

espoused principles of human rights and fundamental freedoms, including civil and political rights, have any meaning. The Commonwealth should help member countries to ensure that they exercise their power according to law and respect the dignity and worth of every human being.

20. We recommend that the Commonwealth explore various means to correct police misbehaviour, such as community policing, civilian oversight of policing, judicial response to police violation of standards, and human rights training. We encourage the news media to exercise vigilance in these matters.

21. Experience has taught us that police are generally unaware of their obligations under national and international law in respect of human rights, but that informal meetings of police officers with members of the media and human rights activists can enhance mutual understanding. We encourage the police agencies of Commonwealth members to use the UN Manual on Human Rights Training for Police and the Commonwealth's own similar manual, and recommend the formation of a police organization dedicated to ensuring that the law enforcement agencies of the Commonwealth fulfil their role as guardians of human rights and the rule of law. It could undertake such projects as human rights training for teachers at police academies, developing a code of conduct for Commonwealth police officers, and a program of special awards or recognition of excellence by police in observance of human rights.

Education

22. An educated citizenry is necessary to develop and sustain open democratic societies. While the cost of providing appropriate education and training for all world-wide will be in the billions, the cost of not doing so will be even higher. The Commonwealth of Learning and other distance learning (DL) initiatives are demonstrating that distance teaching and learning offer a new delivery system that complements traditional institutions. As demand for education continues to grow, especially in developing countries, DL will become the most important means of reaching individuals. But technology by itself cannot resolve the problem: teachers and curriculum developers must be trained in appropriate design and delivery of materials and programmes. We call on governments to invest adequate funds in DL, and to integrate open and distance learning into the education mainstream, as has happened in India and South Africa. The Caribbean experience with DL offers another model to further strengthen educational opportunities. Governments and educators must encourage minimal standards of good practice and the recognition of credentials.

23. Education must focus on human development, the creation and use of technology, the application of scientific knowledge, and the enhancement of culture and dignity. Girls and women must have improved access to education to bridge the gap between men and women. Increased resources (including scholarships), flexible timetables, second chance programmes, increasing the number of female teachers and awareness-raising are measures available to local and national governments. The Commonwealth as a "family of wealth" should share resources and assistance to improve teacher training, develop curricula, produce teaching materials locally, and help