

The Education World Forum 2012 - summary

The Education World Forum was held in London from 9-11 January 2012. Supported by the Foreign and Commonwealth Office, the Department for Education, the Department for Business, Innovation and Skills and the British Council, it built on previous Moving Young Minds and Learning and Technology World Forum events, bringing together Ministers of Education, their advisors and delegations to address key issues and to share the education system challenges they face, the solutions they have found, the learning that has occurred and the successes they have achieved.

Leaders from global and international organisations including UNESCO, the World Bank, the OECD the British Council and the Commonwealth, as well as international corporations and sponsors with a focus on education and technology joined the participating Ministers of Education. The partner corporations included Intel, Microsoft, HP, Pearson and Promethean. Cisco, Adobe, The Alexandria Trust, University of Cambridge International Examinations, Encyclopaedia Britannica and Lego Education were also partners to EWF 2012.

55 Ministers took part in the Education World Forum 2012 and 71 countries were represented. In total, there were 395 registered participants.

Education World Forum – Programme

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

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

Fernanda Da Costa, Head Designer of Axis 3D, Curitiba, Brazil

Princess Gusti Kanjeng Ratu Pembayun of Yodyakarta

Dr Robin Horn, Manager Education Sector, The World Bank

Ms Jennifer Corriero, Co-Founder, Taking IT Global

Dr Linda Darling Hammond, Charles E Ducommun Professor of Education, Stanford University

Mr Paul Portas, Foreign Secretary, Portugal

Mr Jean-Yves Charlier, CEO Promethean

Mr David Istance, Senior Analyst, Centre for Educational Research and Innovation, OECD

Dr Larry Johnson, CEO, the New Media Consortium

Mr Ramji Raghavan, Founder and Managing Director, The Agastya Foundation

Carol Bellamy, Chair of the Board of Directors, Global Partnership for Education

Mr Greg Butler, Senior Director, Worldwide Education Leaders Strategy, Microsoft Public Sector

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

Mrs Irina Bokova, Director General, UNESCO

Mr Ransford Smith, Deputy Secretary General, the Commonwealth Secretariat

Mr Kevin Watkins, Brookings Institute

Dr John Davies, Vice President, Intel

Dr Alicia Banuelos, Rector of Universidad de la Punta ULP, San Luis, Argentina

Mrs Yongping Qui, Vice President, Shanghai Hongkou Teachers' Training College, China

Dr Michelle Bruniges, Director General of the Department of Technical and Further Education, New South Wales, Australia

Ms Vera Costa Cabral, Director of the School of Teacher Education, Sao Paulo, Brazil

Mr Nick Wilson, Vice President and Managing Director, UK and Northern Ireland, Hewlett Packard

HE Mrs Nora Al-Faiz, Vice Minister for Girls' Education, Saudi Arabia

HE Fuad Ibrahim, Minister of State for Education, Ethiopia

Professor Raqayyatu Ahmed Rufa'l, Minister of Education, Nigeria

Mr Abdelwaheb Matar, Ministre de la Formation Professionnelle et de L'Emploi, Tunisia

Mr John Fallon, Chief Executive Officer, Pearson International

HE Myqerem Tafaj, Minister of Education and Science, Albania

HE Ivan Ivanovski, Minister of Information Society and Administration, Republic of Macedonia

Professor Tim Unwin, Chief Executive Officer, Council of Commonwealth Telecommunications Organisation

Dr Tae-Wan Kim, President, Korean Educational Development Institute

Ms Karen Cator, Director of Technology, US Department of the Office of Educational Technology

HE Jaak Aaviskoo, Minister of Education and Research, Estonia

Ms Anthony Bloome, Senior ICT Advisor, USAID

Dr David Atchoarena, Director, Division for Planning and Development of Education Systems

HE Pance Krlev, Minister for Education and Science, Republic of Macedonia

Mr Markku Markkula, EU Committee of the Regions, Aalto University, Finland

Professor Diana Laulillard, Institute of Education, London, UK

Mr Mike Trucano, Senior ICT and Education Policy Specialist, the World Bank

Ms Shelley Esque Vice President, Corporate Affairs, Intel

Michael Stevenson, Vice President, Cisco

Mr Anthony Mackay, Moderator ATC21S, University of Melbourne Australia

Professor Patrick Griffin, University of Melbourne, Australia

Ms Johanna Coleman, Vice President, BASF

Mr Paul Milliken, Vice President, Human Resources, Shell

Dr Erkki Ormala, Vice President, Nokia

Mr Marc Durando, Executive Director, European SchoolNET

Rt Hon David Willetts MP, Minister of State for Universities and Science

Martin Davidson CMG, Chief Executive, British Council

HE Saad bin Ibrahim Al Mahmoud, Minister of Education and Higher Education and Secretary General to the Supreme Education Council, Qatar

Mr Nurul Islam Nahid, Minister of Education, Bangladesh

Mrs Pelonomi Venson-Moiti, Minister of Education and Skills Development

Senator David Coltart, Minister of Education, Sport, Arts and Culture, Zimbabwe

Lord Hill of Oareford, Parliamentary Under Secretary of State for Schools, Department for Education

Rt Hon Michael Gove MP Secretary of State for Education

HRH The Duke of York KG

Messages from presentations






The Education World Forum 2012 was opened with presentations by Princess Gusti Kanjeng Ratu Pembayun of Yodyakarta and Fernanda Da Costa, Head Designer of Axis 3D in Brazil. Fernanda is a recent graduate and she reflected on her experience of education and of the challenges and opportunities into the world of work. Princess

Pembayun noted that “the future of the planet resides in the hands of our children” and that their education should reflect that responsibility. She talked of the importance of their learning about global issues and understanding that children can act as agents of change, such as in the Deforestation Project being undertaken in Indonesia. Princess Pembayun demonstrated her own commitment through her intention to bring at least 1m Indonesian children into the Deforestation programme and challenged Education World Forum participants to make similar commitments, so that children are engaged and can learn and take action to improve their world.

Our world’s recent financial crisis has raised questions about what constitutes economic success and whether the diligent young people who make their way successfully through school, college and university will all be rewarded with a career with an employer to match. New routes to success in a world of change do not suggest a “one size fits all” solution. New routes to success suggest a range of strategies and actions that tune the organization of teachers, learners, content (in its broadest sense) and resources for the context of each region or country.

Following its opening, the Education World Forum 2012 reflected on the purpose of education, and asked its presenters to explore the future for which education is and should be preparing students.

Robin Horn of the World Bank encouraged people to invest early, to invest smart and to invest for all adding that achieving education for all remains the right strategy for the next decade. Jennifer Corriero called for attention to be given giving students a real voice and acknowledging the real contribution that young people can make. Linda Darling Hammond reflected that students should develop:

-  an understanding of the meaning of the meaning and relevance of ideas to concrete problems
-  an ability to apply core concepts and modes of inquiry to complex real world tasks
-  a capacity to transfer knowledge and skills to new situations, to build on and use them
-  abilities to communicate ideas and to collaborate in problem solving
-  and an on going ability to learn how to learn






Paulo Portas noted that in a world struggling with financial and economic crisis, education investment is the best investment. He commented that education and

technology have become a key factor in his country and accelerated the development of Portugal's knowledge economy and its society, providing a strong platform on which to build. Portugal is now developing new investment in education and investment in new education.

Dr Larry Johnson noted that we need to be very careful that we are not designing our strategic policy around something that we know when it should be something that our students of today are going to experience in their futures.

David Istance referred to work being undertaken by the OECD's Centre for Education, Research and Innovation. He noted that learning is a social activity that is often best done collaboratively. Learning is essentially something that is done through interaction and negotiation with others.

As a result, learning environments should be:

-  Learner-centred: highly focused on learning but not as an alternative to the key role for teachers
-  Structured and well-designed: needs careful design and high professionalism alongside inquiry and autonomous learning
-  Profoundly personalised: acutely sensitive to individual and group differences and offering tailored feedback
-  Inclusive: such sensitivity to individual and group differences means they are fundamentally inclusive
-  Social: learning is effective in group settings, when learners collaborate, and when there is a connection to community.

Ramji Raghavan described the work of the Agastya foundation which is taking science education to children in the rural villages of India. His and Agastya's vision is to develop a nation of curious children for whom questioning and curiosity are natural consequences of and critical elements of education.

Carol Bellamy described the Global Partnership for education and its work in supporting the education plans of the world's poorest counties. Carol also described a number of areas in which technology is making an impact, but perhaps could make even greater impact. Technology is helping administration, for example in ensuring teachers are paid.

Students in some of the poorest countries are using SMS so authorities know when teachers are absent which can be helpful where attendance is a particular issue. Carol said "we have been using technology for a while to monitor learning levels, but that is at a system level. We now have to figure out how we transfer the lessons that we are

learning system wide to use at the classroom level.” She emphasized the importance of providing evidence to ensure that learning is going on, which gives confidence to the Finance Ministers and or Donor Agencies, which is critical for funding education systems their maintenance and their development. Application of technology is something that is just as applicable in the poorest and the richest countries.

Irina Bokova opened the second day of the Education World Forum 2012 quoting President Lee of Korea who made clear the importance he attached to learning by saying that Education is the key to his country’s success. Mrs Bokova added that it is not only about education, but about its quality and noted that education brings sustainability to development. She noted the successes and challenges that the world still faces. Since 2000, the number of out of primary school children has dropped by 37 million. The gender gap has narrowed too, but there are still:

- 67 million children out of primary school with a similar number out of secondary
- 800 million people who are illiterate, with two-thirds of them women
- shortages of teachers with 1.9 million required to meet the goal of universal primary education
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A series of gaps need to be addressed, including an equity gap (for example in gender and wealth), a quality gap whereby too many students leave school with skills that are not relevant to their personal fulfilment and a financial gap which has been partially addressed but there is much more to be done.

Mrs Bokova noted that technology can be a powerful education multiplier but must be integrated into learning. That requires a fundamental shift to a more interactive approach and greater emphasis on project-based learning. Success in using ICT depends on teachers’ ability to integrate it. Mrs Bokova launched UNESCO’s second ICT competency framework for teachers and encouraged forum participants to request hard copies or to download the document and its translated versions from the UNESCO website.

As the Forum progressed the next plenary discussion addressed the challenges education systems face in reaching underserved populations, in managing work as we increasingly adopt and adapt technology and in developing cultures of inquiry and innovation.

Examples were drawn from regions from locations and countries in the world reflecting the challenges and successes in the cities Shanghai and Sao Paulo, to areas of San Luis in Argentina and New South Wales in Australia. Also Ministers from across the world reflected on their particular challenges and some of the steps they have taken to meet them. Presentations by the Ministers are available through the website www.ewf2012.org.

The Ministerial Exchanges provided opportunities for in depth discussion of eight areas:

1 System improvement and telecommunications

The greatest challenge identified in linking education to the changing opportunities in and needs of the labour market. The challenge is of particular importance for vocational education and training in the secondary and tertiary phases of education, and is critical in addressing increasing numbers of unemployed and underemployed people in countries across the world.

2 System improvement, networks and communities of practice

In this ministerial exchange, among other things group discussed the twin challenges of taking a personalised approach to learning at the same time as encouraging and supporting collaborative working.

3 System improvement and mobile technologies

Participants in this exchange addressed the importance of rigorous evaluation of the effectiveness of these technologies in learning. Evaluation of effectiveness is clearly a challenge across all technologies and is particularly challenging as a result of the difficulties of isolating any single influence on learning and determining its impact.

4 With a focus on Higher Education and Lifelong Learning: How does technology support education as a 'learning system' in which research, development and exchange of ideas inform system improvement?

Once again, participants in this workshop identified the ability to work with others and collaboration skills as being of critical importance in Higher Education and Lifelong Learning. The group discussed teachers' roles in leadership of collaborative learning and the potential for co-design and co-production of learning by bringing the skills of traditional experts together with those of new young experts. The new young experts

may be drawn from the student body and have insight into the use of social technology based tools, something frequently missing from their more traditional teaching counterparts.

5 The Global Compact for Learning – a model for governments, corporations and foundations to collaborate to accelerate improvement in education?

Participants in this Ministerial Exchange identified the clear requirement to accelerate our collective achievement in education in order to meet agreed goals such as universal education. It cannot a responsibility borne by any single party, but governments, businesses, non-government organisations, agencies and communities should work together if these goals. In addition, there is a clear need and there are opportunities to be gained from development of deeper connections between teaching and learning and the world of work, whether charitable, commercial or voluntary.

6 Building capacity through UNESCO's framework for ICT competency for teachers – what steps have countries taken to implement the framework successfully for their own particular circumstances and what successes are they achieving?

Participants in this Ministerial Exchange reflected on the skills needed by teachers and the development of their capacity to support learning. UNESCO's framework emphasizes that "it is not enough for teachers to have ICT competencies and be able to teach them to their students. Teachers also need to be able to help the students become collaborative, problem-solving, creative learners using ICT so they will become effective citizens and members of the workforce".

7 Measuring 21C skills – ATC21S has developed tools for measuring collaboration that are likely to be adopted in forthcoming TIMSS and PISA surveys. How can we measure collaboration, and what are the implications for national curricula and their assessment?

Participants in this Ministerial Exchanges identified three key areas of challenge in development of 21st Century Skills. The first of these challenges lies in the assessment, recording and reporting of skills and requires quite different approaches from those of traditional assessment. The second is in making space in the overall curriculum to ensure that they are covered and covered in an appropriate way, and the third is in developing appropriate pedagogies that will help students learn and practise such skills.

The discussion also noted the low level of higher order skills demonstrated by students moving from study to the world of business.

8 STEM+ Education – Science, Technology, Engineering and Mathematics are viewed by an increasing number of countries as critical and central to their education development plans. How can governments and the private sector work more closely together to attract and engage the interest of a greater number of STEM students; and what mix of STEM and creative subject matter is most likely to lead to successful outcomes?

Participants in this workshop noted the critical shortage of STEM students and teachers and the same time as the importance of STEM expertise in managing the effects of climate change and developing new sources of energy. Each of these areas also has critical importance for future economic development and is therefore of critical importance to governments and countries.

Michael Gove spoke of what technology can do for learning and pointed to three key areas:

“First, technology has the potential to disseminate learning much more widely than ever before. Subjects, classes and concepts that were previously limited to a privileged few are now freely available to any child or adult with an Internet connection, all over the world.”

“Second, just as technology raises profound questions about how we learn, it also prompts us to think about how we teach. Games and interactive software can help pupils acquire complicated skills and rigorous knowledge in an engaging and enjoyable way. Adaptive software has the ability to recognise and respond to different abilities, personalising teaching for every pupil. With the expert help of a teacher, students can progress at different rates through lessons calibrated to stretch them just the right amount.”

“Third, technology brings unprecedented opportunities for assessment. Teachers can now support pupils’ learning by assessing their progress in a much more sophisticated way, and sharing assessments with pupils and parents. Each pupil’s strengths and weaknesses can be closely monitored without stigmatising those who are struggling or

embarrassing those are streaking ahead. Teachers can adjust lesson plans to target areas where pupils are weakest, and identify gaps in knowledge quickly and reliably.”

Mr Gove described his ambition for technology in education saying “we want a modern education system which exploits the best that technology can offer to schools, teachers and pupils. Where schools use technology in imaginative and effective ways to build the knowledge, understanding and skills that young people need for the future. And where we can adapt to and welcome every new technological advance that comes along to change everything, all over again, in ways we never expected.”

Official Close

Following opportunities to visit the floor BETT, the Education World Forum 2012 closed with a commitment to continue the support for development and action through the various organisations present, and with the announcement of the dates for the next event and confirmation that the UK government is again willing to host Education World Forum in 2012.