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Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

The Education World Forum 2011 Global Summit for Education Ministers

“Education for Economic Success”

London, United Kingdom

January 10–12, 2011

Report of the Canadian Delegation



Education World Forum 2011: Official Photograph

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I. Canadian Delegation

Head of delegation: The Honourable Patrick Rouble, Minister of Education, Yukon

Members: Pamela Hine, Deputy Minister of Education, Yukon
Marcel Courchesne, Analyst, International, Council of Ministers of Education, Canada

II. Introduction

The Education World Forum (EWF) was held under the theme of “Education for Economic Success” in London, U.K., from January 10 to 12, 2011. This forum built on previous “Moving Young Minds” and “Learning and Technology World Forum” events, bringing together more than 50 ministers of education to address key issues and to share the challenges they faced, the solutions they have found, the learning that has occurred, and the successes they have achieved.

The ministers were joined by leaders of international organizations, including UNESCO, the World Bank, OECD, and the British Council, as well as representatives from international corporations with a focus on education and technology. These corporations, which were also the main sponsors of the event, included Cisco, Intel, Microsoft, Hewlett-Packard, Pearson, Promethean, and Encyclopaedia Britannica. In total, there were more than 300 registered participants and 65 countries represented.

III. Structure of the Forum

The program included keynote addresses by Irina Bokova, Director General of UNESCO, by Dr. Elizabeth King, Director of Education, Human Development Network of the World Bank, and by ministers from many countries, including Portugal, Scotland, Saudi Arabia, and the U.S. There were also ministerial discussions on changes in technology and education and on new strategies for higher education (see Appendix I for the program and Appendix II for the list of speakers).

The forum also included ample opportunities for networking and informal discussions, including an official reception hosted by the Right Honourable William Hague, First Secretary of State for Foreign and Commonwealth Affairs, U.K., and an official dinner hosted by David Willetts, Minister for Universities and Science, U.K.

IV. Participation of the Canadian Delegation/Representatives

Each delegation selected to participate in two of the four ministerial exchanges. The Canadian delegation participated in the two following discussions:

1. Technology and education change

Martin Bean, Vice Chancellor of Open University, U.K., gave an inspiring presentation on his view of how technology will influence the way that students will learn in the future.

The following are the main outcomes of this discussion:

- Seek not to leave the teachers behind as technology's influence on education grows.
- Recognize that the world has changed and access to information is no longer the issue. The challenge today is turning information into meaningful knowledge.
- Do not waste precious human and financial resources in re-creating teaching resources when so much is already available.

2. New strategies for higher education

Dr. Dirk Van Damme, Head of the Centre for Educational Research and Innovation (CERI), OECD, started the discussion by outlining some trends in higher education, such as intensifying competition, rising global networks, and increasing insecurity in funding for educational institutions. He also highlighted some policy directions based on his research, including increasing the autonomy of institutions to improve accountability, regional convergence (e.g., Bologna Process), and the importance of ranking and benchmarking. Professor Dr. Walid Maani, Minister of Higher Education and Scientific Research of Jordan, described the reform that has occurred in his country which was financed by a significant increase in tuition fees over five years. One main point of his presentation was the importance of balancing the training of the labour force with the needs of the market.

Unfortunately, due to the format and the time-management of these ministerial exchanges, there was not enough time for in-depth and interactive discussions among ministers at the end of the presentations.

The outcomes of the two ministerial exchanges that the Canadian delegation did not attend, "New designs and models for education" and "Evidence and new forms of assessment for the 21st Century," are available in Appendix II.

In addition, the Canadian delegation attended the presentation by Michael Fullan, Professor Emeritus of the Ontario Institute for Studies in Education, University of Toronto. Mr. Fullan shared the lessons he has learned from the reform of the education system in Ontario in his capacity as special adviser in education to the premier of Ontario and to the minister of education. He spoke of education-reform initiatives and continued improvements in education. He stressed that by connecting with and developing professional, political, and public support, improvement becomes more substantial, systemic, and sustainable. (Note that Mr. Fullan was not part of the official Canadian delegation.)

V. Main Outcomes

The forum was highly beneficial, representing an opportunity to hear the views and thoughts of speakers and participants from all around the world on education for economic success through the lens of their countries' contexts. More specifically, the forum provided an opportunity to share Canadian perspectives on the application of technological innovations in the education sector, such as the video-conferencing facilities in Yukon which allow teachers to reach as many students as possible in order to equip them with the necessary skills for the 21st century.

Other important discussions focused on:

- matching higher education with the future needs of labour;
- increasing the quality of teachers;
- recognizing individual learning;
- the skills required for economic success in the 21st century;
- the changing role of information and communication technology in learning and teaching;
- using the Programme for International Student Assessment (PISA) to compare national standards with best-performing systems internationally.

The official summary of the forum is available in Appendix II.

VI. Conclusion and Recommendation

The forum concluded with a commitment to continue the support for development and action through the various organizations present, and with the announcement that the UK government ministers looked forward to inviting their counterparts to the next Education World Forum, to be held from January 9 to 11, 2012, in London.

Given the high quality of the presentations and discussions, as well as the impressive number of ministers of education attending this international event (more than 50), it is recommended that CMEC continue to coordinate the participation of the Canadian delegation for the next Education World Forum.

VII. Bilateral and Other Related Meetings

While there were no official bilateral meetings scheduled, the forum provided an opportunity to share pan-Canadian perspectives and establish collaborative links among participants. Minister Rouble had several discussions with ministers from around the world who faced similar challenges to Canada's. For example, minister Rouble spoke with the minister from Gibraltar: as is the case in Yukon, there is no university in Gibraltar; therefore, students must go abroad, mostly to the U.K., to continue their studies at the university level.

In addition, Minister Rouble had a brief discussion with Shann McGrail, Director of Education of Microsoft Canada, during the “Education Leaders Briefing,” a Microsoft event not part of the official program. They discussed Microsoft’s interest and initiatives in the area of 21st-century education and how these aligned with CMEC’s areas of interest.

Courtesy Visit at the Canadian High Commission

The Canadian delegation had the chance to visit with James Wright, Canadian High Commissioner to the United Kingdom. Mr. Wright was accompanied by Vera Alexander, Counsellor (Public Diplomacy), and Laura-Ashley Wright, Academic Relations, both of the Canadian High Commission.

The visit was highly appreciated by the Canadian delegation. Discussions focused on relations between the U.K. and Canada in the education sector and how the economic crisis has impacted the U.K. and resulted in significant spending cuts. Mr. Wright also highlighted the efforts regarding the Education au/in Canada brand. He noted that there were approximately 5,000 Canadian students in the U.K.

APPENDIX I



The Education World Forum 2011
Global Summit for Education Ministers – ‘Education for Economic Success’
London 10-12 January
Programme

Sunday 9th January London Marriott, County Hall Hotel

18.00 – 20.00 **Informal Welcome Reception**

Monday 10th January Daytime venue - QEII Conference Centre

10.00 - 12.00 **Optional Sessions**
 - Networking meetings/discussions
 - UK education system updates

12.00 - 13.00 Lunch and networking opportunity

13.00 - 13.30 **Formal Opening – Welcome**

13.30 - 14.00 **Keynote: Dr Elizabeth King - Director of Education World Bank**

14.00 - 14.15 Short refreshment break

14.15 - 15.45 **Ministerial Plenary Session**
Chair: John Davies, VP, Intel
 Education ministers will address forum themes

15.45 - 16.30 **Keynote: Andreas Schleicher – Head of Indicators and Analysis Division (including PISA) OECD**
Chair: Michael Stevenson, VP, Cisco

18.00 - 20.00 **Reception - Formal reception at Lancaster House**
Host: Rt Hon William Hague MP, First Secretary of State, Secretary of State for Foreign and Commonwealth Affairs

Tuesday 11th January Daytime venue - QEII Conference Centre

09.00 - 09.15 **Welcome – Rt Hon Michael Gove MP, Secretary of State for Education**

09.15 - 10.45 **Plenary panel**
Irina Bokova, Director General, UNESCO
Sir Michael Barber, McKinsey and Company
Michael Fullan, Professor Emeritus, Ontario Institute of Education
Chair: Anthony Salcito, VP, Microsoft

10.45 - 11.15 Refreshment break

11.15 - 12.45 **Ministerial Plenary Session**
Chair: Gabi Zedlmayer VP HP
 Education ministers will address forum themes

12.45 - 14.00 Lunch and networking opportunity



**The Education World Forum 2011
Global Summit for Education Ministers – ‘Education for Economic Success’
London 10-12 January
Programme**

Tuesday 11th January

Daytime venue - QEII Conference Centre

14.00 - 15.30 & 15.45 - 17.15	<p>Exchanges (with Refreshment Break 15.30 – 15.45) Delegates will choose two of four topics addressing the future of education. The topics will cover:</p> <ol style="list-style-type: none"> 1. Technology and education change 2. New designs and models for education 3. Evidence and new forms of assessment for 21st century 4. New strategies for higher education <p>Speakers to include Karen Cator, Director of the Office of Educational Technology at US Department of Education; Martin Bean, Vice Chancellor of the Open University; Dr Larry Johnson CEO of the New Media Consortium, Geoff Mulgan Chief Executive of the Young Foundation, Dirk Van Damme, Head of the Centre for Educational Research and Innovation of the OECD, Mike Trucano, Senior ICT and Education Policy Specialist of the World Bank,</p>
17.15 - 18.00	<p>Plenary Riel Miller, xperidox futures Chair: Jean-Yves Charlier, CEO Promethean</p>
19.30 - 22.30	<p>Official Dinner - Venue Savoy Hotel Host: David Willetts MP, Minister for Universities and Science Martin Davidson, CEO British Council</p>

Wednesday 12th January

08.00	Transport to Olympia
08.45 - 10.15	<p>Ministerial Plenary Session Chair: John Fallon, CEO Pearson International Education ministers will address forum themes</p>
10.15 - 10.45	Refreshment break
11.00 - 16.00	Guided visit to the BETT Show
16.00 - 16.30	Close

The Education World Forum — Summary



Education World Forum - Summary

The Education World Forum was held in London from 10-12 January 2011 as the global summit for Education Ministers.

More than 50 Ministers took part and 65 countries were represented. In total, there were almost 400 registered participants.

The Education World Forum is supported by the UK's Foreign and Commonwealth Office, the Department for Education, the Department for Business, Innovation and Skills and the British Council. It built on previous Moving Young Minds and Learning and Technology World Forum events, bringing together Ministers of Education, their advisors and delegations to address key issues and to share the education system challenges they face, the solutions they have found, the learning that has occurred and the successes they have achieved. The Ministers were joined by leaders from global and international organisations including UNESCO, the World Bank, the OECD and the British Council, as well as international corporations with a focus on education and technology. These corporations included Cisco, Intel, Microsoft, HP, Pearson, Promethean and Encyclopaedia Britannica.

Programme

The programme comprised keynote addresses, Ministerial keynotes, Ministerial Exchanges as well as time for networking and informal discussions. These times included an official reception hosted by Rt Hon William Hague MP, First Secretary of State, Secretary of State for Foreign and Commonwealth Affairs and an official dinner hosted by David Willetts MP, Minister for Universities and Science.

Ministerial and representative speakers at the event, in order of appearance included:

Dr Elizabeth King, Director of Education: World Bank

Hon Anne Tolley, Minister of Education: New Zealand

Hon Pelonomi Venson-Moitoi, Minister of Education and Skill Development, Botswana

Mario Franco, President of the Foundation for Mobile Communications: Ministry of Public Works, Transportation and Communications, Portugal

Andreas Schleicher, Head of Indicators and Analysis Division: OECD

Rt Hon William Hague MP, First Secretary of State, Secretary of State for Foreign and Commonwealth Affairs: UK

Rt Hon Michael Gove MP, Secretary of State for Education: England

Irina Bokova, Director General: UNESCO

Dr Professor Dmytro Tabachnyk, Minister of Education, Science, Youth and Sports: Ukraine

Angela Constance MSP, Minister for Skills and Lifelong Learning; Scotland

Dr Igor Luksic, Minister of Education and Sport: Slovenia

Karen Cator, Director of the Office of Educational Technology, Department of Education: US

Michael Trucano, Senior ICT and Education Policy Specialist: World Bank



His Excellency Farooq Wardak, Minister of Education; Afghanistan
Tarek Shawki, Director of the Regional Bureau for Science in the Arab States: UNESCO
His Excellency Professor Dr Walid Maani, Minister of Higher Education and Scientific Research:
Jordan
Dr Dirk Van Damme, Head of the Centre for Educational Research and Innovation: OECD
Dr Horn Mun Cheah: Singapore
Dr Marja Kankaanranta, Finland
David Willetts MP, Minister for Universities and Science: England
Martin Davidson CMG, CEO, British Council
His Highness Prince Faisal bin Abdullah, Minister of Education: Saudi Arabia
His Excellency Pehin Bakar Apang, Minister of Education: Brunei Darussalam
Dr Shukuru Kawambwa, Minister of Education and Vocational Training, Tanzania

Messages from presentations

Rt Hon Michael Gove formally opened the event and commented that the Education World Forum is so important because it demonstrates our shared belief that we can educate our children to ever higher standards and achieve levels of fairness and social mobility that have long eluded us. He was excited that the programme brought together two men, Sir Michael Barber and Andreas Schleicher who had most influenced global thinking on education development and reform. This opportunity to discuss, compare and benchmark was unique in the world and the UK was looking forward to learning from and sharing with all the forum's speakers and participants.

Dr Elizabeth King, Director of Education at the World Bank noted that "Education is fundamental to development and growth" and that the "human mind makes possible all other development achievements" and that we must "unleash the potential of the human mind and there is no better tool for doing that than education". While reflecting on the progress made in achieving education for all, she spoke of the challenges ahead and acknowledged the changing role of companies saying "education is the business not only of government and of aid agencies, but also of industry and the commercial sector".

Irina Bokova, Director General of UNESCO spoke of working together to rise to the challenges of providing quality education for all. She noted "education is about fundamental freedoms and human rights." Reflecting further she stated "the decisions we take today on education will impact long into the future and affect all aspects of our economies and societies" and observed "teachers are vital for the quality equation. Teacher education and training, recruitment and retention have to be national priorities". The Director General concluded with "Education is vital for growth and development. But it is indeed also about the 'soul' of society, about values, about living together."

Andreas Schleicher of the OECD (lead on PISA) reflected that the most impressive outcome of world class education systems is perhaps that they deliver high quality learning consistently across the entire education system so that every student benefits from excellent learning



opportunities. To achieve this, these world class systems invest educational resources where they make most difference, they attract the most talented teachers into the most challenging classroom, and they establish effective spending choices that prioritise the quality of teachers.

He also reflected that some of the most successful systems are also actively looking outward, realising that it is not enough to the benchmark for success through improvement by national standards, but through comparison with and learning from best performing systems internationally. He noted that in high performing systems these policies and practices are aligned across all aspects of the system, they are coherent over sustained periods of time, and they are consistently implemented.

Sir Michael Barber drew nine lessons from the McKinsey reports on education systems internationally and discussed these with Michael Fullan. The lessons are:

- a system can make significant gains from wherever it starts – and these gains can be achieved in a short time scale, as short as six years
- each stage of the school system improvement journey is associated with a unique set of interventions
- while 'structure' and 'resource' interventions dominate the debate, 'process' deserves attention
- a system's context might not determine what needs to be done, but it does determine how it is done
- leadership continuity is essential – the median tenure of new strategic leaders is six years and that of new political leaders is seven years
- prescribe adequacy and unleash greatness, with collaborative practice as the engine of continuous improvement
- six interventions occur equally at every performance stage for all systems, but manifest differently
- ignition occurs due to socio-economic crisis, a critical report about system performance or installation of a new political or strategic leader
- the middle layer plays a crucial role in delivering and sustaining improvement – compliance, communication, collaboration and insulation.

Reflecting on the success of Ontario's education system improvement, Professor Michael Fullan suggested the following:

- it has not been about an isolated driver or magic bullet. It has been about a bundle of aligned, coherent and consistent strategies, interventions and precise practices implemented deeply
- it is grounded in professional respect, capacity and experience rather than externally mandated prescription or data without knowledge and educational application
- it is about support and accountability through collective capacity building with a focus on results. It requires development and involvement at all levels of the education system
- it is about involving effective professional learning communities focused on student work, assessment, curriculum and instruction within schools and through developing networks of knowledge, information and practice across schools and districts



- it is about transparency of practice and using a range of information – by providing and combining a range of external and internal information, including self-evaluation and review to support precision of action and progress over time
- it is about continuous improvement not punitive intervention to proactively support improvement where performance is weak and to identify, leverage and spread effective practices where performance is strong
- by connecting with and developing professional, political and public support improvement becomes more substantial, systemic and sustainable

Professor Fullan also highlighted that autonomy for institutions was key to success- but that true autonomy also provided the context and direction which all the institutions were working towards.

Riel Miller reflected on the value of looking to the future in setting the context of today.

Ministers reflected their views of education for economic success through the lens of their own country's situation, culture and challenges with questions from the floor being answered by the panels and their chairs from industry.

The Ministerial Exchanges provided opportunities for in depth discussion of four areas. Notable outcomes from these discussions included:

- Technology and education change
 - Seek not to leave the teachers behind as technology's influence on education grows
 - Recognise that the world has changed and access to information is no longer the issue. The challenge today is turning information into meaningful knowledge
 - Do not waste precious human and financial resources in re-creating teaching resources when so much is already available
- New designs and models for education
 - Learning by doing is increasingly acknowledged as an important component of learning
 - Innovation is not solely about the use of technology. Context based innovation is critical for example, in some circumstances engaging local neighbours to assist in developing children's learning
 - Examples such as the school as one, school of everything and studio schools reflect broad support and innovation to achieve personalised learning
 - Technology's role in supporting innovation in education must be thought through carefully and not presumed. It should not detract from social interaction, but help increase it.
- New strategies for higher education
 - Need for smart, deliberate and strong policies in Higher Education
 - Valuing diversity of Higher Education implementations including research, teaching, 2 year courses, vocational courses. All should be nurtured
 - International competition is surprisingly prevalent for both students and teachers, and there are significant challenges in balancing global developments and national targets



- Evidence and new forms of assessment for the 21st Century
 - Changes in global economy have led to changes in skill sets required by young people in order to succeed in work and life
 - Skills needed are: creativity, innovation, critical thinking, problem solving, decision making, awareness of cognitive processes
 - Policy needs to look at how to integrate 21st century skills in curriculum, the implications of problem-solving approaches for education systems
 - Curriculum and teaching - we need to look at how to implement these teaching and learning interventions and also look at how we enable teachers to teach these skills
 - Assessment - need to develop framework for measurement and assessment. Evaluation is key.

Available presentations are on the Forum website www.ewf2011.org The organisers can be contacted on organisers@ewf2011.org

The conference closed with a commitment to continue the support for development and action through the various organisations present; and with the announcement that UK government Ministers look forward to inviting their counterparts to the next Education World Forum, 9-11 January 2012 in London.