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Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

5th APEC Education Ministerial Meeting (AEMM)

Gyeongju, Korea
May 21–23, 2012

Report of the Canadian Delegation

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I. Introduction

The Asia-Pacific Economic Cooperation, or APEC, is the premier forum for facilitating economic growth, cooperation, trade, and investment in the Asia-Pacific region. APEC is an intergovernmental group that operates on the basis of non-binding commitments, open dialogue, and equal respect for the views of all participants. APEC requires no treaty obligations of its participants. Decisions made within APEC are reached by consensus, and commitments are undertaken on a voluntary basis.

The APEC Education Ministerial Meeting (AEMM) is held every four years. Ministers of education from 21 APEC economies met at the 5th AEMM in Gyeongju, Korea, from May 21 to 23 of this year, an event referred to as an “international exchange of views on the latest trends and developments in education.”

In accordance with the priorities set out in the CMEC International Strategy and the ministerial statement *Learn Canada 2020*, CMEC organized a delegation to the 5th AEMM, led by the Ambassador for Canada to South Korea, Mr. David Chatterson, and the Honourable Jeff Johnson, Minister of Education of Alberta. In keeping with CMEC’s objective to continue enhancing its position and visibility in the international arena, Minister Johnson accepted to be a discussant on the topic of vocational training and higher-education programs for students entering the workforce.

The Honourable Ju-Ho Lee, Minister of Science and Technology of Korea, was host and Chair of the AEMM, which had the theme of “Future Challenges and Educational Responses: Fostering Global, Innovative and Cooperative Education.”

In his keynote address, Minister Lee stated that information and communication technology (ICT) in education was no longer confined to being a method of efficient information delivery; rather, ICT is now an essential tool for problem solving and critical thinking. He also underscored that education cooperation in the APEC region should not be limited to simple information exchange; rather, it needs to grow and expand to a deeper level of cooperation for all.

Ambassador Muhamad Noor, Executive Director of the APEC Secretariat, said in his address that since the first AEMM in the United States in 1992, members have recognized the strong relationship between education and the development of economies. At subsequent ministerial meetings in Singapore, Chile, and Peru, greater emphasis was placed on the role of education in the 21st century.

At this 5th AEMM, ministers met to discuss nurturing talent for the 21st century, education cooperation, and the creation of innovative educational delivery systems. Ministers also stressed the next-generation skills and capacities that are necessary for overcoming emerging challenges. Also noted was the need to equip students to move toward higher levels of learning and to integrate the key competencies of the 21st century into a curriculum, competencies

which Harvard Professor Rosabeth Moss Kanter describes as the “3Cs”: concepts (innovative ideas), competencies (skills), and connections (networking).

Ministers acknowledged that a digital divide exists within APEC economies, and stressed that enhancing the use of ICT in education will be key to achieving APEC’s education goals and sustaining economic growth. Liberalizing trade and investment and expanding regional economic integration is APEC’s first priority. Also identified as key priorities were strengthening food security and establishing reliable supply chains.

APEC economies account for 40 per cent of the world’s population across 21 countries — or a significant 2.7 billion people (APPENDIX I). Ambassador Noor noted that cultivating APEC’s vast human capital through education is a critical component to sustainable economic recovery. He stressed that this represents both an opportunity and a challenge for APEC economies.

Lastly, Ambassador Noor acknowledged the important work of APEC’s Human Resources Development Working Group (HRDWG) and its Education Network (EDNET) in expanding and extending the education knowledge base for the APEC region. He noted that the work carried out by these groups in building and sharing knowledge through the APEC HRDWG Knowledge Bank Wiki and the APEC Learning Community Builders (ALCoB) networks was truly commendable. These networks have helped in the determination of priority areas in education, in particular: mathematics and science education; vocational education and training; and ICT training.

II. Composition of the Canadian Delegation

Ambassador Chatterson was selected by the Honourable John Baird, Minister of Foreign Affairs, to head the Canadian delegation. Minister Johnson was nominated by CMEC to represent the provinces and territories and served as deputy head. The Canadian delegation collaborated effectively, with Minister Johnson and CMEC taking the lead on education-related matters, and Ambassador Chatterson and Foreign Affairs and International Trade Canada (DFAIT) leading on issues relating to international commitments and the joint statement that ministers released at the conclusion of the meeting.



The delegation also included:

- Mike Williams, Second Secretary, Embassy of Canada, Seoul, and DFAIT representative
- Thomas Bradley, Minister Johnson's Chief of Staff
- Antonella Manca-Mangoff, Coordinator, International, CMEC Secretariat

III. Program

Discussions focused on three main sub-themes: Globalization and Education; Innovation in Education; and Education Cooperation (APPENDIX II).

1. Globalization and Education

Under this sub-theme, priority areas discussed included: math and science education, language and culture education, technical and vocational education and training (TVET), and higher-education quality.

Math and science education

The Russian Federation gave a presentation on mathematics and science instruction, with a focus on the need to know and apply math and science in a new 21st-century digital economy. Four areas were identified as critical to attaining optimized learning outcomes in math and science: effective teachers; student knowledge and ability; relevant standards and curricula; and 21st-century skills. More specifically, all students need extensive exposure to a mathematical way of thinking, real-life problem solving, and adequate levels of probability and statistics. They also need to apply scientific thinking and reasoning to find solutions to problems, such as making "green" decisions to preserve the environment. In collaboration with Korea, the United States, Australia, and Japan, the Russian Federation proposed the development of an open environment for educational collaboration and access to educational and assessment resources in order to enhance math and science education in the APEC region.

This open environment would include an open bank of problems for tests, exams, and progress monitoring, as well as evaluation procedures and search mechanisms.

Language and culture education

The United States stressed the importance of language and culture in an increasingly interdependent world where individuals need to be able to engage with others and interact in heterogeneous groups. Intercultural competencies such as relating to various cultures, cooperating and working in teams, and managing and resolving conflicts are skills that enable individuals to thrive in a global economy and be citizens of the world. Intercultural education is also key to innovation and problem solving, as it draws from diverse approaches and perspectives in dealing with a given issue.

A number of projects were recommended for consideration by EDNET: for example, research on the scientific and economic benefits of foreign-language acquisition and cultural understanding; the level of language proficiency required for the 21st century; specific languages recommended for economic gain; systemic approaches to language learning; and improving the portal on the APEC Wiki devoted to language and culture education.

Mexico and Thailand reiterated the importance of language acquisition, stating that while the focus on English learning continues to dominate, they also wished to draw ministers' attention to the importance of learning other essential languages, such as Mandarin.

Technical and vocational education and training (TVET) and higher-education quality (HEQ)

China noted that despite APEC economies' impressive growth and development in recent decades, Asia is still home to the largest number of people living under the poverty line. More emphasis must be placed on developing and underdeveloped economies in building highly skilled workforces in order to maintain and increase their competitive strength in global markets.

Representatives from other economies identified a number of challenges, such as societal discrimination toward TVET, lack of strong government support, lack of funding, the shortage of qualified instructors, and the mismatch between curricula/graduates' skills and industry needs. Economies have responded to these challenges by developing national qualification frameworks, introducing competency-based programs, offering more flexibility in access to and transitions across the system, and improving guidance and counselling for students.

China underscored the necessity for institutions, government, and industry to work together; the importance of integrating tertiary TVET programs into secondary-school programs; and the value of training programs in "green" skills. Initiatives were proposed to strengthen TVET in the APEC region, including greater alignment between TVET policies and economic and industrial policies in order to sustain growth, productivity, and competitiveness.

China called on economies to reach an agreement on the definition of HEQ, noting that a number of combinations can be used to measure high quality (expenditure per student, percentage of labour force with tertiary education that is employed/unemployed, etc.) and that higher education must meet the needs of students, governments, and employers. A number of initiatives were recommended for consideration, such as an APEC framework for HEQ, research on new demands for HEQ in the context of the 21st century, and sharing best practices and policies.

Minister Johnson spoke about new approaches in Canada to streamlining TVET programs for students entering the workforce. He noted that Alberta, as well as other jurisdictions in Canada, are recognized internationally as having high-performing education systems and innovative education policies and practices (APPENDIX III).

2. Innovation in Education

Under this sub-theme, priority areas discussed included ICT and education and teacher quality.

ICT and education

Korea gave a presentation on ICT in education, with a focus on how APEC economies can cooperate to maximize the use of technologies in education. Results of a recent APEC study entitled “International Experiences with Technology in Education” show that:

- Economies have continued to invest in ICT for education even during the global economic crisis (e.g., Canada is cited as having invested in increasing broadband Internet in schools).
- The private sector is heavily involved in economies’ ICT-in-education programs (e.g., contributions of equipment and software, service agreements between educational jurisdictions and technology companies).
- Economies (including Canada) continue to focus on improving access to computers for teachers and students, often reporting a goal of one-to-one for students.
- Some economies use ICT to conduct national assessments of students.

The focus here was the importance of making better use of ICT so that technology can be used effectively to facilitate learning, including higher-level skills needed for the 21st-century workforce. On the other hand, Korea advised against the obsessive use of technology, which may lead to a lack of social skills. Korea recommended a number of initiatives for consideration, such as an ICT standards and training program; joint research on emerging technologies; a symposium on ICT and 21st-century skills; and an educational information support centre. Korea called on economies to collaborate on efforts, as these cannot be achieved by one economy alone.

Hong Kong noted that the purpose of technology is not to replace textbooks with electronic material, but to encourage self-directed learning through technology and to foster interest in

life-long learning. Hong Kong recommended that initiatives such as the development of sustainable e-learning practices and e-book development strategies be considered.

Teacher quality

The United States presented a background paper entitled “A Quality Teacher in Every APEC Classroom: Strengthening Teacher Preparation,” which laid out the need to improve teacher preparation as crucially important to preparing students for the 21st century. Research done through APEC’s Quality of Teacher Preparation in Secondary Math and Science project demonstrates that there are five common attributes that describe a quality teacher: learner-centred; knowledgeable about content; sound teaching skills; ongoing professional development; and commitment to the profession and the community. To these, the paper proposes adding the dimensions of *values and identity* and *technology and globalization skills*.

The US noted that the 2012 International Summit on the Teaching Profession, held in New York in March of this year, influenced policies in the US and enhanced the teaching profession in several ways, such as attracting the best candidates, applying a rigorous selection process, and looking at personalized teaching through technology.

3. Education Cooperation

Korea gave a presentation on “Educational Cooperation in the APEC Region: Envisioning Together for the Future and Hope.” This is the first time that cooperation was a topic of discussion at an AEMM. Korea underscored the importance of cooperation, given globalization, differences among APEC economies (e.g., digital divide), and the need to monitor and assess the outcomes of projects undertaken jointly. Initial analysis shows that there is no clear definition of cooperation within APEC and that clear guidelines and a support mechanism are needed. Therefore, Korea proposed the establishment of an Educational Cooperation Task Force to study the topic of cooperation during the next four years (2013–2016). After discussion, ministers agreed to refer to this initiative as the “Education Cooperation Project (ECP),” which would serve as a voluntary task force. They directed ECP to draft a report to be submitted to the 6th AEMM, through EDNET, by 2016 (see Section IV for additional information).

IV. Closing session: Adoption of the Joint Ministerial Statement

At the conclusion of the meeting, ministers issued a joint statement (APPENDIX IV), pledging to foster regional innovative growth, promote future skills suitable for the global society, create innovative instructional delivery systems, and foster more collaborative policy decisions.

Economies, including Canada, recognized the importance of continuing to upgrade capacity across APEC economies, fostering an open environment for collaboration in mathematics and science education, supporting foreign-language education, expanding opportunities to participate in TVET programs, and improving the quality of education by strengthening the

teaching force, using high-quality indicators, and facilitating the mobility of students and education providers in APEC.

Ministers also acknowledged the importance of enhancing ICT use in education and improving teachers' capability to use ICT effectively so that students can acquire the skills required for the 21st century. They recognized that teacher quality is one of the crucial factors in determining student success and, hence, the importance of teacher preparation and their development and support at every stage, from recruitment to career development.

Ministers also recognized that increased cooperation among education providers, businesses, and other stakeholders was needed to overcome global and regional challenges, including reducing economic and digital divides. They agreed on the need for multi-year projects carried out by EDNET in facilitating and evaluating regional collaborative projects. Ministers noted the work of officials in exploring a number of proposals for closer integration in education services, including the proposal by the Russian Federation for the development of higher-education cooperation.

In response to the aforementioned proposal by the Russian Federation, referred to as the APEC Higher Education Common Space (APHECS), the Canadian delegation engaged in behind-the-scenes diplomacy to ensure that language in the Joint Statement did not cross red lines, which would commit Canada to international education projects without full consultation and support from stakeholders at the federal, provincial, and institutional levels. In consultation with DFAIT headquarters in Ottawa, the US, and Russia, a consensus was reached on language that simply "noted" the existence of the proposal, which would now be limited to research, information, and knowledge sharing (Ref: second-to-last sentence of paragraph 17 of Joint Statement, APPENDIX IV).

At the request of Ambassador Chatterson, Korea clarified that paragraph 18 of the Joint Statement, which referred to Korea's self-funded EDNET project, the Education Cooperation Project (originally entitled "Educational Cooperation Task Force"), had been modified to reflect the need for further consultation and to allow for the appropriate EDNET process to take place.

Ministers welcomed Korea's commitment to self-fund this new EDNET project, which will be carried out by a voluntary task force, over the next four years. Ministers directed the ECP task force to draft an outcome report, tentatively entitled "APEC Educational Cooperation Strategies," and to submit it to the 6th AEMM, through EDNET, by 2016. Ministers also agreed that the report should include possible ways of expanding education cooperation and should consolidate the findings of the collaborative research and the discussions at the symposia planned for 2013 to 2016. The report should also provide direction for building a mutually beneficial cooperation system. In addition, ministers directed EDNET to build an education-cooperation portal page on the APEC Knowledge Bank Wiki that would contain information about research findings, materials, and resources.

Ministers acknowledged that efforts were currently under way with international organizations such as the Organization for Economic Co-operation and Development (OECD), the Organization of American States (OAS), the Southeast Asian Ministers of Education Organization (SEAMEO), the World Bank, and the United Nations Educational, Scientific and Cultural Organization (UNESCO) on cooperative research and the sharing of best practices. Ministers directed EDNET to leverage and strengthen these relationships and to develop new ones with organizations whose priorities correspond to those of APEC.

Lastly, and in conclusion, ministers requested that EDNET report on the recommendations reached at this 5th AEMM to the upcoming APEC Leaders' Meeting in Vladivostok, Russia, in September 2012, and provide annual reports on progress toward the goals established at this meeting.

V. Observations of the Canadian Delegation

The APEC region is an area of enormous potential and promise, and is experiencing dramatic growth. APEC is a forum of 21 economies that seeks to promote free and open trade and investment, as well as regional economic integration. APEC represents 40 per cent of the world's population and accounts for 54 per cent of global GDP.

Strengthening economic, educational, and cultural ties in Asia remains a high priority for Canada. Economies such as China are strategic supporters of APEC. Many jurisdictions in Canada renewed their agreements with China to extend the cooperative relationships between their respective ministries of education. APEC remains one of the key organizations for ministers of education. It is crucial for Canada and for CMEC to be present at these meetings, which contribute to building strong ties with economies such as China, Japan, Singapore, and Australia.

Participation in APEC provides an opportunity to discuss common issues, an understanding of the area's education systems, and a chance to share knowledge about Canada's diversified education system. We benefit from this opportunity to learn from these economies as they learn from us.

VI. Ministers' Retreat

Following the 5th AEMM, Minister Lee of Korea invited ministers to continue discussions in a more private setting. During this meeting, ministers agreed to propose that AEMMs be held every two years instead of every four. Given that there might be budget implications, the matter should be brought to the attention of APEC senior officials.

The discretion to host future APEC Education Ministerial Meetings also rests with the host of APEC for the year in which the meeting is being proposed. In this regard, the Executive Director of the APEC Secretariat would need to consult with future APEC hosts to ensure that they are

interested in hosting an AEMM. If no interest is expressed by the APEC host country, then future APEC Education Ministerial Meetings would only take place when an APEC host country is willing to consider it.

APEC Members

APEC has 21 members. The word “economies” is used to describe APEC members because the APEC cooperative process is predominantly concerned with trade and economic issues, with members engaging with one another as economic entities.

Economy	Date of Joining APEC
Brunei Darussalam	6-7 Nov 1989
Canada	6-7 Nov 1989
Chile	11-12 Nov 1994
People’s Republic of China	12-14 Nov 1991
Hong Kong, China	12-14 Nov 1991
Indonesia	6-7 Nov 1989
Japan	6-7 Nov 1989
Republic of Korea	6-7 Nov 1989
Malaysia	6-7 Nov 1989
Mexico	17-19 Nov 1993
New Zealand	6-7 Nov 1989
Papua New Guinea	17-19 Nov 1993
Peru	14-15 Nov 1998
The Philippines	6-7 Nov 1989
Russia	14-15 Nov 1998
Singapore	6-7 Nov 1989
Chinese Taipei	12-14 Nov 1991
Thailand	6-7 Nov 1989
The United States	6-7 Nov 1989
Viet Nam	14-15 Nov 1998
Australia	6-7 Nov 1989

PROGRAM



**Asia-Pacific
Economic Cooperation**

2012/AEMM/XXX

Agenda Item:

The 5th Education Ministerial Meeting Agenda:

Future Challenges and Educational Responses:

Fostering Global, Innovative and Cooperative Education

Purpose: Consideration

Submitted by: Korea



5th APEC Education Ministerial Meeting

Gyeongju, Korea

21-23 May, 2012

The 5th APEC Education Ministerial Meeting

May 21-23, 2012

Gyeongju, Korea

Draft Agenda (*as of May 15, 2012*)

Monday May 21, 2012

(Location: Hotel Hyundai)

(Dress Code : Business Attire)

08:00 – 19:00 Registration of delegates, Accreditation desk, 1F Hotel Hyundai

14:00 – 17:00 Working Group Meeting

(Location: Convention Hall, B1F, Hotel Hyundai)

Chair : Korea Host Co-chairs (Kyeong-Mo Koh, Deputy Minister for Planning & Coordination, Ministry of Education, Science and Technology / You-Mi Suh, Director general for International Cooperation Bureau, Ministry of Education, Science and Technology / Mee Sook Kim, Ph.D. Korean Educational Development Institute) / HRDWG Lead Shepherd (Young-Hwan Kim) / EDNET Coordinator (Adriana De Kanter)

14:00 – 14:20 Opening Session of Working Group Meeting

- 14:00 – 14:10 1. Opening Remarks (Kyeong-Mo Koh, Deputy Minister of MEST, Korea)
- 14:10 – 14:15 2. Welcoming Remarks (Young-Hwan Kim, HRDWG Lead Shepherd)
- 14:15 – 14:20 3. Congratulatory Remarks (Adriana De Kanter, EDNET Coordinator)
- 14:20 – 14:45 Working Group Meeting**
- 14:20 – 14:25 4. Adoption of the Agenda on the high-level working group meeting (Chair)
- 14:25 – 14:35 5. Review of Pre-Ministerial Research Symposium (EDNET Coordinator)
- 14:35 – 14:45 6. Presentation on the Ministerial Meeting Programs.(AEMM Preparatory Team)
- 14:45 – 15:00 Coffee Break**
- 15:00 – 16:10 Working Group Meeting Continued**
- 15:00 – 15:10 7. Presentation on Draft Joint Ministerial Statement
- 15:10 – 15:30 7.1. Discussion on session 1: Globalization
- 15:30 – 15:50 7.2. Discussion on session 2: Innovation
- 15:50 – 16:10 7.3. Discussion on session 3: Cooperation
- 16:10 – 16:20 Coffee Break**
- 16:20 – 16:55 8. Final Discussion on the Joint Ministerial Statement
- 16:55 – 17:00 9. Closing Remarks (You-Mi Suh, Director General for International Cooperation Bureau of MEST, Korea)
- 17:30 – 19:30 Welcoming Reception**
- Welcome dinner hosted by the Governor of the Province of Gyeongsangbuk-do
(location: Terrace Garden, Hotel Hyundai)

Tuesday May 22, 2012

(Location: Hotel Hyundai)

(Dress Code: Business Attire)

5th APEC Education Ministerial Meeting

07:45 – 19:00 Registration of delegates, Accreditation desk, 1F Hotel Hyundai

8:56 – 09:00 Play a Video Clip about the 5th APEC Education Ministerial Meeting

09:00 – 09:50 Opening Session

(Location: Convention Hall, B1F, Hotel Hyundai)

Chair: Korea Host Chair (Ju-Ho Lee, Minister of Education, Science and Technology of Korea) / Russia (Sergey Ivanets, Acting Minister of Education and Science of the Russian Federation) / APEC Secretariat (Amb. Muhamad Noor, APEC Secretariat Executive Director)

09:05 – 09:10 1. Opening Remarks

President of Korea, TBD

09:10 – 09:20 2. Congratulatory Remarks

H.E. Sergey Ivanets, Acting Minister of Education and Science of the Russian Federation

09:20 – 09:30 3. Address (Theme: TBD)

Amb. Muhamad Noor, APEC Secretariat Executive Director

09:30 – 09:50 4. Keynote Speech

“Future Challenges and Educational Responses: Fostering Global, Innovative and Cooperative Education”

H.E. Ju-Ho Lee, Minister of Education, Science and Technology(MEST) of Korea

09:50 – 10:05 Official Photograph Session

10:05 – 10:15 Coffee Break

10:15 – 11:45 Session 1 : Globalization

Globalization – Preparing students with the future skills required for college and career readiness in a globalized, knowledge-based economy.

Chair: Korea (Ju-Ho Lee, Minister of Education, Science and Technology)

10:15 – 10:35 5. Priority Area Discussion: Mathematics and Science Education

(Necessary for global competitiveness)

10:15 – 10:30 5.1. APEC Mathematics and Science Instruction (The Russian Federation)

H.E. Sergey IVANETS, Acting Minister of Education and Science

- 10:30 – 10:35 **5.2. Appointed Discussant Reaction (Japan)**
H.E. Takashi KII, Vice Minister of Education, Culture, Sports, Science and Technology
- 10:35 – 11:00 6. Priority Area Discussion: Language and Culture Education**
(Necessary for global competitiveness)
- 10:35 – 10:50 **6.1. Language and Culture Education (EDNET)**
Ms. Adriana De KANTER, EDENT Coordinator
- 10:50 – 10:55 **6.2. Appointed Discussant Reaction (Thailand)**
H.E. Suchart THADA-THAMRONGVECH, Minister of Education
- 10:55 – 11:00 **6.3. Appointed Discussant Reaction (Mexico, TBD)**
H.E. Jose Angel Cordova VILLALOBOS, Secretariat of Public Education (TBD)
- 11:00 – 11:05 **6.4. Discussion for Priority Area**
- 11:05 – 11:45 7. Priority Area Discussion: TVET and Higher Education Quality**
(Necessary for transitioning into the workforce)
- 11:05 – 11:25 **7.1. TVET and Higher Education Quality (China)**
TBD
- 11:25 – 11:30 **7.2. Appointed Discussant Reaction (Indonesia)**
H.E. Mohammad Nuh, Minister of Education and Culture
- 11:30 – 11:35 **7.3. Appointed Discussant Reaction (Canada)**
H.E. Jeff Johnson, Minister of Education, Alberta
- 11:35 – 11:45 **7.4. Discussion for Priority Area**
- 11:45 – 13:30 Official Luncheon**
Official Luncheon for Heads of Delegation
Hosted by Hwang-sik Kim, Prime Minister of Korea
(Location: Grand Ballroom, Hilton Hotel)
Luncheon for the rest of the delegates
(Location: Dynasty, B2F Hotel Hyundai)

13:30 – 15:00 Session 2: Innovation

Innovation-the need to create instructional delivery system that help students address challenges in innovative ways

Chair: Korea (Ju-Ho Lee, Minister of Education, Science and Technology)

13:30 – 14:15 8. Priority Area Discussion: ICT in Education

13:30 – 13:50 8.1. ICT in Education for Innovative Growth of the APEC Region (Korea)

Mr. Kyeong-Mo Koh, Deputy Minister for Planning and Coordination

13:50 – 14:00 8.2. Development in the use of ICT in Education (Hong Kong)

H.E. Kenneth Chen, Under Secretary

14:00 – 14:05 8.3. Appointed Discussant Reaction (Thailand)

H.E. Suchart THADA-THAMRONGVECH, Minister of Education

14:05 – 14:10 8.4. Appointed Discussant Reaction (Indonesia)

H.E. Mohammad Nuh, Minister of Education and Culture

14:10 – 14:15 8.5. Discussion for Priority Area

14:15 – 15:00 9. Priority Area Discussion: Teacher Quality

14:15 – 14:35 9.1. A Quality Teacher in Every APEC Classroom (The United States)

Ms. Maureen McLaughlin, Director of International Affairs

14:35 – 14:40 9.2. Appointed Discussant Reaction (China)

H.E. Gui ren YUAN, Minister of Education

14:40 – 14:45 9.3. Appointed Discussant Reaction (Korea)

H.E. Ju-Ho LEE, Minister of Education, Science and Technology

14:45 – 15:00 9.4. Discussion for Priority Area

15:00 – 15:15 Coffee Break

15:15 – 16:30 Session 3 : Cooperation

Cooperation-changes in the nature of work and instruction demand that education policymaking, reform efforts, and program implementation should be more collaborative and global

Chair: Korea (Ju-Ho Lee, Minister of Education, Science and Technology)

15:15 – 16:30 10. Priority Area Discussion: Cooperation

15:15 – 15:35 10.1. Educational Cooperation in the APEC Region:

Envisioning Together for the Future and Hope (Korea)

Mr. Kyeong-Mo Koh, Deputy Minister for Planning and Coordination

15:35 – 15:50 10.2. APEC Wiki Cooperation (The United States)

Ms. Adriana De Kanter, EDNET Coordinator

15:50 – 16:00 10.3. Appointed Discussant Reaction (TBD)

16:00 – 16:30 10.4. Discussion for Priority Area

16:30 – 16:40 Coffee Break

16:40 – 17:40 Wrap up Discussion

16:40 – 17:10 11. Summary discussion

11.1. Summary remarks – 10 min.

H.E. Tony Miller, Deputy Secretary of Department of Education, The USA

11.2. Free Discussion

17:10 – 17:30 12. Discussion of Ministerial Goals

17:30 – 17:40 13. Closing remarks for first day

H.E. Ju-Ho Lee, Minister of Education, Science and Technology

17:50 – 18:10 Moves to Dinner Venue

Departure from Hotel Hyundai

18:10 – 20:00 Official Dinner

Hosted by Ju-Ho Lee, Minister of MEST, Korea

(Location: Art Sonje Museum)

Keynote Dinner Speech (Minister of Korea)

Congratulatory Dinner Speech (APEC Secretariat Executive Director, TBD)

Wednesday May 23, 2012

(Location: Hotel Hyundai)

(Dress Code: Business Attire)

07:45 – 12:00 Registration of delegates, Accreditation desk, 1F Hotel Hyundai

09:00 – 09:50 Closing Session

09:00 – 09:40 **14. Adoption of Joint Ministerial Statement**

09:00 – 09:30 14.1. Review & Discussion on Joint Statement

09:30 – 09:40 14.2. Adoption of Joint Ministerial Statement

09:40 – 09:50 **15. Closing Remarks**

H.E. Ju-Ho Lee, Minister of Education, Science and Technology

09:50 – 10:00 Coffee Break

10:00 – 10:40 Press Conference

10:40 – 11:40 Ministerial Retreatment

10:40 – 11:00 16. Photograph Session

11:00 – 11:40 17. Ministerial Retreatment

12:00 – 13:30 Luncheon

Luncheon hosted by the Superintendent of Education, Gyeongsangbuk-do

(Location: Gyeongju Education & Arts Center)

13:30 – 18:00 Field Trip : Outstanding School Visits and Cultural Tour

Departure from Gyeongju Education & Arts Center

18:00 – 20:00 Farewell Dinner

Farewell Dinner hosted by the Mayor of Gyeongju City

(Location: Hotel Hyundai)

Keynote Dinner Speech (Yang Sik, Choi, Mayor of Gyeongju City)

Toast (TBD)

**5th APEC Education Ministerial Meeting
Gyeongju, Korea**

FULL SPEECH

**Honourable Jeff Johnson
Minister of Education, Alberta**

Introduction

- Good morning.
- On behalf of the Council of Ministers of Education, Canada, I am honoured to be here today to represent both Canada and my home province of Alberta.
- Canada's situation around technical and vocational education training may differ from what other APEC members are facing.
- Because we already have a shortage of skilled trades-people and we recognize that even in a knowledge-based economy we will continue to require skilled personnel with increasing knowledge, Canada puts a high value on vocationally-trained students.
- As an example, a few years ago, the people repairing our loading dock doors within my department required relatively simple mechanical skills. Today that same repair job requires similar mechanical skills, but also knowledge of electrical systems, computer control systems and alarm systems. The need for skilled trades-people is both increasing as is the knowledge we expect these same tradespeople to have.
- In my home province of Alberta we expect that by the end of this decade we will have a labour deficit equivalent to 5% of our work force, this resulting from growth of the economy coupled with an aging workforce.
- Because of this, Government is aggressively focusing on attracting skilled workers in specific sectors and regions.
- Because education policy and delivery is decentralized in Canada, standards and cooperation are important. Canada has developed the Red Seal Program, which provides national standards and examinations for 47 skilled trades to allow workers easier mobility between our provinces and territories.
- The Red Seal Program provides us with a set of national standards that can be expanded upon by the provinces and territories to meet their local needs and assists in labour mobility by providing nationally recognized certifications.

- This training is provided mainly through apprenticeships and colleges in each province or territory, who work in partnership with business and industry to develop relevant education training programs.
- For example, the province of British Columbia system has designed vocational education to be more responsive to local industry needs, with flexible, modular training. And Alberta colleges are working with industry to establish heavy-equipment-operator schools with practical on-site experience in the oil sands region as part of the training, as well as industry capital investment.
- Increasingly, we are also taking the lead in introducing measures to establish learning outcomes. Our Province of Ontario is participating in two pilot programs and studies that seek to study learning outcomes in higher education and see if these are valid across languages and cultures.
- But not only are we recognizing that we need to establish vocational standards that are national in scope, the new global economy requires us to think internationally in our partnerships to help foster knowledge and technology in other regions.
- The Northern Alberta Institute of Technology has partnered with industries in over 60 countries, many from APEC. For example, they partnered with BP Vietnam to deliver training, using Alberta's standards, to the offshore oil industry, instrument technicians, and millwrights.
- We are also looking at innovative ways to increase the number of instructors to assist us in growing the workforce. My own province has introduced a program to attract more skilled instructors to this field, as teachers don't always have the practical experience in trades. And a second initiative to assist in retraining teachers who may be in a field which is no longer in as high a demand and to give them new skills to teach in a technical field.
- We are also taking steps to increase access to vocational training for those segments of the population that have traditionally been under-represented in the workforce.
- One example is a partnership with non-profits to establish "Careers, the Next Generation," which is a program sponsored by industry to expose students in our K-12 system to the trades and give work experience, particularly aimed at Aboriginal participation.
- In Canada, all students complete similar studies in Kindergarten to Grade 12, with exposure to vocational opportunities embedded within that programming. Post-Grade 12 students then choose their vocation for specialized studies.

- One key aspect of our vocational exposure for students is CTS or the career and technologies component of curriculum.
- Alberta is now implementing a program where students can earn dual credit based on competency — credit towards high-school diploma and credit toward vocational certification while in a high school. Students can leave high school with their first year or two of apprenticeship already completed.
- Post-secondary institutions are also recognizing prior learning and crediting that competency toward certification.
- Another method is that we are increasing access, especially for remote and Aboriginal communities, through e-learning delivered in partnership with industry, technical colleges, and e-learning leaders like Athabasca University.
- Even so, we expect that these efforts will not be enough to keep up with economic growth and demographics, and Canada is also looking beyond its borders for skilled workers.
- Canadian employers may recruit workers in fields of short supply through the Temporary Foreign Worker Program.
- The Foreign Credential Recognition Program also helps to integrate internationally-trained workers into Canada's labour market.
- Individual provinces and territories have developed complementary programs.
- British Columbia has developed the Education Quality Assurance designation, which identifies public and private postsecondary institutions that have met or exceeded government-recognized standards.
- Canada participates in international research on education quality that measures learning outcomes.
- We look forward to the results of these studies to help us to better align our technical and vocational education training and labour market needs.

Conclusion

- Canada will continue to seek ways of expanding technical and vocational education training programs, while balancing high-quality standards through collaboration with industry and business partners to equip our students for life and work in a global economy.

5th APEC Education Ministerial Meeting Joint Statement
Envisioning Together for the Future and Hope
21-23 May 2012
Gyeongju, Republic of Korea

Introduction

1. We, the Education Ministers and senior officials of Australia; Brunei Darussalam; Canada; Chile; People's Republic of China; Hong Kong, China; Indonesia; Japan; Republic of Korea; Malaysia; Mexico; New Zealand; Papua New Guinea; Peru; the Philippines; the Russian Federation; Singapore; Chinese Taipei; Thailand; the United States; and Viet Nam convened for the 5th Ministerial Meeting in Gyeongju, Republic of Korea on May 21-23, 2012, under the Chairmanship of Ju-Ho Lee, Minister of Education, Science and Technology of the Republic of Korea.

2. We met under the theme of 5th AEMM, Future Challenges and Educational Responses: Fostering Global, Innovative and Cooperative Education, which closely correlates with APEC priorities proposed by the Russian Federation in the year of 2012 as far as cooperative education is an integral part fostering regional innovative growth, promoting future skills suitable for the global society, creating innovative instructional delivery systems, and fostering more collaborative policy decisions that provide for our common fulfillment.

3. We acknowledge that the mission of APEC is “to support sustainable economic growth and prosperity in the Asia-Pacific region,” and recognize the significance of achieving a dynamic and harmonious Asia-Pacific community by championing free and open trade and investment and promoting regional economic integration, and the importance of providing all students with a quality education enabling them to engage in the globalized economy. With increasing flow of investment, skilled labor, knowledge, and skills among economies, education is critical in facilitating regional economic integration and enhancing prosperity among the APEC member economies.

4. We further recognize that the changing nature of work requires workers to have higher levels of high-quality education and the competencies demanded by the nature of work and the change in nature of education with the integration of technology and introduction of innovative teaching and learning practices. Finally, the changing nature of education drives the need for increased cooperation and collaboration among education providers, businesses, researchers, and other stakeholders, to better meet the needs of all students and learners, as well as the economy.

Development & Progress

5. We acknowledge the development and progress made by the Human Resources Development Working Group (HRDWG) and the Education Network (EDNET) in expanding and extending the education knowledge-base for the APEC region. We recognize the importance of the work carried out by EDNET in building and sharing knowledge through the APEC Human Resource Development (HRD) Knowledge Bank Wiki and the APEC Learning Community Builders

(ALCoB) networks in developing the 2008 education priority areas: mathematics and science education, career and technical education (CTE)/technical and vocational education and training (TVET), learning each other's languages, and information and communication technology (ICT) and systemic reform.

6. We recognize the wealth of knowledge accumulated in the priority areas since the 4th APEC Education Ministerial Meeting (AEMM) in Peru in 2008. We reaffirm the importance of developing priority areas to guide the APEC region towards creating learning societies and achieving prosperity for all the people of the member economies. Further, strengthening the competencies and skills of the entire 21st century population with such qualities as critical thinking, problem-solving, communication, and collaboration, technology savvy and foreign language is critical in this globalized world.

7. We acknowledge the successful Pre-ministerial meeting organized by EDNET in Moscow in February 2012, where researchers and policy-makers exchanged research findings and policy analyses that reflect our member economies' greatest needs. We recognize the progress made by HRDWG and EDNET in promoting the role of education in social, individual, economic and sustainable development, and agree to continue to support research and policy analyses through EDNET.

Globalization and Education

8. The increased flow of human capital and information has expanded the opportunities for regional integration of the APEC member economies. We are aware that people have greater access to information and knowledge, and that they are increasingly interacting with diverse cultures. We acknowledge that education plays a key role in sustainable and inclusive growth in the APEC region. We recognize the importance of the 2012-2016 APEC priority areas of mathematics and science, language and culture, and TVET and higher education quality to equip students with the 21st century competencies they need for their full participation in the globalized and knowledge-based society.

9. In the current state of the globalized society, we acknowledge that increased cultural sensitivity for fostering global competencies and communication skills is essential. In addition, improved teaching and learning of mathematics and science will further develop students' logical thinking and cognitive skills, along with promoting creativity and flexibility. These skills can be a basis for the students to acquire practical knowledge about disaster risks and related competencies and apply them to the real-world problems. We also recognize the importance of preparing a qualified workforce with 21st century skills, promoting cultural understanding, and continuing quality improvement in TVET and higher education.

10. The Ministers reviewed the recommendations proposed by EDNET in the priority areas of mathematics and science education, language and culture education, and TVET and higher education quality. We agree on the importance of further refinement of educational responses in the following directions:

- 1) Continue to upgrade mathematics and science education capacity across the APEC member economies. Identify the best practices that ensure students are learning the foundation of mathematics and science and applying this learning to real-world issues, such as preserving the environment, reducing damage due to disasters, and achieving green and sustainable growth.
- 2) Create an open environment for education collaboration in mathematics and science starting with a joint data-base of mathematical problems, assessments, and evaluation methods.
- 3) Support foreign language education throughout students' academic careers and develops a system to nurture and train highly qualified language education teachers who also reflect cultural diversity.
- 4) Expand opportunities to participate in TVET programs for students, especially women and girls as well as diverse learners, and strengthen public-private partnership integrating TVET education so that the skills students acquire reflect the actual needs of the global labor market for in-demand occupations within high-growth industry sectors.
- 5) Improve the quality of higher education by strengthening the teaching force, assuring quality through high quality indicators and best practices facilitating the mobility of students and education providers between and among APEC member economies.

Innovation in Education

11. We daily witness advances in technology and the consequential rapid transformation in ways information is shared. ICT is a tool for social and economic development. We acknowledge the importance of enhancing ICT use in education for innovative and inclusive growth in the APEC region, but recognize that an ICT infrastructure and development divide still exists across the APEC member economies. We also recognize that there is a need to improve teachers' capability to use ICT effectively so that they can help students acquire the 21st century competencies, and that considerable attention needs to be paid to teacher preparation and training.

12. We recognize the importance of teachers, and teacher quality as the most important factor determining students' success. Developing students with 21st century competencies requires fundamental and innovative changes in instruction and hence teacher preparation and development. We acknowledge that supporting teachers at every stage from recruitment to induction to career development is critical in establishing APEC's education capacity to provide workers that are among the most productive in the world.

13. In review of the recommendations proposed by EDNET in the priority areas of ICT in education and teacher quality, the Ministers direct EDNET to focus on the following educational responses:

- 6) Share experiences of ICT use in education, including development and implementation of national-level Master Plans for ICT utilization in education and the creation of open education resources (OERs), such as those found on the APEC HRD Wiki. Also, encourage the sharing of information about the development of ICT use in education among the member economies.
- 7) Strengthen teacher practices in ICT-utilized instruction that provides the most benefits for students' learning in the mathematics, science, language, culture, and TVET subject areas.
- 8) Increase the number of teachers' participation from the member economies in APEC eLearning courses.
- 9) Share promising practices on strengthening the teacher development pipeline, from pre-service to in-service stages of a career on issues such as recruitment, preparation, career paths, induction, incentives, assessment, and quality standards.

Educational Cooperation for the Future

14. We recognize the importance of the APEC Leaders' Growth Strategy for prosperity in the Asia-Pacific region and emphasize that education plays a key role as one crucial vehicle for implementing and realizing it. In the context of globalization, the Ministers agree that educational cooperation is an essential driving force for sustainable, secure, inclusive, innovative, and balanced growth of the APEC region.

15. We recognize that educational cooperation must be enhanced among and within the member economies in overcoming our global and regional challenges such as overcoming financial and environmental crises, reducing economic and digital divides, reducing natural and man-made disaster risks, and increasing the feasibility of the recommendations made for the priority areas. The Ministers agree on the need to explore ways of expanding education cooperation among the APEC member economies.

16. We acknowledge that the extent to which the member economies cooperate is vital for strengthening the capacity and future viability of education efforts within the APEC region. The Ministers applaud the growth of university-sponsored projects that bring together consortia of universities such as Mathematics and Science Lesson Study led by Kheon Kaen (Thailand) and Tsukuba (Japan) universities, Foreign Language Lesson Study led by Ming Chuan University (Chinese Taipei), ALCoB co-supported by Pusan National University (Korea), teacher preparation in mathematics and science secondary education quality projects led by National Institute of Education (Singapore), Columbia University (United States), and the University of Waikato (New Zealand), and higher education quality projects led by Monash University (Australia), East China Normal University (China), the University of Hawaii (United States), and Far Eastern Federal University (Russian Federation). The Ministers agree that the direction of future educational cooperation efforts should include both information exchange and other practical forms of cooperation which aligns with the HRD-PPP (Moscow Initiative).

17. We recognize the need for cooperative models and best practices in order to share and learn from each other and elevate the level of educational cooperation. We agree on the need for multi-year projects in EDNET in facilitating and evaluating regional collaborative projects. Future directions for support need to include the development of strategies for collaborating among people, sharing resources, and networking institutions in all the APEC member economies. We expect this educational cooperation will produce synergies when combined with current collaborative mechanisms like the on-going, US-funded APEC Wiki knowledge creation and dissemination efforts and the Korea-sponsored ALCoB activities that already support regional cooperation. Ministers noted the work of officials in exploring a number of proposals for research, information, and knowledge sharing in the field of education services including the proposed initiative by the Russian Federation for the development of higher education cooperation. The Russian Federation informed the Ministers that they will hold a conference on this topic.

18. We welcome Korea's recommendation to enhance practical and sustainable educational cooperation with the title of Education Cooperation Project (ECP), Gyeongju Initiative. Ministers appreciate Korea's initiative on cooperation.

19. After consideration by EDNET, we direct the Education Cooperation Project draft an outcome report, tentatively entitled, APEC Educational Cooperation Strategies and be submitted to the 6th AEMM through EDNET by 2016. This report of APEC Educational Cooperation Strategies should include identification of possible ways for expanding educational cooperation for the future prosperity of all APEC member economies, and should consolidate all the findings of the collaborative research and the discussions in the symposiums for the years 2013 to 2016. The report should also provide directions for building a mutually beneficial system of APEC educational cooperation for the maximum benefit of all APEC economies. In addition, we direct EDNET to build an education cooperation portal page on the APEC Knowledge Bank Wiki that links to external resources and to wiki pages describing ECP related research findings, materials, and resources.

Conclusion

20. We affirm that education efforts are underway by APEC member economies with international education organizations beyond the Asia-Pacific region, such as OECD, EAS, OAS, SEAMEO, the World Bank, and UNESCO, for the strengthening of cooperative research and the sharing of best practices across the global community within APEC guidelines on managing cooperation with non-members. We request EDNET to leverage and strengthen these current relationships and build new partnerships with bilateral and multilateral organizations by promoting activities that correspond with the Ministers' priorities as well as APEC HRDMM.

21. We request that EDNET, report on conclusions reached at the 5th APEC Education Ministerial Meeting at the next APEC Leaders' Meeting in Vladivostok, Russia in September 2012, and provide the Ministers with an Annual Report of Progress towards the goals that we have established.

22. We would like to extend our most sincere appreciation and gratitude to the Republic of Korea, our host economy, for their excellent coordination and preparation of the meeting. We also express our thanks to the APEC Support Fund and Russia for funding the 3rd Pre-Ministerial Symposium on Education Research and Policy, and to China, Korea, Peru, Russia, and the United States, for building the research and policy base for the priority areas adopted by the Ministers. Finally, our sincere appreciation to EDNET, the HRDWG, and the APEC Secretariat for their important contributions to the success of this meeting.

PICTURES

