



cmec

Council of
Ministers
of Education,
Canada

Conseil des
ministres
de l'Éducation
(Canada)

**The Education World Forum
Global Summit for Education Ministers
“Policy-Making for Quantity, Quality and Impact”**

London, UK
January 28–30, 2013



Report of the Canadian Delegation

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1. Introduction

The Education World Forum (EWF) is an internationally recognized ministerial forum for debating future policy and practice in education that is supported by the UK's Foreign & Commonwealth Office (FCO), the Department for Education (DfE), the Department for Business, Innovation & Skills (BIS), the British Council, and EWF industry partners. It is hosted by the British Educational Suppliers Association (BESA).

This year the forum offered three days of insights from leading education pioneers, including Andreas Schleicher, Deputy Director for Education and Skills and Special Advisor on Education Policy to the OECD's Secretary-General; Russell Quaglia, President and Founder of the Quaglia Institute for Student Aspirations; Mario Franco, founder and Director of Global Millennium@Edu Project, Portugal; and Tomi Davies, Chief Executive Officer, TechnoVision Communications, UK and Nigeria.

EWF 2013 brought together senior representatives and more than 100 Ministers of Education to share their experiences in policy-making for quantity, quality, and impact. Many of the sessions were led by education minister themselves as part of an honest assessment of countries' common issues and problems.

Highlights from EWF 2013 included the importance of engaging learners in the development of policy so that young people become agents of education rather than objects of education; the role that technology can play, not only in education at school, but also in life outside of school, with families learning together; the driving force of student aspirations; the importance of challenging traditional curricula to ensure that today's learning matches current and future opportunities; the value of putting learning first, then identifying the means by which that learning can be supported; new models of assessment so that we measure what is most valuable and not what is considered easy to measure; the value of collaboration between governments, agencies, and corporations in supporting learning; and the value of learning from each other.

The forum is built on previous Moving Young Minds (MYM) and Learning and Technology World Forum (LATWF) events. The first LATWF took place in January 2009, building on the worldwide reputation and success of MYM. The MYM ministerial seminar was hosted for the first time in January 2004, with the objective of sharing and discussing national experiences about information and communication technology (ICT) and e-learning.

EWF is held to coincide with the opening of the annual British Educational Training and Technology (BETT) show, one of the world's leading education and technology events. For more information about BETT, please visit www.bettshow.com.

The program for the forum is available from the CMEC Secretariat upon request.

2. Canadian delegation

The Honourable Clyde Jackman, Minister of Education for Newfoundland and Labrador, was nominated by the Council of Ministers of Education, Canada, to represent the provinces and territories as head of the delegation. The delegation also included:

- Sheldon Antle, Executive Assistant to the Minister
- Antonella Manca-Mangoff, Coordinator, International, CMEC Secretariat

3. Main issues discussed that are relevant to CMEC

- Participants discussed and underscored the necessity of including youth and students in the formulation of policies, the review and reform of curriculum development, and research so as to meet the demands of today's workplace, and how sufficient funding is to be provided to support and integrate their ideas.
- Participants also acknowledged the dramatic impact of technology on education, how students today are skilled in its use, and how they need to be involved in major education reforms as we integrate technology into education.
- Teacher preparedness and quality of teaching were key points of discussion. Participants signalled that teachers need to be prepared to impart the right knowledge and tools.
- It was also stated that the principle of broad consultation about which subjects are to be taught, and how, needs to be part of any reform.
- Participants signalled the need to foster a culture of coaching learners instead of maintaining a teacher-centric approach. They also stressed the need for a more positive attitude about education and for students, teachers, and industry to work together toward initiatives that span the next 20 years.
- The need to encourage students to choose careers and studies about which they are passionate but that are in line with the demands of industry was highlighted. Participants called upon teachers and governments to teach subjects that are of use in real life and to allow the use of tools like Facebook and Twitter that allow students to express their opinions in writing.
- The Right Honourable Charles Clarke emphasized the importance of maximizing resources through NGOs, philanthropists, private family funds, etc., so as to give access to education to all and not only to the elite. Although he noted that it is a challenge for ministers to determine where to allocate funds, he urged them to give it their utmost consideration as we prepare for tomorrow's society.
- Andreas Schleicher spoke of the importance of acquiring 21st-century skills and of the impact they have on careers as well as on personal and social aspects of students' lives.
- He reported that the most successful schools are those whose objectives are clear and achievable. He gave examples of highly successful systems:
 - In Finland, teaching is one of the most sought-after profession — teachers have a high degree of responsibility, and they have a role to play in curriculum development;

- In Singapore, a teacher must have passion for the profession and be a “teacher of the learner,” versed in the subject taught and trained in how learning occurs. At university, student teachers receive subject training for four years, then have a period of orientation and move back and forth between theory and training to ensure a substantial preparation before they teach.
 - In China, high-performing schools have agreements with lower-performing schools to teach and train them in best practices.
- Russell Quaglia spoke of the importance of engaging students and how difficult it is to develop self-worth and purpose when teachers are often not connected to teaching and to student learning. He highlighted the following statistics:
 - Self-worth: only 50 per cent of teachers care if students are absent;
 - Engagement: 45 per cent of students find school boring, and 34 per cent of teachers know their objectives;
 - Purpose: 94 per cent of students believe they will be successful;
 - Student voice: 44 per cent of students have a voice in decision making, and 55 per cent of teachers are willing to learn from students.
- Dr. Quaglia emphasized three guiding principles to consider in making a school successful:
 - Capitalize on your greatest resource: students;
 - Make school an inclusive environment;
 - Be willing to listen and learn. This leads to aspirations, better teaching and learning, and, finally, to achievement.

4. Main messages conveyed by CMEC representatives

- During the keynote debate on policies and structures for optimizing education’s impact in line with national goals, Minister Jackman spoke of the importance that Canada’s ministers of education attach to the development of efficient policies that have the maximum impact on Canadian learners.
- Minister Jackman observed that innovation in education has been acknowledged as an essential element in addressing those challenges through the implementation of strategies and policies targeting effective learning and teaching, and that the notion of literacy in the context of 21st-century learning is gaining ground, with an emerging focus on improving student learning by encouraging teachers, parents, and the community to work collaboratively to introduce creative initiatives based on local needs and circumstances.
- Minister Jackman noted that in Canada, where education is under the jurisdiction of provinces and territories, with no federal ministry of education, cooperation is extremely important. Collectively, ministers set priorities, and individually, they work to meet them in each of their jurisdictions.
- Minister Jackman pointed to the joint ministerial declaration, *Learn Canada 2020*, which sets out some of the agreed-upon priorities deemed essential to policy-making and implementation.
- Minister Jackman also emphasized that innovation in education has been recognized across Canada as an essential element of effective learning and teaching, equity, and cost-effectiveness of education systems. Provincial/territorial ministries responsible for

education across the country have established units that deal with innovation and improvement and are responsible for implementing innovation policies in education.

5. Bilateral meetings

Alexandria Trust

During the EWF, Minister Jackman was invited by the Founding Trustee of the Alexandria Trust, Salah Khalil (Egyptian businessman and philanthropist), to attend a breakfast briefing. Under the theme “Policy Fast-Track Solutions for Educational Reform in the Arab World,” representatives of the Alexandria Trust briefed ministers on its quickly developing work and hoped to draw on their expertise in shaping its next phase.

The Alexandria Trust was established in 2011 and works with Arab education ministries on priorities they identify, bringing together expertise from across and beyond the region and across all fields of education policy to assist in shaping and supporting education reform. Its objective is sourcing the best education experts in Canada who would be interested in contributing to its policy fast-track initiative with Arab education ministries and in working with ministers and senior officials through the implementation process. The trust is piloting this novel approach, which it believes to be more productive than more conventional consultancy approaches based on analysis and report.

The trust is a fully independent organization committed solely to achieving real progress in education across the Arab region. It is a UK-registered charity, based in London.

It would be beneficial for experts in jurisdictions to contact David French, Executive Director, at dfrench@thealexandriatrust.org. For more information on the Alexandria Trust, visit www.thealexandriatrust.org.

Meeting with Bob Geldof

Minister Jackman, along with a group of 40 participants, was invited by singer-songwriter, author, and education activist Bob Geldof to review the past decade of UK education and give their views.

Mr. Geldof also highlighted Groupcall, one of the market leaders in the education sector with its parental communication system, Groupcall Messenger, which is currently used in more than 2,500 schools throughout the UK and Europe. Co-founded by Mr. Geldof, Groupcall’s product portfolio comprises Messenger, Xporter, Alert, and Emerge. It was initially created to improve general and emergency communication between schools and parents. Since then, Messenger has proven to successfully reduce unauthorized absences from school as well as improve parental engagement and decrease school operating costs.

Mr. Geldof believes that this system helps keep kids in school. The costs are marginal; it saves schools the time of having to send out letters and cuts the costs of calls to mobiles and

landlines. It also provides confirmation that the call or message has been received by a parent, because it is logged.

6. Follow-up for CMEC

The EWF is now recognized as one of the leading international events focused on the development of ICT for learning. Discussions typically centre on ways in which technology can support change in the education sector. The EWF is an important networking opportunity that provides a venue to highlight Canada on the international scene. It is also an opportunity for ministers to meet high-ranking officials and share best practices.

With more than 100 ministers of education at the same meeting, participation in the EWF provides a great opportunity to share our expertise and examples of how we use technology in our schools. It is also an occasion to discuss common issues, understand different education systems, and spread the knowledge of our diversified education system. We benefit from the opportunity to learn from participating countries, as they learn from us.

The CMEC Secretariat will continue to provide provinces and territories with information about emerging trends in education that are discussed and presented at these meetings.