



What is the Future of Learning in Canada?



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October 2011

Lifelong learning is key to national prosperity

“In a knowledge-driven economy, the continuous updating of skills and the development of lifelong learning will make the difference between success and failure, and between competitiveness and decline”

- David Blunkett, former U.K. Secretary of State for Education and Employment

“87% of Canadians agree that a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future”

- Survey of Canadian Attitudes toward Post-secondary Education 2006

“A first priority for countries should be to develop a comprehensive and coherent vision for the future of tertiary education, to guide policy development...in harmony with national social and economic objectives”



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L'essentiel de mon propos

- Canada has much going for it in learning – and equally much to be concerned about
- As in the financial industry, so too in learning: “Past performance is no guarantee of future returns.”
- Looking to the future, the question is: “Is Canada setting conditions for success—or for failure to compete successfully?”
- Canada needs a coherent approach to lifelong learning—a “Learning Architecture”
- It is not too late to get things right. But time presses. If we in Canada are not prompt and effective, better organized and determined, international competitors will “eat our lunch”.



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Canada's Learning Paradoxes

Early childhood education and learning; we know its importance but do not act on it.

- Investments in early childhood education are the lowest among OECD countries.
- One-quarter of our young children are entering school with behavioural or learning difficulties.
- We lack national measures to provide greater understanding of quality, access, financing and policy of early childhood education and learning programs.

K-12: Strong start for Canada but not holding the lead

- While the performance of Canadian elementary and high schools on international tests in reading and math has been consistently high, other countries are making rapid advances.
- International test scores in math, science and reading do not translate into graduates in engineering and science.



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Canada's Learning Paradoxes

High educational attainment among adults; yet literacy levels remain low

Positives:

- Canada has one of the world's highest educational attainment rates. According to 2006 Census of Canada, six out of every ten adults aged 25 to 64 had completed some form of post-secondary education.
- Canada possesses a strong community college sector.

Negatives:

- 42% of Canadian adults—about 9 million Canadians—performed below internationally recognized standards for participation in a knowledge society.
- Literacy projections for 2001-2031 suggest little improvement.



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Canada's Learning Paradoxes

Adult learning: Canadians 'get' lifelong learning but adult and workplace participation in learning is low

- Canada's performance lags in the provision of training days for managers and workers.
- In 2008, companies in Canada spend an average of \$787.00 per employee on training, learning and development—this represents a 40% decline over the past 15 years.



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Canada's Learning Paradoxes

Education ethic: Canadians are united in valuing learning; yet our country is falling short of its potential

- Almost all Canadians agree that adult learning is critical to success in and satisfaction with life.
- More than half (55%) of Canadians aged 16 to 65 lack levels of health literacy required to read nutrition labels, follow medication directions, understand safety instructions or make informed choices for their own healthy living.
- Underperformance in early childhood learning.
- Uncoordinated efforts inter-provincially, inter-jurisdictionally, inter-institutionally and between public and private sectors.
- Although the majority of Aboriginal students have aspirations to complete PSE, only 40% do so.



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Positive Developments across the Lifecourse

- Canadians willing to make sacrifices to promote learning.
- Canada possesses strong educators at every level.
- Education in Canada is relatively well funded:
 - 5th out of 30 OECD countries in expenditures on all levels of education as a percentage of GDP
 - Expenditures as a percentage of GDP and international ranking have increased since 2000.
 - 2nd out of 30 OECD countries in share of GDP for expenditures on PSE.
- Canadian youth are performing well in math, science and reading.
- Canada integrates immigrant students better than other countries.



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Troubling Trends

- Lack of effective and responsive lifelong learning polices.
- Failure to address persistent low levels of literacy.
- Sparse national data.
- Absence of national measures and indicators.
- Absence of co-ordination and cohesion inter-jurisdictionally; between public and private sectors – defects in convergence and harmonization diminish learning opportunities across the lifecycle.
- Absence of adequate education/learning structures for the 21st century world.

“In a knowledge-driven economy, the continuous updating of skills and the development of lifelong learning will make the difference between success and failure, and between competitiveness and decline.”

- U.K.



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Education Processes and Structures

International overview of PSE processes and system-wide structures

	MAJOR REVIEW IN LAST 5 YEARS	SYSTEM-WIDE GOALS AND OBJECTIVES	FUNDING ALIGNED WITH NATIONAL PRIORITIES	QUALITY ASSURANCE AGENCY(IES) IN PLACE	ONGOING MECHANISM FOR FEDERAL/STATE PLANNING	FEDERAL MINISTRY OF EDUCATION
AUSTRALIA	Yes	Yes	Yes	Yes	Yes	Yes
EU	Yes	Yes	N/A	Under development		
GERMANY	Yes	Yes	Yes	Process under development	Yes	Yes
U.S.	Yes	Under review	Limited federal money targeted	Yes	No	Yes
SWITZERLAND	Yes	Yes	*	Yes	Yes	Federal Office of Education
U.K.	Yes	Yes	Yes	Yes	N/A	N/A
N.Z.	Yes	Yes	Yes	Yes	N/A	N/A
CANADA	No	No	No	No	No The provinces and territories meet as the Council of Ministers of Education, Canada and the federal/provincial/territorial Forum of Labour Market Ministers meet regularly to share information	No Federal Human Resources Ministry funds labour market programs, research, literacy and other initiatives related to PSE

*Available material not detailed enough to make conclusions at this time.

“A picture is worth a thousand words”



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Learning to Know in Early Childhood and K-12

Positive Developments

Early Childhood Learning

- Canadians understand the importance of free play.
- 87% of Canadians agree that learning during the preschool years is critical to success in life.
- Canada has several successful provincial models of early childhood learning.

Learning in K-12

- Canada's youth are competitive in internationally standardized testing.
- Canada is more egalitarian than other countries.
- Canadian parents appear satisfied with their children's schools.
- Canadian parents are engaged with schools and the education of their children.
- Overall dropout rates are declining.



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Learning to Know in Early Childhood and K-12

Troubling Trends

ECEL: Not all children reaching their full potential

- Inadequate public funding support for ECEL.
- 25% of Canadian children entering school without an adequate foundation.
- As a proportion of GDP, Canada's public expenditures on early childhood services, including child care, were the lowest among 14 OECD countries.
- Canada lacks shared, national indicators of progress. At present, there is no way to know how our children are progressing.

K-12: Boys are falling behind

- Slippage in international standardized test scores.
- Boys are falling behind.
- Citizenship and civics are underemphasized.
- Apprenticeships and school industry partnerships.
- Results for minority French language speakers.
- Career prospects for teachers.



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Learning to Know in Early Childhood and K-12

Troubling Trends

Enormous economic cost of dropping out to Canadians

Example:

- High-school dropouts cost Canada's social assistance programs and criminal justice system more than \$1.3 billion annually.
- Costs to the individual are significant—a high-school dropout can expect an income loss of over \$3,000.00 per year, compared to individuals with a high-school diploma.

Without convergent, harmonized learning outcomes

- Lack of shared trans-Canadian learning outcomes in key subjects by grade and age, making it difficult to remain internationally competitive.
- Lack of trans-Canadian learning outcomes for citizenship and civics diminishes social cohesion and renders participation in democratic practice less likely (this is harmonization, not standardization, nor a national curriculum).



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Learning to Know in PSE

Positive Developments

Canada's expenditures on PSE high in comparison to other OECD countries

- 87% of Canadians agree that a highly skilled and educated workforce is the single most important thing Canada needs to ensure its economic future.
- Combined annual public and private expenditures on PSE in Canada totals \$34 billion.
- Canada 2nd out of 30 OECD countries of GDP for expenditures on PSE.

Strong participation in PSE

- In 2005, 58.1% of Canadian youth aged 20 to 24 completed or attended a tertiary education—placing Canada 3rd position among the 24 OECD countries.
- The proportion of young adults participating in PSE has increased steadily since 1990.



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Learning to Know in PSE

Positive Developments

Strength of educators

- Canadian community colleges are generally considered to be a strong and responsive component of Canadian PSE.
- Canada's PSE educators are recognized internationally for their quality and for their record in research and peer-reviewed publications.

Educated immigrant population

- 43% of immigrants who arrived in Canada in 2006 had completed a university degree prior to immigration.
- Although 23% of Canadians aged 25 to 64 were born outside Canada, immigrants accounted for nearly one-half (49%) of the doctorate holders in Canada and for 40% of adults with a Master's Degree.



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Learning to Know in PSE

Troubling Trends

PSE critical for innovation; yet we are losing ground

- Canada's PSE participation rates are among the highest in the OECD. Participation rates in university in particular are not among the highest in the OECD.
- Spending on R&D in higher education increased by 150% over a decade.

Combined public and private expenditure on education, by level of education, Canada.

	Pre-elementary, Elementary, Secondary	Trade-vocational	College	University	All Post- Secondary	All Levels Combined
(Millions of 2001 Constant Dollars)						
1997–1998	40,209	6,168	5,066	13,214	24,448	64,657
1998–1999	41,545	6,909	5,099	13,778	25,786	67,332
1999–2000	41,501	5,587	5,757	15,316	26,660	68,160
2000–2001	41,304	5,808	5,667	16,580	28,055	69,359
2001–2002	42,295	5,632	5,824	17,466	28,921	71,216
2002–2003	43,696	5,366	5,720	19,231	30,317	74,013
2003–2004	45,722*	5,395	5,801	21,232	32,428	78,150*
2004–2005	48,235*	5,485	5,914	22,598	33,998	82,233*
Percentage Change 1997–1998 to 2004–2005	20	-11.1	16.7	71.0	39.0	27.2



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Learning to Know in PSE

Troubling Trends

PSE critical for innovation; yet we are losing ground

- Canada ranks low in the OECD for graduates in science and engineering, key drivers of productivity—20th out of 20 OECD countries for first degrees and 18th for PhD graduates in science and engineering.
- Canada has markedly improved postgraduate education at the Master's level but lags OECD countries at the doctoral level: a driver of research, development and innovation.
- Canada's poor performance in completion of apprenticeships is linked to underdeveloped industry/government partnerships. Specifically, securing apprenticeships is the principle bottleneck—not the image of the trades.

Canada is a poor performer in R&D

- Canada is obliged to expend more per capita on PSE largely because the private sector in Canada fails to provide an appropriate share of research capacity. As a consequence, teaching and learning suffer on Canadian campuses.
- Key driver of poor productivity.



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Learning to Know in PSE

Troubling Trends

Canada depends more than other countries on public sector for R&D

- Average funding from industry is much higher in other OECD member countries (63.8%) and the EU (55%), compared to Canada's 49.5% share.

Dilemma in male human capital

Males less likely to hold university and college credentials:

- In 2006, 42% of those aged 25 to 34 with an undergraduate degree were male compared to 58% of females.
- Among those with college diplomas, fewer males (44%) had college diplomas than females (56%).
- In 2007, 61% of all university undergraduate completers were female and 39% were males.



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Learning to Know in PSE

Troubling Trends

Quality not adequately monitored

- Out of 30 OECD countries, Canada is the only country that does not have a formal PSE accreditation system of programs and post-secondary institutions.
- Canada lacks an informational framework through which to understand, measure or clearly demonstrate the quality of its PSE sector.

Are immigrant skills meeting labour-market needs?

- Since 1996, the proportion of post-secondary graduates in the trades who immigrated to Canada dropped by half, from 10% to 5%.
- Immigrants admitted to Canada have over the last decades been disproportionately high on university qualifications and disproportionately low and decreasing in trade skills that are now in high demand in this country.



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Learning to Know in PSE

Troubling Trends

- Canada is unique in the developed world for having no national strategy for PSE, no acknowledged and accepted goals, no benchmarks, and no public reporting of results based on widely accepted indicators.
 - Canada is also unusual for having no quality-assurance system, no qualifications framework and no system of accreditation. This makes it difficult for both Canadian and international students to navigate the sector to their advantage.
 - Canada has the greatest deficiencies in acquisition and use of data on learning after high school of any OECD country. This renders the country incapable of: matching labour market demand to supply; providing adequate information on which students can base study and career decisions; and establishing accountability for resources expended and determining how much and what progress is being made.
- Taking these last three issues together, Canada is setting the conditions for failure in PSE, not for success.



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Learning to Know in PSE

Troubling Trends

Fundamental data gaps still exist:

- Do not have the information required to assess PSE capacity in relation to labour-market needs.
- No useful picture of the country's private providers of PSE (who they are, what they do, their capacity, their enrolment figures, what happens to their graduates).
- Very little information since 1999 about community colleges regarding faculty, enrolment or capacity.
- Only a limited picture of part-time faculty at our universities.

International overview of PSE processes and system-wide structures

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Learning to Know in PSE

Troubling Trends

Need for a PSE Data Strategy

A PSE strategy would offer a pragmatic approach that would promote mobility, efficiency, effectiveness and equity across the country, while providing benefits to all levels of our society:

- Learners, improved information regarding opportunities, better choices and responsive learning;
- Institutions: improved and more responsive programs;
- Governments: improved access to information on a national basis and more effective planning; and
- Business and Labour: improved ability to predict and respond to changes in Canada's workforce.



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Learning to Do for Skills Development

Positive Developments

Individuals, not companies, are seizing responsibility for learning

- 36% of working-age adults participated in job-related education or training in 2008, and increase from 30% in 2002.

Some employers making effort to improve the skills of workers

- 59% of Canadian workplaces offered some form of workplace training in 2005, an increase from 54% in 1999.

- Of employees that did participate in job-related training, 91% had employer support, an increase from 88% in 2002.



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Learning to Do for Skills Development

Troubling Trends

Low-literacy levels limit Canada's potential

- Data collected over the past decade indicate little or no improvement in the literacy levels of Canadians. On the prose- and document-literacy scales, 42% of Canadian adults—about 9 million Canadians—perform below Level 3, the internationally accepted minimum considered necessary to succeed in today's economy and society.
- Rates of adult literacy in Canada in the context of a knowledge society and economy are projected to stagnate until 2031

Many Canadians unaware and not participating

- Many workers with insufficient literacy skills were overly confident about their own abilities and felt literacy skills had little impact on their job or on future employment prospects.
- Individuals with low-literacy skills often express no interest in pursuing training and see little reason to do so, regardless of the financial incentives available.
- Many Canadians (38%) have not participated in education and training activities in the last six years (2002-2008).
- Twice as many Canadians (67%) with less than high school were disengaged from education and training activities, compared to those with PSE (30%).

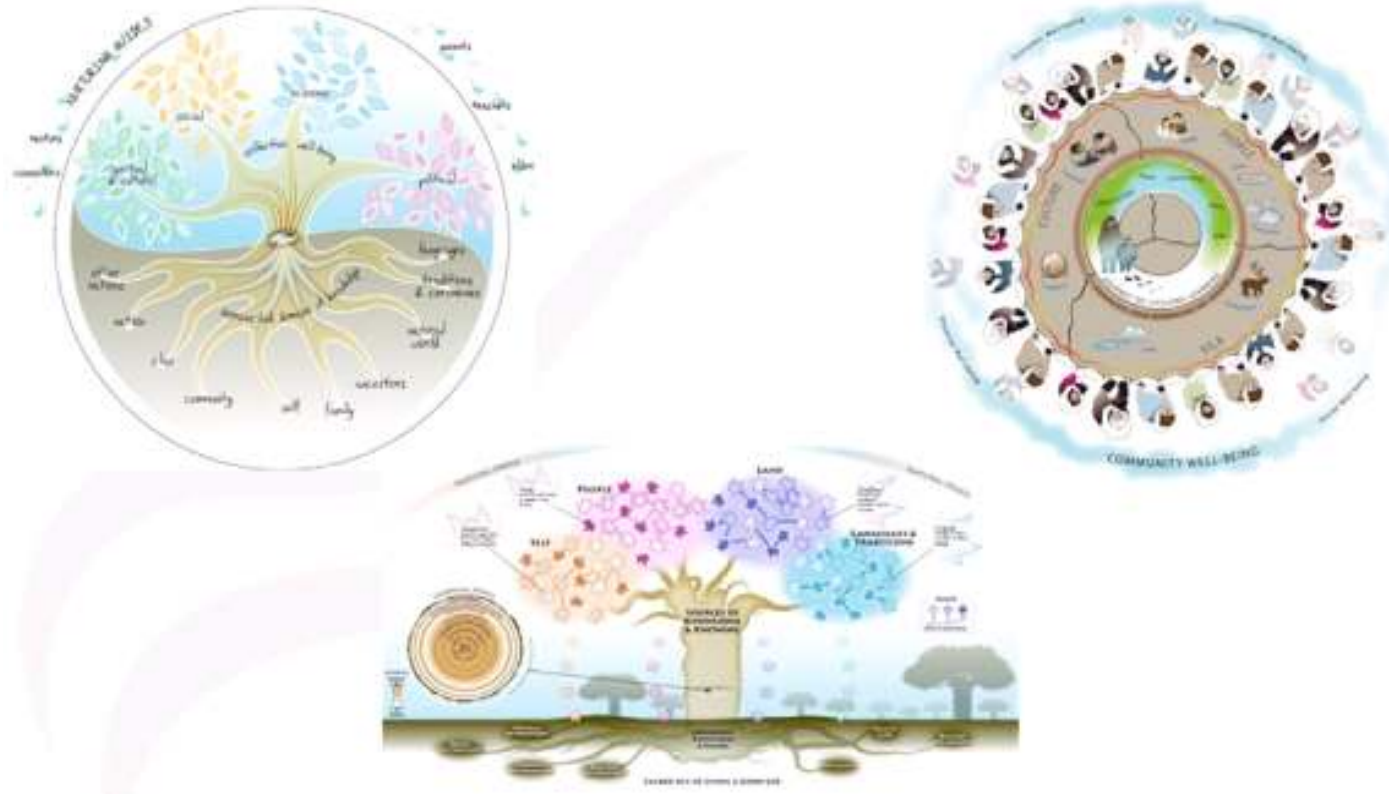
Declining training efforts hampering our productivity

- Canadian productivity continues to decline relative to other developed economies, especially the U.S.
- Canada's performance lags in the provision of training days for managers and workers.
- Companies in Canada spent an average of \$787 per employee on training, learning and development in 2008, representing a 40% decline over the past decade and a half.



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Learning to Be/Live Together: Aboriginal Learning



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Learning to Be/Live Together: Aboriginal Learning

Positive Developments

Informal learning in Aboriginal communities is abundant

- Aboriginal youth participate in extracurricular activities at rates equal to or above Canadian youth.
- Aboriginal communities nurture social relationships for intergenerational learning.
- Aboriginal people have strong sense of community involvement through activities such as volunteering.

Aboriginal people on equal footing when it comes to colleges and trades

- Aboriginal people are on equal footing with non-Aboriginal Canadians for attainment of college and trades credentials.
- 18% of off-reserve Aboriginal adults are enrolled in a PSE distance education courses.
- There is no gap in employment rates for Aboriginal and non-Aboriginal people who have attained a university degree

Aboriginal people are maximizing opportunities to learn about their culture and traditions

- Aboriginal children living off-reserve regularly participate in cultural gatherings and ceremonies.
- Four in 10 Aboriginal youth living off-reserve interact with Elders regularly each week.
- Half of off-reserve Aboriginal adults took part in traditional activities such as hunting, fishing or trapping.



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Learning to Be/Live Together: Aboriginal Learning

Troubling Trends

Systemic education gaps persist between Aboriginal and non-Aboriginal learners

- Non-Aboriginal youth in Canada are 3 times more likely to complete a high-school diploma than Aboriginal youth, and almost 5 times more likely than Inuit and First Nations living on-reserve.
- Although the majority of Aboriginal students have aspirations to complete PSE, only 41% do so.
- Non-Aboriginal people in Canada are 3 times more likely to complete a university program than Aboriginal people.

Most First Nations communities have no broadband infrastructure to foster learning

- Although many Aboriginal people are pursuing distance learning, only 17% of First Nations communities have access to broadband services.

Persistent social and economic challenges dramatically undermine success

- Only one-third of Inuit children and First Nations children living on-reserve are read to daily, compared to two-thirds of Canadian children.
- Almost 1 in 5 Aboriginal youth have a parent who was a student at a residential school.
- 35% of Aboriginal youth live with a single-parent—more than twice that of non-Aboriginal youth.



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The Way Forward for Aboriginal Learning

Need for a greater recognition of an Aboriginal vision of learning.

Need to use CCL's new Holistic Lifelong Learning Framework to:

- Develop more informed solutions that recognise the diverse needs of Aboriginal communities.
- Evaluate the success of policies and programs based on Aboriginal values and goals.
- Shift the current focus of policy and program development from one that reacts to learning deficits alone, to one that recognises, builds upon and celebrates strengths.
- Develop solutions that simultaneously address the social and economic conditions in Aboriginal communities that impact learning outcomes.
- Assist in challenging the negative stereotypes related to Aboriginal learning in Canada.



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The Way Forward in Early Childhood and K-12

Early Childhood

- Need for common, shared, national indicators of progress. At present, there is no way to know.
- Need for goals/benchmarks/objectives for the country, with provincial and regional
- determination of mode of provision of service.
- More financial support for ECDL, flexibly deployed, so that parents themselves can decide on which model they prefer.

K-12

- Canada should develop common, shared learning outcomes, using carefully determined international criteria.
- Priority in the development of shared national learning outcomes should be given to core disciplines.
- Given current demographics, the school must become the hub for community learning.
- Education and training of boys and men must be tackled creatively.
- Canada needs a national French language teacher-training college.



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The Way Forward in PSE

Making the sector more intelligent:

- A national post-secondary strategy should possess three essential characteristics: clearly stated objectives, both general and for specific periods of time; measures to assess achievement of objectives; and a systematic goal of cohesion and coherence among all the facets—as is the case in the EU and other developed countries.
- Emulate the European Union in converging all forms of education and training across jurisdictions, thereby promoting mobility and quality. This implies harmonisation across jurisdictions—not standardisation.
- Create systems of accountability through agreement on national indicators for success in PSE, learning from EU, Australia and other political entities.
- Create a pan-Canadian PSE data and information strategy which acts as the basis for indicator development and policy decisions.
- Establish goals and measurable objectives for Canadian PSE for both the short and the long term.
- Create and maintain a national forum on PSE, including both governments and NGOs, that would: establish national goals, indicators and data and would agree on mechanisms to monitor and report annually to Canadians on progress with respect to agreed goals.
- Construct a pan-Canadian framework for quality assurance.
- Establish a Canadian qualifications framework.



What is the Future of Learning in Canada?
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Learning from the EU

Sixteen core indicators for monitoring progress Towards the Lisbon Objectives:

- Participation in pre-school education
- Special needs education
- Early school leavers
- Literacy in reading, mathematics and science
- Language skills
- ICT skills
- Civic skills
- Learning to learn skills
- Upper-secondary completion rates of young people
- Professional development of teachers and trainers
- Higher-education graduates
- Cross-national mobility of students in higher education
- Participation of adults in lifelong learning
- Adult skills
- Educational attainment of the population
- Investment in education and training

Five EU benchmarks for 2010:

- Fewer early school leavers;
- Decrease the percentage of low-achieving pupils in reading literacy;
- More young people should have completed upper-secondary education;
- Increase the number of tertiary graduates in Mathematics, Science and Technology (MST), with a simultaneous decrease in the gender imbalance;
- More adults should participate in lifelong learning.



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Charting Progress in the EU

Country performance progress in each Benchmark area, period 2000-2006

	Low performers in reading	Early school leavers	Upper secondary education	MST Graduates	Lifelong learning
EU					
Belgium					
Bulgaria					
Czech Republic					
Denmark					
Germany					
Estonia	**				
Ireland					
Greece					
Spain					
France					
Italy					
Cyprus					
Latvia					
Lithuania	*				
Luxembourg					
Hungary					
Malta					
Netherlands					
Austria					
Poland					
Portugal					
Romania					
Slovenia	**				
Slovakia					
Finland					
Sweden					
United Kingdom	*				
Croatia	*				
Turkey					
Iceland					
Norway					

	ABOVE EU BENCHMARK	BELOW EU BENCHMARK
INCREASING PERFORMANCE	MOVING FURTHER AHEAD	CATCHING UP
DECREASING PERFORMANCE	LOSING MOMENTUM	FALLING FURTHER BEHIND



What is the Future of Learning in Canada?
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The Way Forward in Skills Development

- Set national goals and benchmarks.
- Increase strategic investment in Canada's human infrastructure to equal the current level of federal investment in physical infrastructure.
- Provide targeted, non-financial support to employers, such as information, advisory and referral services; national recognition, qualification and certification systems, including recognition of prior learning; support for innovative training approaches; sharing and dissemination of best practices.
- Support and promote the development of targeted, innovative, accessible education and training programs to address the social inequalities experienced by groups at risk, such as basic literacy skills and retraining initiatives for older workers.



The Way Forward in Skills Development

- Match existing labour needs with the existing labour supply through skills training and learning opportunities, coupled with workforce adjustment programs and other measures.
- Facilitate decision-making by individuals, businesses and stakeholder organizations by better integrating labour-market information with post-secondary education and adult learning counselling and support services.
- Fund research to determine which methods of adult learning best promote resilience—and combat poverty—among Canadian workers and businesses. Such work will enable us to set standards, measure and report on progress, and establish an authoritative body of knowledge upon which to build future policies, programs and services for Canadian workers and businesses.
- Create forward-looking, evidence-based government policies that position individual Canadians and businesses to become world leaders within and beyond traditional industries, especially with respect to emerging green technologies, services and economies.



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The Way Forward for Skills Development

CCL has developed and shared five principles that could guide government financial assistance to enterprises that would improve workplace education and training.

This cannot happen until we have in place:

- A comprehensive approach: a tool box or kit of validated and proven practices
- Co-financing and co-responsibility
- A coalescence of partners
- A focus on demonstrating value for money and effort
- Validation/affirmation of individual achievement through certification and recognition



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The Way Forward: Summing it Up

Learning from other jurisdictions:

- Apply lessons learned from other countries.
- Like many other jurisdictions throughout the developed and developing world, Canada should actively and urgently build convergence and harmonisation across provinces and territories in order to optimise learning opportunities and results at all levels.

Making the sector more intelligent:

- Clearly stated national objectives.
- Agreed measures to assess achievement of objectives.
- Broad dissemination of outcomes throughout Canada.
- Systematic building of coherence among all players.

Structures required:

- Close and intensive co-operation between central, provincial and regional governments.
- Participation in ongoing fora of institutional and educational representatives; industry and learner organisations.
- Canada needs to put in place, similar to Australia, a federal/provincial/territorial council of ministers with responsibility for education and skills development (in addition to and apart to the Forum of Labour Market Ministers).

Increased accountability:

- Accountability provisions need not be onerous.
- Through transparent national reporting of outcomes to the Canadian people, accountability will be successful—not through one level of government reporting to another.
- Increases in transfers from the federal government to provinces and municipalities in the learning field must be made conditional on agreement to common measures, indicators and information.



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L'essentiel de mon propos

- Canada has much going for it in learning—and equally much to be concerned about.
- As in the financial industry, so too in learning: “Past performance is no guarantee of future returns.”
- Looking to the future, the question is: “Is Canada setting conditions for success—or for failure to compete successfully?”
- Canada needs a coherent approach to lifelong learning - a “Learning Architecture.”
- It is not too late to get things right. But time presses. If we in Canada are not prompt and effective, better organised and determined international competitors will “eat our lunch.”



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Restoring a National Learning Agenda without CCL

Replacing CCL:

- A successor organization.
- Canadians better informed about educational structure.
- Leadership from Ministers of Education.
- Leadership from networks, communities, and foundations.

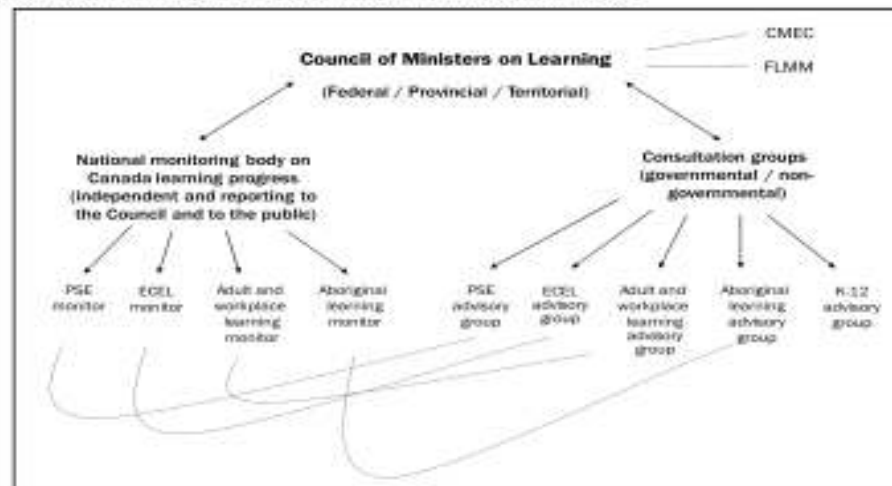


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Intergovernmental Co-operation-- Basic Mechanisms Required for Canada

- A national (intergovernmental) Council of Ministers on Learning.
- Functioning of the Ministers Council on Learning.
- A national monitoring body.
- Domain specific advisory groups.

Diagram 1: Required intergovernmental mechanisms for improving learning in Canada



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CCL's Recommendations for the Future

- The necessary approach is voluntary and co-operative, respectful of provincial and territorial responsibility, but involves the development of clear trans-Canadian policies and actions.
- The starting point for the proposed directions is the establishment of a federal/provincial/territorial Council of Ministers on Learning.
- There must be: clear and measureable national goals for each stage of learning, as described in this report; permanent, independent monitors to compare Canadian learning results to our stated goals; standing advisory groups, including educators and civil society, to consult on requisite national objectives and the means to reach these goals.



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Restoring A National Learning Agenda

- CIVIL SOCIETY AND SOCIAL PARTNERS
- GOVERNMENT



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Civil Society And Social Partners

1) A successor organisation to CCL

- Continuing to build a national learning architecture
- Building on findings and vision of CCL
- Different priorities, structure, financing possible
- Requirement for a national learning framework to enable success of regions, provinces, individuals, communities
- Shared learning experiences
- Enhancement of learning as core value of a distinctive Canadian society
- Entrench and maintain economic stability and social cohesion
- National analysis encourages trans-Canadian solutions; local often no solutions at all
- Measuring progress, setting goals of critical importance



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Civil Society And Social Partners (cont'd)

- 2) Canadians better informed about educational structures
- 3) Leadership from ministers of Education (compared with EU member states)
- 4) Leadership from communities, networks and foundations
- 5) Municipalities and CLI
- 6) Industry and training, R and D and productivity
- 7) Professional and institutional associations
- 8) CMEC and FLMM
 - CMEC must cease restraining national coordination, collaboration and coherence,
 - must cease acting against the public interest
 - pressure from publics required for CMEC to act cohesively in national interest
 - FLMM must be encouraged actually to meet and work
 - emulate successful cooperative models, like Australia and EU
- 9) Academic contributions
- 10) Aboriginal organisations and the holistic learning models
- 11) Canadians acting on the evidence



Intergovernmental Cooperation

Basic facts and principles:

- 1) National not an intrinsic value
- 2) Countries that articulate no goals analogous to schools with no stated learning objectives
- 3) Political entities that establish measurable goals likely to progress more rapidly
- 4) Canadian fed./prov. relationships in education and learning profoundly dysfunctional
- 5) BNA does not preclude intense federal involvement in education and learning
- 6) Constitutional change unnecessary for attainment of trans-Canadian goals
- 7) Establishment and achievement of goals requires intense, continuous and targeted fed./prov. collaboration – as in other federations and the EU
- 8) National learning policies and goals must involve civil society and social partners
- 9) Consensus among jurisdictions must not be a requirement for action. Move towards the Open Method of Coordination



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Governmental mechanisms required for Canada

1) National (intergovernmental) Council of Ministers on Learning:

- Federal/provincial/territorial
- Analogous to Australian Ministerial Council for education, Early Childhood development, and Youth Affairs; or to EU Directorate-General for education and Culture
- Articulate national learning objectives, short and long term
- Accountable for results
- Ensuring resources available to meet goals
- Ensure participation of civil society and social partners in setting of goals
- Work with autonomous body mandated to report publicly on outcomes
- No legislative authority/no program administration
- No national ministry of education (US, Australia) or constitutional reform (Switzerland)



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Functioning of Council of Ministers on Learning

- Consensus not required
- EU weighted majority a possible model
- Platform for national strategic planning
- Appropriate resources from all sources, including federal government
- Non-participating jurisdictions in specific areas can opt out without compensation and can be observer at no cost
- Refuse intimidation and bluster by recalcitrant provinces



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A National Monitoring Body

- Under aegis of Council of Ministers
- Independent assessment of national progress towards goals
public reporting
- One model is Swiss Centre for Research in Education
- Another model The Canadian Institutes for Health Information
- Several smaller monitoring bodies under this umbrella, for each phase of learning e.g. cluster for assessing PSE



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Domain-specific Advisory Groups

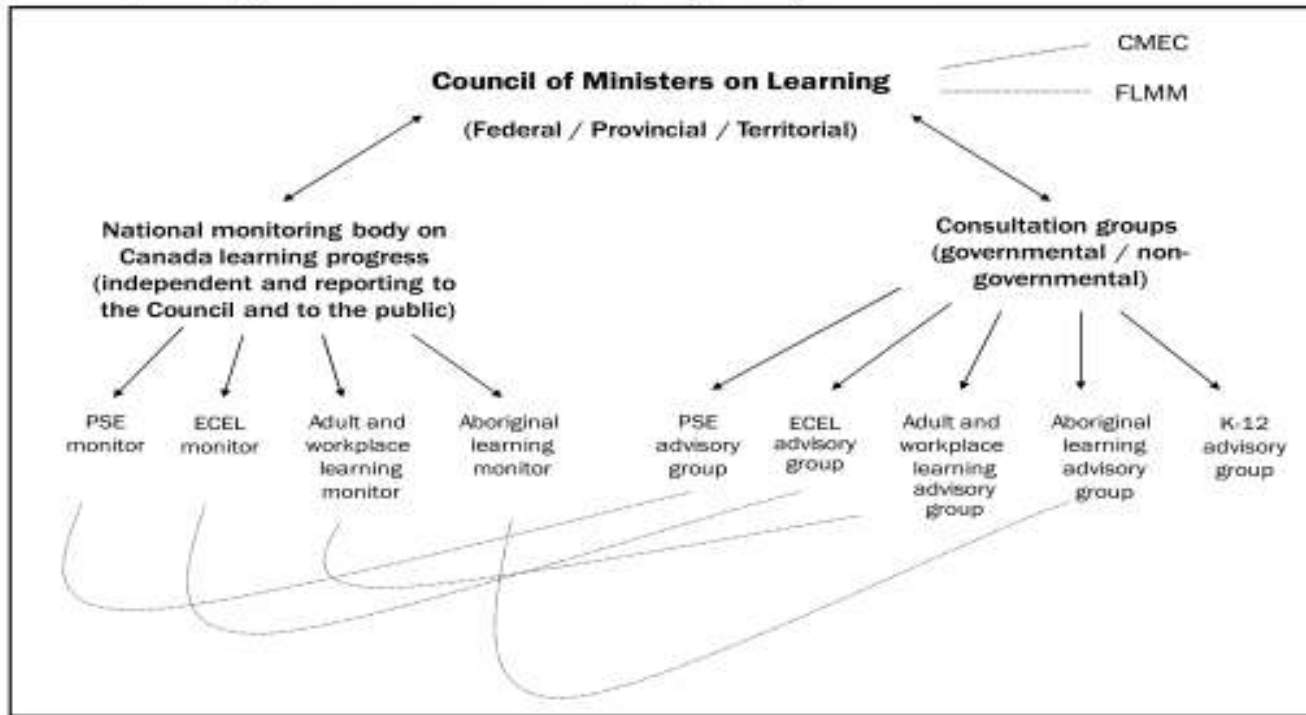
- Under auspices of the Council
- For each stage of learning
- Inclusive of government and civil society/social partners
- Relate to monitoring clusters, making connection between information gathering, analysis and policy needs
- Standing bodies, continuing for a for deliberation and advice
- Tasks: defining priorities for their sector/ determining information required to assess progress
- Monitor international developments, advising where relevant to Canada
- Advise on national approaches consistent with goals
- Organise conferences/opportunities for participation from other social actors



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Intergovernmental Co-operation-- Basic Mechanisms Required for Canada

Diagram 1: Required intergovernmental mechanisms for improving learning in Canada



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