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(Canada)

Education Leaders Forum 2010

Conference Theme

Engaging Student Creativity and Innovation: A Key to Global Success

In cooperation with UNESCO, European Schoolnet and Microsoft

Warsaw, Poland

July 7—8, 2010

Report of the Canadian Delegation

Head of Delegation

The Honourable Diane McGifford, Minister of Advanced Education and Literacy, Manitoba

Members

Elaine Phillips, Executive Director, Policy and Planning Branch, Department of Advanced Education and Literacy, Manitoba

Antonella Manca-Mangoff, Coordinator, International, Council of Ministers of Education, Canada

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I. Introduction

The Education Leaders Forum was held in Warsaw, Poland, on July 7 and 8, 2010. The Honourable Diane McGifford, Minister of Advanced Education and Literacy for Manitoba, was head of the Canadian delegation, which included Elaine Phillips, Executive Director, Department of Advanced Education and Literacy for Manitoba, and Antonella Manca-Mangoff, Coordinator, International Unit, CMEC.

The forum, organized by the Microsoft Corporation under the auspices of UNESCO and the European Schoolnet, was attended by over 104 ministers of education, senior education bureaucrats, and policy advisors from 38 countries, with Anthony Salcito, Vice-President Education, Microsoft Corporation, acting as Forum host. Mr. Salcito introduced a recent winner of Microsoft's Imagine Cup World Finals, Dan Brown, a graduate of the University of Nebraska, who opened the forum with a presentation on the meaning of education today and how important it is that schools not focus on conformity and memorizing facts, but rather on empowering students to deal with the challenges of today's world.

Poland's Minister of Science and Higher Education, Professor Dr. hab. **Barbara Kudrycka**, welcomed the assembled participants.

II. Keynote Speakers

Jean-Philippe Courtois, President of Microsoft International, spoke of the importance of maximizing the use of information and communication technology (ICT) to achieve desired goals through access, innovation, and employability.

- **Access** — He defined *access* as the need to rethink some traditional teaching approaches and to focus on increasing efficiency at a low cost, that is, achieve more with less. He used the example of Cloud Computing — Microsoft's computing service on the Internet that students all around the world can access at a low cost and that allows them to interact with one another.
- **Innovation** — Microsoft's goal is to advance education through the use of technologies. The corporation relies on tools such as the *Horizon Report*, an annual evaluation of emerging technology programs in learning and teaching, for information from the world of education. Some of the technologies being explored are gesture-based computing, using movement and interaction in games to promote communication, participation in meetings, and discussions around the world via avatars. In Africa, this technology is used to digitally record noises of animals, which are then used in schools as a teaching tool.
- As for **employability**, Microsoft's goal is to strive toward a society that has an adequate level of computing literacy education. More than 90 per cent of the population will require ICT skills in the next 5 years. Initiatives are implemented through which computer science students connect with and train others students within 70 countries. For example, in Ireland, one of the countries where such initiatives are being implemented, the national official accreditation system recognizes computer skills as part of the system.

Hal Plotkin, senior policy advisor in the Office of the Under Secretary in the U.S. Department of Education, noted how technology makes it possible for a great percentage of the population to develop their talent. Initiatives are being proposed, such as an on-line skills initiative, through which open education resources are freely distributed on the Internet. Under the Trade Adjustment Assistance Act, the government's wish is to provide US citizens with free use of materials (e.g., textbooks and exams) by non-profit organizations, which would enable institutions to offer courses at a level of expertise that they cannot afford or develop themselves. These drop-out prevention tools are being studied and implemented to move from a system that weeds people out to one that lifts people up.

UNESCO Director General, **Irina Bokova**, gave great examples of how ICT has a profound impact on education.

III. Working Session 1 — Future Perspectives

Building a vision of the potential of students and the power of 21st-century competencies in creating a dynamic workforce and society.

Geoffrey Scott, Pro-Vice Chancellor, Quality, University of Western Sydney, Australia, started his presentation with this statement: "What you assess is what you get. How we learn is as important as what we learn." His theme, Changing Expectations, underlines how success is defined by a set of capabilities:

- Personal — the capacity to stay calm in various situations
- Interpersonal — the ability to work with diverse people
- Cognitive — the capacity to diagnose a situation
- Role-specific competencies and generic competencies — the ability to set priorities, to justify choices, and to identify concepts out of a mass of details

He concluded by noting that ICT becomes a key enabler and amplifier for an individual teacher/instructor/ professor, especially if a traditional university is not capable of making the needed changes.

Michael Furdyk, Co-founder and Director of Technology of TakingITGlobal in Canada, is a young entrepreneur from Toronto who spoke of bridging the gap between how students live and learn through transformational change, of how learning critical skills at a very young age facilitates that change. He looked at the challenges and opportunities connected with the promise of technology. Then he asked the questions — How do we get teachers out of the Victorian model that prevents students from learning? Can we stop the institutional prevention of new ways of knowledge transfer? He went on to suggest that more than half of postsecondary students who dropped out did so because of boredom, and that reduced school hours in UK increased the performance of students. In contrast, he highlighted how teachers are undervalued, underpaid, and criticized, yet they are valuable.

Furdyk noted that 15 per cent of Aboriginal peoples are disenfranchised from education. The indigenous mentor program in the elementary school is a good introduction to university and increases retention rate by 50 per cent. Minister McGifford highlighted that challenges faced by developing countries are the same as the ones faced by Aboriginal kids in Canada. Could technology help with illiteracy, social

problems, class-sizes, lack of resources and teachers, hungry children, etc.? How to convince governments that they need to invest in various initiatives? She noted that these types of programs require massive investments, and the initiatives need to be prioritized.

IV. Working Session 2 — Overcoming Obstacles

Underlying challenges to economic regeneration and societal advancement, and current thinking around how to address these

Balint Magyar, member of the Governing Board of the European Institute of Innovation and Technology and former Minister of Education, Hungary

Beno Csapo, Professor of Education, Institute of Education, University of Szeged, Hungary

Krzysztof Stanowski, Former Under Secretary of State in Poland, underlined how digital competencies decrease cooperation; how it is not yet a basic right for all, and how technology reaches the user/consumer, but is not yet reaching the less educated; how ICT is essential in the analysis of data and facts in order to better inform policy-makers who manage complex systems of education, and how technology facilitates the collection of data and the analysis of data and results; and educational objectives, traditionally determined from the top-down, should take into account communities, teachers, parents, and students themselves in collaboration with the ministry.

Finally, **Paula Vickers**, Pro Vice-Chancellor, Middlesex University in the UK, underscored the need to review systems of education, the duplication of services and resources. She stated that it took one year of negotiation to acquire Microsoft's Cloud service, and she questioned if suppliers were ready to provide services quickly. She advised that, as institutions embrace the Cloud service, it is important to consider some challenges — inflation that may impact services; the need to understand the contract and expectations, change in staff roles, facing the cuts in revenue budget.

V. Working Session 3 — Green Education

Exploring the opportunities for universities in green education, and sustainable concepts for adopting more green strategies and management methods

Andy Hobsbawm, European Chair of Agency.com and the founder of UK website Green Thing, reminded participants of the importance to students of green education, which became the heart of the Forum's agenda. He offered some examples of green initiatives and some concerns.

1. How can we accelerate the community understanding of the new technologies that will be required in order to meet the demands of the new generation? Creativity has that power; technology is an essential and brilliant tool for self-expression and can be used to promote sustainable living and sustainable use of resources.
2. Automobiles are marketed today to promote the speed, power, adventure, and personal freedom offered by this means of transportation. In Denmark, he noted, ads showing beautiful people on bikes are promoted as an alternative means of transportation. The idea is to promote products that portray the necessity of living more sustainably. In addition, he suggested that

schooling time spent on solving fictitious problems is wasted when there are real problems to be solved and education could be put to use to build and develop innovation and solve real problems. In many parts of Africa, for example, merry-go-rounds are installed that actually pump waste; a prototype has been developed for a biodegradable tent — with seeds embedded, the tent gets destroyed after three days and feeds the soil.

3. How to use student brain power to develop innovation and products that can be used by the masses? He signalled that a positive vision of sustainable living is to create and manifest a life with a cleverer and better way to live, a future we aspire to live to, inspiring minds to design a sustainable future; e.g., the Glove Love project — lost gloves are donated by museums, hospitals, schools, etc., and they are washed and sold with a new value and design statement, and have become a symbol of sustainable living.

Geoffrey Scott: Pro-Vice Chancellor, University of Western Sydney in Australia, spoke of developing 21st-century competencies through ICT by making universities living laboratories and giving students the opportunity to gain experience. Students use ICT to research and study data, to engage with others through their research, and to effect change in social, economic and environmental sustainability. Students can learn by looking at what others are doing. Two examples are the Riverkeepers in Australia, a 3-way partnership project, and the Association for the Advancement of Sustainability in Higher Education <aashe.org> whose mission is to empower higher education to lead the sustainability transformation.

During this session, Minister McGifford shared the following Canadian example: In early 2008, the University of Winnipeg launched a pilot program called Eco-Kids on Campus. This initiative involved an opportunity for inner-city secondary students to visit the university and engage in various scientific activities such as examining plants and insects.

Niels Soelberg, Vice President Public Sector, Europe, Middle East, and Africa at Microsoft, spoke of the dynamic between universities and industries through such initiatives as Green IT in Action.

VI. Working Session 4 — Solutions and Strategies

Presenting examples deployed today to deliver improved outcomes

The final panel brought together a number of leading global practices — strategies and solutions that are currently making a difference.

Raya Yunakova and **Kiril Rusev** from Bulgaria provided participants with a glimpse of their journey from students to Imagine Cup winners to young entrepreneurs. Participating in Microsoft's Imagine Cup challenge last year ignited their aspiration to help improve the world.

By talking to teachers and parents, identifying problems, and investigating possible solutions, they came up with Envision. Each student is given a computer mouse connected to the classroom computer so that they can contribute to the lessons shown on screen and be engaged in learning. Each student's mouse is identified so that his/her progress can be tracked and they become active participants. Because not all

schools can afford computers, Envision, a pilot program in three Bulgarian schools, may be the answer to such a challenge.

Conclusion

The two-day conference provided participants with the opportunity to learn about various initiatives that are implemented around the world where ICT is offered as a solution to some of the challenges faced by educational communities. The conference provided a stimulating environment where participants shared best practices and came away with ideas to move their own agenda forward and to look toward partnerships to achieve desired results.

Agenda



Engaging Student Creativity and Innovation: A Key to Global Success

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|-----------|--|
| Event | Education Leaders Forum 2010 |
| Date | 2-day conference on Wednesday 07 th and Thursday 08 th July 2010 |
| Venue | Olympic Centre, Warsaw, Poland Polskiego Komitetu Olimpijskiego, Ul. Wybrzeze Gdynskie 4, 01-531 |
| Register | Register online at www.ELF2010.org with User ID and Password provided in the invitation |
| Patronage | Prof. Dr. hab. Barbara Kudrycka, Minister of Science and Higher Education, Poland |

Draft Agenda Day 1 – Wednesday 7th July 2010

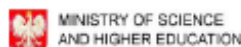
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| 09:00 | Registration & Coffee |
| 10:00 | Introduction Forum host Anthony Salcito , Vice President Education, Microsoft Corporation |
| 10:15 | Welcome Prof. Dr. hab. Barbara Kudrycka , Minister of Science and Higher Education, Poland |
| 10:30 | Keynote 1 Jean Philippe Courtois , President and Senior Vice President, Microsoft Corporation <ul style="list-style-type: none"> • Importance of 21st century skills • Industry demand for skills • Wider role of technology supporting education • Importance of working in partnership |
| 11:00 | Keynote 2 Jill Biden (Invited), Second Lady of the United States of America <ul style="list-style-type: none"> • Development of vocational learning, vocational skills and the college sector |
| 11:30 | Keynote 3 Androulla Vassiliou (Invited), European Commissioner for Education, Culture, Multilingualism and Youth <ul style="list-style-type: none"> • Trends and challenges in employment in the European Union • Skills and knowledge demands for economic recovery • Role of universities |
| 12:00 | Lunch |

Continued Draft Agenda Day 1 – Wednesday 7th July 2010

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| 13:15 | Working Session 1 Future Perspectives: This session will help build a vision of the potential of students and the power of 21st Century competencies in creating a dynamic workforce and society. <ul style="list-style-type: none">• Expert Input 1: Marc Durando, Executive Director European SchoolNet• Expert Input 2: Michael Furdyk, Co-founder and Director of Technology, TakingITGlobal• Expert Input 3: Speaker to be confirmed. Working Session: Discussions captured through offline blogging. Facilitator Willy Roe , Scotland Commissioner on the UK Commission for Employment and Skills Reflection: Forum host Anthony Salcito , Vice President Education, Microsoft Corporation |
| 15:15 | Afternoon Tea |
| 15:30 | Working Session 2 Overcoming Obstacles: This session will surface underlying challenges to economic regeneration and societal advancement, and current thinking around how to address these. <ul style="list-style-type: none">• Expert Input 4: Balint Magyar, Member of Governing Board of European Institute of Innovation and Technology and Former Minister of Education, Hungary• Expert Input 5: Krzysztof Stanowski, Undersecretary of State, Poland• Expert Input 6: Speaker to be confirmed Working Session: Discussions captured through offline blogging. Facilitator Willy Roe , Scotland Commissioner on the UK Commission for Employment and Skills |
| 17:00 | Reflection & Closing Forum host Anthony Salcito , Vice President Education, Microsoft Corporation |
| 17:15 | Networking Reception |
| 19:00 | Departure |

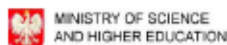
Draft Agenda Day 2 – Thursday 8th July 2010

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| 09:00 | Welcome Forum host Anthony Salcito , Vice President Education, Microsoft Corporation |
| 09:10 | Working Session 3 Green Education: This session will explore the opportunities for Universities in Green Education, and discuss sustainable concepts for adopting more green based strategies and management methods. <ul style="list-style-type: none">• Expert Input 7: Speaker to be confirmed• Expert Input 8: Speaker to be confirmed• Expert Input 9: Speaker to be confirmed |



Continued Draft Agenda Day 2 – Thursday 8th July 2010

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| 10:30 | Morning Coffee |
| 10:45 | Working Session 3 continued Working Session: Discussions captured through offline blogging. Facilitator Willy Roe , Scotland Commissioner on the UK Commission for Employment and Skills |
| 11:30 | Keynote 4 Vahé Torossian , Vice President, Central and Eastern Europe, Microsoft Corporation <ul style="list-style-type: none">• The role of ICT in shaping future education opportunities |
| 12:00 | Lunch |
| 13:00 | Working Session 4 Solutions and strategies: This session will present example of solutions and strategies that are being deployed today to deliver improved outcomes. <ul style="list-style-type: none">• Expert Input 10: Tarek Shawki, Director of the Regional Bureau for Science in Arab States, UNESCO• Expert Input 11: Speaker to be confirmed• Expert Input 12: Speaker to be confirmed Working Session: Discussions captured through offline blogging. Facilitator Willy Roe , Scotland Commissioner on the UK Commission for Employment and Skills |
| 14:30 | Keynote 5 Diego Rodriguez (Invited), Partner at IDEO, and founding professor and member of the board at the Hasso Plattner Institute of Design at Stanford University <ul style="list-style-type: none">• Innovation and sustainable growth• Creativity and the role of leadership |
| 15:00 | Reflection & Closing Forum host Anthony Salcito , Vice President Education, Microsoft Corporation <ul style="list-style-type: none">• Reflection and close before Imagine Cup Showcase and World Finals Award Ceremony |
| 15:15 | Afternoon Tea and Tour of Imagine Cup Showcase Visit www.imaginecup.com |
| 17:00 | Buffet |
| 18:00 | Imagine Cup World Finals Awards Ceremony |
| 21:00 | Departure |





Education Leaders Forum 2010 – Event Communiqué July 7-8, 2010; Warsaw, Poland

Engaging Student Creativity and Innovation: A Key to Global Success

Delivered under the theme of **Engaging Student Creativity and Innovation: A Key to Global Success**, the fourth global [Education Leaders Forum](#) was run in Warsaw, Poland on July 7-8, 2010. Bringing together over one hundred global education leaders the working conference provided opportunities for all participants to listen to and share with other leaders, to learn about practice across the world and to roll their sleeves up in working sessions. Run alongside the [Imagine Cup 2010 World Finals](#), the premier IT competition for post-secondary students worldwide, practical and theoretical had an opportunity to mix via participant visits to the Imagine Cup Student Showcase and World Finals Awards Ceremony.

Working in partnership with [UNESCO](#) and the [European Schoolnet](#), and under the patronage of the [Minister of Science and Higher Education for Poland](#), the [Education Leaders Forum program](#) aimed to share visions of future perspectives, consider key challenges and opportunities, explore issues related to Green Education and demonstrate successful Strategies and Solutions, all considered through the lens of key drivers for national competitiveness: Access, Innovation and Employability.

This Education Leaders Forum communiqué provides a short synopsis of the stimulating presentations, panel discussions and working sessions held during the one and a half days of the forum. More detailed notes and information on the event can be found at www.ELF2010.org including video of presentations, speaker PowerPoint presentations and [raw notes from the table discussions](#). You are welcome to share this web site and communiqué with your colleagues, associates and partners to help promote continuing dialogue vital to the change globally and locally needed to create educational experiences that will excite students, make them life and job ready, and assist driving national competitiveness in your country.

Future Perspectives

[Anthony Salcito](#), the forum host opened with a video created by ex-student [Dan Brown](#), with a clear message - institutional education needs to change, and change quickly if it is not going to get in the way of digital native students' education. [Minister Barbara Kudrycka](#) provided specific examples of the changes being made in Poland to create a post-secondary education system that prepares students for jobs in a knowledge society and help them *"address modern and technology current challenges"* in her welcome address. We were reminded of the changing nature of post-secondary education access, innovation and employability in [Jean-Philippe Courtois'](#) keynote with examples of Cloud Computing, degrees delivered on smartphones and certification programs in Irish educational institutions, underpinning his reminder that 90% of jobs in Europe by 2015 will require ICT skills.

[Hal Plotkin](#) wonderfully reminded us that that *"95 % of our citizens don't have real or meaningful opportunities to develop their human capital into what it could be"* and that *"in that 95 % the riches of our generation reside"*. And [Irina Bokova](#) reinforced the importance of partnerships in moving the education agenda and building *"equitable, inclusive and participatory knowledge societies"*.

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The first panel provided varying but complimentary stimulus for discussion on future perspectives through their presentations and panel discussion. [Geoffrey Scott](#) stressed the importance of leadership and planning, [Hossam Badrawi](#) made us think about the importance of an entrepreneurship culture in education, [Janice Richardson](#) explored both the value and practicalities of educational partnerships and [Michael Furdyk](#) highlighted the power of the internet to bring people together.

The [table discussions](#) that followed these discussions delivered valuable insights and reflections. While difficult to summarize all of the discussions from 22 tables, some key points worth were:

- Wise use of ICT and the internet can address traditional challenges: improving quality in all schools and optimizing cost in developing countries.
- Access to 21st century tools is also critical to scaling research, time and education reach.
- Entrepreneurship is a vital component of future education if it is to help local and national economies remain competitive and allow students to reach their potential.
- The transformation of education assessment to be able to measure what is important for system accountability and student learning is critical.
- Convincing society at large of the importance and value of education transformation remains elusive and is vital to success at the system level.
- Education transformation may only come about by running parallel education systems – continuing and scaling down the old model and at the same time spinning up a new model, providing choice to students.
- Gaps exist when considering alignment of learning with present and future work/life requirements. The reduction of these gaps is key to employability and future economic growth.
- Education needs to deliver less content, with more focus on skills and competencies. Society currently sees value of education in the quality of content; however a shift is happening towards to quality of the learning.

Overcoming Obstacles

The panel on Overcoming Obstacles again provided deep insight and the opportunity for new thinking through their presentations and panel discussion. First speaker [Krzysztof Stanowski](#) led the discussion focusing on positive economic development through entrepreneurship and empowering local communities, [Balint Magyar](#) underlined his belief that digital literacy needs to be a basic human right for countries to prosper and individuals to achieve their potential, [Beno Csapo](#) presented his work around transforming assessment and the challenges this faces, while [Paula Vickers](#) provided a valuable exposure of her work in transforming a university infrastructure by moving it to the 'Cloud'.

Threads that emerged from the panel discussion on overcoming obstacles included:

- Definitions for 21st Century Skills are still in development and will progress over time. They can and should include timeless competencies that are now represented in new and different ways due to the influence and development of technology and its adoption by society.



- E-Literacy is both an important challenge for education and a vital indicator for society's success as a whole.
- The continuing and growing need for skilled people and the importance of how to supporting young people to find their potential and become successful in life. Solutions differ country from country based on culture, political and economic situations.
- More effective methods of assessment alongside 21st Century Skills development.
- New skills and roles are required within post-secondary institutions as new technology is integrated. Effective change management is required as these new ways of working are adopted.

[Anthony Salcito](#) provided a summary of the first day of the Education Leaders Forum.

Green Education

Day two kicked off with a lively set of panel presentations and discussions on Green Education, covering issues related to aspects of opportunities for post-secondary education around new jobs to innovations happening at the local level to how education institutions and individuals within them are transforming practices. [Andy Hobsbawm](#) hit a high note with his presentation on how changes in behavior will be driven by creativity, innovation a positive view of working towards a more clever, smarter, better world, [Geoffrey Scott](#) followed with details of how his institution has leveraged Green Education to position itself as a community, national and international leader, and [Niels Soelberg](#) rounded up the panel with discussion on how a company such as Microsoft is innovating itself and helping educational institutions to reduce costs and increase efficiencies.

The [table discussion](#) after this panel yielded lively and stimulating debate, including:

- Green Education is a strategic strategy, and as such local systems should create educational policy and work together to achieve changes required for success.
- There is a need to introduce this fundamental thinking in training of teachers. Schools are in the old model and know a lot of the old model and reproduce what they have done for decades with no thinking about how schools should be.
- Sustainability as an issue between 1st world and 3rd world is a big gap and a big worry on how do we cover the gap. Does technology play a role as connectivity is advancing faster and being connected to the outside might help? But how do you justify internet connections for a school when there is no water?
- How do we change the behaviors through teaching and learning? How can ICT enable this? This is a challenge. In many countries there is not the free space in the curriculum which enables young people to think out of the box.
- Leadership is a key aspect to begin this change. The new generation is underestimated.
- The most powerful thing is how much innovation there actually is and how much passion to drive it.
- Firstly it's about peer group and how it can influence behavior, secondly it's about modeling, people do what they see, not what you say.



Strategies and Solutions

The final panel brought together a number of different leading global practices in the form of strategies and solutions that are currently making a difference. [Deon van der Merwe](#) presented an institutional example from South Africa of the use of Cloud Computing for new opportunities to increase access for students, [Eppie Floranta](#) highlighted a national example from Finland on approaches to promote and measure e-skills – from basic ICT skills to the skills people need for success in a knowledge society, and [Tarek Shawk](#) showcased the partnership outputs of the UNESCO ICT Competency Framework for Teachers.

The themes to emerge from discussions included:

- Developing and measuring educator competencies in the ICT use to improve teaching and learning using an international framework that offers nations, states and institutions a significant lever to change practice, and increase the relevancy of the education experience for students.
- As the demand for expertise increases and in many countries the proportion of the population engaged in post-secondary learning grows, technology can contribute to solutions for reaching and supporting that growing audience.
- Cloud Computing offers exciting new solutions to enable organizations to support learning and to provide the type and quality of services now demanded by education.
- Changes in infrastructure underpin new models of access and innovation, and help drive education transformation
- Help people to join / rejoin the workforce through certifying ICT skills development.

The closing keynotes brought together diverse speakers to explore strategies and solutions at different ends of the spectrum. [Mario Franco](#) presented a national view of the impact of access to ICT and educational opportunities on learning and life, while two Bulgarian students, [Raya Yunakova and Kiril Rusev](#) provided participants with a glimpse of their journey from students to Imagine Cup winners, to young entrepreneurs.

[Anthony Salcito](#) brought the Education Leaders Forum 2010 to a close with a thoughtful reflection of the journey people had made over the one and a half days.

Summary

The Education Leaders Forum of 2010 brought together education leaders from around the globe to continue the important dialogue of education's role in enabling jobs and opportunities, fostering local innovation and transforming itself to be fit for purpose in all settings. Through the one and half days we spent together, along with the exposure to the Imagine Cup World Finals, participants had opportunities to learn, share and experience new information, ideas and relationships. Microsoft and its partners will continue to deliver events and interactions such as this to bring together those sectors and education leaders who desire to support the reform and transformation of educational institutions where all students and educators can realize their potential. If you would like to find out more about the resources available to you along with further opportunities to network and learn, please visit www.microsoft.com/education/leadership. If you are interested in exploring a partnership with Microsoft please contact your [local Microsoft representative](#).