes it had to return funds to the Treasury.

**Jamaica** asked how countries could move forward in implementation to solve some of these issues.

**Swaziland** noted that it had also faced problems with procurement, stating the need to streamline procurement processes and make them transparent.

**Tuvalu** stated that it also shared the issue of having problems with procurement and proposed a joint meeting between Ministers of Finance and Education.

**The Chair** informed the meeting that education for sustainable development (ESD) was embedded in the primary and secondary curricula in Samoa. He thanked presenters and supported recommendations that had arisen from the session.

## Universities, climate change and resilience in small island developing states

**Dr Joanna Newman, Secretary-General and CEO, Association of Commonwealth Universities (ACU)**, introduced the idea that the 500-member ACU could contribute in a positive way on the issues of climate change and resilience. **Prof. Nick Petford, University of Northampton**, then pointed out that hurricanes, cyclones, tsunamis, storm surges, earthquakes and other disasters were bound to increase and suggested that universities contribute by forming a network to work on the issue. Prof. Petford introduced the subsequent speakers, from Fiji National University (FNU), University of the South Pacific (USP) and University of the West Indies (UWI).

**Prof. Unaisi Nabobo-Baba, FNU**, stated that FNU recognised traditional methods of sustainability, resilience and custodianship and that it worked in partnership with the Government and people of Fiji. After Cyclone Winston, FNU had helped with rebuilding on the island of Koro. It had worked with the community to train people on relevant skills for rebuilding and food security, thus helping build resilience. FNU had also assisted Tuvalu following Cyclone Pam by providing medical teams, at the request of the Australia's aid programme.

Dr Nabobo-Baba proposed five recommendations, including the establishment of a Commonwealth Climate Resilience Network for Universities.

**Dr Elizabeth Holland, Director, Pacific Centre for Environment and Sustainable Development, USP**, expanded on the proposal for a university research network for resilience in big ocean states. She noted that climate change and disasters increasingly were seen together, thus there was a need to define disaster-resilient pathways. Dr Holland reported that USP was one of two regional universities

serving big ocean states and it had tried to bring the international scientific community to the Pacific to define climate-resilient pathways. She added that evidence was needed on issues like sea-level rise to inform policies. Research methods have been developed that could be used at community level to develop tools for community resilience and adaptation. She concluded by underlining the essential role of research in building resilience and managing resources, ocean acidification and other issues.

**Dr David Smith, Director, Centre for Environmental Management, UWI**, referred to the threats of climate change as well as the new climates that were emerging and bringing about negative changes, such as increasingly severe and damaging cyclones and extreme events such as droughts. Seismic and geological hazards are also risks. Universities could help by clearly identifying the problems and finding solutions; by down-scaling global solutions to small island contexts; and by looking at the potential impacts of climate change, such as water shortages, impacts on health and agriculture. Informing the Government is key. Dr Smith proposed that one way forward would be to support joint research across disciplines and across different universities, which would involve exchanging and sharing staff. He concluded that a stronger scientific interface to provide information was important.

## Discussion

**Swaziland** expressed an interest in knowing how partnerships between private universities and Government worked, how regional universities appointed vice-chancellors and how universities dealt with disaster-related trauma.

**FNU** responded that its medical school dealt with trauma and agreed that it could possibly open a trauma centre for the community. Regarding partnerships between universities, FNU explained that there was some sharing of staff and of research in Fiji and added that vice-chancellors were appointed using normal recruitment processes.

**Tuvalu** agreed that research by universities was essential. They further acknowledged the assistance they had received from FNU following Cyclone Pam in 2015.

**Lesotho** asked what efforts were being made by universities to introduce the climate change issue into education systems.

## Report from the Commonwealth of Learning (COL)

**Prof. Asha Kanwar, President and CEO, COL**, explained that, at the turn of the century, Ministers had been concerned about their lack of capacity in ICT, about the brain drain and about inadequate access to tertiary education. The idea for a Virtual University for Small States of the Commonwealth (VUSSC) was raised at the 14CCEM in 2000 and endorsed by the 15CCEM in 2003. This enables small states to be contributors as well as consumers; strengthens existing institutions; offers a flexible model; and enables delivery in different formats: print and ICT.

The VUSSC is a network rather than an institution and strengthens the capacity of national institutions, using online technologies while creating and sharing content. It partners with 28 institutions in 20 countries and offers 14 programmes through 23 institutions. Notably, the overall costs per student are 69 per cent lower than for campus-based students. The VUSSC caters particularly to part-time students, with a third of the carbon footprint of conventional universities. COL is also developing a transnational qualifications framework to help with comparability and give credibility to courses. Since the 19CCEM, COL has been developing a nursing programme and a blue economy programme.

In the future, the VUSSC will continue to promote access to quality tertiary education, build institutional capacity for sustainable development and contribute to Commonwealth cooperation. Prof. Kanwar concluded by stating that COL was open to suggestions for the future.

## Discussion

**Kiribati** expressed an interest in expanding the use of OER in schools, as most of its schools did not have textbooks. The Minister reported that OER had been working well in the teachers' college but they had not been able to use it in schools yet, owing to technical issues.

**Namibia** stated that it faced a challenge developing courses and content and that quality learning resources could take four to five years to develop.

The delegate added that Namibia had adapted courses from the VUSSC but there was some way to go.

**Seychelles** noted its appreciation to COL for its input, especially with regard to ECE and primary teacher training, which had been beneficial in terms of cost-effectiveness and access.

**Swaziland** explained that it had enacted tough legislation on establishing tertiary institutions to prevent rogue institutions from being established.

**Botswana** noted its appreciation to COL. The Minister added that universities should be more than ivory towers and should assist with improving basic education.

## Address by the Secretary-General of the Commonwealth

The Secretary-General noted that she had listened to contributions and concluded that the small states of the Commonwealth had very similar problems and challenges, such as those related to capacity, use of resources and climate change. She agreed that climate change posed an immediate and disproportionate threat to small states.

The Secretary-General welcomed the proposal for a Commonwealth Climate Resilience Network for Universities, as this could help countries respond better to the threat of climate change through research that could enable better decision-making. She added that this would be using existing resources to add value to what was already being done.

She identified a strong and genuine inter-connectedness among small states, which have certain commonalities, such as young populations, which pose a real challenge. Small states are also guardians of some 78 per cent of the world's oceans, thus there is a need to better preserve ecosystems and the commons: air, land and water. The Secretary-General informed Ministers that the Commonwealth Secretariat was discussing how it could best address these issues. One innovative strategy is the development of an Innovation Hub to share best practices for better collaboration. She reported that a portal for education, and possibly health, would be included within the Innovation Hub.

The Secretary-General noted the need for better collaboration across disciplines, such as between education and health. Sport can also deliver positive

outcomes, especially to youth, as issues such as science and mathematics can be integrated into sports. She reminded Ministers that the Commonwealth Secretariat had developed the Curriculum Framework for the SDGs and various other education frameworks and toolkits. It is looking to develop holistic responses, which may work better in small states.

The Secretary-General concluded by saying that the Commonwealth Secretariat wanted to know what members needed and what had worked as well as what had not worked, so that some responses could be scaled up and mistakes could be avoided.

The Chair closed the meeting by explaining that a report outlining the morning's discussions would be presented in the Ministerial Meeting the following day.

# Senior Officials Meeting (SOM)



Senior education officials during deliberations at the SOM

## Opening and handover of Chair

As Chair of the 19CCEM SOM, **Dr Marcellus Taylor, Director of Education, The Bahamas**, opened the session. He welcomed participants and reflected on some of the successes of the 19CCEM, emphasising the need to ensure momentum was retained in preparation for the Ministerial Meeting as well as for the upcoming Commonwealth Heads of Government Meeting (CHOGM). He then handed over the Chair of the SOM to **Ms Alison Burchell, Permanent Secretary for Education, Fiji**, who explained that the purpose of the meeting was to advise Ministers of the process and key issues arising ahead of the main ministerial discussion.

## Ministerial programme, objectives and outcomes

**Mr Nasir Kazmi, Education Adviser, Commonwealth Secretariat**, briefly explained how the 20CCEM programme was shaped around the theme and sub-themes of the conference. He outlined the objectives, outcomes and possible outputs of the meeting and briefed the senior officials on the various meetings that would be part of the CCEM.

## 20CCEM Papers

**Prof. Rajesh Chandra, Vice-Chancellor of the University of the South Pacific (USP)**, presented on the 20CCEM Thematic Issues Paper 'Sustainability and Resilience: Can Education Deliver'. He maintained that, with the current challenges,

there had to be changes in the way we went about education, as the requirements for sustainability and resilience were urgent. Member countries need to take concrete actions and embed the Sustainable Development Goals (SDGs) in their education systems.

He noted that access to education was uneven across the Commonwealth and that poverty remained the main cause of exclusion. The 20CCEM provides an opportunity to identify, diagnose and devise interventions to remove sources of inequality and other forms of disadvantage. In addition, there is a need to extend and develop early childhood education (ECE) and the potential of free learning materials as building blocks for equitable and positive outcomes. Technical and vocational education and training (TVET) needs considerable expansion and its quality needs improving. It also needs to be aligned with the needs of the labour market to ensure employability. Tertiary education is essential for cutting-edge research and innovation in resilience and sustainability.

Prof. Chandra affirmed that education built resilience, creating confidence and competence. Education for sustainable development (ESD) should be integrated across different subjects within the curriculum. He commended the integration of indigenous knowledge to strengthen resilience, cohesion and sustainable development, noting that indigenous knowledge rights needed protection, along with the use of mother tongue languages in education. Adult learning is also essential but is often lacking.

Prof. Chandra noted areas where countries often lacked expertise and where assistance from the Commonwealth would be valued, including in assessment, data collection and financing.

**Dr Björn Hassler, Senior Research Associate, Research for Equitable Access and Learning (REAL) Centre, University of Cambridge,** presented the key findings of the 'Status Update Report on Sustainable Development Goal 4 in the Commonwealth', commissioned by the Commonwealth Secretariat for the 20CCEM.

Dr Hassler referred to the Nassau Declaration, which recognised the need for evidence-based intervention and policy-making. Key findings from the Status Update Report show that, with the introduction of SDG 4, there has been an increased focus on quality in education; girls have performed better than boys but struggle with access; there is improving access to secondary education; technology will play a key role in achieving SDG 4; and there is low availability of TVET in member countries, although it may be under-reported.

A key challenge in compiling the report was the lack of recent or available data. Another challenge is that data is often not aligned with SDG indicators. Dr Hassler explained that the research team could work only with the available data, which had entailed the risk of under-reporting. He invited countries to submit any further data to update the report.

He concluded by stressing that data was still a major issue and that there was a need for good data management. Not all interventions have a positive impact, hence the need for data to test those interventions that have been implemented. Dr Hassler suggested that this was an area for potential collaborative approaches and for sharing established practices, all of which could be collated into toolkits. He further noted that open data sets had big implications in terms of reducing costs.

## Discussion

**India** agreed with the importance of data collection and said it would be helpful to know some of the changes that different member countries had adopted in data collection. The delegate noted that there had been variations in data collection over the years and that there were challenges with accurate data collection. He cited the example of a recent innovation in higher education where all teachers

could be tracked through their unique identification numbers. This practice is having a positive impact on higher education in India.

**Namibia** queried the social implications on the family and society when girls performed better than boys, and whether there were solutions to this issue.

**Dr Hassler** responded that gender was only one division in society; others included the rural–urban divide and socio-economic differences. He suggested that good teachers made a big difference to both boys and girls in the classroom, which helps reduce gender differences. Professional development for teachers is an important factor in reducing gender disparities.

**Ghana** expressed the view that TVET held the key in making progress—hence there is a need to make TVET attractive to students.

**Dr Hassler** agreed but added that there was a need to value different professions and to offer clear pathways into them. He noted that there were also opportunities to make university programmes more practical and for universities to offer more practical degrees that are aligned with and tailored to industry needs.

**Ghana** stated that they had made efforts to encourage TVET, linking it with entrepreneurship.

**Prof. Chandra** gave the example of USP, which had been successfully running technical and further education (TAFE) courses. The Government of Fiji has established technical colleges and has linked this with a loan facility. He noted that, with growing opportunities in labour mobility, there was a need for more accredited programmes.

**The Bahamas** shared their experience that data collection and analysis had consistently been an issue over the years and that data appropriateness was also an important factor. Non-formal and informal learning are important but vary from country to country and should be used more effectively. TVET is an area that could be further emphasised as it has the capacity to absorb many students. The Bahamas also noted challenges outside of the education sector that had implications for the type of education people want to pursue. These need to be included in the discussion.

**The UK** said it fully supported the drive towards every child having 12 years of quality education and noted the need to consider the role the Commonwealth could play to support countries.

**Dr Hassler** suggested the Commonwealth could assist with standardising data collection; identifying a common set of indicators; and developing open toolkits. It could also develop open education and management information systems, with data possibly collected by mobile phones. He referred to the USA and India as examples of countries that had moved towards the use of open textbooks, which had huge cost savings and implications for equitable access.

**Kenya** stated that it was working towards something similar to what India had implemented in giving every student and every institution a unique identifier to track learners over time to help address falsification in reporting. Kenya agreed with the importance of data analysis, as improper analysis could result in inappropriate policy-making.

**South Africa** informed the meeting that it had a strong higher education management system, with unit data for every student in public higher education. It is now moving towards getting unit records for teachers but would need to get individual consent, which is very difficult, given protection of information issues. South Africa is increasing the size and quality of the TVET sector and emphasised the need to link the types of qualifications with local industries. They also highlighted the need to think through how self-employment and entrepreneurship become embedded, especially to cater for unemployed youth.

**Dr Hassler** said that we needed to celebrate and acknowledge achievements in data collection in different areas while acknowledging the challenges. Regarding protection of information, the UK has worked in this area, and their work could provide some lessons to inform processes. He referred to the Curriculum Framework for the SDGs and suggested expanding it to include other areas, such as TVET and lifelong learning.

**Prof. Chandra** agreed with the emphasis on entrepreneurship and referred to the practice in Fiji of providing seed funding to young people. USP also encourages its students in this direction. He further emphasised the need for countries to take ownership of their data and not collect it purely to

meet donor requirements. There is also a need to have people who can analyse and make good use of available data.

## Reports from the Commonwealth Secretariat and other Commonwealth organisations<sup>2</sup>

### The Commonwealth of Learning (COL)

**Prof. Asha Kanwar, President and CEO, COL**, reminded senior officials that COL's mission was to use technology to expand access to education and training. The theme of COL's strategic plan 2015–21 is 'Learning for Sustainable Development', focusing on education and skills with gender as a cross-cutting theme. It is thus aligned with SDG 4.

Prof. Kanwar cited some of COL's recent achievements, including the Commonwealth Executive MBA/MPA; the Virtual University for Small States of the Commonwealth (VUSSC); Lifelong Learning for Farmers (L3F) in India; women's training in agri-enterprises in Kenya; Aptus; and GIRLS Inspire. COL is committed to non-formal education and lifelong learning. Similarly, it is committed to environmental conservation, demonstrated by means of various initiatives, especially in small states.

COL has reached 370,000 learners, with half of them women. It has 280 partners in 42 countries, harnessing appropriate technology. Prof. Kanwar acknowledged the value of focal points in-country and the importance of voluntary contributions to COL's budget.

### Discussion

**India** noted that, while conventional methods of education had to continue, the developing world had a lot of remote areas, therefore the benefits of online education should be maximised. India is currently working on relevant policies, regulations and legislation regarding online education. India stated that they were open to accepting quality online resources and also sharing, as they had already done with the EU.

**Prof. Kanwar** stated that COL would be willing to follow up on India's offer.

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<sup>2</sup> More detailed reports from the Commonwealth Secretariat and other Commonwealth organisations are available under the main ministerial section below.

**Malta** noted that COL worked hand-in-hand with particular countries including Malta and expressed their willingness to share experiences with other countries. He informed Ministers and Delegates of an upcoming conference on connected learning and block-chain technology.

**Solomon Islands** asked about the Aptus technology, as this could be relevant to remote areas of the country.

**Prof. Kanwar** responded that COL planned to teach teachers how to use the Aptus technology by developing and uploading resources.

**Sri Lanka** shared their experience of implementing an online teacher development programme. They also expressed an interest in the Green Teacher training programme, stating that many lessons could be learned from this.

**Seychelles** informed senior officials that they were leading with the initiative on the blue economy with COL.

**India** stated that they had also implemented a one-year online teacher training programme to address the issues of training untrained teachers. India invited COL to look into what India had done and to share its experiences and best practices that are on its massive open online courses (MOOC) platform.

### Commonwealth Tertiary Education Facility (CTEF)

**Assoc. Prof. Dr Hazri Jamil, Director, National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia (USM), Penang, Malaysia,** presented the report of the CTEF.

The CTEF's key functions are data collection; research and policy papers on higher education; institutional, country or regional projects; contract research or advisory projects, externally funded; and contract or consultancy work, externally funded.

Dr Jamil presented a summary of findings from each of the three research projects that the CTEF is currently focused on.

### Commonwealth Scholarship and Fellowship Plan (CSFP)

**Prof. Crispus Kiamba, Chair, CSFP Task Force,** informed the meeting that the CSFP was established to support the development of qualified human resources in member countries. To date,

it has supported over 35,000 scholars, a number that is increasing all the time. The CSFP Task Force recommended expanding the Plan to make it Commonwealth-wide and establishing a unit to manage it. Prof. Kiamba explained that they were seeking to re-launch the expanded Endowment Fund at CHOGM following ministerial endorsement at this CCEM, rebranding it as 'Queen Elizabeth Commonwealth Scholarships'.

**Dr. Joanna Newman, Secretary-General and CEO of the Association of Commonwealth Universities (ACU),** informed the meeting that the CSFP management unit would start in March this year. Already, there is an increasing number of south-south scholars. She concluded by stating that scholarships were transformational for the individual and also had a wider impact, at institutional, national and international levels, and that the Endowment Fund provided an opportunity for the CSFP to expand its reach.

### Discussion

**Kenya** mentioned that they had immediately started hosting students at their universities after joining the Endowment Fund.

**The UK** expressed their support for the potential name change and enhanced Endowment Fund.

**Tuvalu** commented that they needed to know the procedures for applying for Commonwealth scholarships and asked whether there was a special allocation for small island states.

**Dr Newman** acknowledged that application procedures were not clear, as reported by the sub-committee, and stated that the ACU was working on this issue. A recent review has found that all small states of the Commonwealth have benefited from Commonwealth scholarships.

**Solomon Islands** agreed with Tuvalu, noting that the country needed more people with PhD qualifications.

**The Bahamas** noted that the 35,000 scholars who had benefited from scholarships were a very tangible result of Commonwealth processes. They suggested Ministers needed more information about contributing to the Endowment Fund, for example whether contributions would be one-off or ongoing. The suggestion was also made that countries could offer bilateral scholarships

at Bachelor or TVET levels, as this might be able to add to the diversity and more countries could contribute.

**Dr Newman** responded that at this stage they were looking at one-off contributions from countries, institutions and alumni, and they could also look at businesses.

**Namibia** acknowledged that they had benefited from Commonwealth scholarships. They asked whether the CTEF's research had found a difference between public and private universities in Africa, as there were some concerns about quality assurance.

**Dr Jamil** responded that the study had looked only at public universities but agreed that it should include private universities. He assured the meeting that the research had found good practices in many universities.

## Commonwealth Secretariat Education Report

**Mr Nasir Kazmi, Education Adviser, Commonwealth Secretariat**, explained that the strategic direction of the Secretariat's education section had been to strengthen national education frameworks and policies to improve educational outcomes and for member countries to develop or review policies, regulatory mechanisms or standards for the implementation of quality learning and teaching systems. He outlined key achievements of the education section, including establishment of the Education Ministers Action Group (EMAG) and the Commonwealth Accelerated Development Mechanism for Education (CADME) Technical Working Group, and partnerships with various bodies created through CADME, as well as the development of the Commonwealth Education Policy Framework (CEPF), the Curriculum Framework for the SDGs, the TVET self-assessment toolkit, the Pan-Commonwealth Framework on Standards for Teachers and School Leaders and a series of policy briefs.

A recent achievement of the education section is the Faith in the Commonwealth initiative, undertaken jointly with the Khalili Foundation. This initiative aims to promote global citizenship and religious literacy by engaging youth in global citizenship education through formal learning and peer-based practical training workshops.

Mr Kazmi stated that the post-20CCEM work programme was open to suggestion but initially the education section would aim to strengthen its work on the effective management of education systems, including the implementation of monitoring and evaluation; developing the knowledge alliance for improving educational outcomes; improving the quality of educational data; implementing policy frameworks; and providing technical support.

## Discussion

**The Bahamas** acknowledged efforts that had been made to follow up since the 19CCEM, particularly the establishment of mechanisms and frameworks to support policy development. While some initiatives may seem more remote, there is a need to view them as complementary to the core work of countries.

**Jamaica** acknowledged the technical assistance from the Commonwealth Secretariat on boys' education, which had been extremely valuable.

## Communiqué drafting process

As Chair of the 20CCEM drafting committee, **Dr Marcellus Taylor, Director of Education, The Bahamas**, explained the communiqué drafting process. He provided information on the Nadi Declaration Framework and a basic outline for the Nadi Declaration and clarified that problematic statements could be omitted.

The SOM agreed that the drafting committee would comprise The Bahamas, Fiji, India, Jamaica, Kenya, Namibia and the UK.

At the closing of the meeting, Fiji briefed senior officials on the official opening to be held that evening.

# Education Ministers Action Group (EMAG)



The Secretary-General of the Commonwealth,  
The Rt Hon Patricia Scotland QC,  
addressing members of the EMAG

**Hon Jeffrey Lloyd, Minister of Education, The Bahamas**, and Chair of the third EMAG meeting, introduced Hon Aiyaz Sayed-Khaiyum, Minister of Education and Attorney-General of Fiji, who welcomed Ministers and Delegates to Fiji. Hon Sayed-Khaiyum stated that one of the outcomes of the meeting should be how countries could share experiences and good practices based on the theme of the CCEM, 'Education and Resilience: Can Education Deliver?' He thanked the Commonwealth Secretariat for facilitating the meetings.

**The Secretary-General of the Commonwealth, The Rt Hon Patricia Scotland QC**, delivered the opening address for the EMAG and thanked Hon Sayed-Khaiyum for the warm hospitality offered by Fiji. She referred to the 19CCEM and the Nassau Declaration, reminding Ministers of the purpose of the EMAG, which is to help maintain momentum, engagement and sustained action on agreements between ministerial meetings and to create lasting friendships. She thanked the Hon Lloyd for his support and leadership and for the support of his Government to the EMAG. The first meeting of the EMAG had endorsed the Nassau Declaration Action Plan to support its implementation. The Secretary-General outlined some of the EMAG's key achievements:

- Support for and subsequent endorsement of the Commonwealth Education Policy Framework (CEPF);
- Support for and subsequent endorsement of the Curriculum Framework for the Sustainable Development Goals (SDGs);
- Establishment of a task force by the Commonwealth Scholarship and Fellowship Plan (CFSP) under the EMAG, which was to report to Ministers at the CCEM;
- Establishment of the Commonwealth Accelerated Development Mechanism for Education (CADME).

The development of the CEPF and the Curriculum Framework in particular involved extensive consultation with member countries. The Secretary-General assured the EMAG that the Commonwealth Secretariat remained committed to supporting education and was looking to the CCEM for guidance as to how best it could support member countries to improve education outcomes. It was looking for strategic partnerships as with the Faith in the Commonwealth initiative, undertaken jointly with the Khalili Foundation.

The Secretary-General emphasised the importance of EMAG in sustaining momentum in between CCEMs and in providing practical solutions. She invited members to suggest ways of improving the

functioning of the EMAG. She informed Ministers of the plan to create an Innovation Hub with a portal for education.

The Secretary-General concluded by thanking EMAG members for their continued support, engagement and advocacy.

**The Chair** outlined the agenda for the meeting, which was adopted.

## Update on the Nassau Declaration Action Plan

**Mr Nasir Kazmi, Education Adviser, Commonwealth Secretariat**, provided an update on the implementation of the Nassau Declaration Action Plan. He reminded Ministers that the EMAG was set up as a mechanism to implement and monitor mandates outlined in the Nassau Declaration and the Action Plan was approved at its first meeting in January 2016.

Major outputs emerging from the Nassau Declaration Action Plan include:

- Establishment of EMAG and CADME;
- Development of the CEPF and Curriculum Framework for the SDGs;
- Development of the technical and vocational education and training (TVET) self-assessment toolkit and the toolkit for improving boys' educational achievement;
- Review of the CSFP in collaboration with Association of Commonwealth Universities (ACU);
- Faith in the Commonwealth project undertaken jointly with the Khalili Foundation;
- Development of Education Quality Standards in collaboration with the Commonwealth Tertiary Education Facility (CTEF);
- Establishment of the Commonwealth Education Hub, which is in its pilot phase;
- Publication of the Mapping Sector Skills Development across the Commonwealth; and
- The Malaviya Commonwealth Chair for Cross Border Teacher Education, established at Banaras Hindu University in 2017.

Mr Kazmi assured the meeting that these initiatives would be sustained after the 20CCEM and that a new Chair would be in place to implement mandates from the 20CCEM.

## Discussion

**The UK** commented on the way forward and how mandates from this CCEM would be taken forward. He urged Ministers present to ensure their countries provided 12 years of quality education to all boys and girls by 2030.

**India** informed the EMAG that India was moving ahead quickly with its massive open online course (MOOC) platform. India was willing to share the platform with other countries, as they had done with some EU countries. India had been working on this with COL and urged other countries to take advantage of the benefits of online education. Further information was provided regarding the partnership with Banaras Hindu University. In order to raise the status of teachers, India had introduced a policy where teachers needed to have a Bachelor of Education degree. India also has a teacher exchange programme, whereby professors from other countries participate in programmes in India. The Minister suggested that countries share good practices and expressed India's willingness to share their experiences.

**Malaysia** affirmed their commitment to the Nassau Declaration and stated that its Government placed a very high priority on education, which takes up the largest share of the national budget. Key strategies for optimising education outcomes include enhancing skills and capabilities of those in key leadership positions; improved school infrastructure; enhancing the education database; and promoting virtual learning environments. Based on the participatory principles espoused in the Nassau Declaration, Malaysia has developed the Malaysian Education Blueprint. TVET is also important under the Blueprint, and it is undergoing transformation to give it higher status and to improve quality. Students must comply with the National Skills Standards and TVET teachers must have academic and technical skills.

## Advancing 20CCEM outcomes and priorities

**Hon Aiyaz Sayed-Khaiyum, Minister for Education, Fiji**, discussed the objectives and outcomes of and priorities for the Nadi Declaration. He began by stating that, while Commonwealth countries differed from each other in many ways, a common goal was achievement of the SDGs, which pointed to the need to learn from each other. He suggested that a positive outcome of the 20CCEM would be a Commonwealth toolkit on the effective management of education systems. He also looked forward to the development of a toolkit on monitoring and evaluation to inform decision-making, and of a learning and knowledge alliance to share best practices across the Commonwealth. This would call for closer collaboration between policy-makers and academia for policy research. The Minister proposed the establishment of a virtual education repository for these best practice cases that could be administered by the Commonwealth Secretariat.

The Minister also proposed a process for developing the capacity of Commonwealth Education Ministers, especially in management and leadership, working with relevant academic institutions. He further proposed that a comprehensive needs assessment be undertaken to best identify priorities for member countries to inform the Commonwealth Secretariat education programme.

## Strengthening the role of EMAG

**The Chair** invited discussion on how the role of EMAG could be strengthened to be more effective and beneficial to member countries.

**The Secretary-General** stated that the EMAG had been valuable in ensuring the development of effective policy development instruments and maintaining the momentum of the 19CCEM. She strongly suggested that the EMAG continue to meet twice a year to maintain momentum, once in person and once virtually, as this would provide an opportunity to follow up on working groups such as CADME.

**The UK** acknowledged the importance of CCEMs and of sharing among member countries. The Minister agreed with India on the importance of teachers and the need to take a fresh look at teacher training. He supported India's approach on the centrality of good teachers and teaching, acknowledging that the UK struggled to attract people to teaching. The Minister also agreed with Malaysia's approach to the close involvement of industry in TVET, which was something the UK had been working on. He concurred with Fiji's comments on the importance of monitoring and evaluation of education practice and referred to the UK's testing of different education practices and theories through the Endowment Fund.

The meeting ended with a show of appreciation for the chairing by The Bahamas.

# Opening Ceremony



The arrival of a drua at the Opening Ceremony.

The official opening ceremony of the 20CCEM commenced with the arrival of a *drua*, a Fijian double-hulled canoe, which carried two school-children who had played a prominent part in Fiji's current presidency of the Conference of Parties (COP) 23 on climate change. The children gave speeches on climate change, which were followed by welcome addresses by the Prime Minister of Fiji and the Secretary-General of the Commonwealth.

The traditional Fijian welcome ceremony of *vei qaravi vakavanua* was performed. This included the presentation of three large whales' teeth (*tabua*), which are highly prized in Fijian culture, food, woven floor mats and *yaqona* (roots of the *piper methisticum* or kava plant).

**The Secretary-General of the Commonwealth, The Rt Hon Patricia Scotland QC**, gave an address where she expressed immense gratitude to the Government of Fiji for hosting such an important ministerial meeting and the gatherings associated with it. She noted that Commonwealth Education Ministers had met to share ideas every three years since 1959. The Commonwealth Heads of Government Meeting (CHOGM) would be held in April that year and priorities from the CCEM would be taken to that meeting. The 20CCEM was the first

CCEM to be held since the international community had collectively adopted the 2030 Agenda for Sustainable Development.

The Secretary-General stressed that the Commonwealth ambition was for improved education outcomes in all communities and national settings, so that people of all ages and backgrounds would be able to fulfil their potential with dignity and equality in a healthy environment. She further emphasised the multiple benefits of education for other sectors, such as health, and for overall resilience to challenges like climate change.

In his remarks, **the Prime Minister of Fiji, Hon Rear Admiral (Retired) Josaia Voreqe Bainimarama**, welcomed all delegates to Fiji and reminded them that it was the second anniversary of Tropical Cyclone Winston, which had hit Fiji in 2016. Winston was the biggest storm ever to make landfall in the southern hemisphere, with record winds at its peak of more than 300 km an hour. One week prior to the 20CCEM, Tropical Cyclone Gita had also passed through the Pacific region. Given this new age of climate uncertainty, the Prime Minister noted that the 20CCEM theme of sustainability and resilience was particularly relevant. He affirmed that education was the key to sustainable development.

because it equipped people with the skills they needed to benefit their own lives and the lives of those around them.

As the current President of COP23, the Prime Minister stated that climate change was the biggest challenge facing the planet.

The Prime Minister concluded by urging delegates to fire the imaginations of our educators and, through them, our young people, about what is possible if the world can finally come together to overcome this threat.

### Keynote address

The keynote address was given by **Rt Hon Helen Clark, former Prime Minister of New Zealand**. Hon Clark acknowledged the existential threat of climate change affecting small island states in particular and recognised the severe weather events, such as droughts, affecting Africa.

Referring to the conference theme, 'Sustainability and Resilience: Can Education Deliver?', Hon Clark asserted that education could and had to deliver. Education is needed to play its full part in equipping current and future generations of citizens to rise to the challenges that face our world. That means education has a role to play, not only in meeting the targets of Sustainable Development Goal (SDG) 4 but also in contributing to progress on all the other SDGs.

Hon Clark went on to address three interlinked objectives of the education agenda: its fundamental premise that no one should be left behind in development; its objective of achieving high human development for all in ways that do not imperil our planet further; and the need to achieve

peace as a prerequisite for sustainable development and sustainable development as a prerequisite for peace.

She stressed that education was a *foundation for development*: 'Invest in it, ensure everyone has a right to it, and we enable people to live better lives.' Further, people will need broad skills and high digital literacy, and their capacity for innovation and entrepreneurship will need to be developed further to create the world of work of the future. She also suggested that we engage young people in the search for solutions.

In her concluding remarks, Ms Clark emphasised that investing in education was fundamental to making a difference for a better world, as a driver of inclusion and of human and sustainable development.

### Commonwealth Education Good Practice Awards (GPAs)

The Commonwealth Education GPAs were awarded as follows:

- **The Commonwealth Education GPA** was presented to Mr Kazi Rafiqul Alam, President of Dhaka Ahsania Mission, on behalf of the Dhaka Ahsania Mission in Bangladesh, for the UNIQUE Multi-Grade Teaching-Learning (MGTL) model in non-formal primary education.
- **The Steve Sinnott Award** was presented to Mr Rajesh Kumar Pradhan, on behalf of the Block Education Office in India, for the improvement of quality education in primary schools through Swasikhyan (self-learning).



The Secretary-General of the Commonwealth, The Rt Hon Patricia Scotland QC (right), during the 'Veiqaravi Vakavanua' (Fijian Traditional Welcoming Ceremony)

# Ministerial Meeting



The Secretary-General of the Commonwealth (centre), The Rt Hon Patricia Scotland QC, and Minister of Education, Fiji/Chair 20CEM (right), The Hon Aiyaz Saiyed-Khaiyum.

## Opening session

### Chair's Opening Remarks

The Secretary-General warmly welcomed all delegations and expressed her appreciation to the Government of Fiji and to the outgoing Chair, Hon Jeffrey Lloyd, Minister of Education, The Bahamas. Hon Lloyd handed over the Chair to Hon Aiyaz Sayed-Khaiyum, Minister for Education, Fiji, who thanked the Secretary-General and Rt Hon Helen Clark for setting the tone of the CCEM through their addresses during the opening ceremony the previous evening. The Minister noted that, although all countries operated in their own individual contexts, no country could afford to operate in a silo as two issues affect all countries: the education of our young people and the health of our planet. These issues would be discussed at the CCEM in the spirit of Commonwealth cooperation.

The Chair noted the timeliness of the CCEM, convening just 10 weeks before the Commonwealth Heads of Government Meeting (CHOGM) in London in April 2018. He urged participants to share their experiences and ideas in order to develop practical policy actions. He further encouraged open and frank dialogue that would lead to solutions, known in Fiji as the *talanoa* dialogue approach.

Ministers and Delegates adopted the Agenda.

## Reports of the Education Ministers Action Group (EMAG), the Small States Ministerial Meeting and the Senior Officials Meeting (SOM)

The following reports were presented for consideration of the Ministers and Delegates:

- Report of the Small States Ministerial Meeting given by the Hon Loau Solamalemalo Keneti Sio, Minister of Education, Sports and Culture, Samoa;
- Report of the SOM given by Ms Alison Burchell, Permanent Secretary of the Ministry of Education, Heritage and Arts, Fiji; and
- Report of the EMAG given by the Hon Jeffrey Lloyd, Minister of Education, Science and Technology, The Bahamas/Chair, EMAG.

Full details of these meeting can be found in the proceeding sections and official reports for the Small States Ministerial Meeting and SOM are included in the appendices.

Ministers and Heads of Delegation agreed that the new EMAG would comprise The Bahamas, Botswana, Fiji, India, Jamaica, Kenya, Malta, Nigeria, Sri Lanka and Vanuatu.

## Keynote address: education for sustainable development

**HE Jakaya Kikwete, former President of Tanzania and member of the International Commission on Financing Global Education Opportunity (ICFGEO)**, began by sharing many of the research findings from the ICFGEO. He asserted that education could deliver but that there was a great deal of work to do as the world is facing an unprecedented educational crisis. Commonwealth member countries have around 135 million children out of school, and around a third of those who do attend school do not complete it. Learning outcomes are poor even at tertiary levels and developing countries are 50–70 years behind developed countries. In the fourth industrial revolution, education is critical. Without it, countries will be shut out of economic growth, with far-reaching social and political repercussions.

In the future, new growth models will need to be found. However, this will require higher levels of skills than many economies are currently set to offer. Demographics will exacerbate the challenge, and the greatest population increases will occur in countries already lagging furthest behind in education. Already today, some 40 per cent of employers globally are finding it difficult to recruit people with the skills they require. The ability to acquire new skills throughout life, to adapt and to work flexibly will be at a premium, as will technical, social and critical thinking skills. If education in much of the world fails to keep up with these changing demands, there will be major shortages of skilled workers in both developing and developed economies, as well as large surpluses of workers with poor skills.

By 2030, under present trends, only one out of ten young people in low-income countries will be on track to gain basic secondary-level skills. Despite the overwhelming case for investing in education and the promises repeatedly made by generations of leaders, in recent years domestic and global investment have flat-lined, education has dropped down the priority list of world leaders and too often money invested has led to disappointing results. Education in many countries is not improving and children are instead falling dangerously behind.

The speaker concluded by stressing that present education systems needed to be transformed through four approaches: performance, innovation,

inclusion and financing. Management of the education system is a critical factor. Innovative ways of achieving results are needed. Education systems must be inclusive of all marginalised and disadvantaged groups. Finally, successful education systems will require more and better investment to ensure every child has access to free, quality education from pre-primary to secondary levels.

## Responses and discussion

**Swaziland** noted that they had an increasing number of students accessing tertiary education and the funding of this sector was a challenge. On the question of population control, Swaziland expressed the view that this issue may be more relevant to the Ministry of Health. It is an important issue as a huge number of young people need education, especially technical and vocational training and education (TVET). It was also noted that quality teachers were needed to be effective.

**Botswana** thanked the speaker for visiting Botswana and queried how much of the national budget education should be getting. The Minister noted that education usually took up the largest share of the budget. However, the Ministry of Education is the largest ministry, with a high number of employees, and more than half of the budget goes on salaries alone. On TVET, the Minister said that we needed to ask ourselves who was unable to make it in national exams, why they were failing and, if they did pass, whether they could be accommodated in tertiary education.

**HE Kikwete** agreed that funding tertiary education was a challenge. He also noted that there was very little investment in early childhood education (ECE), which sometimes does not even appear in education policy even though it is well spelt out in Sustainable Development Goal (SDG) 4. He stated that it was difficult to get access to funding for education internationally for middle-income countries, of which Swaziland is one. The ICFGEO is looking into establishing an international financing facility for education, especially for middle-income countries that cannot benefit from conventional sources but still need assistance to advance their education sector.

On controlling population growth, he noted that birth rates were gradually declining and the education of girls had a key role to play in this regard. On the shortage of teachers and quality issues, he stated that teachers needed training and retraining



Ministers and Heads of Delegation during deliberations in the ministerial meeting

for innovation, including using technology. On TVET and skills training, HE Kikwete noted that the attitudes of parents were also against TVET, although this was slowly changing. TVET is critical for both the job market and self-employment. He noted the trend whereby some vocational training institutes become universities and change their emphasis to training for white-collar employment.

The Secretary-General invited Prof. Prajapati Trivedi, Director for Economic, Youth and Sustainable Development, Commonwealth Secretariat, to make some remarks in response. Prof. Trivedi agreed with the keynote speaker's recommendations and noted that the ICFGEO's findings had become the education manifesto for the Commonwealth Secretariat's education programme. He stressed the inter-connections between performance, innovation, inclusion and financing as key factors, noting that the efficacy of management of the education system was of critical importance.

## Update on the Nassau Declaration Action Plan

**Hon Jeffrey Lloyd, Minister of Education, The Bahamas, and Chair of the EMAG**, provided a status update on key actions outlined in the Nassau Declaration Action Plan. He noted numerous achievements, including the establishment of the EMAG and the Commonwealth Accelerated Development Mechanism for Education (CADME) Technical Working Group; toolkits on

TVET and boys' education; establishment of the Commonwealth Scholarship and Fellowship Plan (CSFP) Task Force; and collaboration between the Government of India and the Commonwealth of Learning (COL) on e-learning and open access learning. The issues of gender, early years, the role of parents and teachers have been included in the Commonwealth Education Policy Framework (CEPF) and the Curriculum Framework for the SDGs.

Also emanating from the Plan, Hon Lloyd highlighted the establishment of the Faith in the Commonwealth project promoting global citizenship and religious literacy; and the Malaviya Commonwealth Chair for Cross Border Teacher Education, established in the Faculty of Education at Banaras Hindu University in India.

The report was noted and endorsed by Ministers and Heads of Delegation.

## Thematic issues paper

The Thematic Issues Paper for the 20CCEM was presented by **Prof. Rajesh Chandra, Vice-Chancellor, University of the South Pacific (USP)**. His presentation, titled, 'Education for Sustainability and Resilience: The Task Ahead', considered the following key questions relating to the sub-themes of the CCEM:

- **How can we develop education for sustainable development (ESD)?** Countries need concerted national and international

action to change curricula to build sustainability and resilience into the system; to develop norms and standards for ESD; to convene national and regional groups to agree, own and promote ESD; to embed ESD into the national system and overall development strategy of countries; and to utilise information and communication and technology (ICT) and new pedagogies, in particular open educational resources (OER).

- **What kind of resilience should be built and how?** Education builds resilience, which needs to be nurtured and valued. Inclusion also builds resilience and greater social cohesion, through inclusive processes and equitable outcomes. There is a need to overcome the negative impact of poverty and disadvantage through targeted actions. There is also a need to draw on indigenous knowledge systems and practices as well as international best practice to build resilience and sustainability.
- **How can educational governance and management be enhanced to achieve effective, efficient, relevant learning outcomes?** Shortcomings in legal and regulatory frameworks for norms and standards need to be remedied; better partnerships need to be fostered with teachers, management, industry and professional bodies to improve relevance and links with labour market requirements; and TVET systems need to be expanded and improved, including through the provision of financing and closer links with industry. Labour mobility should be promoted through accreditations and higher education should be supported to undertake research and innovation.

In conclusion, Prof. Chandra stated that education should be seen as part of the national enterprise. For this, there is a need for greater national ownership and leadership; a focus on innovation; and more consultation with young people to give more energy and dynamism to the sector.

The respondent, **Hon Dr Satya Pal Singh, Minister of State for Human Resource Development and Ministry of Water Resources, River Development and Ganga Rejuvenation, India**, agreed with the emphasis on effective governance and

management for achieving substantial progress towards the education sector development goals and targets set out in SDG 4.

Hon Singh stressed that the core of the SDGs lay in inculcating and nurturing universal, humanistic, moral and spiritual values among teachers as well as students. Without these values, the holistic development of a person cannot be accomplished and we cannot teach our children mutual respect, tolerance, cooperation, compassion and empathy. He referred to the ancient Indian system of education that says *sa siksha ya vimuktaya*, meaning a good education liberates us from all kinds of problems, stress and worries.

Hon Singh highlighted the importance of the quality and effectiveness of education governance and management. This includes the deployment of well-qualified, trained, motivated and accountable education personnel who are capable of ensuring learners are provided with high-quality learning experiences and are enabled to achieve the defined learning outcomes for different levels of education.

The Government of India recognises that good governance, including transformation of the education sector, is the central force behind socio-economic transformation. Hon Singh explained that priority was accorded to improving the quality and efficiency of governance structures and processes and to investing public resources in areas that build human capital for effecting change. He further noted that a key part of governance was accountability, especially financial accountability.

## Global advances and challenges in achieving SDG 4

**Hon Mallam Adamu Adamu, Minister of Education, Nigeria**, presented on Nigeria's experience in working towards achieving the SDGs, especially SDG 4.

By the close of 2015, the end of the Millennium Development Goals (MDGs) and Education For All (EFA) period, Nigeria was not able to meet either the MDG or the EFA goals. This was because of numerous challenges, including large numbers of out-of-school children; the Boko Haram insurgency; disparities in gender fuelled by some cultural practices; low retention, especially at the basic education level; low capacity of tertiary institutions; inadequate number and quality of

teachers, especially in rural areas; negative attitudes towards TVET; poor learning outcomes; and a lack of credible and accurate data.

Determined to improve for the SDGs, Nigeria used the lessons learnt from the MDG experience. It developed a blueprint, 'Education for Change', which embedded SDG 4 into the education system. The emphasis is on improving access, equity, quality and learning outcomes through lifelong learning. The aim is to address the issues of out-of-school children; basic education; TVET; adult and youth literacy; and monitoring and evaluation. This will be achieved through better coordination and partnerships; monitoring; integration of SDG 4 into sector plans; and addressing data needs. Additionally, many more schools need to be constructed and many more teachers, especially female teachers, need to be trained.

While challenges remain, such as in funding, Nigeria is making steady progress in several areas in its determination to achieve SDG 4.

## Discussion

- **Botswana** commented that, like other countries, they had great laws and policies and plans as well as funding, even if the latter was not enough. However, at the implementation phase, there are problems and frustrations. The Minister suggested that we needed to learn from each other, such as from the Nigeria experience.
- **The Chair** noted efficacy was an important issue in education ministries. Sometimes the system and the money are available but the important question is how efficiently ministries are utilising these funds and resources. He shared an example of the asset management unit in the Ministry of Education that dealt with providing funding to schools for repairs and maintenance. However, the staff who had been hired to manage the unit were former teachers who had no experience in asset management. Similarly, the Minister noted that teachers often ended up in administrative roles in the Ministry of Education, but they do not necessarily make the best administrators. Ministries need to assess their systems and determine who the best people are to carry out implementation.
- **Botswana** is planning to decentralise going forward to give authority to districts and even to schools to make decisions. The Minister questioned why private schools usually worked better than state schools.
- **Mauritius** stated that it had decentralised the education system into zones but they still had issues and there had been few benefits. The Minister noted that in Mauritius also, teachers were often promoted to administrative roles, and agreed that not all teachers made good administrators and suggested that the choice of people in different posts needed to be reviewed.

## Status Update Report on SDG 4 in the Commonwealth

**Dr Björn Hassler, Senior Research Associate, Research for Equitable Access and Learning (REAL) Centre, University of Cambridge,**

presented the key findings of the 'Status Update Report on Sustainable Development Goal 4 in the Commonwealth', commissioned by the Commonwealth Secretariat for 20CCEM.

Based on the available evidence, the report shows that, with the introduction of SDG 4, there has been an increased focus on quality in education; that girls perform better than boys but struggle with access; that access to secondary education is improving; that technology will play a key role in achieving SDG 4; and that there is low availability of TVET in member countries, although it may be underreported.

Dr Hassler noted that a key challenge in the analysis had been around data. He indicated that issues related to the availability and existence of data had affected the comprehensiveness and significance of the analysis. Data is necessary for evidence-based policy development, to determine whether policies and interventions are having a positive or negative impact on education outcomes.

Various strategies for improving data collection were proposed, including good data management; development of data typologies; collaborative approaches among member countries; and capacity-building for improved data collection and analysis. Dr Hassler further suggested that open approaches reduce duplication and costs.

Lastly, Dr Hassler invited countries to provide additional data to improve and update the report.

The respondent, **Prof. Keith Lewin, Emeritus Professor of International Development and Education, University of Sussex**, started by looking at the issue of global environmental pollution, noting that the future needed to be valued over the present. Prof. Lewin made the following points during his presentation:

- Questions of data overload and data ownership mean careful data management is critical.
- The SDGs need to be owned and translated into national curricula.
- The SDGs may suit some countries more than others and they must be dynamic and evolve over time.
- ESD should permeate the whole curriculum, which will require a major set of interventions that involves resources.
- Equity is central to sustainability as unequal societies have high risks of social conflict and high levels of inequality hinder development.
- State systems of education are under attack by moves towards privatisation.
- The total volume of aid, including aid to education, has plateaued. Thus aid cannot be seen as a solution for education systems; ultimately, countries are responsible for these themselves.

In his closing remarks, Prof. Lewin expressed the view that, for sustainable financing, investment in education needs to be more than 20 per cent of the government budget or at least 6 per cent of GDP. To achieve this, he suggested more attention be paid to tax justice.

## Discussion

**India** expressed the view that education must focus on the holistic development of a child. According to Mahatma Ghandi, education includes three aspects: the head, the heart and the hands. India recommended that the Commonwealth Secretariat develop a model syllabus for countries with this focus, and countries could then adapt this to their own contexts.

**The Bahamas** noted the tension between the requirement for data and information collection versus the need to deliver instruction. This is also a frustration for the educational leadership, in that there is a need for data but gathering it requires a great deal of time. Many professional educators find they do not have enough time to analyse curricula in order to make evidence-based decisions.

**The Chair** reiterated the speakers' point that Ministers and Delegates would have the opportunity to indicate whether data in the report was not correct or up to date, and this could be corrected in the subsequent version.

**The UK** informed the meeting that the UK had created the Education Endowment Foundation, which supports the move towards evidence-based education initiatives. This is inspiring professionals to take evidence more seriously. The process is helped by using the internet. The UK has very heavy use of data. All schools publish results for the end of primary school, the General Certificate in Secondary Education (GCSE) examination and the English Baccalaureate. This is working to push up standards across the system. However, the Minister acknowledged that some schools had overdone data collection—an issue that is being addressed. It is important that the right data is being collected. The Minister noted that, while it was important to meet expenditure goals of 4–6 per cent of GDP and/or 15–20 percent of public spending, each country context differed. Furthermore, it is not just what is spent but also how it is spent. Lastly, he noted that more international evidence was needed on what really worked in the classroom in order to improve.

## Speakers' responses

**Dr Hassler** agreed that the Education Endowment Foundation presented high-level summaries of different initiatives, detailing the strength of evidence, cost of interventions and progress associated with each initiative.

**Prof. Lewin** stressed that the SDGs were a framework that needed to be tailored to national contexts. He further noted that the SDGs would change and evolve over time as countries responded to circumstances and priorities. On finance, the SDGs are not what should drive countries. Expenditure should be driven by national needs.

**The Conference Secretary and Head of Social Policy Development, Commonwealth Secretariat, Mr Layne Robinson,** recommended that the report be taken forward and built on. He noted that results seen today were the result of interventions five to ten years ago. So the question is, what can be done today to have an impact in the future? It was suggested that improvements to management systems could improve future results.

**The Chair** followed up from The Bahamas' comment with respect to data collection and questioned who should be doing the data collection: teachers, school heads or the Ministry of Education? He suggested that perhaps there should be a specialised team within the Ministry to collect the data independently.

**Dr Hassler** pointed out that some research methods were widely used, so there are many opportunities for sharing toolkits and for working together.

**Prof. Lewin** stated that 80 per cent of data collected was discarded. Data is costly to collect; thus data collection needs to be purpose-driven. Clients should be engaged with data collection and not viewed as passive providers. There need to be real benefits gained from data collected.

## Commonwealth progress report and work programmes

### Report on the Commonwealth of Learning (COL): progress report and work plan

**Prof. Asha Kanwar, President and CEO, COL,** noted that COL was 30 years old this year. She explained that the aim of COL was to use technology to increase access to education. The four main challenges addressed by COL are to 1) increase access to education and training; 2) improve quality; 3) include the excluded and reach the unreached; and 4) achieve all this at the lowest cost possible. All of these challenges can be achieved through the use of existing and new technologies. Open schools provide learning opportunities, with costs way below formal learning education. She noted that 27 Commonwealth member countries had set up open schools, which have much lower operating costs than traditional schools.

COL's work is divided into activities across two programme sectors—education and skills—with gender as a cross-cutting theme. Initiatives under the education sector include the Commonwealth Executive MBA/MPA programme, the Virtual University for Small States of the Commonwealth (VUSSC) and GIRLS Inspire. The Executive MBA/MPA programme is delivered by 11 partner institutions, with some 14,000 graduates so far. The VUSSC covers 31 member countries and provides tuition at 69 per cent less than for face-to-face study. GIRLS Inspire provides employment and entrepreneurship training to some of the hardest-to-reach girls in the Commonwealth. The project has had many positive benefits, such as increased incomes and delayed marriages.

COL is also committed to non-formal education and lifelong learning, as demonstrated by its various initiatives under the skills sector. Examples include Lifelong Learning for Farmers (L3F), Technology-enabled Learning (TeL) and Gender and OER for Skills Development. Similarly, COL is committed to environmental conservation, as set out in its latest strategic plan and demonstrated by various initiatives.

Prof. Kanwar concluded by stressing that COL remained small and flexible and responsive to the needs of countries.

### Report on the Commonwealth Tertiary Education Facility (CTEF)

**Assoc. Prof. Dr Hazri Jamil, Director, National Higher Education Research Institute (IPPTN), Universiti Sains Malaysia (USM), Penang, Malaysia,** presented the report of the CTEF.

Establishment of the CTEF was agreed at the 17CCEM in 2009, with its updated version approved by Education Ministers at 18CCEM in 2012 and a progress report received by Ministers at the 19CCEM in 2015. The CTEF is solely funded by the Government of Malaysia for the period 2014–18 and it is based at USM in Penang, Malaysia. The CTEF's key functions are data collection; research and policy papers on higher education; institutional, country or regional projects, which may be funded by a client or the CTEF itself; and externally funded contract research, advisory and consultancy projects.

Prof. Jamil described CTEF's current work on three projects, all of which had developed recommendations for consideration:

- Doctoral Education in Commonwealth Africa;
- Financing Tertiary Education (FTE): Policy Options; and
- Pathways to Empowerment (PTE): Building Capacity for Quality Higher Education and TVET in Pacific Island Countries.

Dr Jamil presented a summary of findings from each research project with recommendations for possible adoption.

### Progress report: 2015–18 Commonwealth Secretariat Education Report

**Mr Nasir Kazmi, Education Adviser, Commonwealth Secretariat**, explained that the strategic direction of the Secretariat's Education Section had been to strengthen national education frameworks and policies to improve educational outcomes and for member countries to develop or review policies, regulatory mechanisms or standards for the implementation of quality learning and teaching systems. Key achievements include establishment of the EMAG and CADME, as well as the strengthening of partnerships with various bodies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Organisation for Economic Co-operation and Development (OECD) and the Caribbean Examinations Council (CXC) through CADME.

Other noteworthy results include education policy and advocacy, which has involved technical assistance to member countries; the development of the CEPF, piloted in three Pacific Island Countries; the Curriculum Framework for the SDGs, piloted in Fiji; the TVET self-assessment toolkit, tested in two countries; the Pan-Commonwealth Framework on Standards for Teachers and School Leaders; and a series of policy briefs. Consultations, mapping and pilots on these initiatives have been held in various parts of the Commonwealth.

The Commonwealth Education Hub—an eDiscussion website launched at the 19CCEM and piloted between May 2015 and June 2017—has been trialled as a platform for the community of education professionals and policy-makers to connect, consult, collect and collaborate on

issues of critical concern, especially as they relate to national and regional attempts to achieve SDG 4. Mr Kazmi explained that the new iteration of this programme—the Commonwealth Learning Alliance—would harness the virtual resources established as part of the pilot, while providing further avenues for developing and implementing responsive, quality education programmes.

A recent achievement of the Education Section is Faith in the Commonwealth: Promoting Global Citizenship and Religious Literacy. An innovative partnership between the Commonwealth Secretariat and the Khalili Foundation, this aims to empower young people through global citizenship education (GCED) in order to advance mutual understanding and respect among all communities and faiths in the Commonwealth. It engages youth through 1) formal learning using the Tertiary GCED Module for undergraduate students and 2) peer-based practical training workshops using the Training of Trainers Toolkit for grassroots youth leaders. Faith in the Commonwealth is being piloted in Kenya, Trinidad and Tobago and Bangladesh.

Mr Kazmi stated that the post-20CCEM work programme was open to suggestion but initially the Education Section would aim to strengthen its work on the effective management of education systems, including the implementation of monitoring and evaluation; developing the knowledge alliance for improving educational outcomes; improving the quality of educational data; implementing policy frameworks; and providing technical support.

### Discussion

**Jamaica** acknowledged with appreciation the work done by the Commonwealth Secretariat and other agencies, especially in assisting Jamaica in addressing the challenge of boys' education. Jamaica believes that, through partnership with the Commonwealth, they are effectively addressing this issue.

On the area of TVET, Jamaica wished to share its practices for possible replication. Jamaica highlighted that they had institutionalised TVET in the education system. The Government of Jamaica has ensured that 3 per cent of payroll taxes from employers goes into a specific fund for TVET. In addition, it has established a framework of national qualifications and is part of a regional qualification and assessment mechanism for the Caribbean.



HE Anote Tong, former President of Kiribati, delivering a keynote address to Ministers and Heads of Delegations

**India** appreciated the Faith in the Commonwealth initiative and expressed the view that, without quality education systems, it would not be possible to counter radicalisation or terrorism. Education can prepare the younger generation so they will not be attracted to radicalisation and extremism. Thus the role of education is paramount in countering terrorism and brain-washing.

India further noted that learning outcomes in India had been established for each grade; now it needs to establish benchmarking in higher education. This is possibly an area for sharing and cooperation across the Commonwealth.

**Solomon Islands** acknowledged the support received from the Commonwealth Secretariat and specialised agencies in education, especially the CEPF workshop, which they had attended. The workshop had provided the opportunity to clearly contextualise the challenges in Solomon Islands, down to the school level.

**Mauritius** acknowledged the technical support provided by the Commonwealth Secretariat in the drafting of legislation on higher education, which has now been passed. Mauritius has managed to review and restructure the Tertiary Education Commission with an independent quality assurance mechanism. The Minister further acknowledged that the Commonwealth Curriculum Framework had enabled the country to review the curriculum to include issues such as climate change, life skills and human rights.

Mauritius also thanked COL for its assistance in policy development and its assistance via the VUSSC. It has developed four subjects in association with COL that are used not only by Mauritius but also by other countries in the region.

**Nigeria** commended the work of and support provided by COL to the National Open University of Nigeria, which is now the most popular university in the country. The Minister also thanked COL for assistance in developing OER, for its work with the National Teachers' Institute on the Green Teacher programme and for its support in the area of English as a second language.

**New Zealand** thanked COL for the work being done on e-learning, especially for countries that suffer from natural disasters and cyclones.

**The UK** commented that they were looking ahead to CHOGM to share challenges and find ways forward. The UK is focused on ensuring all children have access to education for all 12 years, something that could be adopted at this meeting.

The Minister informed the meeting that the UK had recently adopted a new mathematics and English primary curriculum and had sought assistance from Singapore with its maths curriculum. This is an example of sharing across the Commonwealth. The UK education system aims to provide a knowledge-rich education that will prepare students for the challenges they will face in the twenty-first century.

**Namibia** expressed appreciation for the TVET toolkit developed by the Commonwealth Secretariat, pointing out however that in Namibia there was still a long way to go. This is largely because of negative perceptions of TVET. Even as policy-makers, Namibia noted that many were guilty of streaming those who had failed academically into TVET. Like Jamaica, Namibia has a training levy on employers to fund TVET, so funds are available. Namibia proposed the development of an advocacy tool that could

be used to counter this negative perception and change mind-sets. They also thanked COL for assistance with developing a national policy on OER.

**The Bahamas**, as Chair of the EMAG, stressed the importance of the participation and involvement of the Commonwealth Secretariat in the work of the EMAG.

They also informed the meeting of the Caribbean initiative in developing a Human Resources Development Strategy, established in 2014 by the Caribbean Community (CARICOM). It took three years before the strategy was endorsed but it was a transformational initiative. The strategy proposed a new school model involving curriculum development and enhancement as well as a new framework for the infrastructural and school environment. This could be something that other regional bodies could replicate.

- **Botswana** thanked COL for its work as it had assisted them to put 10,000 children back to school without one brick used; it hoped to bring 20,000 children back to school this year.

### Speakers' responses

- **Dr Jamil** responded that the CTEF was still young, at only five years old. He noted that it was fully funded by the Ministry of Higher Education in Malaysia but they would like more collaboration among member countries to ensure its sustainability. They are trying to obtain resources from other agencies and are seeking partnerships with countries and other different partners.
- **Mr Kazmi** commented in response to India's statement that the Commonwealth Secretariat Education Section was working on strategies to address violent extremism and promote peace and development through both formal and non-formal education. He noted that the Youth Programme, through its project work, also addressed peace, social exclusion and indirectly violent extremism. In response to Jamaica's comment, Mr Kazmi noted that Jamaica was one of the five pilot countries that were involved in TVET research that had contributed to the development of the TVET policy framework and self-assessment toolkit.

- **Prof. Kanwar** stated that COL was committed to continuing to work in response to members' requests. COL has focal points in some countries as well as in regional centres, for example at USP, as well as in Nigeria, Botswana and Malta. COL is focused on inclusion, quality, speed and scale. Partnerships are very important, as partners collect data and all of COL's work is based on evidence.
- **Mr Mark Albon, Head of Countering Violent Extremism, Commonwealth Secretariat**, responded to the intervention by the Indian Minister by emphasising the importance of what he had articulated. By making a concerted effort to build on the concept of GCED, we are directly confronting the key narrative of division, exclusivity and hatred. These lie at the centre of the narrative approach of violent extremists. He further stated that the Commonwealth, with its convening power and common approaches and through the sharing of best practices, was well placed to move towards a common approach to address these challenges, as suggested by the Minister.
- **Mr Layne Robinson, Conference Secretary and Head of Social Policy Development, Commonwealth Secretariat**, explained that the Youth Programme used non-formal education approaches including sport, and was working alongside other programmes such as education, which are also relevant to the issues of peace and social cohesion.
- **The Secretary-General** explained that the Commonwealth Secretariat was trying hard to understand the networking that needed to happen, not just between member countries but also between all the organisations that form part of the Commonwealth family. Increasingly, the Secretariat is working together with organisations like COL and the Association of Commonwealth Universities (ACU) towards an integrated programme that both is complementary and delivers the outcomes member countries are asking for. The opportunity for partnerships is greatly enhanced by the fact that all members are seeking to deliver on the SDGs through their national development plans. Notably, the SDGs are in alignment with the Commonwealth Charter and values. It is clear

that many of the needs across members are common, thus the opportunity for increased partnerships is apparent.

- In order to enhance and deliver this new integrated approach, the Secretariat has created three new directorates, one of which is the Economic, Youth and Sustainable Development Directorate, represented at the 20CCEM. Under this, the new Social Policy Development Section brings together the Secretariat's work on education, health, youth and gender. In order to deliver on the SDGs, there is an increasing need to see these cross-sectorial issues incorporated and managed together.
- The Commonwealth Innovation Hub, to be launched at CHOGM, will house focal areas, including education. The Secretary-General expressed appreciation for the innovation coming from across Commonwealth countries and urged members to contribute by sharing any innovative initiatives that could be showcased on the Hub. In addition, the Secretariat is looking at creating apps that Commonwealth citizens will be able to use in the palm of their hands. The Secretariat will also continue to work on toolkits that will collate best practices from all member countries.
- The Secretary-General noted that, based on the comments made by Ministers and Delegates during the meeting, it appeared the programmes and toolkits produced by the Secretariat were echoing and supporting what member countries were saying they needed. While the education opportunities are huge, so are the challenges, and the Secretariat is committed to continuing to deliver on members' needs in partnership with other relevant organisations.
- With reference to The Bahamas' comment on working with regional bodies, the Secretary-General stated that the Secretariat had a memorandum of understanding with the African, Caribbean and Pacific countries and CARICOM, and was currently working with the African Development Bank. The Secretariat has been looking at enhancing partnerships across regional bodies in order to deliver higher-quality outcomes at reduced costs.

## Building resilience through education

**HE Anote Tong, former President of the Republic of Kiribati**, presented the final keynote address of the 20CCEM, on 'Building Resilience through Education'. HE Tong began by pointing out that climate change was initially regarded as 'an inconvenient truth' and was resisted by large corporations. Despite early declarations, very little was done as debate raged on as to whether climate change was part of the natural cycle or human-induced through the overuse of fossil fuel. However, when the Fourth Assessment Report of the Intergovernmental Panel on Climate Change (IPCC) was issued in 2007, there was relative global consensus that climate change was indeed the result of human activity and that the scenarios of global warming and sea level rise would be disastrous for the planet. Many low-lying countries have already experienced adverse effects. Now the reality is that no countries or people are immune from the impacts of what is happening.

For the most vulnerable small island states in the Pacific, the Indian Ocean and the Caribbean and other very vulnerable countries in different regions, the reality is that climate change is an existential threat and the future existence of communities is in serious jeopardy. Island communities are also realising that sea level rise may not be the most immediate threat, which is rather represented by changes in the weather pattern. These changes are not only generating much more severe storms but also sending storms into regions previously regarded as beyond the cyclone belt.

During the United Nations Framework Convention on Climate Change (UNFCCC) negotiations at the Paris Conference in 2015, participants struggled in trying to balance the different national interests of the almost 200-country membership. One of the major obstacles during the final stages of the Paris discussions was whether we as a global community should aim to maintain the rise in global temperature below 2 or 1.5 degrees Celsius. Ultimately, a compromise text was agreed, which is still a long way from addressing the problem effectively. In spite of its successful conclusion in 2015, the Paris Agreement does not address the more urgent and existential threat facing the most vulnerable countries, which are already dealing with the impacts of climate change.

Inevitably, there will be a massive displacement of people as a direct and inevitable consequence of climate change impacts. In acknowledging this reality, a multi-pronged strategy aimed at building climate resilience and also a policy of migration with dignity will be necessary. With regard to the possible displacement and relocation of people, an important issue to consider is the future of their unique cultures and traditions.

In conclusion, HE Tong asked why, in light of all the new technology and alternatives, and with all of the science available on the dangerous path fossil fuel is taking us, those pursuing their own agenda were allowed to continue misleading us towards our own destruction.

## Discussion

**India** agreed that education had a major role to play and shared their experience of a compulsory curriculum on climate studies. Several institutions of higher learning have also established centres of sustainable development offering post-graduate degrees. There is a national centre for disaster management established by the Government. In addition, some non-governmental organisations (NGOs) are active in this area, especially in promoting traditional wisdom and knowledge.

**Mauritius** agreed that education had a major role to play in creating awareness of climate change. In Mauritius, this has been addressed through awareness-raising, through changing the curriculum in primary and secondary schools and sometimes even through comic strips. This curriculum adaptation is an ongoing process in social studies and other subjects. Mauritius explained that they now had quite extreme events with more floods, including flash-flooding and droughts that are much worse than previously.

**Seychelles** stated it had many coralline islands, like Kiribati, and that the Indian Ocean also faced extreme weather events and storm surges. The Minister stressed the need to build capacity through education, as climate change affects all aspects of life. This topic must be built into education systems and can be taught at different levels through different subjects. He underscored the need to start thinking seriously about how to build climate change into the curriculum and suggested that children become ambassadors, as they represent

the future. He stressed that action was key and that we could promote climate change awareness, resilience and adaptation through education.

Countries share many problems, including water shortages and coastal zone impacts. There is a need to build capacity at all levels, including at universities. Climate change could be the cause of wars and territorial disputes in years to come as people fight over resources especially water, thus the issue is much more far-reaching than we may think. One of the key issues is that many industrialised countries have failed to mobilise resources until now, for example using renewable and alternative sources of energy in order to become zero carbon-emitting.

The Minister stressed the need to continue to use education, international policies and advocacy groups to mitigate the effects of climate change. He concluded by stressing that we needed to be resolute regarding including climate change education in schools and universities.

**Papua New Guinea** agreed with HE Tong that climate change had no boundaries. He stated that, even though the country had high islands, it also had atolls that were facing climate change-related challenges such as rising waters. The Minister urged this issue to be taken to CHOGM so that the voices of Education Ministers could be heard. Papua New Guinea is seriously looking at realigning the school curriculum to include climate change. The country is one of the last in world to have 80–90 per cent of untouched forests, so it is a major oxygen producer.

**Tuvalu** stated that they were trying to reclaim and raise the level of their islands so they could survive. In relation to education, Tuvalu is planning to have climate change as a subject in schools so children can better understand the issue. The Minister noted that his Government offered scholarships for students to study climate change at the tertiary level at USP and elsewhere. This is important, as trained and qualified people are needed to deal with the impacts of climate change and also to undertake high-level negotiations. On the issue of displacement, he noted that this was not widely discussed as an option, although some people from Tuvalu had migrated to New Zealand. However, on the whole, people do not want to migrate and lose their culture.

**Vanuatu** called for increased attention to climate change among the Commonwealth community. The Minister reminded the meeting that Vanuatu was the first Pacific Island country to be hit by a Category 5 cyclone, Severe Tropical Cyclone Pam in 2015, and he noted that now cyclones were stronger and more frequent. Each such event requires huge infrastructure investment and rebuilding. He noted that, while we do need to include climate change mitigation into the curriculum, we need more support and political will as this is about the welfare of our humanity. The Minister supported the view that this issue should be taken to CHOGM.

**Swaziland** agreed that climate change was affecting all countries. In Swaziland, storms come every year and devastate schools so that children cannot attend. The Minister urged Ministers and Delegates to come up with strategies, such as investigating what humans are doing to damage the ozone layer, to deal with the challenge. He stated that we needed education for adaptation, capacity-building and dealing with trauma. We also need to train architects and quantity surveyors to create new designs to cope with these events.

**Kenya** stated that, while they supported the previous speakers on the role of education in creating awareness and building resilience, Kenya was looking beyond this to constructing sustainable buildings, including universities and educational centres, that use renewable energy. Kenya is the home of the United Nations Environment Programme (UNEP), which uses solar power throughout and sells it to the grid. The speaker reiterated the need to look at big issues and build

sustainable buildings. With regard to the Exclusive Economic Zone (EEZ) as raised by HE Anote Tong, she strongly agreed that they should remain the property of countries and all must ensure this was enshrined.

**The Secretary-General** informed the meeting that the Secretariat was looking at developing a toolkit on sustainable buildings that would be cost-effective and that could contribute towards economic well-being. She called for indications of assistance from member countries in terms of sharing best practice and putting together a toolkit.

## Integrated Forum Partners (IPF) Statement

Concurrent to the Ministerial Meeting, teachers, civil society members, higher education leaders and students met for the Integrated Partners' Forum (IPF). This provided an opportunity for the wider education community across the Commonwealth to meet, network and exchange ideas; engage in dialogue; and communicate their priorities to Ministers. During this session in the Ministerial Meeting, representatives from the IPF were invited to present a joint Statement to the Ministers detailing their shared recommendations for education across the Commonwealth.

**Ms Emele Duituturaga, Executive Director of the Pacific Islands Association of Non-Governmental Organisations (PIANGO)**, opened with comments on the preamble and the context of the IPF. She thanked the Secretariat for enabling the first IPF, gathering 350 teachers, students and representatives from civil society and higher



Teachers, civil society members, higher education leaders and students during proceedings at the Integrated Partners' Forum (IPF).

education, from 35 Commonwealth countries. Ms Duituturaga reaffirmed that, in the Commonwealth, united by common values and strengthened by the diversity of language and culture, we should guard our diversity and work to achieve social justice and human rights. She informed delegates that, being in Fiji, IPF participants had become particularly aware of the impact of climate change and the extreme vulnerability of island regions.

**Ms Christine Blower, Convenor of the Commonwealth Teachers Group and Chair of the IPF Drafting Committee**, stated that IPF participants had concluded that education could deliver but this would require increased commitment and action from all partners, including Ministers and Governments. She noted that young people should see themselves as 'climate warriors' and be empowered to act. She also noted the importance of partnerships as central in ensuring sustainability and resilience.

In line with the Statement, Ms Blower pointed to the need for nearly 19 million more teachers across the Commonwealth by 2030. While challenges around recruitment, training and retention of teachers exist, teachers are key to the achievement of SDG 4 and their shortage will make this impossible. Too often, educational reforms are imposed on teachers with little consultation, including changes to education systems and the school curriculum.

Ms Blower stressed the need for education for all groups, including for the most marginalised and for education in emergencies, so that it is truly inclusive. As outlined in the Statement, she emphasised the IPF's deep concern about national and international funding gaps in education, particularly in ECE. In the Statement, the IPF acknowledges the synergies between non-formal and informal education in contributing to resilience, as well as the importance of including local culture and traditional knowledge in the curriculum. In recognising the significance of education, the IPF calls on Education Ministers to ensure that the appropriate unit in the Commonwealth Secretariat is adequately resourced and funded.

**Dr Musarrat Miasha Reza, President of the Commonwealth Students' Association (CSA)**, reported that the CSA had been established in 2012 to participate in debates on key issues that affect students in education. She presented recommendations to the 20CCEM concerning the role of students in educational governance,

as spelled out in the Nassau Declaration. On behalf of the CSA, she urged member countries to introduce entrepreneurship education at all levels in order to promote sustainable development and counter huge levels of youth unemployment. She also argued the case for teaching STEM subjects (science, technology, engineering and mathematics) from primary to tertiary levels, especially for girls. Overall, the curriculum should enhance problem-solving and critical thinking skills, which are critical for sustainable development. Finally, she stressed that non-formal and informal education should be recognised and resourced.

During their presentation, the representatives from the IPF referred seven recommendations to the CCEM. These are outlined in the IPF Outcomes Statement attached in Appendix 5.

## Discussion

**Nigeria's** Ambassador to UNESCO referred to the 2012 OER Conference and noted that there had been a more recent world declaration, in Ljubljana in 2017, and that this could be taken into consideration. She further noted that, as a member of the International Labour Organization (ILO)/ UNESCO Executive Committee, it was always a challenge getting countries to submit periodic reports on their progress, and suggested that checking up on countries in this regard could be a task for the Commonwealth Secretariat.

**The UK** referred to the issue of consulting teachers on reforms: the UK Government has consulted widely on reforms, but there is a point where disagreements may remain. It is not always a smooth passage, as Ministers have to make difficult decisions regarding reforms. The UK acknowledged the challenge of teacher shortages and stated that it was trying to address this. While the UK supports entrepreneurship education in principle, it hesitates to put it in the curriculum at an early age as this could mean something else needing to be dropped. The speaker suggested that a sound, broad and balanced education might be better. The key issues are inculcating problem-solving, critical thinking skills and creativity, which are acquired not by teaching these *per se* but through a sophisticated maths curriculum and other knowledge-filled subjects in the curriculum. The UK suggested that this approach would raise the expectations of young people.

The Minister agreed with the spending targets of between 4 and 6 per cent of GDP, stating that the UK spent 6.5 per cent of its GDP on education.

**Ghana** recognised the positive benefits of partnerships between civil society, teachers and Government. In Ghana, the Government recognises the importance of working in partnership with teacher unions in order to improve education. Ghana also welcomes the recommendation on education funding. They supported the proposal for a meeting of Finance and Education Ministers in order to strengthen commitment to funding, as education is a critical national goal. Regarding providing resources to student organisations, Ghana noted the importance of accountability from such organisations.

**Botswana** shared its experience in terms of relationships with teacher unions: dealings with unions used to be tense and there had been numerous lawsuits. The Government changed strategy and there are now monthly meetings, either with the Minister or with senior officials, where they discuss issues such as policy reforms and changes in legislation to reach agreement.

**Mauritius** shared its experience with the involvement of teacher unions. They found that they could not implement successful reforms without consulting the unions as any reform depended on teachers, thus their support and involvement was critical. Regarding the preparation of students for the world of work and life, the Minister noted that this was also about how to prepare students for a rapidly changing world where the need for soft skills such as creativity, adaptability, problem-solving and working collaboratively with others was paramount. The Minister agreed that TVET needed to include entrepreneurship education from lower-secondary level.

**Swaziland** recognised the importance of partnerships with teachers for educational programmes to succeed. Very clear recognition and agreement with teachers are needed so governments can negotiate with them. The speaker noted that the issue of perceptions was important regarding the teacher–government relationship: we need to engage teachers honestly and maintain open dialogue and communication with teachers to avoid industrial action.

**Namibia** expressed the view that the learning outcomes of children could be improved if parents were involved in non-formal education programmes. While the delegate was an advocate for open and distance learning (ODL), he noted that more advocacy missions and programmes were needed to convince people that non-formal education was as important as the formal system.

**The Chair** made some observations to conclude the session. With regard to Point 6 in the IPF statement, there is no doubt that the inclusion of traditional knowledge in the curriculum is important. However, the link between this observation and the provision of scholarships to indigenous populations is not apparent. The provision of scholarships to indigenous populations completely misses out on minority groups and issues such as gender and merit.

The Chair also stated that student organisations and teacher unions must be independent and not be aligned with political parties, so they can be trusted as partners. With regard to the IPF's recommendation on national education spending, he noted that, if the percentage as per the national budget is used, figures can get distorted, depending on the budget spent in that particular year. For example, when Fiji had a cyclone, there was a FJD\$200 million rebuild programme. Thus, in that year, 22 per cent of GDP was spent on education. Without the rebuild programme, the budgetary spend was about 18.2 per cent. A possible solution may be to develop a Commonwealth toolkit to provide benchmarks and guidelines for all member countries.

## Report of the Commonwealth Scholarships and Fellowships Plan (CSFP)

**Prof. Crispus Kiamba, Chair of CSFP Task Force**, introduced two students who were currently Commonwealth scholars, who reflected on their experiences. Caitlin McGeer from Canada is doing a PhD in the UK on human trafficking and Ahnivar Peralta from Belize is studying climate change at USP in Fiji. Both students spoke on the valuable experiences they were having.

The CSFP was established in 1959 and since then 35,000 students have benefited. It is supportive of the common values of the Commonwealth; thus it has soft power. In 2009, the CSFP Endowment

Fund was established by Commonwealth Education Ministers to cater for all Commonwealth countries by funding scholarships in both low- and middle-income countries. To date, 14 governments and over 200 individual alumni have contributed. ACU hosts the Endowment Fund.

Prof. Kiamba stated that the CFSP was helping countries achieve SDG 4, specifically target 4b. Scholarships are important mechanisms for international development. They lead to sustainable networks and collaboration, thus supporting sustainable development.

**Dr Joanna Newman, Secretary-General and CEO ACU**, explained that a management unit had been established within ACU to administer the Endowment Fund. She stressed that international student mobility was core to promoting higher education in the Commonwealth. Higher education institutions in low- and middle-income countries accept applications that are sent directly to them. Dr Newman acknowledged that the Endowment Fund needed to be better promoted and expanded. She urged member countries to participate as it has the capacity to do more and achieve a greater impact. The Endowment Fund will be officially re-launched at the forthcoming CHOGM.

## Discussion

**Kenya** stated that the CSFP had had a positive impact on national developments in Kenya in many areas and had been transformational at the personal and national levels. Kenya agreed that it could be more successful if it was scaled up, especially through south-south partnerships. The Minister supported the re-launch of the Endowment Fund at CHOGM. Kenya had been the first African country to contribute to the Endowment Fund. The Minister encouraged all countries to contribute in order to scale up the fund, and agreed it should be better promoted across the Commonwealth.

**Belize** put on record its support for the CSFP and expressed pride in their scholar presenter, as climate change is a critical issue for Belize. For example, the rivers are becoming more saline, affecting sugar production, and this also affects tourism and health. Belize eagerly anticipates the scholar's return with enhanced expertise. The Minister noted that Belize was proud to host the Caribbean Centre for Climate Change. Belize

informed the meeting that, given the importance of climate change, they had included climate change issues at all levels of the school curriculum.

**The UK** stated that they were very supportive of the CSFP and expansion of the Endowment Fund. The UK encouraged other member countries to support the enhanced Endowment Fund if they were in a position to do so.

**Mauritius** expressed support for the Endowment Fund and informed the meeting that, following the 19CCEM, Mauritius had offered five scholarships to Commonwealth African students to study in Mauritius. In addition, Mauritius offers 50 scholarships to African Union students, with 5 reserved for African Commonwealth students.

## Ministerial roundtables

Ministers and Heads of Delegation had the opportunity to participate in one of three ministerial roundtables, covering education for climate change mitigation; skills for development; and education governance and management.

Each of the roundtables was chaired by a Minister of Education and included short presentations followed by questions and discussion. Selected representatives from the IPF were invited to attend and contribute to discussions in each roundtable. The three roundtable chairs reported back to the plenary on the key discussion points that arose from their respective sessions. All three reports are available in Appendix 4.

### Roundtable 1: education for climate change mitigation

The roundtable was chaired by **Hon Leela Devi Dookun-Luchoomun, Minister of Education for Mauritius**. Presentations were given by Ms Nisha, Director of Office and UNESCO Representative to the Pacific States; Prof. Jan Thomas, Vice-Chancellor, Massey University, New Zealand, and ACU; and Mr Ambrose Malefoasi, Undersecretary, Education Authority, Solomon Islands.

The presentations highlighted the need for education systems to enable an awareness of climate issues and questioned what would happen if we continued on the present trajectory. It was noted that countries needed to use indigenous knowledge and citizens' knowledge to create mass awareness of sustainability rather than relying solely on schools. Additionally, education systems must

remain relevant by engaging with the private sector and civil society to develop practical approaches and partnerships.

During discussions, it was noted that green and blue technologies should be adapted into TVET and promoted accordingly. TVET can also play a key role in developing crucial skills needed to combat climate change and to support the transition to sustainable economies and societies. As an example, Mr Malefoasi presented on experiences from the Pacific region in developing and accrediting a Resilience qualification in the TVET sector. A half-day side meeting on this initiative had been held in Nadi two days prior to the 20CCEM for senior government officials across the Commonwealth, to enable them to deliberate on the prospects for developing Resilience qualifications in the TVET sector. A short report of the side meeting is provided in Appendix 7.

The roundtable supported the establishment of a Commonwealth Climate Resilience Network for Universities and agreed that it was imperative to support young researchers with work on climate adaptation. It was noted that research was a key component for fleshing out sustainable green or blue agendas and for linking these with ecosystem protection. However, higher education institutions and researchers will need to work closely with policy-makers and social sector institutions to transform the way people learn and live.

Participants raised the issue of marine and ocean environments and the need for ocean governance, pointing to the broad scope of the topic. National leaders must work together to shape education and training to improve the governance of the shared ocean as well as of their own coastal and marine areas and ocean-related livelihoods systems.

The roundtable recommended that there be follow-up after the 20CCEM, possibly through setting up a unit to develop toolkits on climate change. This could potentially be taken up by the EMAG.

## Roundtable 2: skills for development

The roundtable was chaired by **Hon Joel Morgan, Minister of Education for Seychelles**. Presenters included Hon Dr Unity Dow, Minister of Basic Education, Botswana; Mr Tze Foon Foong, CEO, Nanyang Polytechnic International, Singapore; Dr K.

Balasubramanian, Vice President, COL, Canada; and Hon Jean Ernest Massena Ngalle Bibebe, Minister of Secondary Education, Cameroon.

Presentations considered the implications of changing demographics, global economic and employment trends and the ability of education systems in the Commonwealth to respond to these challenges. They also recommended implementable skills development strategies to prepare young people for employment and ultimately lead to economic growth that is equitable and sustainable.

Much of the discussion focused on TVET and how it could be improved and prioritised. Recommendations included:

- Increase inter-sectoral collaboration and partnering to share experiences.
- Increase investment in TVET.
- Ensure TVET is industry-led or demand-driven in order to avoid a mismatch.
- Profile learners from an early age.
- Review materials used in TVET.
- Identify ambassadors and role models for TVET.
- Train and retrain teachers.
- Foster creativity in TVET.

The roundtable also discussed the importance of learning outside of school, informal learning and how such activities could be budgeted for. The German model, which has been adopted by Singapore, was considered. This model allocates 80 per cent of a student's time to industry and 20 per cent to the classroom. It was also noted that many university graduates were not ready to be employed, as they had not been exposed to the world of work.

Options for financing TVET were considered, including the involvement of the private sector. In many countries, only 1 per cent of the national education budget is allocated to TVET.

Singapore noted the progression of economies from labour-intensive, to skills-intensive, to technology-intensive, to innovation-intensive, to knowledge-intensive. It noted the challenges of adapting and responding to changes in TVET. Some

countries can 'leap-frog' stages in order to keep up with the world. Countries need to plan 10–15 years ahead and not focus only on the present.

It was suggested that there be a paradigm shift in TVET and the way we operate with both non-formal and informal education. In addition to skills training, there is a need to teach critical and entrepreneurship thinking. Gender issues in TVET were also raised, as girls are typically under-represented in TVET.

### Roundtable 3: education governance and management

**Hon Nick Kuman, Minister for Education, Papua New Guinea**, chaired the roundtable, with presentations from Mr Manos Antoninis, Director, Global Education Monitoring Report, UNESCO; and Prof. Paul Boyle, Vice Chancellor, University of Leicester, UK, and ACU.

Sharing the latest findings of the 2017/18 Global Education Monitoring (GEM) Report, Mr Antoninis explained that, while everybody has a responsibility in education, accountability starts with governments, as they bear the primary duty to ensure the right to education. Governments must create the space for meaningful engagement with all education actors, including teachers' unions, to build trust and a shared understanding over their respective responsibilities. A credible education plan with clear lines of responsibility is the basis for accountability. In addition, resources to implement the plan should be allocated through transparent budgets that can be fully tracked.

Prof. Boyle presented on the recent changes to governance, management and accountability in the UK higher education system. Based on this, he drew a number broader reflections and recommendations relevant to wider Commonwealth education systems at all levels:

Accountability is an essential ingredient of education management and governance.

Stakeholders should be involved in the design of accountability systems, not have them 'done' to them.

The focus of accountability systems should be on how accountability can inform improved practice. There should be recognition of the limitations of

measurement instruments, and efforts to keep in focus those important factors that are not easily measured.

Remain alert to creating perverse incentives to 'game' the system that do not lead to improved quality.

During discussions, the key message that emerged was that good governance and management were essential to the delivery of quality education. It was noted that education systems were becoming increasingly decentralised. Being effective within these decentralised systems is dependent on developing a strong culture of responsibility and accountability and empowering and equipping school leaders and institutions with the necessary skills to perform their roles effectively. It was noted that, in many countries, teachers become administrators and are not trained to perform in new roles. Thus, the development of a guideline/toolkit for educational administrators was suggested.

There is also a need to pay careful attention to the balance between accountability and autonomy of education institutions. While frameworks need to be in place to monitor education, there are cases of over-regulation and control, so that teachers, for example, have no freedom to teach creatively. Delegates and participants observed that accountability was a means to an end and not an end in itself. Thus, systems should be geared towards accountability and not just facilitating accountability. They also noted that there were increasing calls for accountability, mainly from taxpayers.

The roundtable recommended that additional good practice models, such as the Commonwealth School Leaders Framework, be developed for guidance on accountability in education; that member countries share good practices, especially in relation to the financing of higher education and the training of middle management; and that stronger partnerships between national governments and regional organisations be put in place to strengthen education governance and management.

## Elements of SDG 4

On the final day, Ministers and Delegates received presentations and deliberated on the five main elements of SDG 4:

1. ECE;
2. Adult education and learning;
3. Primary and secondary education;
4. Technical and vocational skills;
5. Higher education.

### SDG 4 elements: early childhood education

**Ms Karin Hulshof, Regional Director, United Nations Children's Fund (UNICEF) East Asia and Pacific Regional Office**, reminded Ministers and Delegates that part of the commitment to SDG 4 was increasing access to quality ECE (target 4.2). A child's most important steps are in place before they go to primary school. Although progress has been made in terms of the numbers of children attending pre-school, many children do not attend or attend poor quality pre-schools. UNICEF research has shown that children who attend pre-school are three times more likely to be developmentally on track in early literacy and numeracy skills compared with their peers who do not attend pre-school. Children who attend pre-school are more likely to enter school on time, stay at school longer and have better learning outcomes.

Ms Hulshof underlined the importance of addressing ECE in combination with other factors such as access to adequate nutrition and child protection. When all these factors are in place, children are more likely to reach their potential as adults.

A good example of a multi-sectoral approach was the adoption in 2017 of the Pasifika Call to Action for Early Childhood Development (ECD). This was adopted by Ministers of Education, Health, Social Services and Finance, and senior government representatives from 15 Pacific Island countries at the first conference on 'Moving Forward with the Sustainable Development Goals for Early Childhood' in September 2017. Ms Hulshof concluded by urging Ministers to work in a coordinated manner with other ministries,

especially National Planning and Finance. She recommended that they use the Pasifika Call to Action as an example of a coordinated framework.

The first respondent, **Amb. (Dr.) Amina C. Mohamed, EGH, CAV, Cabinet Secretary for Education, Kenya**, recognised that the needs of children were diverse and could not be met by a single sector. She explained how Kenya had organised ECE on a partnership basis with parents, civil society, businesses, individuals and development partners. In previous times, ECE had moved between various government ministries and it lacked coordination. In 1980, it was moved to the Ministry of Education, which established coordination mechanisms in all districts, where they continued to work with other ministries and different stakeholders. Now the structure has devolved into national government with 47 districts. The Ministry of Education is responsible for developing policy, the curriculum, teacher training, teacher assessment, registration of teachers, quality assurance, etc. In addition, there are elaborate coordination mechanisms in each district.

The achievements are that Kenya has a multi-sectoral ECE policy framework, has improved school readiness, has mainstreamed pre-primary into the primary cycle and has mainstreamed ECE into the national development plan. Performance has continued to improve, with 76 per cent of children attending ECE. Despite this progress, challenges remain. These include inadequate financial, material and human resources; poor infrastructure for ECE; high child: teacher ratios; and inadequate feeding programmes in some schools. However, the Ministry of Education will continue to work with all stakeholders to provide access to quality ECE through a range of measures, using a multi-sectoral approach.

The second respondent, **Hon Jean Pierre Nirua, Minister of Education and Training, Vanuatu**, acknowledged the 2017 Pasifika Call to Action for ECD. He explained how Vanuatu was implementing its recommendations. Vanuatu has begun the process of developing a multi-sectoral approach and has held consultations with key government ministries, civil society, churches, parents and community groups.

The Minister noted that in Vanuatu stunting was a major challenge. This puts children at a disadvantage compared with healthy children. The Ministry of Education needs to work with the

Ministry of Health on this issue. Early childhood centres are a point of support in addressing this issue, as well as in providing immunisations and deworming medication.

A key initiative that came from the 2017 ECD Conference has been the development of a Parenting Support Handbook, supported by UNICEF. This assists facilitators to develop parenting programmes in communities for parents of children from birth to five years of age. ECE centres are also engaged in assisting with the birth registration and birth certificate process.

The Government of Vanuatu is also taking up the recommendation to increase investment in ECE and it has introduced grants to ECE centres to support teacher salaries and fees. Further, it has established a teacher training programme in ECE and has improved data and planning. Despite progress, the Minister acknowledged there was a long way to go to achieve a coordinated system.

## Discussion

**Tonga** noted the relevance of the CCEM theme to the delivery of education, as his country had suffered the impact of Tropical Cyclone Gita the previous week. This had affected 77 primary schools and 71 secondary schools on the main island of Tonga. The Minister noted that lifelong education could be used to build resilience to such events.

In Tonga, ECE is included in the 2013 Education Act. The challenge is to reach the recommended 10 per cent of the national education budget. There is currently discussion in Tonga on whether ECE should be compulsory or not. The Minister concluded by noting the importance of political leadership.

**Mozambique** is implementing the Early Childhood Development Strategy 2012–21. It has established pilot projects in 11 provinces with different development partners and stakeholders including communities, parents and different sectors of government. These have brought about good results in terms of community involvement and increases in enrolment. The skills of children who have attended ECE are markedly better than those of children who have not, thus showing good evidence of the benefits.

Challenges remain, including related to budget allocation, harmonisation of the different approaches used by different stakeholders and involving communities. The Head of Delegation noted that working with different stakeholders could be challenging but that it was better to improve ECE than to have to find remedial measures later on.

**India** emphasised the importance of using mother tongue languages as the medium of instruction. The importance of introducing disciplined activities such as sports as well as generating curiosity was also noted.

**UNICEF** strongly agreed with the need to use the mother tongue in ECE.

**Mauritius** agreed that the most important phase of a child's life was the early years. The country has done comprehensive work in this area, including on legal and institutional structures. The ECE authority has undertaken a curriculum review and developed a curriculum framework. It ensures the capacity-building of teachers; develops infrastructure regulations; and provides grants for parents to send children to ECE in deprived areas. The Government has established a platform for the collaboration of stakeholders. This has resulted in high levels of enrolment, with 98.8 per cent of children enrolled in ECE.

There is a concerted approach to ensuring a smooth transition to primary school, with a school readiness programme implemented before the main curriculum starts. Mauritius believes that each dollar spent in ECE brings savings later.

**Swaziland** agreed with the importance placed on ECE and quoted an ancient text in support of it. Swaziland takes ECE very seriously and adopts a multi-sectoral approach. It has an inspector and ECE is being taught in some colleges in the country.

**The Secretary-General** endorsed the view of all speakers on the importance of the first 1,000 days in a child's life and thus the importance of ECE. She noted that education started *in utero* and that care-givers needed to be supported to give long-term emotional support. The Secretary-General questioned the impact of domestic violence on the development of children and on education. She proposed that the Commonwealth Secretariat put together an ECE best practice toolkit or guidelines, drawing on good practices and focused on implementation. Such practices could also be included in the Innovation Hub. This would enable

the Secretariat to see what works and to maximise opportunities to ensure the first 1,000 days are the best possible.

**Belize** endorsed the Secretary-General's suggestion for a toolkit and expressed an interest in investigating the impact of trauma on young children.

**Jamaica** supported the Secretary-General's view on the importance of the first 1,000 days. They look forward to a toolkit, and noted that Jamaica was moving away from focusing on the three- to five-year age group for ECE to the birth to eight-year age group.

**Seychelles** added support to the initiative for a toolkit. They noted that Seychelles was a best practice hub with UNESCO and they would be happy to share experiences through a toolkit.

**Mauritius** lent its strong support to the development of a toolkit and indicated that it would be happy to contribute.

### SDG 4 elements: adult education and learning

**Hon Dr Satya Pal Singh, Minister of State for Human Resource Development and Ministry of Water Resources, River Development and Ganga Rejuvenation, India**, described adult education in the Indian context. Educational options are extended to adults who are beyond the age of formal education. Courses available include literacy, basic education, vocational education (skills development), equivalency, physical and emotional development, practical arts, applied science and recreation.

A series of adult education programmes have been implemented in India. These include the National Literacy Mission (NLM), launched in 1988, and the Saakshar Bharat (Literate India), a centrally sponsored scheme of adult education and skill development, launched in 2009. One of the main objectives of the latter is to impart functional literacy to adults in the age group of 15 years and above. It has a prime focus on women, as well as marginalised and disadvantaged groups. The National Literacy Mission Authority (NLMA) has forged partnerships with various agencies focusing on livelihoods, socio-economic development and empowerment issues for targeted beneficiaries. Programmes include electoral, financial and legal literacy. As part of the initiative, more than 10 million

adult education participants (70 per cent of them women) have been motivated and mobilised to open bank accounts.

Vocational training and skills development initiatives cover nearly 450 vocational courses. Priority is given to women and other deprived groups of society. Current initiatives relating to adult education and learning include the formulation of a new scheme *Padhna Likhna Abhiyaan* (the Reading and Writing Campaign). This aims to reach 90 million adults across the country.

Around 94 million learners took part in basic literacy assessment tests conducted by the National Institute of Open Schooling (NIOS) between 2010 and 2017. Out of these, about 71 million learners (50.1 million female, 20.7 million male) passed and were certified as literate.

An important thrust of education development programmes in India is to promote lifelong learning opportunities for youth and adults by means of various pathways, including ODL modes. The NIOS provides opportunities by making available courses and programmes of study up to pre-degree level. Programmes such as Open Basic Education for learners include secondary, higher-secondary, vocational education, life enrichment and life skills programmes.

Initiatives to expand access to education for youth and adults include ICT-enabled learning transformation. An indigenous massive open online course (MOOC) platform titled SWAYAM (Study Webs of Active-Learning of Young Aspiring Minds) offers online courses along with quality reading materials, discussion forums and the opportunity to take tests and earn academic grades. This platform offers courses in several Indian languages.

The Minister concluded by stating that the Government of India had fulfilled all the commitments made in the 19CCEM. They would be happy to share their best practices, particularly related to ICT in education, with other member countries of the Commonwealth.

**Hon Jenny Salesa, Associate Minister for Education, New Zealand**, presented on adult education and learning in New Zealand. Key priorities under the current Tertiary Education Strategy include skills, young people, Māori and Pasifika, literacy and numeracy, research and international education. In 2017, they invested in adult and community education

programmes designed to re-engage learners in education, reaching over 64,000 learners. Specific programmes include Learning Centres, which strengthen pathways to employment; the Whanau Literacy programmes, working with grandparents and parents to improve their own skills and to learn how to build their children's skills; and the Skills Highway programmes, working with employers to improve literacy and numeracy and workplace productivity.

New Zealand has the highest rate of adult participation in education in the OECD. However, gaps remain and Māori and Pasifika populations lag behind in both literacy and numeracy. These issues are being addressed through strategies that put learners at the centre; provide barrier-free access; focus on quality teaching and learning; and deliver quality public education.

**The Secretary-General** requested that the cases of both India and New Zealand be included on the Innovation Hub, to which both agreed.

### SDG 4 elements: primary and secondary education

**Hon Nick Gibb, Minister for School Standards, the UK**, reminded Ministers and Delegates that the MDGs had focused on universalising access to education. While there has been considerable progress, there are still gaps in female literacy, which is an obstacle to countries moving forward. The SDGs go further than the MDGs. The Minister urged member countries to commit to ensuring 12 years of quality education for all by 2030. The emphasis should be on quality, as some 90 per cent of children in school are not on track to meet standards.

- The Minister recounted the UK's experience of education reforms in preparation for the twenty-first century. They have returned to a knowledge-rich curriculum with literacy given the highest priority. Evidence shows that standards are improving compared with pre-2010. Evidence-based teaching methods are used and core academic subjects have returned to the secondary curriculum. As a result, gaps between disadvantaged and more affluent groups have narrowed at primary and secondary levels. Research shows that the traditional approach of systemic phonics is the best way to teach reading and, as a result of this focus, standards have improved since 2012. There is now a compulsory national

test for six year olds at the end of Year 1. The number of six year olds able to read fluently has increased markedly since introduction of the test. Thus, despite initial controversy, the policy was successful.

- There have been increases in the take-up of core academic subjects at GCSE level, especially in sciences, history and geography, with more students qualifying for the English Baccalaureate. This means that more pupils are likely to stay in post-16 education. The Minister acknowledged that there was still much to do, as disadvantaged children are still behind. But the attainment gap is closing. Despite concerns that policies would hurt pupils, they have proven successful.

**Seychelles** noted that the UK experience was very encouraging in terms of addressing the issue of declining standards in schools. The Minister asked how the UK had got teachers' unions on board and whether they had provided extra training.

**The UK** responded that introducing phonics had been controversial because of the compulsory test at the end of Year 1, which was in addition to the national test at the end of Year 6. Agreement was reached that results from the Year 1 test would not be published nationally but would be kept with local authorities. They noted that the key purpose of the test was to monitor schools. Schools had to purchase new materials that they could select from a catalogue provided to them. A grant of £24 million was provided for this purpose.

**The Secretary-General** asked whether there was sufficient open source material that all countries could use. The UK responded that they would be happy to share the catalogue of materials on the phonics approach to reading.

**Mr Deanroy Bernard, Permanent Secretary, Ministry of Education, Youth and Information, Jamaica**, outlined the considerable progress made in education in Jamaica. This includes universal access; 80 per cent trained teachers; and a revised curriculum aligned with the national development plan and the SDGs. Additionally, specialised agencies have been established, including the National College for Educational Leadership, the National Parenting Support Commission and the Early Childhood Commission. Mr Bernard explained the prevailing gender reality in Jamaica: women are dominant in service trades and management and

men in the informal sector, technical and vocational areas and security. Despite improvements, unemployment remains high, especially among male youth. In terms of enrolment patterns, males are falling behind from Grade 10 to 11, with only 38 per cent of males enrolled by Grades 13 and 30 per cent enrolled at the tertiary level.

**Dr Winsome Gordon, CEO of the Jamaica Teaching Council**, spoke on Jamaica's experiences in addressing gender equity in education, specifically addressing boys' underachievement. With technical support from the Commonwealth Secretariat, the following steps were taken to identify the problem and develop an appropriate response. First, extensive baseline research was undertaken, which catalysed realistic approaches to:

- Listening to boys;
- Engaging with teachers, principals and education officers;
- Preparing a compendium of strategies for teaching boys;
- Engaging the private sector;
- Expanding gender-disaggregated data;
- Seeking new and strategic partners;
- Tracking performance; and
- Exploring brain-based education.

The research showed there was a need for a more responsive school system that took into account the specific needs of boys. Strategies to increase boys' engagement in education included improved access to technology; research to identify economic opportunities; diverse acceptable school outcomes; better-equipped technical laboratories; empowering school leadership; tracking, monitoring and evaluation; and promoting a culture of excellence.

This comprehensive range of strategies was employed between 2012 and 2017. Over the period, Jamaica saw marked improvements in the performance of boys, specifically in English, mathematics and technical drawing. Interestingly, girls benefited from these strategies as well as boys. Teachers' attitudes towards boys also improved considerably over this time. The initiative is now in Phase II, focusing on mentorship. For sustained progress, the initiative recognises that the school system should ensure that all boys acquire

livelihood skills before leaving school. Dr Gordon concluded by inviting collaboration on how best to engage boys in education.

## Discussion

- **Ghana** commented that Jamaica's presentation gave hope, seeing interventions making an impact. Two key principles were noted: increasing opportunities and raising standards. Ghana is also taking initiatives to increase access to secondary education. The Government established free secondary education, including senior secondary, which resulted in an immediate increase in enrolments. There was also a drive to improve the overall standard of secondary education. Funding was initially a challenge but money was found. Ghana also has a project funded by the World Bank that aims to increase equity in senior secondary, especially in low-performing schools.
- Other initiatives in Ghana include a programme with an NGO for girls and women to access education. A further initiative is focused on raising teaching standards and ensuring the standards of teachers are maintained, largely by improving teacher education. The education system also has an emphasis on STEM subjects and is developing appropriate technologies for this. There is a particular effort to encourage girls to study STEM subjects.
- **Mozambique** was interested to note the low achievement of boys and asked the reasons for this situation. The question was posed as to whether Jamaica had different exams for boys and girls for access to universities.
- **Jamaica** responded that recognition of the problem that boys were not achieving well was important in the first place. They got the teachers and education officers on board, which was necessary as they were close to the schools. Schooling is consistent with the characters of girls, who can sit still and are more able to be quiet than boys. However, boys tend to want to do more hands-on trades, such as in the arts or music. Assessment is based on achievements, which may not necessarily be written. There are different forms of assessment for different

subjects as the purpose of schools is to enable students not to fail. Overall, keeping boys in school longer is proving successful.

- **The Secretary-General** commented that the session had demonstrated cultural differences among Commonwealth countries. She agreed that women in Caribbean were very strong so the issue was how to empower boys.

### SDG 4 elements: technical and vocational skills

#### **Hon Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Mauritius,**

noted the pre-eminence of knowledge as a driver of change and innovation. This is the age of technology-intensive dominance. There is also a strong demand for high-end skills for economies such as those of Germany and Singapore. TVET is very important in those countries. However, TVET must be high quality and adaptable and be seen to lead to highly paid employment. In many developing countries, TVET is often considered as only for lower-ability or non-academic students. It is often under-funded, even though it is a high-cost sector. TVET also often lags behind changes in industry. As such, there is a need to review the situation and reshape the TVET landscape. There has been a paradigm shift from manual work to technological work. Soft skills are also necessary today, including communication, critical thinking, problem-solving, creativity and innovation.

Current challenges in TVET include:

- Rebranding of the sector to remove the stigma attached to it;
- Eliminating the mismatch between demand and supply;
- Financing;
- Reaching out to employers;
- Quality assurance; and
- Lack of regulatory mechanisms.

As prerequisites, students need education in STEM; a readiness to deskill, reskill and upskill; and a preparedness for lifelong learning.

Mauritius has seen an overhaul of the TVET sector. This started with an analysis of skills needs. Authorities were set up to assure quality and there was a curriculum review. A system of prior

learning recognition was developed, along with infrastructural renovation. This included rebranding of TVET, such that it is now an attractive and preferred option. There was much learning from Singapore in this process. Mauritius introduced a 1 per cent training levy from the private sector. Other reforms included capacity-building; strengthened career guidance with pathways for graduates; improved government–industry partnerships; wider use of e-learning; and strengthened national qualifications framework. Training is now demand-driven not supply-driven. Government is providing adequate funding and there is appropriate infrastructure. They are working towards the greening of TVET. Gender parity in TVET has not been achieved but the situation is improving.

As a way forward, the Minister stressed the need to evaluate the impact of training to ensure the optimal use of resources. She encouraged networking and collaboration on good practices, using a platform for exchange such as the Commonwealth's Innovation Hub.

#### **Hon Karen Andrews MP, Assistant Minister for Vocational Education and Skills, Australia,**

presented on Australia's vocational, educational and training (VET) system. The Minister stressed the importance of VET for economically successful economies. She explained how industry engagement drove the VET sector in Australia through a number of different bodies. Industry is involved at all levels of the system, including governance, standards-setting, training delivery and reporting satisfaction levels on graduates. Most trainers come from industry.

The emphasis is on having the right policies; access; quality; and lifelong learning for all. Almost a quarter of Australians aged 15–64 years have taken VET courses, with almost gender parity. This is a flexible system, with diverse possibilities for lifelong learning. Study can be full- or part-time, in workplaces or institutions or, increasingly, online. Loans are available for students.

VET is an important part of how Australia responds to global changes. This includes reskilling from old industries, such as the automotive industry. Apprenticeships are an important part of the VET system. Currently, some 250,000 people are undertaking apprenticeships.

Skills shortages remain. The ongoing Skilling Australians Fund supports up to 300,000 additional apprentices in key sectors. There is still a need to encourage more people to take up VET and there are ongoing promotional activities to elevate the status of VET as a first-choice pathway. In order to raise the status of VET, a system of Australian Apprenticeship Ambassadors has been established. Australian training awards are also used to raise the status of VET, recognising good practices of industry and training providers.

## Discussion

**Jamaica** expressed interest in Australia's presentation and asked about the objective of the Skilling Australians Fund. Jamaica sought further details on the Apprenticeship Ambassador Programme as they may wish to introduce something similar. A further question was whether Australia or any country had undertaken a study of comparative earning of traditional fields versus VET and, if not, whether the Commonwealth Secretariat could undertake such a study.

**Australia** responded that the Skilling Australians Fund aimed to address the skills shortage and to increase the number of qualified workers. It covers three parts of VET: pre-apprenticeship programmes; increasing the numbers of apprenticeships; and higher-level apprenticeships, including pathways to university.

Apprenticeship ambassadors talk to schools and communities about opportunities involved through VET to promote options available. Not all schools welcome ambassadors so they also partner with National Rugby League (NRL) players and other sporting personalities to promote VET. This has been successful. The Minister was not aware of a study comparing the remuneration of different sectors, but recommended the Secretariat consider this suggestion.

**Kenya** asked Mauritius what strategies were used to motivate students to take up TVET.

**Mauritius** responded that it was not easy but they had various strategies such as linking up with institutions of repute to give status to courses. There is also engagement with industry to ensure placements during courses. They are also trying to link TVET with the needs of the country, including tourism and hospitality, paramedics and ICT. There has been progress but challenges remain.

**Kenya** noted that TVET was an area of focus for many countries. Kenya has a new state department for TVET. One of the biggest challenges is mobilising resources, as well as trying to deal with the stigma associated with TVET. Kenya would like to learn from Mauritius and Australia to help in leap-frogging some steps.

**Belize** asked what challenges Mauritius and Australia had experienced with numbers and expertise of teachers while addressing skills gaps, as this had been a problem for them.

**Mauritius** responded that they also had experienced this problem. They now try to get people from industry to work as trainers, as they are better. There is continuous professional development to upskill and upgrade trainers.

**Australia** responded that they had not had so much of an issue attracting teachers to VET, as it is considered quite high status. The challenge has been in making sure teachers' industry skills are up to date, and they are encouraged to keep their skills updated.

**The Secretary-General** noted that the Commonwealth Games were to be held in April 2018 and that Commonwealth Sports Ministers would also be meeting. She suggested that Education Ministers talk to Sports Ministers to encourage sports stars to promote TVET as in Australia. She also requested the permission of Australia and Mauritius to include their presentations on the Innovation Hub, to which they both agreed.

The CCEM then witnessed the signing of a partnership between the Commonwealth Secretariat, COL and ACU.

## SDG 4 elements: higher education

**Dr Joanna Newman, Secretary-General and CEO, ACU**, introduced the session by stating that graduate employment was an issue, with many jobs at risk of being replaced by automation. The ACU has held widespread consultations to explore opportunities and challenges on this issue. The research shows there is a need for better-disaggregated data on graduates that can be used partly to assess the value of scholarships. Graduates need to be flexible and open and have entrepreneurial skills. Investment in tertiary

education throughout the Commonwealth must include investment in robust ICT infrastructure to enhance resilience.

**Prof. Paul Boyle, Vice-Chancellor of the University of Leicester and Vice-Chair of the Council of ACU,** set the context by noting that there was increasing demand for higher education. At the same time, there is renewed interest in skills needs, driven partly by low productivity. To address these challenges, we need competitive higher education systems with stable finances. There is sound evidence that higher education enables social mobility through higher wages and lower unemployment. More collaboration is needed between higher education and industry.

Challenges include meeting the demands of the fourth industrial revolution; a perceived mismatch between graduate skills and employer needs; a perceived lack of vocational courses in higher education; and negative attitudes towards TVET. He noted the gender and class disparity in participation rates and cautioned that STEM skills alone should not be over-emphasised.

- Universities are moving into the fourth industrial revolution with extensive research opportunities. New courses are emerging, such as coding, gaming and robotics, as well as inter-disciplinary courses.
- The skills mismatch is complex. It includes the workforce being trained for the wrong jobs or being over- or under-qualified. Skills and needs vary from region to region and country to country. Some are specific while others are generalised. There is always a time lag between demand and supply.
- Higher education has responded to the challenges. Much higher education is in fact vocational, and new vocations are emerging. Entrepreneurship courses are increasing, industry is becoming more involved and there are more apprenticeships and internships. New approaches are needed to the engagement between higher education and industry, including research, innovation and training. There is a need for lifelong learning and continuous professional development to keep abreast of new trends, and this needs to be resourced. It is also unclear who is responsible for these aspects.

- Prof. Boyle concluded by recapping that attitudes to TVET were often negative. Other challenges include inequitable access to higher education and a need for better data on graduate outcomes.

The respondent, **Prof. D.P. Singh, Chair, University Grants Commission, India,** reiterated that a key area of action for universities and governments related to the reorientation of the content and process of higher education. This must be done with a view to addressing the challenges of the rapidly changing world of work, while maintaining contributions to knowledge production and to wider national development processes. One of the priority tasks lies in enhancing the employability of students by making higher education more job-/work-relevant. Students must be equipped with knowledge and skills, including soft skills, to enable them to enter the workforce. Students may also need the reskilling that is required to respond to the changing demands of workplaces, labour markets and fast-transforming economies.

There are several criteria for assessment and accreditation of higher education institutions in India. They include:

- The periodic renewal of curricula to enhance the focus on employability/entrepreneurship and skills development;
- Integration of cross-cutting issues relevant to environment and sustainability, human values and professional ethics into the curriculum; and
- Integration of transferable and life skills, including core vocational competencies and soft skills.

Some of the core general vocational competencies and soft skills being integrated into higher education curricula include:

- Positive attitudes to work and problem-solving skills;
- Learning to learn, cooperation, initiative, working in groups/learning to work together;
- Career-planning and goal-setting; information access; communication skills; environmental consciousness;
- Decision-making; and
- Elements of entrepreneurship.



Flags of the 53 Commonwealth nations are lowered at the closing of the 20CCEM

There is a need to increase access to affordable and quality TVET and to make higher education programmes more skills-based to enhance employability. The challenge lies in responding to the emerging knowledge-based economy and the rapidly changing labour market. India urged all Commonwealth countries to invest more in reorienting the content and process of higher education to be more skills-based, in order to meet these. The emphasis must be on enhancing employability and the skills that are required to adapt to the changing world of employment. This necessitates broadening the scope of higher education to facilitate various pathways to learning, depending on learners' choice and skills requirements.

## Discussion

**Mauritius** asked whether, when we talk about student mobility, we need to consider the recognition and transfer of credits. They asked about the possibility of sharing modules across universities, especially within ACU, and the scope there is for this.

**Prof. Boyle responded** that many universities did allow students to move to other universities in different parts of the world and they did not have to do so for their whole degree. More work could be done in this area regarding quality assurance.

**Dr Newman** mentioned that ACU was involved in a programme whereby 20 different East African universities could share their curricula. This may

be able to be scaled up. She noted that COL did a great deal of work around shared modules. There is also work on horizontal and vertical movement across TVET. Universities often allow for movement between sectors as well as countries and the Commonwealth provides a platform to allow this mobility.

**Conference Secretary and Head of Social Policy Development, Commonwealth Secretariat, Mr Layne Robinson**, responded that COL was working on a transnational qualifications framework, which is for this purpose. Thus, the Commonwealth Secretariat and COL are well situated to facilitate such services to its members.

**Mauritius** asked whether there were some courses in Africa that could be shared by other Commonwealth countries, provided that the quality standards are met.

**Dr Newman** commented that ACU would be happy to investigate the matter.

**The Secretary-General** concluded the session by noting that it had shown how many commonalities there were as well as synergies and opportunities for collaborative working. She urged countries to take the opportunity to collaborate and share through the Innovation Hub.

## Closing of Ministerial Meeting and Nadi Declaration

After discussion, Ministers and Delegates adopted the Nadi Declaration. This is included in Appendix 1.

**Amb. (Dr.) Amina C. Mohamed, EGH, CAV, Cabinet Secretary for Education, Kenya**, gave an address as the host for 21CCEM. She said that it had been a pleasure to be in Fiji and she was convinced that the outcome of the CCEM would strengthen resilience in Commonwealth countries. She expressed her thanks to the Government of Fiji for its warm welcome and hospitality. She further thanked the Commonwealth Secretariat for its tireless work in effectively delivering the CCEM. Education remains a priority despite challenging financial times, which is a true mark of resilience. Kenya looks forward to hosting the 21CCEM in Nairobi in 2021 and is committed to ensuring that it will be a memorable experience.

- A short video was shown to illustrate some of the highlights of Kenya and some of the achievements of the education sector in Kenya, including in ICT.
- **Seychelles** delivered a vote of thanks to the Fiji Minister for Education as Chair, for his leadership and patience. On behalf of Ministers and Delegates, The Minister thanked the people and the Government of Fiji for their warm hospitality and thanked Delegates for coming to advance the education agenda. He particularly thanked the Secretary-General as the key driver. He also acknowledged partner organisations and the IPF. He concluded by thanking the organising taskforce for their hard work and organisation and stated that he looked forward to the 21CCEM in 2021.
- **The Secretary-General** thanked the Secretariat staff and the Ministry of Education, Fiji, for their tireless work and the Chair who had led the meeting so well. She commented that they had all enjoyed Fiji. She thanked all who attended and reminded Ministers and Delegates that the Commonwealth was a family known for its warmth regardless of size, and the humour and affection members have for each other was undaunted. She acknowledged Kenya's upcoming hosting and welcomed the taster of the country shown in the video. She concluded by congratulating the Chair for keeping the meeting on track to reach agreement and The Bahamas for its support since the previous CCEM.
- **The Chair** thanked everybody for coming to Fiji. He presented a gift to the Secretary-General and the Education Adviser of the Commonwealth Secretariat. He particularly thanked Ministers who had gone out to schools while in Fiji.
- The closing session was followed by the formal flag-lowering ceremony of all Commonwealth countries, accompanied by the band of the Fiji Military Force.

# Appendix 1: Nadi Declaration

## Nadi Declaration

### Education Can Deliver

#### Preamble

1. The 20th Conference of Commonwealth Education Ministers (20CCEM) was held in Nadi, Fiji from 19 – 23 February 2018. Delegations from thirty-four (34) Member States attended the Conference.
2. The Conference was opened by the Rt. Hon Rear Admiral (Rtd) Josai Voreqe Bainimarama, Prime Minister of the Republic of Fiji. The Secretary-General of the Commonwealth, The Rt Hon Patricia Scotland QC, addressed the Conference at the opening ceremony. The host Minister, Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister responsible for Education, Heritage and Arts of the Republic of Fiji, chaired the Conference.
3. Under the theme of 'Sustainability and Resilience: Can Education Deliver?', Ministers received keynote addresses from the Former Prime Minister of New Zealand Helen Clark, former President of Tanzania, Jakaya Kikwete and the former President of Kiribati, Anote Tong.
4. The 20CCEM was the first meeting of Commonwealth Education Ministers since the adoption of the 2030 Agenda for Sustainable Development. It was also the first CCEM to be held in a Pacific Island country; the first CCEM being held in the Pacific region in Australia in 1971.
5. Delegations representing Small States met in caucus to exchange ideas, share challenges and explore solutions which directly affect their countries.
6. The Integrated Partners Forum (IPF) was held in parallel to the Ministers' Conference and included representatives from teachers, students, civil society organisations and higher education institutions.
7. Building on the outcomes of the 19CCEM, Ministers reaffirmed that education is a fundamental human right and is indispensable for the achievement of sustainable development. Ministers committed to ensuring inclusive and equitable quality education and to promote life-long learning opportunities for all.
8. Ministers indicated their appreciation to India for its concerted efforts to meet its commitments as outlined in the Nassau Declaration.

#### Education governance and management

1. Ministers acknowledged that good governance and effective educational management practices are central to realising equitable access to quality education.
2. Ministers emphasised the need to prioritise and expand access to quality education for children, regardless of circumstances, to master basic numeracy and literacy skills.
3. Ministers agreed that high quality teaching is a priority, and that Member States should focus on how teachers and school leaders are trained, recruited and motivated and how the profession is governed.
4. Ministers committed to tackling the persistent challenges facing education by ensuring that children get the best start to enable success, future education and employment.
5. Ministers recognised the need to strengthen education management systems. They agreed to collect and use accurate, timely and relevant data to assure quality and evaluate results against targets. This will allow evidence-based interventions within the education system, improve accountability and support global efforts to enhance the quality and use of educational data.
6. Ministers welcomed the Secretariat's recommendation to facilitate the sharing of emerging innovations and good practices amongst Member States to enhance

education reform, building on initiatives such as the proposed Commonwealth Innovation Hub.

7. Ministers called on Heads of Government to take specific actions to provide at least 12 years of quality education and learning for boys and girls by 2030 and to ensure no child is left behind, as consistent with the SDGs.
8. Consistent with the Incheon Declaration of May 2015, Ministers recalled their commitment to invest the globally agreed levels of public spending to education (i.e. at least 4-6% of GDP and/or 15–20% of government spending) in accordance with the local context.
9. Ministers thanked the Secretariat for the work undertaken in the publication and dissemination of toolkits including the Commonwealth Education Policy Framework and the Commonwealth Curriculum Framework for Sustainable Development. They urged the Secretariat to continue working on the Curriculum Framework for Sustainable Development and support governments in revising or strengthening their national SDG frameworks. They request the design of additional toolkits to be made available to Member States, to support the implementation of various public policies including: effective management of education systems; effective monitoring and evaluation of education programmes; implementation of SDG4; improved financing and budgeting; and Early Childhood Education (ECE).

### **Building resilience through education**

1. Working innovatively and cooperatively and in-line with the Paris Agreement 2015, COP23 and the theme of resilience building at the 20CCEM, Ministers agreed to redouble their efforts to educate present and future generations about the critical issue of climate change.
2. Ministers stressed the need for the promotion of climate change awareness including, through mass education beyond the classroom; stronger engagement with the private sector and other stakeholders; increased awareness of green and blue

technologies; emerging alternative clean energy sources; and the mobilisation of indigenous and community knowledge. Ministers also noted the need to support the creation of a network of universities and research centres dedicated to climate mitigation.

3. Ministers noted the creation of a network, proposed by the Association of Commonwealth Universities (ACU), to support resilience towards climate change.

### **Education for sustainable development**

1. Ministers agreed to promote the inclusion of Education for Sustainable Development into the curriculum from ECE to tertiary and for Technical Vocational Education and Training (TVET) education, and provide space for learners to explore, analyse and engage with their environment and in the process strengthen their knowledge and skills about the complex issues that affect the environment and society, now and for the future.

### **Early childhood education**

1. Ministers noted the importance of providing all children with access to quality early childhood education. Given the nature of this sub-sector, Ministers also recognised the importance of multi-sectoral coordination to support and promote early learning and development of all young children.
2. Ministers recognised the need to invest in early learning with a goal of providing universal pre-primary education.

### **Gender equality**

1. Ministers encourage action to improve education attainment of marginalised groups and tackle gender disparities in education, whether that be boys or girls.
2. Ministers appreciated the Jamaican Boys Engagement Programme, which by focusing on boys' education has improved the educational outcomes for both boys and girls. They noted that this model has valuable lessons for other Member States.

## Technical and vocational education and training

1. Ministers noted with concern the high rates of youth unemployment in rapidly changing job markets, the increased numbers of young people, including both those who have dropped out of school and school leavers, entering the labour markets with little or no skills for employability or entrepreneurship in many Commonwealth Member States. Furthermore, Ministers also noted the weak bridging mechanisms between providers of TVET or Vocational Education (VE) and employers, resulting in high skills mismatches.
2. Ministers agreed to strengthen TVET policy adoption and recommended that Member States who have made progress in this area share successful TVET programmes with other Member States.
3. Ministers recommended implementing the Commonwealth Secretariat's TVET self-assessment toolkit and other initiatives.
4. Ministers noted the importance of TVET in the context of national economic development of Member States. As such, Ministers agreed to reinforce TVET integration into the national education framework recognising the need to train youth with skills for the future.
5. Ministers agreed on the need to elevate the importance and status of TVET in the national education agendas of Member States.

## Peace education

1. Ministers noted with deep concern that youth in many Commonwealth Member States are vulnerable to drugs, gang violence and street crime and in certain societies extremism. Concerted efforts are required to impart global citizenship by inculcating universal and humanistic values through peace education, creating better understanding of social rights and responsibilities, and respecting cultural and religious diversity through formal and informal education and training.
2. Ministers acknowledged the contribution of non-formal and informal learning in building the resilience of young people and the role of youth and community workers in delivering non-formal and informal education.
3. Ministers reiterated the importance of initiatives such as the Faith in the Commonwealth (FCW) programme and others undertaken by Member States and partners, and advised that those which provide best practice be scaled up and replicated across the Commonwealth.
4. Ministers further recommended including school teachers (basic education) in FCW and the development and implementation of the Tolerance and Resilience toolkit.

## Strengthening educational partnerships

1. Ministers reaffirmed the importance of working within the Commonwealth spirit of partnership and collaboration to deliver their objective of improving education in all Member States. They agreed that success will depend on stakeholders working closely together.
2. Partnerships within the Commonwealth are based on a shared sense of ownership, trust, transparency, regular and effective communication. In ensuring the implementation of the Commonwealth Strategic Plan (2017/2018-2020/2021) Ministers of Education recognised the role that strengthened education partnerships have on the achievement of SDG4.
3. Ministers noted the need to work strategically to maximise the use of scarce resources. They requested that the Commonwealth Secretariat, EMAG and CADME are strengthened in order to provide a catalyst for the implementation of the recommendations made by Ministers, working within the agreed Strategic Plan budget, supported by resources of Member States to make them sustainable.
4. Ministers requested for the Secretariat to work with regional intergovernmental organisation e.g. Caribbean Community (CARICOM), African Union (AU), Secretariat of the Pacific Community and Pacific Island

Forum Secretariat (PIFS), to implement agreed regional educational strategies and avoid duplication of efforts.

5. Ministers welcomed the Commonwealth Secretariat, the ACU, and the Commonwealth of Learning's (COL) renewed commitment to work together to support all Member States in achieving the Sustainable Development Goals (SDGs) through education. The Commonwealth Education Partnership (CEP) offers a coordinated and integrated approach to programme delivery focused on enhancing coherence, efficiency and effectiveness of the Commonwealth at country and regional levels.
6. Ministers supported a Commonwealth Knowledge Alliance for improving education outcomes, facilitated by the Secretariat, to allow information, experience and insights to be shared amongst Member States thus reducing start up time and costs for Education Ministries to implement innovations.
7. Ministers encouraged the development of stakeholder engagement policies and mechanisms that ensure teachers, civil society, the private sector and young people are active participants in policy formulation, implementation and monitoring and evaluation.
8. In pursuit of high quality skills development programmes, Ministers agreed to create linkages between the education sector and employers to enhance economic opportunities for skilled graduates of basic, tertiary and TVET education.
9. Ministers encourage appropriate resources for higher education institutions to further strengthen joint research, capacity building, professional development and mobility of students, faculty and staff.

### **Empowering the Commonwealth Secretariat**

1. Ministers agreed that as a cross-cutting issue, education is central to achieving all SDGs in Member States. As such, the Secretariat is empowered to create a comprehensive, demand-driven programme to support the educational priorities of the Member States in accordance with the mandates given by the Heads of Members States.

2. Ministers agree that given the centrality of education in the development agenda of Member States, high-level leadership and demonstrated commitment to education at Commonwealth Heads of Government Meeting (CHOGM) is of critical importance.
3. Ministers proposed for education to be on the formal agenda at CHOGM through a session with the Heads of Government (supported by relevant Education Ministers) to discuss and agree on how to empower the Secretariat to deliver demand-driven education programmes for Member States.

### **Integrated Partners Forum**

1. Ministers noted the issues and recommendations highlighted at the Integrated Partners Forum including but not limited to: inadequate consultation with teachers on changes to the curriculum and the need for 19 million more teachers in the Commonwealth by 2030; insufficient resources and recognition for non-formal and informal education and to support the role of youth and community workers in the delivery of these forms of education; strengthen student engagement in decision making processes in education by developing mechanisms which ensure student views are further integrated into policy; and address national and international funding gaps in education.

### **Commonwealth of Learning**

1. Ministers recognised the valuable service provided by COL over the last 30 years and wished it success in the coming years. Ministers appreciated COL's focus on promoting learning for sustainable development through the use of technologies leading to impressive results. They commended COL for its emphasis on Lifelong Learning for employment, entrepreneurship and empowerment which supported the on-going efforts of Member States to achieving SDG4. Ministers noted with satisfaction the growing impact of the Virtual University of Small States in the Commonwealth (VUSSC) in strengthening tertiary education in the small states. COL was

complimented for its global leadership in Open Educational Resources (OER) and innovations in educational technologies.

### **Association of Commonwealth Universities**

1. The ACU set out the important role that scholarships and fellowships play in the Commonwealth and requested Member States to contribute to the Endowment Fund. Ministers commended the proposal by ACU to enhance the Commonwealth Scholarship and Fellowship Programme (CSFP).

### **Commitments**

1. India commits to sharing its best practices of MOOC platforms to Member States.
2. India also commits to share studies conducted by the Malaviya Commonwealth Chair for Teacher Education established at Banaras Hindu University.

### **Acknowledgments**

1. Ministers express their thanks and appreciation to the Government and people of the Republic of Fiji for their warm and generous hospitality in hosting and organising the 20CCEM along and also recognising the strong leadership and support from the Commonwealth Secretariat. They also wish to thank all those delegations who collaborated to make this event a success.

### **Next meeting**

1. Ministers welcome the offer by the Government of Kenya to host the 21st CCEM in 2021.
2. The 20CCEM was declared closed.

# Appendix 2: Small States Ministerial Meeting Report

Agenda Item 1a

CCEM(20)20

## Small States Ministerial Meeting Report

### MINISTERIAL MEETING

Commonwealth Secretariat  
Marlborough House  
London  
SW1Y 5HX  
February 2018

The Small States Ministerial Meeting was held on Tuesday, 20 February, 2018 and was attended by 14 delegations. The meeting allowed Small States Ministers to exchange ideas, share challenges and explore solutions. The meeting received remarks, presentations and reports from each region of the Commonwealth, the Association of the Commonwealth, the Commonwealth of Learning and the Secretary-General of the Commonwealth.

### Issues and challenges facing small states

Regional perspectives and priorities presented by countries showed that the issues and challenges that we face are more similar than different. It was reported that the good news was that small states are doing better today than ever before, but the bad news was that despite all efforts, our efforts were still not good enough in the context of the challenges facing small states, improvements and innovative ideas were needed to close existing gaps. During the course of the meeting, the following main issues and challenges emerged:

1. **Impact of climate change on education systems in small states:** Ministers discussed how climate change issues were integrated in education systems. Several countries said that the impact of cyclones on school infrastructure was a concern.
2. **Financing of education:** Education requires major financing including for infrastructure (school building), recurrent costs such as

teacher salaries, provision of free education and funding schools. Ministers discussed the importance of promoting accountability of use for public funds; as well as raising awareness of the real cost of education to the state through use of innovative ideas such as preparing invoices for parents to understand the true cost of education for each student. The issue of complex and slow procurement systems that prevent ministries of education from spending annual allocations was also raised as a common challenge across the Commonwealth; as well as the need for effective, efficient systems that prevent corruption.

3. **Early childhood care and education** was recognised as important with some countries making ECCE compulsory, while others engaged in the full implementation of ECCE through the public and private sector. However other countries suffered from a lack of trained ECCE teachers.
4. **Relevance of education and learning:** Education systems should prepare young people for work and this should start at school without being seen as a violation of children's rights. There was concern that though there are high enrolment rates in primary school (often 100%) but high drop out at secondary level. Other countries noted pressure on urban and peri-urban schools with overcrowding of secondary schools due to high transition rates from primary. It was also felt that there was too much emphasis on academic education and not enough on skills development, 'commercial education' or TVET.
5. With a continuous decline of learning outcomes, countries are concerned about what goes on in the classroom and some are focusing on quality of primary schooling. Curriculum development is critical and countries require a comprehensive review of

their curriculum to make it relevant to the 21st century. It is a challenge developing courses and content to keep the curriculum up to date.

6. **Teachers:** Trained retrained teachers are necessary to ensure quality education. Some countries have significant shortage of qualified teachers in key areas such as STEM. Qualified teachers are migrating to other countries.
7. **The Commonwealth Family:** Some countries felt that the Commonwealth family could do more to facilitate collaboration, learning and support between member states. Ministers gave examples of concrete examples of how the Commonwealth institutions has been facilitating exchanges and support to education ministries.

### Recommendations, solutions and opportunities

1. Financing of Education; Ministers to work closer with Ministers of Finance and other line ministries (e.g. health, sport, youth etc.) to rationalise and better understand the domestic financing issues in education e.g. issues related to procurement of goods and services; duplication of education programmes or spending on infrastructure development. Secretariat to facilitate engagement with Commonwealth Finance Ministers at a Pan Commonwealth level.
2. The meeting took note with appreciation of the progress on Virtual University of Small States of the Commonwealth (VUSSC) and commended COL for its work. It asks the 20CCEM to endorse further development of Open and Distance Learning (ODL), Open Educational Resources (OER) and MOOCs in support of teacher training (including ECCE training and in-service training), development of courses and content, personalised learning, and reduction of delivery costs.
3. Commonwealth to work with regional intergovernmental organisation e.g. CARICOM, Africa Union or SPC/PIFS to implement agreed regional education or related strategies.
4. Members states to share and exchange best practices and solutions as part of **Commonwealth Innovation Hub**.

5. Member states work together as part of the **Commonwealth Learning Alliance led by the Secretariat** where member states can better collaborate and work together on similar challenges; focus on capacity development and knowledge building to strengthen their education systems; exchanges and collaboration for the development of policies.
6. The Commonwealth Secretariat has developed a number of useful resources that members can tap into, namely a Commonwealth Policy Toolkit and a Commonwealth Curriculum for the SDGs. The meeting commended these tools to the 20thCCEM.
7. Ministers took note of and supported the proposal made by the Association of Commonwealth Universities to establish a network to support resilience towards climate change; as well as to support joint research involving several universities, and ask the 20CCEM to endorse the proposal.
8. Ministers took note of the proposed agenda for education of OECS Commission and the CARICOM Secretariat and its New School Model, Qualifications framework, ICT for development (ICTD) and recommends that the Commonwealth consolidates its work through regional organisations.

### Conclusion

The meeting provided Ministers with a useful outlet to discuss their priorities relevant to small states and commended the Secretariat and the Secretary-General for keeping the issues of small states central to its programme of work. I commend this report to the 20CCEM and request that the drafting committee to take note of our recommendations.

# Appendix 3: Senior Officials Meeting Report

Agenda Item 1a  
CCEM(20)21

The Senior Officials Meeting was held on Tuesday, 20 February, 2018 and was chaired by Ms Alison Burchell, Permanent Secretary, Ministry of Education, Heritage and Arts, Fiji. The meeting provided an opportunity for senior officials of ministries of education to preview and discuss the agenda items and discuss the communique drafting process ahead of the main ministerial meeting.

The main objectives of the meeting were to:

- identify ways to support the implementation of SDG4;
- identify key messages for Honourable Ministers to consider for the upcoming CHOGM; and
- consider the Nadi Declaration framework.

Senior Officials were briefed on the 20CCEM subthemes, which included:

- Focus on partnerships and cooperation to achieve SDG4
- Embedding climate change issues into the curriculum
- Skills for development
- Governance and management

They received presentations on the following:

- Thematic issues paper
- Status Update Report on SDG4
- Commonwealth of Learning
- Commonwealth Scholarships and Fellowship Plan
- Commonwealth Tertiary Education Facility  
Commonwealth Secretariat Education Report  
Nadi Declaration and drafting committee

The following key points were raised in presentations or reports, and subsequent discussions:

- Commonwealth cooperation (identify finance gaps, frameworks, scholarships and loans)
- Data collection processes with good and bad data, capacity building, PPI
- The value of TVET and teachers at all levels, entrepreneurship, portable qualifications
- Cost effectiveness of digital books
- Enhanced endowment fund for increasing scholarship opportunities to bachelor level
- Needs analysis to the Commonwealth Secretariat to support member countries
- Infrastructure to support learning

Based on discussions, Senior Officials submit the following recommendations to Hon Ministers:

- Increase cooperation across the Commonwealth
- Standardise data collection, capacity building, toolkits, information management systems (decision making, monitoring and evaluation)
- Investigate digital text books
- Investigate roll out of Commonwealth of Learning pilots
- Investigate implementation of offers from India (online education, MOOC platform including teacher training)
- Consider support for an enhanced endowment fund for CSFP and a name change
- Promote scholarship and fellowship opportunities more systematically and expand to undergraduate levels

Recommendations to the broader Commonwealth community and the Secretariat include:

- Investigate an increased focus on boys' education for change while not losing the need to continue integrate girls' into the education system

- Expand the Commonwealth Education Hub to include effective management best practice
- Initiate a needs analysis which can focus Commonwealth cooperation and Secretariat support
- Promote a 'Knowledge Alliance'

Senior Officials agreed that the drafting committee for the Nadi Declaration would comprise The Bahamas (ex officio – previous host), Fiji (ex officio – current host), Kenya (Africa, next host), United Kingdom (Europe), India (Asia), Jamaica (Caribbean) and Namibia (Africa).

## Conclusion

The meeting provided Senior Officials with an opportunity to review the agenda and meeting papers and reports as well as name a committee to assist with the drafting of the Nadi Declaration. This report is submitted to the 20CCEM and it is requested that the drafting committee take note of our recommendations.

# Appendix 4: Ministerial Roundtable Reports

## Roundtable 1: education for climate change mitigation

Report given by Roundtable Chair Hon Leela Devi Dookun-Luchoomun, Minister of Education and Human Resources, Mauritius

During the course of the roundtable, the following main points and recommendations emerged:

1. Education systems must enable an understanding of issues, what will happen if we continue in the same trajectory and how it will affect us and the next generations
2. A movement for mobilising also indigenous knowledge, for mass education is needed to enable citizens' participation in the transformation for sustainability
3. Education systems will be relevant if they and decision makers engage with business and other stakeholders to develop practical and political collaborations
4. Green and blue technology related TVET are essential to combat climate change and support transition to sustainable forms of production trade and ways of living
5. Actively support the Commonwealth Climate Network of Universities
6. Protect indigenous knowledge language and cultural practice to hold resilience in ALL citizens and build these into curriculum material for sustainability
7. Use the Commonwealth Universities as they provide a unique constellation of capabilities to achieve our goals

## Roundtable 2: skills for development

Report given by Roundtable Chair Hon Joel Morgan, Minister of Education, Seychelles

Much of the roundtable focussed on technical and vocational education and training (TVET) and how it could be improved and prioritised.

The following key points were raised in presentations and subsequent discussions:

- In the TVET sector there is currently a need for:
  - Inter-sectoral collaboration
  - Investment in training in TVET
  - Profiling of learners from an early age
  - An assessment and audit of materials used in TVET
  - Identify ambassadors and role-models for TVET
  - Encourage creativity in the education system
  - Train and re-train teachers for changing economies
  - Partner and share experiences
- Education happens everywhere: almost half the time in school and the other half the time out of school. Thus, out of school activities should also be provided and budgeted for.
- Education, including TVET, consists of multiple pathways and this should start at a very early age. Emphasis should be put on all pathways, not only the academic one but also the TVET one.
- There are specific models, including the Singapore and Nigerian models, where the economy drives TVET.

- There has been a rise of technology that needs TVET and we are headed for the next technological revolution.
- The demographic deficit can still be turned around to our advantage to pay dividends to our country.
- We need to reverse the brain drain using TVET.
- There are various factors that limit our economic development. Typically, economies progress from labour intensive, to skills intensive, to technology intensive, to innovation intensive, and to knowledge intensive. A country's GDP can be affected by its stage of development.
- Science, technology, engineering and mathematics and its role in TVET.
- The German model for TVET allocates 80 percent of a student's time to industry and 20 percent to the classroom. Economies have benefited by implementing a similar model in some Commonwealth countries.
- Some countries need to 'leap-frog' stages in order to keep up with the rest of the world in terms of technology, engineering and TVET.
- New strategies are required to help young people to acquire skills for insertion into the economy.
- Many graduates leaving university are not ready to be employed. Many leave with the knowledge but not the experience. There is a need to have programmes that would enable them to be immediately employable and inserted into the economy when they come out of university.
- Stereotyping in TVET.
- Currently there is a mismatch between TVET and the labour market. Thus, there is a need to match skills development programmes with the needs of the enterprises in the economy and make that employment driven. Countries need to move towards a demand-led Technical and Vocational Skills Development (TVSD) strategy.
- There is a need to look at options for financing TVET, including the involvement of the private sector.
- There is a need to rebrand TVET and give it the importance that it needs, for example in Malaysia where they have done TVET transformation.
- TVET needs to be included in the overall human resource development strategy of countries.
- Countries need to plan for jobs 10 to 15 years from now. They need to start early in the planning process to prepare our economies and education systems.

### Roundtable 3: education governance and management

Report given by roundtable chair Hon Nick Kuman, Minister of Education, Papua New Guinea

**Main message:** Good governance and management is essential for the delivery of quality education. During the course of the meeting, the **following main points emerged:**

1. It was noted that education systems are becoming increasingly decentralised. Effective accountability within decentralised education systems is dependent on:
  - a. Developing a strong culture of responsibility and accountability throughout the system
  - b. Empowering and equipping the leadership of school and educational institutions with the necessary skills and training to perform their roles effectively.
2. There is a need to pay careful attention to the balance between accountability and autonomy of education institutions. Autonomy needs to be earned and differentiation between established, high performing institutions and new institutions may be appropriate to safeguard quality, especially in rapidly growing systems.
3. Accountability is a means to an end, and not an end in itself. Accountability systems should therefore be geared towards driving improvement rather than just facilitating accountability.

**The following recommendations were made:**

- Additional good practice models and toolkits, such as the Commonwealth School Leaders Framework, to be developed to offer guidance in certain areas that relate to accountability in education
- Members states to share and exchange best practices and solutions, especially in relation to the financing of higher education and the training of middle-management
- Stronger partnerships between member states and regional education organisations are necessary to strengthen education governance & leadership

I commend this report to the 20CCEM and request that the drafting committee to take note of our recommendations.

# Appendix 5: Integrated Partners' Forum Statement

## Preamble

The Integrated Partners' Forum (IPF) met at the 20CCEM in Nadi, Fiji, 19-22 February, in parallel with the Ministers' Conference. Given that partnership was an essential focus of this CCEM, teachers, higher education, civil society, students' and young people's representatives formed an Integrated Partners' Forum attended by about 345 participants from 23 countries.

In the Commonwealth, we are united by our common values and strengthened by the diversity of language and culture. This is a richness which the Commonwealth should both jealously guard and draw upon as it works to achieve social justice and human rights.

Meeting in Fiji, participants were alive to the impacts of climate change which affects every country but poses a particular threat to the Commonwealth's many island and coastal regions. It behoves all Commonwealth countries to prioritise climate action.

Deliberations focused on *Sustainability and Resilience: Can Education Deliver?* Areas addressed included accountability, culture, employability, financing, inclusion and quality.

## Key issues

Forum discussions were permeated by issues of sustainability and resilience, the overarching theme of the Forum. While environmental and climate change were at the forefront, given the location of the Forum and the threat to small island states posed by sea-level rise and diverse natural disasters, sustainability and resilience are essential conditions for effecting long-term improvements in every field of human endeavour, including the education sector itself.

Inclusive and quality education requires leadership capacity, quality teachers and environments, enabling tools and frameworks. Quality education should be fit for purpose and transformative. The curriculum should reflect the Commonwealth's priorities - peace, prosperity, people and planet

- through the development of critical thinking, problem solving and working collaboratively. We recognise the shared responsibility of the state, school leaders, teachers, educators, parents, students and civil society actors for accountability in education.

Too often educational reforms are imposed on teachers with little consultation, including changes to education systems and the school curriculum. This approach does not capitalise on their expertise and experiences. Teachers' current conditions and remuneration seldom enhance their professional status. In addition, across the Commonwealth, nearly 19 million more teachers are needed by 2030. Teachers are key to the achievement of the Sustainable Development Goal 4 (SDG 4) and serious insufficiency of teacher supply will make achievement of that objective impossible.

We remain deeply concerned about the national and international funding gaps in education including for early childhood education, for the most marginalised, and for education in emergencies (including for refugees and persons with disabilities). Lack of adequate funding undermines the right to education for millions across the Commonwealth.

Achieving gender parity in universal basic education remains a challenge. Due to several factors including poverty, economic insecurity, discriminatory social norms and lack of safety, fewer girls than boys are going to school. Millions of children and young people are out-of-school or dropouts due to early pregnancy, child marriage or child labour. School and campus-related gender based violence is a significant issue, rooted in power-relations, gender-based discrimination and stereotypes. Education is key to empowering girls and women, working with boys and men, and promoting gender equality.

State-funded free, quality, public early childhood and compulsory education is the route to guaranteeing the achievement of SDG 4 and education for all, particularly for those at risk, marginalised and left behind.

Education viewed from the perspective of resilience and sustainability is important to enhance employability, entrepreneurship and to fulfil everyone's potential.

Higher education makes an essential contribution to sustainable development, through both teaching and research. Increasingly, tertiary and higher education will be an essential component of curious, flexible, resilient and ethical individuals able to play a full role in Commonwealth societies. Stronger higher education systems will be required to meet the challenges of changes to the nature of employment, building respect and understanding in societies, and respond to climate change. Universities directly affected by climate change and natural disasters can offer a distinctive contribution to support the resilience of universities, communities and economies vulnerable to disasters. The value of higher education to society in the Commonwealth is enhanced by international collaboration and partnerships which focus on building the capacity of all partners. This includes the promotion of student and academic mobility through the Commonwealth Scholarship and Fellowship Plan.

Education and life-long learning are important not only for the development of skills and knowledge required for the fast changing world of work but also for the inter-generational transmission of culture, language and traditional knowledge which have been important vehicles for promoting sustainability and resilience. Education institutions should assist learners to draw on their own rich heritage by according full recognition to the place of arts and culture in the curriculum and drawing on the valuable educational resources represented by museums, galleries and libraries.

Welcome as some aspects of the process of globalisation and the spread of social media are, in forming and maintaining connections between peoples and cultures, the concentration of power represented by the dominance of a few multinational companies poses risks of the imposition of cultural and linguistic uniformity. The maintenance of cultural identity and diversity is of key importance for sustainability and resilience, and we believe the Commonwealth is well placed to be an international standard-bearer for the safeguarding and development of indigenous cultures and languages, ensuring the sustainability of their best characteristics.

We acknowledge the synergies of non-formal and informal education in contributing to the resilience of people through skills development for children and youth. Equitable access to appropriate post-secondary pathways, including technical and vocational education and training, higher education and life-long learning should be available to all.

There is a need to mainstream and operationalise student engagement in all decision making processes in education, as committed in the Nassau Declaration. This would not only be by association and representation, but also by developing mechanisms which ensure student views are actively considered by policy makers, from grassroots to national levels.

## Recommendations

The IPF recommends that:

1. In recognition of the central importance of education to the future wellbeing of the Commonwealth community, the Secretariat should develop a forward strategy for educational co-operation based on partnership between the Commonwealth inter-governmental organisations, governments, Commonwealth Associations and other civil society bodies. The strategy should incorporate a consultative policy framework, including Civil Society Organisations (CSOs), to ensure participation at all levels of decision making in education.
2. The Secretariat should increase opportunities to share skills and best practice through south to south, north to south and south to north co-operation, whether virtually or on a face-to-face basis. Such opportunities might for example include the establishment of university networks to build resilience and promoting Commonwealth-wide student mobility through the Commonwealth Scholarship and Fellowship Plan, including consideration of Climate Change Resilience Scholarships. Mindful of the Paris 2012 Open Educational Resources Declaration, we encourage Ministers to enable the sharing of education resources as open content.
3. Education Ministers should develop and strengthen genuine partnership arrangements with teacher unions and other stakeholders. Teachers should be

- engaged in education policy development and be supported and trusted to develop curricula which enhance their capacity to educate all, beginning with early childhood education. Ministers must address the teacher shortage, increase investment in teacher training, use best practice for teacher recruitment and retention, including terms and conditions of employment and strategies for increased mobility.
1. Commonwealth governments should meet or exceed internationally agreed benchmarks of 4-6% of GDP or 20% of national budgets for education. At the national level, governments should establish multi-sectoral consultative fora which address the financing of education. At the Commonwealth level, a meeting of Education and Finance ministers should be convened to realise this funding commitment. Governments should increase domestic revenue collection through fair progressive taxation and measures for tax justice requiring multinational companies to pay taxes in the countries in which they generate revenue. Particular funding priority should be given to early childhood education, the most marginalised and to education in emergencies.
  2. Governments should ensure that Commonwealth young people have access to gender inclusive and sensitive quality education, with relevant curricula, which prioritises holistic learning methods and equips them with the relevant skills and resilience to successfully transition to decent work, equitable employment opportunities or entrepreneurship, as well as prepares them to participate successfully in today's knowledge-based society and as active citizens. Young people should feel and be safe and secure in learning environments.
  3. The Commonwealth Education Ministers Action Group should explore with students themselves, representatives from higher education institutions and the private sector the issues around higher education for skills and employment. This must consider the critical skills required by students to both create and respond to new economic opportunities; the expansion of technical and vocational education and training (TVET); and life-long learning to ensure equitable access for all in adapting to the future requirements of work. This should also include exploring mutual recognition of qualifications within the Commonwealth countries, entrepreneurship education from an early age, including Science, Technology, Engineering and Mathematics (STEM) fields for girls.
  4. Ministers acknowledge the synergies and benefits of non-formal education and commit to supporting and resourcing the role of youth and community workers in the delivery of non-formal and informal education. Ministers should ensure formal recognition and certification of knowledge, experiences and competencies gained by people, through non-formal and informal education.
  5. Reflecting the cultural diversity within the Commonwealth, Ministers should ensure the proper recognition in the curriculum of local culture and traditional knowledge which can make an important and central resource in building resilience and sustainability. This calls for close co-operation with non-formal providers and for support to the education of indigenous populations through provision of scholarships and in other ways.
  6. Commonwealth governments fulfil their commitments under the Nassau Declaration and confirm their recognition of students as partners in education through funding and technical support; as well as facilitate the establishment of national student organisations. Governments should provide greater allocation of resources and funding in the implementation of strategic plans for the Commonwealth Student Association to enable capacity building for national student organisations.

*We collectively affirm the significance of education and call on the Education Ministers to ensure the sustainability of an adequately resourced Education Section within the Commonwealth Secretariat.*

Adopted by the Integrated Partners Forum on 22nd February, 2018, Nadi, Fiji.

# Appendix 6: Programme

## Programme

### Pre-Conference Meetings

SUNDAY 18 FEBRUARY	
	(Venue: Chime Bar - Sheraton)
0900-1700	20CCEM REGISTRATION
MONDAY 19 FEBRUARY	
	(Venue: Pre-function area)
0730-0930	20CCEM REGISTRATION
	(Venue: Sheraton Golden Ballroom)
0900-1030	Opening of integrated Partners' Forum (IPF)
	(Venue: Pre-function area)
1030-1100	Opening of 20CCEM Exhibition
	(Venue: Senijale - Westin)
1400-1730	Ministerial side meeting on resilience qualifications

## Programme

### Pre-Conference Meetings

TUESDAY 20 FEBRUARY	
0730-0930	(Venue: Pre-function area)
	20CCEM REGISTRATION

## Programme

### Small States Ministerial Meeting

TUESDAY 20 FEBRUARY	
0900-1230	AGENDA ITEM 1: Welcome and opening remarks
0900-0915	(Venue: Senirosi Ballroom - Westin)
	Welcome address
	Hon Aiyaz Sayed-Khaiyum
	Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji
	Chair's opening remarks
	Hon Loau Solamalemalo Keneti Sio
	Minister of Education, Sports and Culture, Samoa

0915-1030	<p>AGENDA ITEM 2: Education in Small States: Working toward good practice</p> <p>Regional perspectives and priorities (10 Minutes each)</p> <p>Hon Dr Unity Dow Minister of Basic Education, Botswana</p> <p>Discussion (15 Minutes)</p> <p>Hon Jeffrey Lloyd Minister of Education, Science and Technology, The Bahamas</p> <p>Discussion (15 Minutes)</p> <p>Hon Mr David Collins Minister for Education, Kiribati</p> <p>Discussion (15 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)1</p> <p>CCEM(20)2</p> <p>CCEM(20)(INF)3</p>
1030-1100	Refreshment Break (Venue: Pre-function area, Westin)
1100-1140	<p>AGENDA ITEM 3: Universities, Climate Change and Resilience in SIDs</p> <p>Introduction (2 minutes)</p> <p>Dr Joanna Newman Secretary-General &amp; CEO, Association of Commonwealth Universities (ACU)</p> <p>The Commonwealth Climate Resilience Network (5 Minutes each):</p> <p>Prof. Nabobo-Baba, Professor of Education &amp; Mr Salabogi Mavoa, Acting Dean, College of Engineering, Science and Technology Fiji National University</p> <p>Dr David Smith, Director, Centre for Environmental Management, Coordinator, Institute for Sustainable Development &amp; Mr Jeremy Collymore, Honorary Research Fellow/Disaster Reduction Consultant, Director- Designate, Caribbean Emergency Management Agency University of the West Indies</p> <p>Prof. Elisabeth Holland, Director, Pacific Centre for Environment and Sustainable Development University of the South Pacific</p> <p>Discussion (30 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)4</p>

1140-1200	<p>AGENDA ITEM 4: Virtual Universities</p> <p>The Virtual University for Small States of the Commonwealth</p> <p>Prof. Asha Kanwar</p> <p>President &amp; CEO, Commonwealth of Learning</p> <p>DOCUMENTS:</p> <p>CCEM(20)5</p>
1200-1230	<p>AGENDA ITEM 5: SG's address and key recommendations and outcomes</p> <p>Address (15 Minutes)</p> <p>The Rt Hon Patricia Scotland QC</p> <p>Secretary-General of the Commonwealth</p> <p>Key recommendations and outcomes (15 Minutes)</p> <p>Hon Loau Solamalemalo Keneti Sio</p> <p>Minister of Education, Sports and Culture, Samoa</p> <p>DOCUMENTS:</p> <p>CCEM(20)1</p> <p>CCEM(20)2</p> <p>CCEM(20)(INF)6</p>
1230-1400	<p>Networking Lunch (Venue: Coco Palms, Westin)</p>

## PROGRAMME

### Senior Officials Meeting (SOM)

#### TUESDAY 20 FEBRUARY

0900-0910	<p>AGENDA ITEM 1: Welcome remarks and handover</p> <p>(Venue: Sheraton Convention Centre)</p> <p>Welcome remarks and handover to incoming chair</p> <p>Marcellus Taylor</p> <p>Director of Education, Ministry of Education, Science and Technology, The Bahamas</p> <p>Introduction to proceedings</p> <p>Ms Alison Burchell</p> <p>Chair, SOM/Permanent Secretary, Ministry of Education, Heritage and Arts, Fiji</p>
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0910-0940	<p>AGENDA ITEM 2: Ministerial Programme, Objectives and Outcomes</p> <p>Overview of the 20CCEM Ministerial Programme, Objectives and Outcomes</p> <p>Nasir Kazmi</p> <p>Education Adviser, Commonwealth Secretariat</p> <p>Discussion (20 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)7</p> <p>CCEM(20)(INF)6</p> <p>CCEM(20)8</p>
0940-1030	<p>AGENDA ITEM 3: 20CCEM Papers</p> <p>Thematic issues paper (10 minutes)</p> <p>Prof. Rajesh Chandra</p> <p>Vice-Chancellor, University of the South Pacific</p> <p>Status update report on SDG 4 in the Commonwealth (10 minutes)</p> <p>Dr Björn Hassler</p> <p>Senior Research Associate, Centre for Commonwealth Education, University of Cambridge</p> <p>Discussion (30 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)1</p> <p>CCEM(20)2</p>
1030 -1100	<p>Refreshment Break (Venue: Pre-function area, Sheraton)</p>

1100 - 1200	<p>AGENDA ITEM 4: Reports from the Education Team, Commonwealth Secretariat and Commonwealth Organisations</p> <p>Report of the Commonwealth of Learning: Progress Report and Work Plan Prof. Asha Kanwar President &amp; CEO, Commonwealth of Learning</p> <p>Report of the Commonwealth Scholarships &amp; Fellowship Plan (CSFP) Dr Joanna Newman Secretary-General &amp; CEO, Association of Commonwealth Universities (ACU) Prof. Crispus Kiamba Chair, CSFP Taskforce</p> <p>Report of the Commonwealth Tertiary Education Facility (CTEF) Assoc. Prof. Dr Hazri Jamil Director, National Higher Education Research Institute (IPPTN), Universiti Sains, Malaysia</p> <p>Progress Report - 2015–2018 Commonwealth Secretariat Education Report Nasir Kazmi Education Adviser, Commonwealth Secretariat</p> <p>Discussion (20 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)9 CCEM(20)10 CCEM(20)11 CCEM(20)12 CCEM(20)13 CCEM(20)14 CCEM(20)15 CCEM(20)16</p>
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1200 - 1230	<p>AGENDA ITEM 5: Communique drafting process for Nadi Declaration Nadi Declaration (framework, content and constitution of drafting committee) Dr Marcellus Taylor Director, Ministry of Education, Science and Technology, The Bahamas</p> <p><b>Discussion</b> (25 Minutes)</p> <p>DOCUMENTS: CCEM(20)17 CCEM(20)23 CCEM(20)(INF)6 CCEM(20)18 CCEM(20)1</p>
1230 - 1240	<p>AGENDA ITEM 6: Administrative matters and Closure Administrative matters Ms Kelera Taloga Deputy Permanent Secretary, Ministry of Education, Heritage and Arts, Fiji Closing remarks Ms Alison Burchell Chair, SOM/Permanent Secretary, Ministry of Education, Heritage and Arts, Fiji</p>
1240-1400	Lunch (Venue: Coco Palms, Westin)

## PROGRAMME

### Education Ministers Action Group (EMAG)

TUESDAY 20 FEBRUARY	
1400-1415	<p>AGENDA ITEM 1: Welcome address and introductions (Venue: Senirosi Ballroom - Westin)</p> <p>Welcome address Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji Opening remarks The Rt Hon Patricia Scotland QC Secretary-General of the Commonwealth Introduction to proceedings Hon Jeffrey Lloyd Minister of Education, Science and Technology, The Bahamas/Chair, EMAG</p>

1415-1440	<p>AGENDA ITEM 2: 19CCEM ministerial mandates</p> <p>Update on the Nassau Declaration Action Plan</p> <p>Mr Nasir Kazmi (10 Minutes)</p> <p>Education Adviser, Commonwealth Secretariat</p> <p>Discussion (15 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)8</p>
1440-1500	<p>AGENDA ITEM 3: Advancing 20CCEM Outcomes and Priorities</p> <p>Objectives, Outcomes and Priorities for the Nadi Declaration</p> <p>Hon Aiyaz Sayed-Khaiyum</p> <p>Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Discussion (15 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)(INF)6</p>
1500 -1520	<p>AGENDA ITEM 4: Strengthening the role of EMAG</p> <p>Open discussion (20 Minutes)</p> <p>Hon Jeffrey Lloyd</p> <p>Minister of Education, Science and Technology, The Bahamas/Chair, EMAG</p> <p>DOCUMENTS:</p> <p>CCEM(20)19</p> <p>CCEM(20)1</p>
1520 -1530	<p>AGENDA ITEM 5: Administrative matters and closure of meeting</p> <p>Administrative matters</p> <p>Hon Jeffrey Lloyd</p> <p>Minister of Education, Science and Technology, The Bahamas/Chair, EMAG</p> <p>Procedure for selection of new EMAG members</p> <p>Handing over to incoming EMAG chair</p> <p>Closing remarks</p> <p>Hon Jeffrey Lloyd</p> <p>Minister of Education, Science and Technology, The Bahamas/Chair, EMAG</p>

## PROGRAMME

### Opening Ceremony

TUESDAY 20 FEBRUARY	
1545-1800	<p>OPENING CEREMONY: Part one</p> <p>(Venue: Sandy Point)</p> <p>Guests arrive at the beach</p> <p>Arrival of the Drua</p> <p>National Anthem</p> <p>Presentation of documents</p> <p>Climate Change Speech</p> <p>Performance</p> <p>Welcome by the Hon Prime Minister of Fiji</p> <p>Welcome by the Secretary-General of the Commonwealth</p>
	<p>OPENING CEREMONY: Part two</p> <p>(Venue: Sheraton Golden Ballroom)</p> <p>National anthem</p> <p>Traditional welcome: Veiqaravi Vakavanua (30 minutes)</p> <p>Garlanding</p> <p>Rear Admiral Voreqe Bainimarama Prime Minister of Fiji</p> <p>The Rt Hon Patricia Scotland QC Secretary-General of the Commonwealth</p> <p>Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Rt. Hon Helen Clark Former Prime Minister of New Zealand and former administrator of the United Nations Development Programme (UNDP)</p> <p>Address (15 Minutes)</p> <p>Rear Admiral Voreqe Bainimarama Prime Minister of Fiji</p> <p>Address (15 Minutes)</p> <p>The Rt. Hon Patricia Scotland QC Secretary-General of the Commonwealth</p> <p>Cultural Presentation: Meke (10 Minutes)</p> <p>Keynote Address (20 Minutes)</p> <p>Rt. Hon Helen Clark Former Prime Minister of New Zealand and former administrator of the United Nations Development Programme (UNDP)</p>

	<p>Address (15 Minutes)</p> <p>Rear Admiral Voreqe Bainimarama Prime Minister of Fiji</p> <p>Address (15 Minutes)</p> <p>The Rt. Hon Patricia Scotland QC Secretary-General of the Commonwealth</p> <p>Cultural Presentation: Meke (10 Minutes)</p> <p>Keynote Address (20 Minutes)</p> <p>Rt. Hon Helen Clark Former Prime Minister of New Zealand and former administrator of the United Nations Development Programme (UNDP)</p> <p>Presentation of Good Practice Awards</p> <p>Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Rear Admiral Voreqe Bainimarama Prime Minister of Fiji</p> <p>The Rt Hon Patricia Scotland QC Secretary-General of the Commonwealth</p> <p>Vote of thanks</p> <p>Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Official Photograph</p>
1800-2000	<p>(Venue: Sheraton Croquet Lawn)</p> <p>Welcome cocktail hosted by the Hon Prime Minister of Fiji</p>

## PROGRAMME

### Ministerial Meeting

WEDNESDAY 21 FEBRUARY	
0900-1030	<p>AGENDA ITEM 1a: Chair's Opening Remarks and Reports from Senior Officials Meeting, Small States Ministerial Meeting and EMAG (Venue: Sheraton Convention Centre)</p> <p>Chair's Opening Remarks and Approval of Agenda (10 Minutes)</p> <p>Hon Aiyaz Sayed-Khaiyum</p> <p>Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p><b>Reports:</b> (10 Minutes each)</p> <p>Senior Officials Meeting</p> <p>Ms Alison Burchell</p> <p>Permanent Secretary, Ministry of Education, Heritage and Arts, Fiji</p> <p>Small States Ministerial Meeting</p> <p>Hon Loau Solamalemalo Keneti Sio</p> <p>Minister of Education, Sports and Culture, Samoa</p> <p>Education Ministers Action Group</p> <p>Hon Jeffrey Lloyd</p> <p>Minister of Education, Science and Technology, The Bahamas/Chair, EMAG</p> <p>Discussion (10 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)7</p> <p>CCEM(20)20</p> <p>CCEM(20)21</p> <p>CCEM(20)22</p>
	<p>AGENDA ITEM 1b: Keynote on Education for sustainable development</p> <p>Keynote: Education for sustainable development (20 Minutes)</p> <p>HE Jakaya Kikwete</p> <p>Former President of Tanzania and Member of the International Commission on Financing Global Education Opportunity</p> <p><b>Discussion</b> (10 Minutes)</p>
1030-1100	<p>Refreshment Break (Venue: Pre-function area, Sheraton)</p>

<p>1100-1130 1130-1230</p>	<p>AGENDA ITEM 2a: Guidelines for Roundtables and update on Nassau Declaration Action Plan (Venue: Sheraton Convention Centre) Guidelines for Roundtables (5 minutes) Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji Presentation – Nassau Declaration Action Plan (10 Minutes) Hon Jeffrey Lloyd Minister of Education, Science and Technology, The Bahamas/Chair, EMAG Discussion (20 Minutes) DOCUMENTS: CCEM(20)17 CCEM(20)8</p>
	<p>AGENDA ITEM 2b: 20CCEM Thematic issues paper (Venue: Sheraton Convention Centre) Presentation (10 Minutes) Prof. Rajesh Chandra Vice-Chancellor, University of the South Pacific Respondent (10 Minutes) Hon Dr Satya Pal Singh Minister of State for Human Resource Development and Ministry of Water Resources, River Development and Ganga Rejuvenation, India Discussion (35 Minutes) DOCUMENTS: CCEM(20)1</p>
<p>1230-1400</p>	<p>Commonwealth Big Lunch hosted by the Secretary-General of the Commonwealth (by invitation) (Venue: Feast Restaurant, Sheraton) Lunch for all other delegates (Venue: Feast Restaurant, Sheraton)</p>

1400-1530	<p>AGENDA ITEM 3a: Global advancements and challenges in achieving SDG 4 (Venue: Sheraton Convention Centre)</p> <p>Presentation (10 Minutes)</p> <p>Hon Mallam Adamu Adamu Minister of Education, Nigeria</p> <p>Discussion (20 minutes)</p>
	<p>AGENDA ITEM 3b: Status update report on SDG 4 in the Commonwealth (Venue: Sheraton Convention Centre)</p> <p>Presentation of SDG 4 Status update report (10 Minutes)</p> <p>Dr Björn Hassler Senior Research Associate, Centre for Commonwealth Education, University of Cambridge</p> <p>Respondent (10 Minutes)</p> <p>Prof. Keith Lewin Emeritus Professor of International Development and Education, University of Sussex</p> <p>Discussion (40 Minutes)</p> <p>DOCUMENTS: CCEM(20)2</p>
1530-1600	Refreshment Break (Venue: Pre-function area, Sheraton)

1600-1730	<p>AGENDA ITEM 4: Commonwealth progress reports and work programmes (Venue: Sheraton Convention Centre)</p> <p>Progress reports: (10 Minutes each)</p> <p>Report of the Commonwealth of Learning: Progress Report and Work Plan Prof. Asha Kanwar President &amp; CEO, Commonwealth of Learning</p> <p>Report of the Commonwealth Tertiary Education Facility (CTEF) Assoc. Prof. Dr Hazri Jamil Director, National Higher Education Research Institute (IPPTN), Universiti Sains, Malaysia</p> <p>Progress Report - 2015–2018 Commonwealth Secretariat Education Report Nasir Kazmi Education Adviser, Commonwealth Secretariat</p> <p>Discussion (60 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)9 CCEM(20)11 CCEM(20)12 CCEM(20)13 CCEM(20)14 CCEM(20)15 CCEM(20)16</p>
1900	<p>Dinner hosted by the Minister of Education, Heritage and Arts, Fiji (Venue: Sandy Point, Sheraton)</p>
THURSDAY 22 FEBRUARY	
0900-1030	<p>AGENDA ITEM 5: Building resilience through education (Venue: Sheraton Convention Centre)</p> <p>Keynote address (20 Minutes) HE Anote Tong Former President of the Republic of Kiribati</p> <p>Discussion (60 Minutes)</p>
1030-1100	<p>Refreshment Break (Venue: Pre-function area, Sheraton)</p>

<p>1100-1150</p> <p>1150-1230</p>	<p>AGENDA ITEM 6a: Integrated Partners Forum statement</p> <p>(Venue: Sheraton Convention Centre)</p> <p>Chair's Opening Remarks</p> <p>Hon Aiyaz Sayed-Khaiyum</p> <p>Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Presentation by partners (20 Minutes)</p> <p>Ms Christine Blower</p> <p>Commonwealth Teachers' Group and chair of the IPF drafting committee</p> <p>Discussion (25 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)24</p> <p>AGENDA ITEM 6b: CSFP Report</p> <p>Report of the Commonwealth Scholarships &amp; Fellowship Plan (CSFP) (10 Minutes)</p> <p>Dr Joanna Newman</p> <p>Secretary-General &amp; CEO, Association of Commonwealth Universities (ACU)</p> <p>Prof. Crispus Kiamba</p> <p>Chair, CSFP Taskforce</p> <p>Discussion (25 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)10</p> <p>Announcements for Roundtables (5 Minutes)</p> <p>Hon Aiyaz Sayed-Khaiyum</p> <p>Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p>
<p>1230-1400</p>	<p>Lunch (Venue: Feast Restaurant, Sheraton)</p>

1400-1530	<p>Ministerial Roundtables: Concurrent Sessions</p> <p>AGENDA ITEM 7a:</p> <p>ROUNDTABLE 1: Education for climate change mitigation (Venue: Sheraton Ballroom A)</p> <p>Chair's Opening Remarks</p> <p>Hon Leela Devi Dookun-Luchoomun Minister of Education and Human Resources, Mauritius</p> <p>Presentations (10 Minutes each)</p> <p>Ms Nisha Director of Office and UNESCO Representative to the Pacific States</p> <p>Prof. Jan Thomas Vice-Chancellor, Massey University, New Zealand and ACU</p> <p>Hon John Deane Kuku Minister of Education and Human Resource Development, Solomon Islands</p> <p>Discussion (60 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)(INF)6</p> <p>CCEM(20)1</p>
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1400-1530	<p>Ministerial Roundtables: Concurrent Sessions</p> <p>AGENDA ITEM 7b:</p> <p>ROUNDTABLE 2: Skills for development (Venue: Sheraton Ballroom B)</p> <p>Chair's Opening Remarks</p> <p>Hon Joel Morgan Minister for Education and Human Resource Development, Seychelles</p> <p>Presentations (10 Minutes each)</p> <p>Hon Dr. Unity Dow Minister of Basic Education, Botswana</p> <p>Mr. Tze Foon Foong CEO, Nanyang Polytechnic International, Singapore</p> <p>Dr. K. Balasubramanian Vice President, Commonwealth of Learning (COL), Canada</p> <p>Hon Jean Ernest Massena Ngalle Bibehe Minister of Secondary Education, Cameroon</p> <p>Discussion (60 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)(INF)6</p> <p>CCEM(20)1</p>
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1400-1530	<p>Ministerial Roundtables: Concurrent Sessions</p> <p>AGENDA ITEM 7c:</p> <p>ROUNDTABLE 3: Education governance &amp; management (Venue: Sheraton Ballroom C)</p> <p>Chair's Opening Remarks</p> <p>Hon Nick Kuman Minister of Education, Papua New Guinea</p> <p>Presentations (10 Minutes each)</p> <p>Mr Manos Antoninis Director Global Education Monitoring Report, UNESCO</p> <p>Prof. Paul Boyle Vice Chancellor, University of Leicester, United Kingdom and ACU</p> <p>Discussion (60 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)(INF)6</p> <p>CCEM(20)1</p> <p>CCEM(20)(INF)25</p>
1530-1600	<p>Refreshment Break (Venue: Pre-function area, Sheraton)</p>
1600 -1730	<p>Ministerial Roundtables: Reports</p> <p>AGENDA 8: Reports from Ministerial roundtables (Venue: Sheraton Convention Centre)</p> <p>Chair's Opening Remarks</p> <p>Hon Aiyaz Sayed-Khaiyum Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>Roundtable 1 report (10 Minutes)</p> <p>Roundtable 1 chair</p> <p>Discussion (20 Minutes)</p> <p>Roundtable 2 report (10 Minutes)</p> <p>Roundtable 2 chair</p> <p>Discussion (20 Minutes)</p> <p>Roundtable 3 report (10 Minutes)</p> <p>Roundtable 3 chair</p> <p>Discussion (20 Minutes)</p>
1900-2100	<p>Reception hosted by the Secretary-General of the Commonwealth (Venue: Golf and Racquet)</p>

FRIDAY 23 FEBRUARY

0900-0945 0945-1030	<p>AGENDA ITEM 9a: SDG 4 elements: Early Childhood Development and School Readiness</p> <p>(Venue: Sheraton Convention Centre)</p> <p>Introductory presentation (7 Minutes)</p> <p>Ms Karin Hulshof</p> <p>Regional Director, UNICEF East Asia and Pacific Regional Office</p> <p>Respondents (10 Minutes each)</p> <p>Amb (Dr.) Amina C. Mohamed, EGH, CAV</p> <p>Cabinet Secretary for Education, Republic of Kenya</p> <p>Hon Jean Pierre Nirua</p> <p>Minister of Education &amp; Training, Vanuatu</p> <p>Discussion (20 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)26</p>
	<p>AGENDA ITEM 9b: SDG 4 elements: Adult education and learning</p> <p>(Venue: Sheraton Convention Centre)</p> <p>Presentation (10 Minutes)</p> <p>Hon Dr Satya Pal Singh</p> <p>Minister of State for Human Resource Development and Ministry of Water Resources, River Development and Ganga Rejuvenation, India</p> <p>Presentation (10 Minutes)</p> <p>Hon Jenny Salesa</p> <p>Associate Minister of Education, New Zealand</p> <p>Discussion (25 Minutes)</p>
1030-1100	<p>Refreshment Break (Venue: Pre-function area, Sheraton)</p>

1100-1145	AGENDA ITEM 10a: SDG 4 elements: Universalising access to quality primary and
1145-1230	secondary education
	(Venue: Sheraton Convention Centre)
	Presentation (10 Minutes)
	Mr. Deanroy Bernard
	Permanent Secretary, Ministry of Education, Youth, and Information, Jamaica
	Presentation (10 Minutes)
	Rt Hon Nick Gibb MP
	Minister for School Standards, United Kingdom
	Discussion (25 Minutes)
	AGENDA ITEM 10b: SDG 4 elements: Technical and vocational skills
	(Venue: Sheraton Convention Centre)
	Presentation (10 Minutes)
	Hon Leela Devi Dookun-Luchoomun
	Minister of Education and Human Resources, Mauritius
	Presentation (10 Minutes)
	Hon Karen Andrews MP
	Assistant Minister for Vocational Education and Skills, Australia
	Discussion (25 Minutes)
1230-1400	Lunch (Venue: Feast Restaurant, Sheraton)

1400-1445	AGENDA ITEM 11a: SDG 4 elements: Higher Education to meet the changing needs of Employment	
1445-1530	<p>(Venue: Sheraton Convention Centre)</p> <p>Introduction</p> <p>Dr Joanna Newman (2 Minutes)</p> <p>Secretary-General &amp; CEO, Association of Commonwealth Universities (ACU)</p> <p>Presentation (10 Minutes)</p> <p>Prof. Paul Boyle</p> <p>Vice Chancellor, University of Leicester, United Kingdom and ACU</p> <p>Respondent (10 Minutes)</p> <p>Prof. D.P. Singh</p> <p>Chairman University Grants Commission, India</p> <p>Discussion (25 Minutes)</p> <p>DOCUMENTS:</p> <p>CCEM(20)(INF)27</p> <p>AGENDA ITEM 11b: Discussion on the Nadi Declaration</p> <p>(Venue: Sheraton Convention Centre)</p> <p>Chair</p> <p>Hon Aiyaz Sayed-Khaiyum</p> <p>Attorney-General and Minister for Economy, Public Enterprises, Civil Service, Communications and Education, Fiji</p> <p>DOCUMENTS:</p> <p>CCEM(20)1</p> <p>CCEM(20)(INF)6</p>	
1530-1600	Refreshment Break	(Venue: Pre-function area, Sheraton)

<p><b>1600-1730</b></p>	<p>AGENDA ITEM 12: Closing of Ministerial Meeting and Nadi Declaration issued                  (Venue: Sheraton Convention Centre                  Discussion and approval of the Nadi Declaration                  Hon Aiyaz Sayed-Khaiyum                  Attorney-General and Minister for Economy, Public Enterprises, Civil Service,                  Communications and Education, Fiji                  Address by the host for 21CCEM                  Amb (Dr.) Amina C. Mohamed, EGH, CAV                  Cabinet Secretary for Education, Republic of Kenya                  Closing remarks                  DOCUMENTS:                  CCEM(20)1                  CCEM(20)(INF)6</p>
<p><b>1800</b></p>	<p>Press Conference</p>

# Appendix 7: Resilience Side Meeting Report

## Resilience side Meeting Report

### Preamble

The Resilience Side Meeting was held on Monday, 19 February 2018, and was attended by ministers, senior officials, students and representatives from civil society. The purpose of the half-day meeting was to share experiences from the Pacific region in developing and accrediting Resilience qualifications with other countries in the Commonwealth facing similar threats from climate change and natural hazards. The meeting was co-hosted by the European Union's Pacific Technical and Vocational Education and Training Project (EU PacTVET Project) and the Commonwealth Secretariat.

### Background

The Pacific Small Island Developing States (P-SIDS) are extremely vulnerable to climate and natural hazards due to their geographical location, topography and major economic sectors (agriculture, tourism and fisheries). Climate change is seen as a slow acting disaster, generating a new threat in addition to the natural hazards the P-SIDS are already exposed to. In order to make countries more resilient (better prepared, able to recover faster and more efficiently, and to build back better) to both these threats, it is necessary to equip people, including those most exposed, with the knowledge and skills required to assess vulnerability and risk and to identify potential solutions and implement them.

From studies across 15 Pacific island countries, a key barrier to improving national resilience to disaster risk and climate change impacts has been identified as a lack of capacity and expertise resulting from the absence of sustainable accredited and quality assured formal training programmes in the disaster risk reduction and climate change adaptation sectors. As a result, formal qualifications were required for 'genuine' capacity building in the areas of sustainable energy and climate change adaptation for the major sectors of the economy that are potentially

affected by climate change and natural hazards such as agriculture, fisheries and tourism.<sup>3</sup> While studies from other regions have identified several barriers to improving national resilience, the lack of technical knowledge and education is always prominently featured.<sup>4</sup> The need for accredited formal qualifications for capacity development has also been identified in several international agreements and policy frameworks<sup>5</sup>

In response to the need for accredited formal qualifications for capacity development, the European Union Pacific Technical and Vocational Education and Training (EU PacTVET) project has developed Pacific regional qualifications for Resilience (CCA and DRR) and Sustainable Energy and these are in the process of being regionally accredited. The regional qualifications have been constructed around a 'competency' and 'skill-set' approach and can be contextualized and delivered according to national contexts. This means that people can pick what competencies they need to 'up-skill' in order to improve their own capacity – a menu of competencies and skill sets are available within the qualifications.

For example, at levels 3 and 4 'strands' focus on agriculture and food security, coastal management, fisheries, forestry, infrastructures and energy, health, tourism and water resources with skills including 'risks and damage assessments';

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- 3 EU-PacTVET (2016) 'European Union's Pacific Technical and Vocational Education and Training Project: A Sustainable Model for Capacity Development for CCA and DRR Sectors'. [http://prdrse4all.spc.int/sites/default/files/final\\_eu\\_pactvet\\_sustainable\\_model\\_cca\\_drr\\_2.pdf](http://prdrse4all.spc.int/sites/default/files/final_eu_pactvet_sustainable_model_cca_drr_2.pdf)
  - 4 E.g. Kurupu, N. and Willie, W. (2015) 'Barriers to Reducing Climate Enhanced Disaster Risks in Least Developed Country-Small Islands through Anticipatory Adaptation'. <https://reader.elsevier.com/reader/sd/80B4F807DD280D385B9381DD962D846E135B38949142D07D04404552B2323DB34DB275ECBE13A507D725FCE714E74290>
  - 5 Namely, the 2015 UN Landmark Agreements in Disaster Risk Reduction and Climate Change Adaptation; the Sendai Framework for Disaster Risk Reduction 2015–30; the Sustainable Development Goals; the Climate Change Agreements; the Lima Ministerial Declaration on Education and Awareness-Raising adopted at COP20; and Article 6 of the UN Framework Convention on Climate Change.

'selection and implementation of resilience building actions'; 'cost-benefit analysis'; 'project management' and 'communication'. Completing a range of units across a single strand will build into a full qualification. Countries can deliver different aspects of qualifications (i.e. competencies, which build into skill sets, which build into a qualification) according to their own needs. National providers have been identified who will deliver different skill sets and strands.

To date, there are no other similar accredited qualifications; this project represents global firsts in recognizing 'resilience' (climate change adaptation and disaster risk reduction) as a significant employment sector in the P-SIDS. Once an employment sector is defined, it allows for the development of vocational qualifications to fulfil sector training needs. Additionally, to ensure the sustainability of this approach, a 'first-of-its-kind' industry association (the Pacific Regional Federation of Resilience Professionals) has been created to certify practitioners (with a strategy for recognition of current competency and prior learning) and host the industry standards advisory committees. This will ensure that the 'professionalisation' of the sector and the update of the qualifications long after the EU PacTVET project cycle ends.

## Programme overview

The meeting began with a presentation by Mr Ambrose Malefoasi, Undersecretary, Education Authority, Solomon Islands outlining their in offering the resilience qualification. Dr Helene Jacot Des Combes from the EU PacTVET Project then described the process they had followed to accredit these qualifications at regional level. Lastly, Ms Leba Halofaki from the Fiji Higher Education Commission explained the strategy they had adopted to recognise prior leaning.

Each of the presentations will outline and contextualize the opportunities and challenges relevant to other Commonwealth countries in applying the Pacific experience. This is particularly relevant for those Commonwealth countries facing similar impacts from climate change and natural hazards.

The presentations were followed by group discussions, where participants deliberated on the following questions:

- How can the Pacific experience be implemented in other Commonwealth Countries?
- What would the key challenges, gaps and opportunities be?

During the concluding plenary discussions participants agreed that further deliberations were needed to discuss how resilience qualification would be implemented in other regions.

# Appendix 8: List of delegates

## Country delegations

### Australia

Hon Karen Andrews  
Assistant Minister for Vocational Education and Skills

Ms Sophie Horgan  
Assistant Director, Department of Education and Training

Mr Ian Adam  
Senior Advisor to Assistant Minister for Vocational Education and Skills

Ms Jackie Wilson  
Deputy Secretary, Department of Education and Training

Mr Mark Tamsitt  
Third Secretary, Australian High Commission

HE John Feakes  
Australian High Commissioner to Fiji

Mr Gordon Burns  
Regional Counsellor, Australian High Commission

### The Bahamas

Hon Jeffrey L. Lloyd  
Minister of Education

Mr Marcellus Taylor  
Director of Education

### Belize

Mrs Deborah Domingo  
Chief Executive Officer, Ministry of Education, Youth, Sports and Culture

### Botswana

Hon Dr Unity Dow  
Minister of Basic Education

Ms Lekoba Kefilwe  
Ministry of Basic Education

### Brunei Darussalam

Dr Azman Ahmad  
Acting Permanent Secretary, Ministry of Education

Mr Asmadi Md Tuah  
Education Officer, Ministry of Education

Mr Hazarry Ali Ahmad  
Acting Senior Education Officer, Ministry of Education

### Cameroon

Hon Jean Ernest Masséna Ngalle Bibehé  
Minister of Secondary Education

Ebone Paul Tiku  
Acting Secretary-General, Ministry of Secondary Education

### Fiji (Chair)

Hon Aiyaz Sayed-Khaiyum  
Attorney-General/Minister for Education, Heritage and Arts

Alison Burchell  
Permanent Secretary, Ministry for Education, Heritage and Arts

Mr Jan Sherani  
Senior Legal Officer, Office of The Attorney-General

### Ghana

HE Edwin Nii Adjei  
High Commissioner to Australia

Ms Ruth Odi Turkson  
Protocol Officer, Ministry of Education

Mr Isaac Nsarko Biney  
Director, Ministry of Education

### India

Hon Dr Satya Pal Singh  
Minister of State for Human Resource Development and Ministry of Water Resources, River Development and Ganga Rejuvenation

Mr Kewal Kumar Sharma  
Secretary, Ministry of Human Resource Development

Prof. Dharendra Pal Singh  
Chairman, University Grants Commission

Mr Deepak Kumar Kashyap  
Assistant Section Officer, Office of High Commissioner

HE Vishvas Vidu  
High Commissioner to Fiji

Mr Srinivasulu Matham  
Attaché, Office of High Commissioner

### Jamaica

Dean-Roy Bernard  
Permanent Secretary, Ministry of Education, Youth  
and Information

Dr Kasan Troupe  
Director of Regional Educational Services, Ministry  
of Education, Youth and Information

Dr Winsome Gordon  
Chief Executive Officer, Jamaica Teaching Council

Robert Miller  
Senior Advisor to Minister of Education Youth  
and Information

### Kenya

Amb. (Dr.) Amina C. Mohamed, EGH, CAV  
Cabinet Secretary for Education

Mr Darius Ogotu  
Director, Policy, Partnerships & East African  
Community Affairs

Mr Robert Masese  
Director General of Education

Mr Edward Irungu Kiunjuri  
Director Communications, Cabinet's  
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Ms Caroline Kirorei  
Technical Advisor on Policy, Ministry of Education

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Director of Technical, Vocational Education and  
Training, Ministry of Education

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Senator, Senate of Kenya

Dr Evangeline Njoka  
Secretary-General/CEO, Kenya National  
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Mrs Glory Mutungi  
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Technical Institutes

Hon Wilson Kogo  
Member of Parliament

Hon Jerusha Momanyi  
Member of Parliament

Hon Prof. Zadok Ogutu  
Member of Parliament

Mr John Kimotho  
Director of Education Media, Kenya Institute of  
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Dr Caroline Warui  
Director of Teacher Management

Mr James Kiburi  
Director of Higher Education

Mrs Dorothy Kamwilu  
Education Attaché, Kenya High Commission

Mrs Mary Kang'ethe  
Deputy Director, Global Education Priorities, Kenya  
National Commission for UNESCO

HE Isaiya Kabira  
High Commissioner

Mrs Nancy Mutai  
Education Attaché, Kenya High Commission

Dr Hellen Kimathi  
Director, Early Childhood Development Education

Sen. (Dr) Christopher Andrew Langat  
Chairperson, Senate Education Committee

Sen. Mary Senata  
Senator, Senate of Kenya

Sen. Okongo Mogeni M.P.  
Senator, Senate of Kenya

### Kiribati

Hon David Collins  
Minister of Education

Kaaro Neeti  
Permanent Secretary, Ministry of Education

### Lesotho

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Minister of Education and Training

Mr Thabiso Lebeso  
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### Malawi

Mayamiko Mwapasa  
Foreign Service Officer, Department of  
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## Malaysia

Mr Aminudin Adam  
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Madam Shahira Nur Zolkepli  
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Mrs Rohayati Abdul Hamed  
Head of Sector, Education Planning and Research Division, Ministry of Education

## Malta

Dr Francis Fabri  
Permanent Secretary, Ministry for Education and Employment

## Mauritius

Hon Leela Devi Dookun-Luchoomun  
Minister of Education and Human Resources, Tertiary Education and Scientific Research

Mr Ram Prakash Ramlugun  
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## Mozambique

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Ms Zaida Baule  
Directorate of Planning and Cooperation, Ministry of Education and Human Development

## Namibia

Dr Heroldt Vekaama Murangi  
Chief Executive Officer, Namibia College of Open Learning

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Pro-Vice Chancellor: Research, Innovation and Development, University of Namibia

## New Zealand

Hon Jenny Salesa  
Associate Minister of Education

Dr Andrea Schollmann  
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Ms Vicki Soanes  
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Ms Halia Hadda  
Deputy High Commissioner

Ms Surava Elaia  
Development Programme Coordinator, New Zealand High Commission

Mr Alex Jebson  
Second Secretary, New Zealand High Commission

## Nigeria

Hon Adamu Adamu  
Minister of Education

Mr Mohammed Abdulmumin Bello  
Federal Ministry of Education

HE Mariam Yalwaji Katagum  
Ambassador of Nigeria to UNESCO

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Executive Secretary, Tertiary Education Trust Fund

Prof. Abubakar Adamu Rasheed  
Executive Secretary, National University Commission

Mr Masa'udu Kazaure Adamu  
Executive Secretary, National Board for Technical Education

Dr Hamidu Bobboyi  
Executive Secretary, Universal Basic Education Commission

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Mr Mohammed Kaamil Ali-Jos  
Personal Assistant to the Executive Secretary, Tertiary Education Trust Fund

## Papua New Guinea

Hon Nick Kuman  
Minister of Education

Hon Chris Yer  
Vice Minister, Department of Education

Dr Uke Kombra  
Secretary for Education, Department of Education

Ms Tracy Wilson  
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HE Lucy Bogari  
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Mr John Kawage  
Assistant Secretary for Policy Planning, Department  
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Ms Jacinta Tony-Barrion  
First Secretary, Papua New Guinea  
High Commission

### Rwanda

Mrs Rose Baguma  
Director General, Ministry of Education

### Samoa

Hon Loau Solamalemalo Keneti Sio  
Minister of Education, Sports and Culture

Dr Karoline Fuatai  
Chief Executive Officer, Ministry of Education,  
Sports and Culture

### Seychelles

Hon Joel Morgan  
Minister for Education and Human Resource  
Development

Ms Odile De Comarmond  
Principal Secretary Early Childhood, Primary and  
Secondary Education, Ministry for Education and  
Human Resource Development

Mr Shane Emilie  
Coordinator for Education for Sustainable  
Development, Ministry for Education and Human  
Resource Development

Ms Odile Hyacinthe Octave  
Director General for Schools, Ministry for Education  
and Human Resource Development

### Solomon Islands

Hon John Deane Kuku  
Minister of Education and Human  
Resource Development

Madam Prima Pratt Kuku  
Madam and Senior Woman Leader, Ministry of  
Education and Human Resource Development

Ms Constance Hiva Nasi  
Under-secretary, Ministry of Education and Human  
Resource Development

Ms Martha Taisara

Executive Personal Secretary, Ministry of Education  
and Human Resource Development

Mr Ambrose Malefoasi  
Under Secretary, Ministry of Education and Human  
Resource Development

HE Patteson Oti  
High Commissioner to Fiji

### South Africa

Dr Diane Cecile Parker  
Deputy Director General, University Education

Mokgadi Tena  
Director, Global Partnerships, Department of Higher  
Education and Training

Carol Nuga-Deliwe  
Chief Director, Strategic Planning, Research and  
Coordination, Department of Basic Education

Mr Eden Reid  
First Secretary, High Commission of South Africa  
to Fiji

### Sri Lanka

Dr Jayantha Balasooriya  
Director of Education, Policy and Planning, Ministry  
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### Swaziland

Hon Dr Phineas Langa Magagula  
Minister of Education and Training

Mrs Fikile Maria Mdluli  
Chief Tertiary, Ministry of Education and Training

### Tonga

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Minister for Education and Training

Mrs Lucy Moala - Mafi  
Deputy Chief Executive Officer, Corporate Services  
& International Relations, Minister for Education  
and Training

### Tuvalu

Hon Isaia Vaipuna Taape  
Acting Minister of Education, Youth and Sports

Mrs Kaai Fanoiga  
Ministry of Education, Youth and Sports

Dr Tufoua Panapa  
Chief Executive Officer, Ministry of Education, Youth  
and Sports

## Uganda

Hon Rosemary Nansubuga Seninde  
Minister of State for Primary Education

## United Kingdom

Rt Hon Nick Gibb  
Minister of State for School Standards, Department  
for Education

Ms Emma Shovlin  
Global Britain Team Leader, Department  
for Education

HE Melanie Hopkins  
British High Commissioner to Fiji/Head of South  
Pacific Network, British High Commission to Fiji

Mr Adam Farley  
Deputy Head of Education Policy Team,  
Department for International Development

Ms Vineeta Nand  
Head of Communication, British High Commission  
to Fiji

Mr Tom Wintle  
Deputy Director of Policy, Cabinet Office

## Vanuatu

Hon Jean-Pierre Nirua  
Minister of Education and Training

HE Nikenike Vurobaravu  
High Commissioner to Fiji

## Commonwealth Organisations

### Commonwealth of Learning

Prof. Asha Kanwar  
President and CEO

Dr Kodhandaraman Balasubramanian  
Vice President

Dr Linda Sissons  
Chair of the Board of Governors

Dr Venkataraman Balaji  
Director, Technology and Knowledge Management

### Association of Commonwealth Universities

Dr Joanna Newman  
Secretary-General and CEO

Mr Alex Wright  
Senior Policy Officer

Ms Natasha Lokhun  
Communications Manager

Ms Jackie Middleton  
Administrative Secretary

### Commonwealth Tertiary Education Facility (CTEF)

Prof. Norzaini Azman  
Professor, Universiti Kebangsaan Malaysia

Dr Russayani Ismail  
Associate Professor, Universiti Utara Malaysia

### Observers, international organisations and other agencies

### Commonwealth Scholarship Commission in the UK

Mr Richard Middleton  
Chair

Mr Korede Bolade  
Student Engagement Officer

### Council for Education in The Commonwealth

Mr Sonny Leong CBE  
Chair

### Commonwealth Consortium for Education (CCfE)

Mr Peter Williams  
President

### Commonwealth Council for Educational Administration and Management

Jenny Lewis  
Chief Executive Officer

### Royal Commonwealth Society

Ms Helen Jones MBE  
Director of Youth Affairs and  
Education Programmes

### Pacific Islands Forum Secretariat

Mr Filipe Jitoko  
Social Policy Adviser

### Pacific Islands Development Forum

Mr Francois Martel  
Secretary General

Ms Arpana Pratap  
Team Leader, Member Capacity

## Education International

Dr Dennis Sinyolo  
Senior Coordinator, Education and Employment

## United Nations Children's Fund (UNICEF)

Ms Karin Hulshof  
East Asia and Pacific Regional Director  
Sheldon Yett  
UNICEF Pacific Representative  
Dr Pablo Stansbery  
Senior Adviser, Early Childhood Development

## United Nations Educational, Scientific and Cultural Organization (UNESCO)

Ms Nisha  
Director of Office and Representative to the Pacific States

Ms Gail Townsend  
Education Programme Specialist  
UNESCO Office in Apia

## UNESCO Global Education Monitoring Report Team

Mr Manos Antoninis  
Director, Global Education Monitoring Report Team

## International Organization of Francophonie

Dr Eric-Normand Thibeault  
Director Regional Representative Asia-pacific

## Pacific Community (SPC)

Dr Audrey Aumua  
Deputy Director General

## CARICOM Secretariat

Ms Patricia McPherson  
Deputy Programme Manager, Education

## British Council

Ms Yvette Hutchinson  
Schools Adviser

## Invited guests

Rear Admiral Voreqe Bainimarama  
Prime Minister of Fiji

## Keynote speakers

Rt. Hon Helen Clark  
Former Prime Minister of New Zealand and former administrator of the United Nations Development Programme (UNDP)

HE Jakaya Kikwete  
Former President of Tanzania and Member of the International Commission on Financing Global Education Opportunity

HE Anote Tong  
Former President of the Republic of Kiribati

## Speakers and experts

Prof. Asha Kanwar  
President and CEO, Commonwealth of Learning

Dr Joanna Newman  
Secretary-General and CEO, Association of Commonwealth Universities

Prof. Unaisi Nabobo-Baba  
Professor of Education, Fiji National University

Prof. Elisabeth Holland  
Director, Pacific Centre for Environment and Sustainable Development, University of the South Pacific

Dr David Smith  
Director, Centre for Environmental Management, University of the West Indies

Mr Jeremy Collymore  
Honorary Research Fellow, University of the West Indies

Prof. Paul Boyle  
President and Vice Chancellor, University of Leicester

Prof. Jan Thomas  
Vice-Chancellor, Vice-Chancellor, Massey University, New Zealand

Prof. Crispus Kiamba  
Chair, CSFP Taskforce

Mr. Tze Foon Foong  
CEO, Nanyang Polytechnic International

Prof. Rajesh Chandra  
Vice-Chancellor, University of the South Pacific

Dr Björn Hassler  
Senior Research Associate, Centre for Commonwealth Education, University of Cambridge

Prof. Keith Lewin  
Emeritus Professor of International Development and Education, University of Sussex

Assoc. Prof. Dr. Hazri Jamil  
Director, National Higher Education Research  
Institute, Universiti Sains Malaysia

### **20CCEM Local Organising Committee**

#### **Ministry of Education, Heritage and Arts, Fiji**

Ms Alison Burchell  
Permanent Secretary

Mrs Kelera Taloga  
Deputy Secretary Professional

Mr Sunia Marayawa  
Acting Principal Education Officer

Mr Isoa Wainiqolo  
Senior Education Officer Planning

Mr Collin Yabaki  
Director National Archives

Mrs Merewalesi Vueti  
Director Library Services

Mr Sukhendra Lal  
Director Finance

Ms Linda Aumua  
Director Fiji Higher Education Commission

Mr Albert Soderberg  
CEO Fiji Teachers Registration Authority

Ms Shahana Didar  
Director Major Events, Ministry of Civil Service

Mr Neumi Leweni  
Chief of Protocol, Ministry of Foreign Affairs

Senior Superintendent of Police (SSP) Livai Driu  
Director of Operations, Fiji Police Force

#### **Commonwealth Secretariat**

The Rt Hon Patricia Scotland QC  
Secretary-General of the Commonwealth

Prof. Prajapati Trivedi  
Director for Economic, Youth and  
Sustainable Development

Mr Layne Robinson  
Conference Secretary and Head of Social Policy  
Development, Economic, Youth and Sustainable  
Development Directorate

Mr Nasir Kazmi  
Deputy Conference Secretary and Education  
Adviser, Economic, Youth and Sustainable  
Development Directorate

Mr Senyo Agbohlah  
Deputy Head of Office, Office of the Secretary-  
General

Mr Bernie Choudhury  
Director of Media and Public Relations

Mr Mark Albon  
Head of Countering Violent Extremism

Dr Amina Osman  
Education Adviser, Economic, Youth and  
Sustainable Development Directorate

Mr Sushil Ram  
Programme Manager, Economic, Youth and  
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Mr Andrew Schofield  
Operations Manager, Economic, Youth and  
Sustainable Development Directorate

Ms Liz Dawes  
Project Manager, Economic, Youth and Sustainable  
Development Directorate

Ms Emily Harris  
Research Officer, Economic, Youth and Sustainable  
Development Directorate

Mr Atiba Johnson  
Young Professional, Economic, Youth and  
Sustainable Development Directorate

Ms Isabella Asimadi  
Project Officer, Economic, Youth and Sustainable  
Development Directorate

Ms Lorna McLaren  
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Ms Asma Rashid  
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