

Commonwealth Education Partnerships

2015/16

Commissioned and researched by Rupert Jones-Parry

Edited by Katie Silvester

Country profiles researched and edited by Jade Fell

Published for the Commonwealth Secretariat by Nexus Strategic Partnerships

Commonwealth Education Partnerships 2015/16

The various Commonwealth declarations and statements are copyright-free, although the Commonwealth Secretariat should be appropriately acknowledged.

Text © Commonwealth Secretariat 2015 or as otherwise credited

Volume © Nexus Strategic Partnerships Limited 2015

Country maps © Oxford Cartographers

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the permission of the publisher.

Applications for reproduction should be made in writing to Nexus Strategic Partnerships Limited, St John's Innovation Centre, Cowley Road, Cambridge CB4 0WS, UK.

The information in this publication is believed to be correct at the time of manufacture. Whilst care has been taken to ensure that the information is accurate, the publisher can accept no responsibility for any errors or omissions or for changes to the details given. Views expressed in this publication are not necessarily those of the Commonwealth Secretariat or the publisher.

A CIP catalogue record of this book is available from the British Library.

A Library of Congress CIP catalog record has been applied for.

First published 2015

ISBN 978-1-908609-18-2

Nexus

Published by Nexus Strategic Partnerships and available from:

Telephone: +44 1223 353131
Fax: +44 1223 353130
Email: orders@nexuspartnerships.com
Mail: Nexus Strategic Partnerships
St John's Innovation Centre
Cowley Road
Cambridge CB4 0WS
UK

And through good booksellers

For the Commonwealth Secretariat
Marlborough House
Pall Mall
London SW1Y 5HX
UK
www.thecommonwealth.org

Contents

Minister's welcome.....	5
<i>Jerome Fitzgerald, Minister of Education, Science and Technology, The Bahamas</i>	
Foreword.....	10
<i>Commonwealth Secretary-General Kamallesh Sharma</i>	
Overview.....	11
<i>Joanna Nurse, Director, Health and Education Section, Commonwealth Secretariat</i>	
Quality education for equitable development	
Harnessing unique educational opportunities in the Caribbean.....	14
<i>Emel Thomas</i>	
Student achievement in Sri Lanka: Challenges and opportunities.....	20
<i>Madura M. Wehella and Jayantha Balasooriya</i>	
Quality and equity in education.....	27
<i>Trey Menefee and Mark Bray</i>	
Global education goals: Flexibility, equity and quality.....	30
<i>Dierdre Williams</i>	
Policy learning from comparative research in education.....	34
<i>Michael Crossley</i>	
The Commonwealth Education Good Practice Awards.....	40
<i>Florence Malinga</i>	
Three 'new' Rs: A return to education's foundation.....	44
<i>Marlene Huyler</i>	
Why we live in testing times.....	46
<i>Kip McGrath</i>	
Re-engineering teacher education in Nigeria.....	50
<i>Grace Chibiko Offorma</i>	
Educating to create CARICOM's 'ideal Caribbean person'.....	53
<i>Hazel Simmons-McDonald</i>	
Workforce development through renewable energy.....	57
<i>David Fairbairn-Day</i>	
Across borders: Commonwealth education development.....	60
<i>Rosemary Preston</i>	

Access, inclusion and equality

Women's economic empowerment and 'second chance' education.....	60
<i>Fatimah Kelleher</i>	
School dropout of primary-age children in the Commonwealth.....	71
<i>Ved Goel</i>	
Recognising the importance of education in Papua New Guinea.....	77
<i>Winnie A. Kiap</i>	
Tackling productivity in teaching and learning.....	79
<i>Jim Wynn</i>	
Utilising mobile technologies for students with disabilities.....	81
<i>Simon Hayhoe</i>	
Solving governments' low-level education problems.....	84
<i>Kip McGrath</i>	
Using the arts to change the lives of disadvantaged children.....	86
<i>Anne Louise Avery</i>	

Performance in higher education

What is the Commonwealth's role in higher education?.....	90
<i>John Kirkland</i>	
India and international higher education.....	94
<i>Neil Kemp</i>	
Higher education policy and performance in 2015: Where next?.....	98
<i>Richard Mawditt</i>	
African private higher education: Contradictions and challenges.....	102
<i>Louise Morley</i>	
Not-for-profit business school ignites opportunity in South Africa.....	105
<i>Penny Costley-White</i>	
Overcoming inequalities in access to higher education.....	106
<i>Pauline Rose and Sonia Ilie</i>	
South-East Asia's universities gain increasing recognition.....	109
<i>Kate Bystrova</i>	
Ensuring the high quality of international programmes.....	113
<i>Mary Stiasny</i>	

Vocational and transnational paths

Apprenticeships in England: New pathways to professions	116
<i>Jade Fell</i>	
Innovative higher education	119
<i>Tim Gore</i>	
Technology improves access to Canadian higher education	122
<i>Sara Starkey</i>	
Universities, technology and scholarships in the Commonwealth	125
<i>Tim Unwin</i>	
Shanghai maths teachers bring Chinese wisdom to England	129
<i>Katie Silvester</i>	
Making it count: Teaching financial literacy in Jamaica	132
<i>Teneica Barnaby, Elizabeth Gordon and Kasan Troupe</i>	

Literacy and the study of literature

Rethinking post-colonial history: Commonwealth literature studies	136
<i>Helen Tiffin</i>	
Build on Books: Enhancing the reading habits of children	141
<i>Lori Spragg and Rosetta Nancy Kargbo</i>	
Championing literature throughout the Commonwealth	143
<i>Janet Wilson</i>	
The plight of art and culture in Zimbabwe	146
<i>Geoffrey V. Davis</i>	
Whose culture? Colonialism and Caribbean literature	149
<i>Michael A. Bucknor</i>	
Enhancing a reading culture: Collaborative activities in Kenya	152
<i>Chris Lukorito Wanjala and Alex Nelungo Wanjala</i>	
Enabling literacy: Using phonics in developing countries	154
<i>Christopher Jolly</i>	
Writers in Schools: Using books to change lives	157
<i>Selina Tusitala Marsh</i>	
The African Storybook initiative: Local language resources	158
<i>Jenny Glennie</i>	

Commonwealth member countries

Antigua and Barbuda	160
Australia	162
The Bahamas	165
Bangladesh	168
Barbados	171
Belize	174
Botswana	176
Brunei Darussalam	179
Cameroon	181
Canada	184
Republic of Cyprus	187
Dominica	190
Fiji	192
Ghana	194

Grenada	198
Guyana	200
India	202
Jamaica	205
Kenya	209
Kiribati	213
Lesotho	215
Malawi	218
Malaysia	223
Maldives	226
Malta	229
Mauritius	232
Mozambique	235
Namibia	240
Nauru	243
New Zealand	245
Nigeria	249
Pakistan	255
Papua New Guinea	259
Rwanda	262
St Kitts and Nevis	265
Saint Lucia	267
St Vincent and the Grenadines	269
Samoa	271
Seychelles	273
Sierra Leone	277
Singapore	279
Solomon Islands	281
South Africa	283
Sri Lanka	288
Swaziland	291
Tonga	293
Trinidad and Tobago	295
Tuvalu	298
Uganda	300
United Kingdom	304
United Republic of Tanzania	307
Vanuatu	310
Zambia	313

Reference

Net enrolment rate in primary education by region	318
Net enrolment rate in primary education by country	319
Proportion of children starting Grade 1 who reach last grade of primary school	320
Ratio of females to males in primary education	321
Ratio of females to males in secondary education	322
Ratio of females to males in tertiary education	323
Ratio of females to males in primary education by country	324
Ratio of females to males in secondary education by country	325
Ratio of females to males in tertiary education by country	326
Adult (15+) literacy rates and illiterate population by region	327
Youth (15–24) literacy rates and illiterate population by region	329
Adult (15+) literacy rates and illiterate population by country	331
Youth (15–24) literacy rates and illiterate population by country	332
Definitions of literacy	333
Notations and acronyms	337
Acknowledgements	338
Project partners	339

Minister's welcome

Jerome Fitzgerald, Minister of Education, Science and Technology, The Bahamas

Colleagues,

The world stands at a crossroad, where the past and present will intersect with the future as we chart the way forward for generations to come. The 19th Conference of Commonwealth Education Ministers (19CCEM) is positioned at a climacteric point in time as the Commonwealth seeks to ensure quality education for all its citizens. In some regard, this serves as our moment of truth; indeed, our moment in time when we as countries in the Commonwealth take an honest and objective look at our respective educational systems to determine whether or not we are successful in the delivery of quality education; quality education inasmuch that facilitates performance, paths and productivity which positions our students ahead of the curve.

Just a month prior to 19CCEM, I will have travelled to the Republic of Korea to participate in the World Education Forum 2015. One of the key objectives of this conference is for national governments to agree on a joint position for the education goals and targets in the post-2015 development agenda. This will be adopted by UN member states at a summit in September 2015. I also wish to highlight the fact that three months after this conference, national governments will gather in New York to strategise the new Sustainable Development Goals, which will chart the course for 2015 and beyond. For the past 15 years, emphasis has been placed on access; ensuring that opportunities were created for formal schooling. Today, there is a concerted effort to give greater attention to equity and quality, as these continue to be priority concerns. Additionally, there appears to be an emerging focus that gives attention to harnessing the development of essential life skills necessary for academic success as well as professional achievement.

What I have uncovered as Minister of Education, Science and Technology in the Commonwealth of The Bahamas is that we can no longer operate in a vacuum. Education requires the involvement of various stakeholders to achieve the positive and desired outcomes. The Bahamas has identified this critical fact and is taking the necessary measures to engage as many of the relevant agencies as possible. We no longer operate from the standpoint of creating policies in the absence of representation of those that it impacts the most. Decision makers and policy drafters can no longer sit at the table and create documents without the input of those who live and personify education on a daily basis. Teachers, students, parents, employers and other relevant stakeholders must feel a sense of ownership if we are to obtain the buy-in necessary for significant educational transformation.


Colleagues, I am confident that the 19CCEM will shift the paradigm. A monumental feature of this conference is the deliberate incorporation of fostering cross-sector and cross-border



partnerships to broaden access to quality education. Now, more than ever, this necessitates an alliance between all concerned parties to safeguard the initiatives that will improve our delivery of education. It is a moment of great pride to be able to set the stage for deeper engagement and enhanced dialogue. What we have accomplished is a first and we are elated to bring this added feature to this year's conference. The multi-stakeholder interactions, as a part of the formal programme, will heighten the dialogue between key players in education.

An unprecedented impetus of the 19CCEM is the involvement of the private sector. For the first time in the conference's history, the ministerial meeting will avail itself to input from some of the major players in private education delivery for educational publishing and technology. As I mentioned earlier, in our effort to do away with the insular approach, ministers will have the opportunity to share first-hand their challenges and priorities. Consequently, this will allow the ministers to be informed of the private sector solutions presently in the pipelines.

Unequivocally, this conference is paramount to the future of education for the Commonwealth and, by extension, the world. We cannot underestimate the power that we possess to bring about the changes needed to advance our students, our education systems and our countries. It is an honour to be the host minister of the 19CCEM and to welcome the education ministers of the Commonwealth to The Bahamas.



HOW CAN SCHOOLS USE TECHNOLOGY TO **IMPROVE THE RETURN ON INSTRUCTION?**

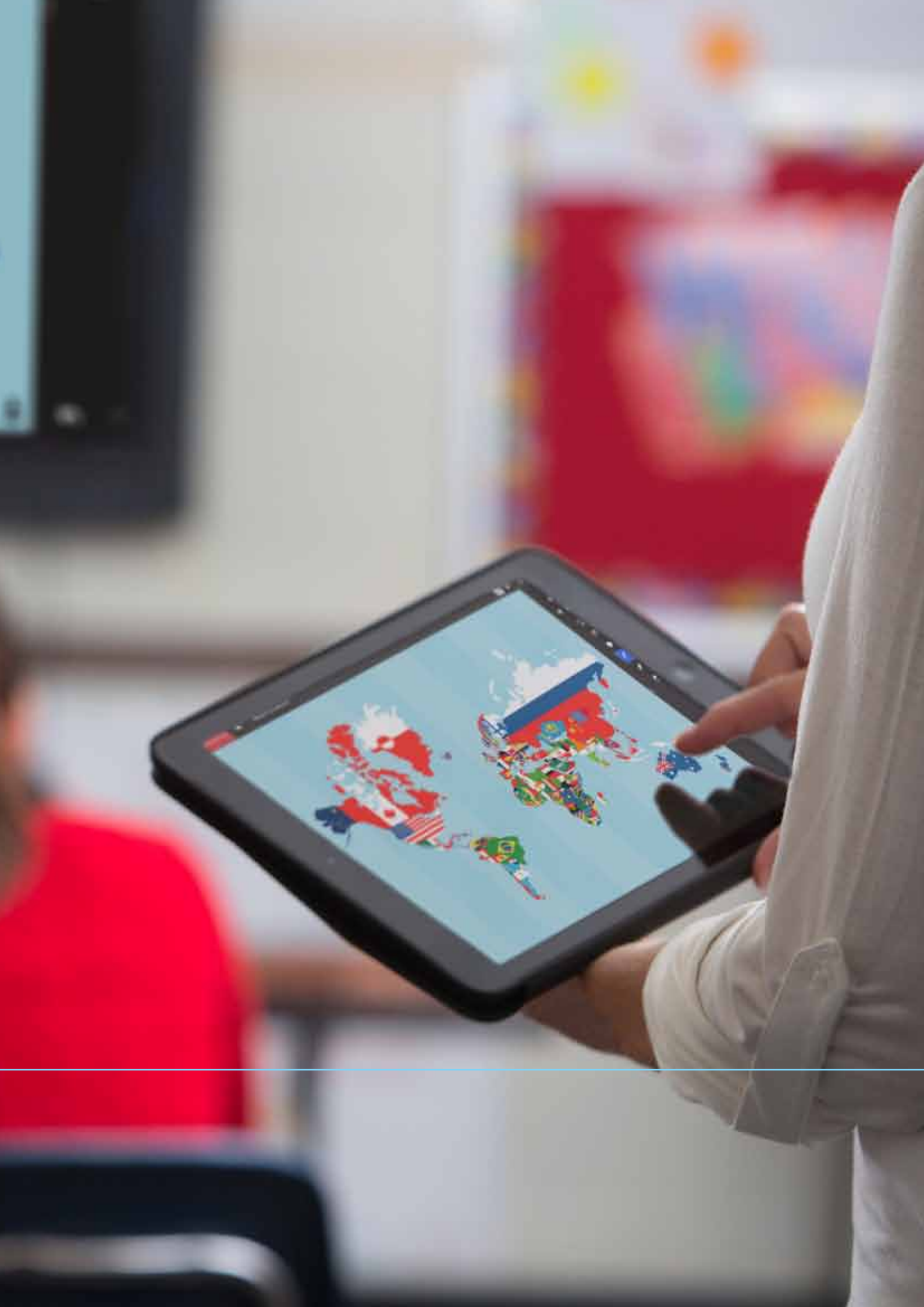
Ensure the active participation & engagement of every student.

Enable the "flow" of dynamic, interactive content across multiple devices to create a collaborative learning environment.

Measure student comprehension in the moment of learning.

Provide differentiated instruction to groups & individual students.

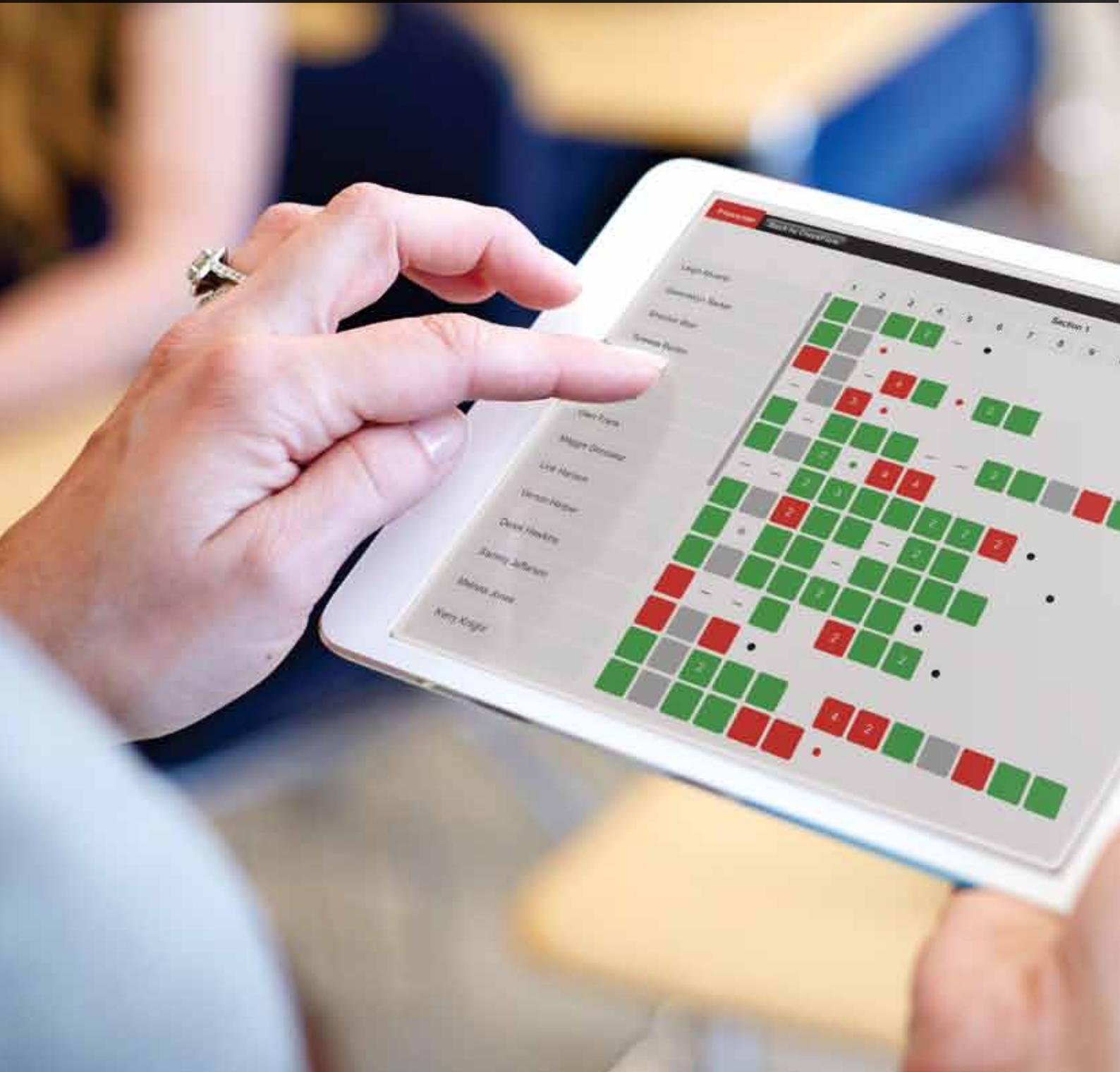
Provide differentiated instruction to groups & individual students. Extend learning beyond the classroom.



THE SOLUTION IS CLASSFLOW™

Designed by Promethean

ClassFlow is a comprehensive instructional delivery system that increases the depth of student and teacher engagement by providing interactive and collaborative use of classroom devices, digital curriculum and assessments for learning.





HIGH IMPACT LESSON DELIVERY

BREATHE INSTRUCTIONAL PURPOSE INTO TODAY'S LEARNING TECHNOLOGIES

Enhance learning outcomes by improving the instructional effectiveness of 1:1, BYOD and computer cart programs.

DELIVER DYNAMIC & ENGAGING INSTRUCTION

Enable the dynamic flow of interactive content across a collaborative learning environment.

MEASURE STUDENT LEARNING & DIFFERENTIATE INSTRUCTION

Receive actionable real-time feedback on student progress in the moment of learning

SIMPLIFY LESSON PLANNING

Create dynamic interactive lessons in less than 15 minutes using existing content from any source or file format.

LEARNING BEYOND THE CLASSROOM

IMPLEMENT ANYTIME, ANYWHERE LEARNING

Instill in students lifelong learning and independent problem-solving skills through student-centered learning models and tools.

CENTRAL DESTINATION FOR CLASS MANAGEMENT & ADMINISTRATION

The ClassFlow teacher & Student dashboards provide instant access to the most important classroom information, all in one place, anytime and anywhere.

JOIN THE MOVEMENT | WWW.CLASSFLOW.COM

Foreword

Commonwealth Secretary-General Kamallesh Sharma

Education, always among the highest priorities for the Commonwealth and its citizens, takes on an even greater prominence this year with the 19th Conference of Commonwealth Education Ministers (19CCEM) taking place in The Bahamas, and returning to the Caribbean for the first time in 25 years. This triennial conference is the largest of all our Commonwealth ministerial gatherings, and the most diverse in what it offers. The theme for this year's conference is 'Quality Education for Equitable Development: Performance, Paths and Productivity'. Included among the wide range of issues that will be addressed by ministers are financing for education, ICT-based learning, curricula, teacher training and programmes that lead to gainful employment, and social and economic development.

Commonwealth Education Partnerships is published annually and renders a valuable service by presenting an overview of the broad range of Commonwealth activity and engagement in the sphere of education, and thereby helping to maintain a well-informed sense of networking and connection between meetings. The word 'partnerships' in the title conveys the fact that educational co-operation in the Commonwealth is increasingly carried forward collaboratively by a range of partners, particularly by Commonwealth-accredited organisations.

In this respect, 2015 heralds even more dynamically connected possibilities for educational partnerships in the Commonwealth. Our new digital platform, the Commonwealth Education Hub, is to be launched at 19CCEM. It offers opportunities for online digital interaction in real time, and greatly facilitates access to peer-reviewed educational resources and expert support. This makes it far easier for teaching professionals, policy makers, administrators and other stakeholders in education to draw on the vast Commonwealth reservoir of wisdom and knowledge, and to develop new approaches collaboratively with peers and colleagues. We trust that this will develop into a great Commonwealth resource, as no social advance is possible without education, particularly in serving the burgeoning young in the Commonwealth.



Both the Commonwealth Education Hub and *Commonwealth Education Partnerships* – which is published digitally, as well as in print – show practical application of the recognition given in our Commonwealth Charter to 'the importance of information and communication technologies as powerful instruments of development; delivering savings, efficiencies and growth in our economies, as well as promoting education, learning and the sharing of culture'.

Overview

Joanna Nurse, Director, Health and Education Section, Commonwealth Secretariat

Commonwealth Education Partnerships 2015/16, which is to be launched at the 19th Conference of Commonwealth Education Ministers (19CCEM) in The Bahamas, has been written at a key moment in the history of human development. The CCEM is held every three years, with the 18th conference having been held in Mauritius in 2012. The 19th conference will be held in June 2015, a month after the World Education Forum in Incheon, Republic of Korea and three months before the United Nations' conference on the Sustainable Development Goals (SDGs), which will be held in New York, USA, in September.

The World Education Forum, initiated by UNESCO in conjunction with six co-convening agencies, is a sequel to the World Education Forum that was held in Dakar, Senegal, in 2000. That event revisited the Education for All (EFA) agenda that had been agreed upon in Jomtien, Thailand, in 1990, and established six major goals with a target date of 2015. These goals were dovetailed with the Millennium Development Goals (MDGs) set by the United Nations in 2000, which also had a target date of 2015 and which will be revisited at the SDGs conference in New York.

Commonwealth countries have been firmly committed to the EFA goals and the associated MDGs. At 16CCEM, which took place in 2006 in Cape Town, South Africa, the Commonwealth Secretariat

was directed to provide regular reports of Commonwealth progress towards the goals and to give priority to member countries that emerged as being at risk of not meeting them. Following on from this, 17CCEM, held in 2009 in Kuala Lumpur, Malaysia, was explicitly focused on the goals, as was 18CCEM. This year's 19CCEM in The Bahamas will carry forward the decisions made at the World Education Forum and prepare the way for the conference on SDGs in September 2015 – 19CCEM will also look ahead to the implementation of the goals with the target date of 2030 through a process that will be agreed by ministers.

Taking these key issues into account, the theme of the 19CCEM in The Bahamas was agreed upon as 'Quality Education for Equitable Development: Performance, Paths and Productivity – The 3 Ps'. The theme was felt to be truly relevant to all Commonwealth countries – rich and poor, large and small. All countries face challenges of quality and equity, albeit manifested in different ways, to fit different cultures and stages of development.

Commonwealth Education Partnerships 2015/16 examines the different elements of the conference theme – along with other topical issues in education – with chapters dedicated to quality, equity, higher education, literacy and pathways to employment. These valuable contributions have been written by key researchers,



academics, journalists, NGOs and other leading commentators in the field of international education. In-depth research and case studies help to give a snapshot of the educational achievements of Commonwealth countries and regions for different age groups, as well as illuminating some of the barriers to progress.

In Chapter One, *Quality education for equitable development*, Trey Menefee and Mark Bray look at the meanings of 'quality' and 'equity' in an educational context (pp. 27–29) while Fatimah Kelleher examines the role of education in women's economic empowerment in Chapter Two, *Access, inclusion and equality* (pp. 66–70). In Chapter Three, *Performance in higher education*, John Kirkland looks at what the Commonwealth's role should be in education (pp. 90–92), while in Chapter Four, *Vocational and transnational paths*, Tim Unwin asks how high educational standards can be maintained in universities, as higher education seeks to keep up with demands for changing models of delivery in the 21st century (pp. 125–128). Chapter Five, *Literacy and the study of literature* (pp. 136–158), looks at the importance of reading, and its contribution to both personal development and the development of nations, right through from early primary school to post-graduate level.

Other themes that have emerged in this year's book are the relationship between the state and non-state education providers, the benefits of vocational training, the increasing demand for higher education in developing countries, different approaches to reducing the number of out-of-school children and the impact of transnational education.

The country profiles towards the back of the book give an outline of the education systems, policies and aspirations of each of the 53 member countries, with key data to measure progress against the Millennium Development Goals and other benchmarks. Reference tables at the back of the book allow country comparisons for enrolment rates, ratios of males to females in education among different age groups and rates of illiteracy.

As the international community looks ahead to the new targets for 2030, it must be aware that some earlier targets remain unmet. This situation demands continuing efforts to achieve the earlier goals as well as to meet the new targets.

In years to come, patterns in 2015 will be seen as a benchmark for monitoring progress in the same way that 2000 was a benchmark and, before it, 1990. *Commonwealth Education Partnerships 2015/16* is thus valuable, both for taking stock and for looking forward.