



Council of Ministers of Education, Canada
Conseil des ministres de l'Éducation (Canada)

Quality Education for All Young People: Challenges, Trends, and Priorities

REPORT OF CANADA

**Prepared for
The Council of Ministers of Education, Canada**

**In response to the International Survey in Preparation for the
Forty-Seventh Session of the International Conference on Education
Geneva
September 8–11, 2004**

Prepared by Tobin Associates

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Introduction

1. The 47th session of the International Conference on Education (ICE), organized by UNESCO, will take place in Geneva from September 8 to 11, 2004, under the broad heading of “The Development of Education” with the specific discussion theme of “Quality Education for All Young People: Challenges, Trends and Priorities.” To support the work to be undertaken at this conference, each country has been asked to prepare a national report. These national reports serve not only as important sources of information about the development of education in the world but also as useful references on education systems, policy developments, and innovative ventures for the use of decision makers, educational researchers, and teachers in UNESCO Member States.
2. For the 47th ICE, UNESCO requested two reports, the first of which was to focus on the changes in a country’s education systems since the 46th ICE in 2001 and be presented in a collective document entitled *The Education System at the Beginning of the Twenty-First Century*. For this report, the Council of Ministers of Education, Canada decided to refer readers to the “Country Dossier for Canada” on the International Bureau of Education Web site, *World Data on Education* (address listed under General Sources at the end of this report) because the dossier provides the current information that best responds to UNESCO’s request. This report, *Quality Education for All Young People: Challenges, Trends and Priorities*, is the second of the two reports requested.
3. Considerable international attention has been focused on “Education for All” and the expansion of basic education services. At this year’s ICE, it is the implications for secondary education that are to be considered first and foremost — in terms of qualitative expansion and greater access, but also in relation to other crucial aspects such as the scope, function, quality, and relevance of secondary education systems.
4. ICE will be discussing the issue of educating young people (aged between 12 and 18 to 20 years, depending on the end of secondary education). The themes of the report reflect the themes of the debates for the conference: education and gender equality; education for social inclusion; education and competencies for life; and quality education and the key role of teachers. The three major axes around which the work of the conference is organized are social cohesion, the construction of peace, and education for sustainable development. In the outline for the national reports, education for sustainable development is treated as a topic for a section of the paper.
5. In the preparation of this report on quality education for all young people, the greatest possible variety of information has been included. Reference has been made to legislation, policy, structures, delivery mechanisms, curriculum, partnerships, teaching tools, research, consultative papers and a myriad of other sources to provide the widest possible perspective on the topics presented. The Sources section at the end of this report provides an extensive list of references to the original documents where the reader can find greater detail.

6. In Canada, with ten provinces and three territories responsible for education, it is clearly impossible to outline the policies, programs, and priorities in each jurisdiction related to providing quality education for all young people. The examples in this report serve as illustrations of the pan-Canadian attention that is being paid to social inclusion, competencies for life, the role of teachers, and sustainable development. Much more can be learned by visiting the Web sites of each of the Canadian departments or ministries of education, which are listed in the Sources.

Education in Canada

7. Canada — a vast country stretching across the northern half of North America from the Atlantic Ocean to the Pacific Ocean and north to the Arctic Ocean — is a confederation of ten provinces and three territories. Within its federal system of shared powers, Canada's *Constitution Act, 1867*, provides that “[I]n and for each Province, the Legislature may exclusively make Laws in relation to Education, . . .” Thus, while there are a great many similarities in the provincial/territorial education systems across Canada, they each reflect the diversity of the region's geography, history, and culture. Responsibility for education at all levels is vested in provinces and territories.
8. The federal government's department of Indian and Northern Affairs Canada (INAC) is responsible for the elementary and secondary education of Registered Indian children living on reserves, either through First Nations-operated schools on the reserves, provincially administered schools off the reserves, or federal schools operated by INAC on the reserves. The department also provides financial assistance (through administering authorities such as First Nations councils) to eligible Registered Indian students in postsecondary education programs, and it funds some programs designed for First Nations students at both First Nations and other postsecondary institutions. Educational services for Registered Indians in the Yukon and both Registered Indians and Inuit in the Northwest Territories are provided by the respective territorial governments. Registered Indians and Inuit in northern Quebec receive educational services from Quebec under the *James Bay and Northern Quebec Agreement*. First Nations children and youth living off reserves are educated in the public elementary and secondary schools in their cities, towns, and communities.
9. The federal government also provides education and training to those who serve in the Armed Forces and the Coast Guard, and to those inmates serving time in penitentiaries and other institutions of Correctional Service Canada.
10. The historical and cultural events, culminating in confederation in the 19th century led a century later to Canada's adoption of the *Official Languages Act* (1969, revised in 1988). This act establishes French and English as the official languages of Canada and provides for special measures aimed at enhancing the vitality, and supporting the development, of English and French linguistic minority communities.
11. Across the country, according to the 2001 Census, 67 per cent of the population speak English only, 13 per cent speak French only, and 18 per cent speak both English and French. English is the mother tongue of about 59 per cent of the population, while French is the mother tongue of 23 per cent. In Quebec, 41 per cent of the population speak both languages, while another 54 per cent speak only French. In other provinces, the proportion of those who speak both languages is lower — for example, in New Brunswick, 34 per cent; in Ontario, 12 per cent; in Manitoba, 9 per cent. Education is available in either official language in Quebec and New Brunswick, and in other provinces and territories wherever numbers warrant.

Elementary and Secondary Education

12. Each province or territory has a ministry or department of education that is responsible for providing elementary and secondary education free to all Canadian citizens and permanent residents until the age of 18. At the local level in all provinces and territories, members of school districts (or school boards, or school divisions, or the District Education Councils in New Brunswick) are elected by public ballot. The powers and duties of these “trustees,” defined by provincial/territorial legislatures, are fairly consistent throughout Canada. Their authority usually includes the operation and administration (including financial) of the schools within their board, staffing responsibilities, enrolment of students, implementation of the provincial/territorial curriculum, and initiation of proposals for new construction or other major capital expenditures.
13. The ages for compulsory schooling vary from one jurisdiction to another, but most require attendance in school from age 6 or 7 to age 16. All provinces and territories also offer one-year kindergartens for 5-year-olds, which are operated by local education authorities. In addition, some jurisdictions provide early childhood services, including preschool programs or junior kindergarten. In most jurisdictions, elementary schools provide the first six to eight years of compulsory schooling, after which most children/adolescents go on to the secondary level where they can choose from a variety of programs leading to apprenticeships and the job market or to further studies at colleges and universities.
14. The first two years at the secondary level usually offer a core of compulsory subjects supplemented by some optional subjects. In the final two years, there are fewer compulsory subjects so that students can choose more optional courses in specialized programs that prepare them either to enter the job market or to meet the entrance requirements of the postsecondary college, university, or institution of their choice. Students who pass the required number of both compulsory and optional courses graduate with a Secondary School Diploma. For example, in Ontario since September 1999, students must complete 30 credits during the four-year secondary school program — 18 compulsory and 12 optional. They must also pass the Ontario Secondary School Literacy Test in order to graduate.
15. The point of transition from elementary to secondary school varies from jurisdiction to jurisdiction. Some school boards break up the elementary-secondary continuum by grouping kindergarten to grade 5, 6, 7, or 8 in elementary schools, or grades 6–8 in middle schools, or grades 7–9 in junior highs, and the remaining grades in secondary schools. In Quebec, general secondary education includes grades 7 to 11, and either at the beginning of grade 10 or after completing grade 11, a certain number of students continue on in vocational education. Those who receive their secondary school diplomas can continue their studies in a public or private college. The varying transition points in elementary/middle/secondary school in each of the jurisdictions are illustrated in the chart below.

16. Most public schools accommodate special-needs students (the physically or mentally disabled or the gifted) in various ways, whether in separate programs and classrooms or in a regular classroom where they follow the regular program but receive additional support and assistance.
17. Private or independent schools provide an alternative to publicly funded schools in many provinces or territories, but they must meet the general standards prescribed by the relevant ministry/department of education. In most cases, they follow closely the curriculum and diploma requirements of the ministry/department of education, except that they function independently of the public system and charge tuition fees. In Ontario and Quebec, private institutions that offer credits toward the secondary school diploma must follow the curriculum and diploma requirements of the Ministry of Education. Some provinces — Alberta, British Columbia, Manitoba, Quebec, and Saskatchewan — provide some form of financial assistance to these schools. While the public education system is coeducational, that is boys and girls in the same classroom, several of the private schools offer education for boys or girls only.

Postsecondary Education

18. In the graduating year of secondary school, students may apply to a college or a university, depending on the region and on their qualifications. Quebec students must obtain a college diploma if they want to proceed to a university program. The Quebec public colleges, called “collèges d’enseignement général et professionnel” or “Cégeps” are free to all students; they offer both general programs that lead to university admission and vocational programs that prepare students for the labour market. In all other provinces and territories, and in Quebec private colleges, students pay tuition fees for college programs and courses.
19. Postsecondary education is available in both government-supported and private institutions. Colleges such as technical and vocational institutions, community colleges, Cégeps, and others offer programs varying in length from six months to three years. These programs serve to train and develop students’ knowledge and skills for careers in business, the applied arts, technology, social services, and some of the health sciences. In general, colleges award diplomas or certificates, not academic degrees. Some colleges and technical institutions, in cooperation with business and industry partners, offer diplomas in applied arts and sciences, such as professional development services, or they offer specialized programs in high-technology areas.
20. The British Columbia and Alberta community college systems allow students to complete either a diploma program or two years of academic course work toward a bachelor’s degree. Some students may decide not to continue, but others have the opportunity to complete the third and fourth years at a university-college or university to earn a degree. Only the universities may grant graduate degrees. In other provinces, students must have their completed college courses evaluated for equivalency in order to receive credit when they apply for admission to a university.

21. In Canada, most universities offer three-year or four-year programs leading to bachelor's degrees, depending on the program. Universities, in some provinces, grant a general Bachelor of Arts (B.A) or a Bachelor of Science (B.Sc.) degree after three years, but require a fourth year (or four years in total) of specialized study for an honours degree (H.B.A. or H.B.Sc.). Other provinces require four years of study before granting either a general or an honours degree; in Newfoundland and Labrador, for instance, a general degree is completed in four years (40 courses) and an honours degree in five years. The larger universities offer a complete range of programs; others are more specialized and have developed specific areas of excellence. Along with a few specialized institutions that are not campus-based, some offer courses and programs through distance education, whether by correspondence or by telecommunications.
22. It is possible to pursue specialized advanced studies through three levels — from the bachelor's degree to a master's degree and on to a doctoral degree — at those universities that offer graduate studies and degrees. To achieve a master's degree, students pursue one or two years of further study, depending on whether their undergraduate degree was a general or honours degree. Some institutions require the student to produce a thesis or to work through a professional practicum for the master's degree. For the doctorate, students spend three to five more years, usually researching, writing, presenting, and defending a thesis, in addition to attending seminars and a specified number of courses. Professional schools, such as engineering, law and medicine, are available in most provinces and offer a variety of specializations.

Council of Ministers of Education, Canada

23. The Council of Ministers of Education, Canada (CMEC) was formed in 1967 by the provincial/territorial ministers of education to provide a forum in which they could discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces/territories with national education organizations, the federal government, foreign governments, and international organizations. CMEC provides a national voice for education in Canada and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels.
24. Additional information is available at the following Web sites:
<http://www.cmec.ca/>
<http://www.educationcanada.cmec.ca>
<http://www.cicic.ca>

Structure and Organization of the Education Systems

Levels within elementary-secondary schools, by jurisdiction

Newfoundland and Labrador	P	1	2	3	4	5	6	7	8	9	10	11	12		
Prince Edward Island ¹	P	1	2	3	4	5	6	7	8	9	10	11	12		
Nova Scotia	P	1	2	3	4	5	6	7	8	9	10	11	12		
New Brunswick – English	P	1	2	3	4	5	6	7	8	9	10	11	12		
New Brunswick – French	P	1	2	3	4	5	6	7	8	9	10	11	12		
Quebec – General	P	P	1	2	3	4	5	6	7	8	9	10	11		
Quebec – Vocational											10	11	12	13	
Ontario ²	P	P	1	2	3	4	5	6	7	8	9	10	11	12	
Manitoba	P	P	1	2	3	4	5	6	7	8	9	10	11	12	
Saskatchewan	P	P	P	1	2	3	4	5	6	7	8	9	10	11	12
Alberta	P	P	P	1	2	3	4	5	6	7	8	9	10	11	12
British Columbia	P	1	2	3	4	5	6	7	8	9	10	11	12		
Yukon	P	1	2	3	4	5	6	7	8	9	10	11	12		
Northwest Territories	P	1	2	3	4	5	6	7	8	9	10	11	12		
Nunavut	P	1	2	3	4	5	6	7	8	9	10	11	12		

P	Pre-elementary, not universally available
P	Pre-elementary, universally available
	Elementary/Primary
	Junior high/Middle
	Senior high
	Secondary

1. Prince Edward Island introduced its pre-elementary program in 2000-2001.
2. 2002-2003 is the last year for the Ontario Academic Course (13th year of high-school).

Source: Statistics Canada and Council of Ministers of Education, Canada. Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program 2003 (Toronto, Ontario: Canadian Education Statistics Council, 2003), 172.

Education and Gender Equality

25. Gender equality has become an integral part of education across Canada in three significant ways:
 - Policies have been developed and implemented.
 - Gender equity principles and content have been assimilated into curriculum, teaching practice, and school management.
 - Gender-based access and achievement have been measured.
26. Gender equality has a legislative base in **Canada**, with the *Canadian Charter of Rights and Freedoms* (being Part I of the *Constitution Act*, 1982) and the *Human Rights Code* of all the provinces and territories prohibiting discrimination in education and employment on the basis of gender.
27. In the *Gender Equity Policy and Guidelines for Implementation* from **Saskatchewan Education** (1991), gender equity is defined as the provision of equality in opportunity and the realization of the equality of results for all students, based on individual aptitudes, abilities, and interests, regardless of gender. It is this understanding that has been the basis of the practice in all the educational jurisdictions across Canada. A few of the jurisdictional policies and curriculum initiatives will be outlined as examples.

Policy Directives

28. The **Saskatchewan** policy cited above provides a wide-ranging illustration of the system-wide application of the principles of gender equality. It begins with a statement of the basic principles — that all students have the right to a learning environment that is gender-equitable, that the different ways that males and females learn should be respected equally, that language is important for including both genders and giving them equal status, and that achieving gender equity requires cooperation among students, teachers, educational organizations, and communities.
29. To underline that gender equity must be an integral part of all aspects of the educational system, the directives include guidelines and policies for curriculum development and resource materials, for instructional and assessment practices, for the school environment, for student development, for the school and the community, and for monitoring progress toward gender equity goals.
30. This policy statement is included as part of each curriculum outline so that it maintains currency and relevance for educators and administrators.
31. In the **Yukon**, the *Resource Book for Yukon Teachers* cites the work that the department of education did with the Women's Directorate to issue the *Gender Equity Policy for Public Schools* in 1996. This was followed by an implementation plan aimed at helping students, staff, administrators, department staff, school councils and boards, parents, and the community at large develop high standards of education for all.

32. **Prince Edward Island** has a statement that encompasses gender equity within the broader realm of diversity, an approach that is used by many of the jurisdictions. Diversity/Equity Education is seen as fostering understanding of the diversity within communities and society, that is, diversity of age, ability, ethnicity, gender, language, lifestyles, religion and spiritual beliefs, class, sexual orientation, and values. Education focused on diversity and equity promotes commitment to and engagement in equity through raising awareness, critical analysis, and actions designed to challenge prejudice, discrimination, and other abuses of human rights, either by individuals or institutions.
33. The applications of this principle in the schools include
- creating an inclusive learning environment in which all students feel valued, physically and emotionally safe, and stimulated to achieve their full potential;
 - providing opportunities for all students to develop self-esteem and to value each others' attributes and contribution;
 - encouraging students to question their own assumptions and beliefs, and to appreciate the perspectives of others;
 - helping students develop the skills to critique and challenge examples of prejudice and discrimination that they witness in school or in the community.
34. As demonstrated by the scope of these statements, gender equality in education in Canada is an essential component of the all-encompassing goal of education, reflecting one of the wider axes around which the work of the 47th ICE will be organized — that of social cohesion. Through mutual understanding and respect for the individual and for differences, societies are drawn together.
35. Financial support for gender equity policy is illustrated in the Gender Equity Program in **British Columbia**, which was established to promote gender equity in the school system and to combat bias and stereotyping in curricula and programming. As part of this program, grants have been awarded since 1992 to support gender-equity initiatives in research and awareness, curriculum development, learning resources, and professional development, to encourage girls and women to study math, science, and technology, and to provide career mentorship programs for girls.
36. The analysis of the performance differences of males and females on provincial tests in **Alberta** shows very few gender differences in test results, which leads to the conclusion that there are no systemic gender biases in any of the diploma course curricula — a result from the work that Alberta has done to implement gender equity in educational content and delivery.

Curriculum Initiatives

37. The Ministry of Education in **British Columbia** has developed *Cross-Curricular Outlines* to encourage education that is relevant, equitable, and accessible to all learners. The scope of these statements reflects many of the following themes that the 47th International Conference on Education (ICE) will be tackling in its sessions:
- Applied focus in curriculum
 - Career development
 - English as a second language
 - Environment and sustainability
 - Aboriginal studies
 - Gender equity
 - Information technology
 - Media education
 - Multiculturalism and anti-racism
 - Science-technology-society
 - Special needs
38. The *Cross-Curricular Outlines* are part of each and every integrated resource package for all subjects in the B.C. curriculum and they guide school and classroom organization and planning and practice.
39. The statement on Gender Equity stresses the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as of boys and men. The initial focus is on girls to redress historic inequities, with the understanding that the inclusive strategies, which promote the participation of girls, will also reach the boys who are excluded by more traditional teaching styles and curriculum content.
40. Both principles and strategies for gender-equitable education are presented. For example, teachers are encouraged to choose a variety of instructional strategies such as cooperative and collaborative working groups, opportunities for safe risk-taking, hands-on work, and opportunities to integrate knowledge and skills by bringing together such topics as science and communication. Lessons are to be designed that explore many perspectives, use different sources of information, and refer to both male and female experts. Other strategies outline the use of inclusive, parallel, and gender-sensitive language and the modelling of non-biased behaviour.
41. **Saskatchewan** offers models putting gender equity at the centre of specific curricula. In a course called Wellness 10, teachers are provided with guidelines for gender-sensitive teaching, guidelines that are to be applied in all classroom settings, supplemented with some very specific questions about their assumptions and practices for this specific course. The teachers are asked to consider whether their behavioural expectations and discipline practices are the same for both boys and girls, whether both genders are required to carry their own equipment, take on the roles of typist and recorder for written assignments, and whether they are taught that all physical activities are gender-neutral.

42. As well as broad guidelines concerning gender equity, a number of jurisdictions have integrated direct teaching about gender equity into the curriculum. For example, in Applied Skills 11 in **B.C.**, part of the course content is “Exploration of an Idea: Gender Equity.” The instructional strategies include having the students define gender bias, research and examine visual evidence of this, research ways in which gender bias is perpetuated, role-play both appropriate and inappropriate behaviours, and design a code of ethics to support equity.

Gender, Access, and Achievement

43. The *Report of the Pan-Canadian Education Indicators Program 2003 (PCEIP)*, prepared by **Statistics Canada** and the **Council of Ministers of Education, Canada**, provides some measures of access to secondary school based on the age of the students. Enrolment at age 16, the last year of compulsory education in most jurisdictions, was above 90 per cent in 1999–2000 for most jurisdictions. For 17-year-olds, in all jurisdictions other than Ontario and Quebec, the enrolment rates range from the mid-70 per cent to mid-80 per cent, except in Newfoundland and Labrador, where enrolment was at 95 per cent. Students at age 17 are typically in the last year of secondary school. (In Quebec, the typical student in the final year of secondary school is 16 years of age, whereas in Ontario, at the time of this report, students in their final year of secondary school were more likely to be 18 years of age.)
44. According to PCEIP, the pan-Canadian graduation rate in 2000 was 78 per cent, with 83 per cent of girls graduating and 73 per cent of boys, which means that graduation rates had increased since 1995, and the gender gap had narrowed, showing that some progress had been made. Comparing 20-year-old secondary school leavers (those who were not enrolled and had not completed the requirements for a secondary school diploma) showed that 15 per cent of males and 9 per cent of girls were in this category.
45. The *Report of the Pan-Canadian Education Indicators Program 2003* presents the results of national and international studies that have been conducted in the last few years, including the Programme for International Student Assessment (PISA) by the Organisation for Economic Co-operation and Development (OECD), the Third International Mathematics and Science Study (TIMSS), and the Student Achievement Indicators Program (SAIP) conducted by CMEC. PISA 2000, which focused on reading, revealed that 15-year-old females performed better than their male counterparts in all provinces. However, gender differences in mathematics and science performance, as measured in the other studies, were slight.
46. SAIP 2002, the pan-Canadian assessment of writing skills, confirmed the PISA 2000 results. Girls consistently performed better than boys at almost all levels in both age groups. The measures reflect a five-level scale representing a continuum of the knowledge and writing skills acquired over the span of the students’ elementary-secondary school experiences in Language Arts. Thirteen-year-olds are expected to function at Level Two, and 88.5 per cent of the females and 78 per cent of the males reached this level or higher. At Level Three, the difference was greater, with 50 per

cent of the 13-year-old females functioning at this level or higher in contrast to 34.3 per cent of the boys.

47. Sixteen-year-olds were also tested, with similar results. Level Three is their expected level of functioning, and results showed that 69.4 per cent of the girls and 52.9 per cent of the boys achieved this level or higher. The Level Four results show 26.9 per cent of 16-year-old girls and 17.9 per cent of 16-year-old boys able to perform at Level Four or higher.
48. These assessments confirm what is now recognized as an international phenomenon in many cultures and languages, namely that girls demonstrate reading and writing skills at a significantly higher level than boys. Educators are facing the challenge of improving the literacy skills of boys overall. Many efforts are being made at the elementary levels with early intervention programs, such as the recent New Brunswick commitment to provide specialized training in reading to all elementary teachers, strategies to improve achievement of boys, and increased funding for the purchase of reading materials for elementary schools. Ontario has released the report of the Expert Panel on Students at Risk in Ontario, entitled *Think Literacy Success*. This focuses on adolescents from grades seven to twelve (ages 13 to 18) and provides a framework for embedding high literacy standards and effective literacy standards across the curriculum. A companion document outlines instructional strategies. The role of research is essential in tracking the impact of these strategies, policies, and resources.
49. In many cases, females outperform males on significant indicators of system performance, such as school completion rates and transition to postsecondary programs. The gap between the two genders has been widening for over a decade. The value of data monitoring is evident in this case, as it could have brought attention to the trend in a more timely fashion. It remains to be seen, however, whether these improved indicators translate into advancement for females in other aspects of their lives.

Education and Social Inclusion

Introduction

50. Diversity, equity, and inclusion have long been crucial principles in Canadian legislation, as well as in social and educational policy. A recent report, *Diversity in BC Schools: A Framework* provides a comprehensive context for the integration of these principles in education in **British Columbia**, a context that holds true for education across Canada. Although there is no legislation that refers to diversity, ethical and legal principles are based within legislation such as the *Canadian Charter of Rights and Freedoms* (1982) and the provincial and territorial legislation governing human rights, multiculturalism, and employment equity.
51. As outlined in the *B.C. Framework*, diversity refers to the ways that we are different from each other. Some of the differences may be visible (race, ethnicity, gender, age, ability), while others are less visible (culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background). Equity and inclusion refer to the ways in which these differences are treated — the recognition of the different beliefs, customs, practices, languages, behaviours, and physical differences, complemented by the participation of all and appreciation of all contributions.
52. Each of the provincial and territorial school systems has a mandate to provide learning for all, so that the differences among learners do not impede their participation in school, their mastery of learning outcomes, or their ability to become contributing members of society. Within every society there are vulnerable groups who, for a variety of reasons, require special attention, programs, and supports. In this report, the populations discussed in terms of social inclusion in the educational system are youth, immigrant students, and students with special needs.
53. The provision of education built on social inclusion makes enormous demands on the systems — demands on the people, structures, and resources. *For the Love of Learning*, the 1994 report of Ontario's Royal Commission on Learning stressed that the schools were encountering growing difficulty in responding to the increasing needs of children and youth, and that both teachers and students needed more support. The other jurisdictions in Canada would agree with this need for greater allocation of resources — and with the necessity of tracking their effectiveness. The Canadian Teachers' Federation has stated that inclusion of some of these challenged children in regular classrooms can have both positive and negative effects on the learning of other children. The Federation believes that inclusion is not always the best or the only response to the needs of all challenged children. As a result, the impact of inclusion on the learning of other children in the classroom must always be considered and addressed.

54. In many of the jurisdictions, the first choice is the inclusion of all students in regular classrooms, with the provision of support, training, specialized curriculum, and resources. This chapter will look at the challenges, policies, programs, and materials that have been developed to guide and facilitate the social inclusion of vulnerable groups. Each jurisdiction realizes that more resources, more funding, and more support for the classroom teachers are necessary as the demands continue to increase.

Aboriginal Education

55. The 2001 census showed that almost 1,000,000 people identified themselves as an Aboriginal person — that is, as a North American Indian, Métis, or Inuit — a number that represented 3.3 per cent of the population. The figures also showed that the Aboriginal population was much younger than the non-Aboriginal population, with a median age of 24.7 years compared to 37.7 years. Of even greater consequence for education, children aged 14 and under represented one-third of the Aboriginal population in 2001, which meant that Aboriginal children represented 5.6 per cent of all children in Canada.

The Challenges

56. There is a recognition in all educational jurisdictions that the achievement rates of Aboriginal children, including the completion of secondary school, must be improved. Studies have shown that some of the factors contributing to this low level of academic achievement are that Aboriginals in Canada have the lowest income and thus the highest rate of poverty, the highest rate of drop-outs from formal education, and the lowest health indicators of any group. The Canadian Teachers' Federation has made this issue one of their top priorities.
57. A 1998 report from the Department of Education in **New Brunswick**, *High School Graduation: The New School Leaving Age. The Findings and Recommendations of the School Leaving Age Task Force* puts forth a quite dismal picture of the state of Aboriginal education. The report highlights low academic performance, much higher drop-out rates, and unacceptable levels of performance on provincial assessments. The marginalizing of Aboriginal students is compounded by difficult family, social, and economic situations, which negatively impact on their chances for educational success. New Brunswick has begun to address this through Native cultural awareness initiatives that enrich programming for all students and foster pride and positive presence for First Nations students in particular. New Brunswick continues to develop appropriate curriculum and learning resources to ensure teachers are equipped with strategies to accommodate varied student learning styles, and to develop and implement a plan to intervene in and prevent early school leaving of Aboriginal students.
58. These needs and the challenges outlined in New Brunswick have been recognized across Canada. Education ministries and departments in every province and territory have been working, in cooperation with their Aboriginal populations and leadership, to improve Aboriginal inclusion and success. Each jurisdiction has developed and implemented policy, set up working partnerships with Aboriginal populations, and

introduced curriculum initiatives to address the needs of Aboriginal learners and to integrate Aboriginal perspectives and content into the wider curriculum.

59. The information on policy and its implementation is presented to demonstrate the values and beliefs that underlie the education of Aboriginals in Canada, specifically the policies of inclusion and of respect for diversity. ICE also wants to take into consideration any special measures that adapt education to include vulnerable groups, as well as how they are part of mainstream education at the same time. Through the management and delivery of education, modifications to curriculum, the training and support of teachers, and collaboration with the Aboriginal community, the provinces and the territories in Canada have responded to these challenges. However, it is also widely acknowledged that much more needs to be done.

Policy into Practice

60. The wide scope of the initiatives undertaken in **Alberta** demonstrates the serious commitment to the inclusion of Aboriginal learners in the system and in the curriculum that is the basis of the activity in all the jurisdictions. The 2001 census of Canada revealed that the population reporting Aboriginal identity in Alberta numbered 156,220, representing over 6 per cent of the provincial population. (All the following population numbers are from the 2001 census and include populations living both on and off reserves.)
61. In 1999, Alberta Learning initiated an extensive public consultation process, involving over 5,000 participants, which set the foundation for the development of the *First Nations, Métis and Inuit Education Policy Framework* released in 2002. In this document, Alberta Learning committed to proactive collaboration and consultation with First Nations, Métis, and Inuit parents and communities, and other key education, government, and community stakeholders to implement learner-focused strategies that would
- increase knowledge and understanding of all Albertans about First Nations, Métis, and Inuit governance, history, treaties and Aboriginal rights, lands, cultures, and languages;
 - provide First Nations, Métis, and Inuit learners with access to culturally relevant learning opportunities and quality support services;
 - develop ministry capacity to address First Nations, Métis, and Inuit learners' needs effectively;
 - report progress on the achievement of expected long-term outcomes for First Nations, Métis, and Inuit people, and other Albertans.
62. In May 2003, *A Progress Report* was issued that highlighted many of the successes resulting from the implementation of the policy, as follows:
- Aboriginal language courses are being taught, and others are being developed.
 - The first provincial program in *Aboriginal Studies*, developed in partnerships with Elders, educators, and ministry staff, deals with First Nation and Métis history and with contemporary history with an Aboriginal perspective.

- Aboriginal historical, cultural, and spiritual content has been integrated into the revised social studies program, and work is ongoing to include Aboriginal perspectives in all subject areas including fine arts, physical education, literacy, and science.
 - Amiskwaciy Academy, a partnership between Alberta Learning and the Edmonton Public School Board, is dedicated to the needs of Aboriginal secondary school students. The Academy enriches the curriculum by offering programs, courses, and supports that reflect Aboriginal traditions and values.
 - Alberta Learning also provides funding for the Rainbow Spirit Project operated by Edmonton Catholic Schools. This program involves teacher professional development, development of curricular resources, and exposure to Aboriginal culture.
 - In partnership and collaboration with six Regional Consortia, Alberta Learning is developing a training manual and delivering sessions that will assist school staff, central office personnel, school councils, and school boards to develop a better understanding of, respect for, and appreciation of Aboriginal cultures and to improve the school-community learning environment for Aboriginal learners.
 - In order to improve the assessment of the educational attainment of Aboriginal learners, a voluntary Aboriginal ancestry question has been included on registration forms for the elementary-secondary and postsecondary systems. Information for the measurement of system effectiveness and programs/services will be compiled.
63. The same consultative process underlay the development of the policy and the action plan for Aboriginal education initiatives in **Saskatchewan**. In the 1995 publication, *Indian and Métis Education Policy from Kindergarten to Grade 12*, four principles were established to guide the development of education for and about Indian and Métis peoples. They focused on the opportunities for Indian and Métis people “to participate in the planning, design and delivery, and, where applicable, co-management of the system at all levels”; the reflection of Indian and Métis “learning styles, language and world view... in curriculum, programs, teaching methods, and climate in the schools” they attend, the “coordination of efforts” by all involved — governments, educational authorities, and local communities, and “programs to improve the success of Indian and Métis students...focused primarily at the school community level.”
64. Building on these principles, the Aboriginal Education Provincial Advisory Committee renewed its *Action Plan for 2000–2005*. The Action Plan recognizes that efforts were still necessary to ensure that more Aboriginal students complete grade 12 and go on to postsecondary studies. The Plan also acknowledges such accomplishments as the heightened awareness at the school level of the special needs of Aboriginal students and the partnerships, projects, and policy that have been put in place.
65. One of the key messages in the Plan is that a more equitable system and widespread knowledge of Aboriginal peoples and their history and culture would benefit all Saskatchewan students, not just the schools with substantial Aboriginal populations. The recommendations focus on four main areas of change at the school level:

- Cultural affirmation and school climate in which schools promote the well-being of each individual and community by affirming the cultures, traditions, languages, spirituality, and world views of all the students;
 - Shared decision making with Elders, parents, the community, educators, and governments;
 - Provision for the training and support of teachers to integrate Aboriginal content and perspectives as part of the entire curriculum;
 - Lifelong learning that respects diverse perspectives on learning and recognizes education as a multifaceted process that occurs continuously, in and beyond school.
66. The population reporting Aboriginal identity in Saskatchewan numbers 130,190 and represents 13.5 per cent of the population. In the neighbouring province of **Manitoba**, the numbers are very similar, with 150,040 or 13.6 per cent of the Manitoba population reporting Aboriginal identity.
67. To serve this population in **Manitoba**, the *Aboriginal Education Action Plan* was approved by the Aboriginal Issues Committee of Cabinet of the provincial government. The objectives are to increase secondary school graduation rates, increase access to and completion of postsecondary education, increase successful entry into and successful participation in the labour market, and improve the research base for Aboriginal education and employment. Among the priority actions are improving the kindergarten to secondary school system through improved pedagogy, increasing parent and community involvement, and increasing the number of Aboriginal teachers. Ongoing work to implement the Action Plan has seen the integration of Aboriginal perspectives into the elementary and secondary school curriculum and the support that allows school divisions to offer locally developed programs that target academic success for Aboriginal students. In addition, special initiatives have been developed for Aboriginal students in the system-wide programs for career development, entrepreneurship, and apprenticeship.
68. Recently in 2003, the Manitoba Department of Education issued *Integrating Aboriginal Perspectives into Curricula: A Resource Guide for Curriculum Developers, Teachers and Administrators*. Aboriginal perspectives from both historical and contemporary points of view are recommended, recognizing that Aboriginal perspectives apply to the learning experiences of all students.

Working Together

69. **British Columbia** has a population of 170,025 Aboriginal peoples, almost 4.5 per cent of the population. As a result of the policy and of legislative and conceptual changes in Aboriginal education in British Columbia over the past several decades, Aboriginal communities are now exercising increased influence over the formal education of their children. To provide a framework to ensure that the needs of Aboriginal communities are reflected within schools, Aboriginal Education Enhancement Agreements were developed. The process involves shared decision making, communication, and building of collaborative relationships.

70. In 2003, the Ministry of Education issued *Aboriginal Education Enhancement Agreements: A Guide for Success* as a resource guide for school districts and Aboriginal communities seeking to establish formal agreements. The Enhancement Agreements (EAs) are designed to enhance the educational achievement of Aboriginal students, highlighting the importance of academic performance and the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to the EAs is the requirement that school districts supply strong programs on the cultures of the local Aboriginal peoples on whose traditional territories the school districts are located.
71. The participants in the EA process include local First Nations organizations, local agencies and organizations such as friendship centres, Métis organizations, and Aboriginal parent organizations, parents, caregivers, Elders, students, school trustees and councils, district and school administration staff, teachers, Aboriginal support workers, and language and culture teachers. The strengths of the agreements are communication, cooperation, and flexibility in moving toward a shared goal. The B.C. focus on managing by results has shown improvements — in completion rates, in the number of graduates, and in students' performance on provincial exams.
72. In 1975, the *James Bay and Northern Quebec Agreement* created school boards in northern **Quebec** that serve the people living in the specified northern communities. For example, the Kativik School Board serves the 14 communities of Nunavik in the extreme north of the province. The Kativik School Board is governed by a Quebec provincial law entitled *The Education Act for Cree, Inuit and Naskapi Native Persons*, giving the School Board the exclusive jurisdiction in Nunavik to provide preschool, elementary, secondary, and adult education as well as the responsibility for developing programs and teaching materials in Inuktitut, English, and French, to train Inuit teachers to meet provincial standards, and to encourage, arrange, and supervise postsecondary education.
73. Kativik School Board programs must meet the objectives prescribed by the Quebec Ministry of Education. However, the content and language levels have been adapted for Inuit second language learners. The Board receives its operating funds from both the province of Quebec (75%) and the federal government (25%), with all monies channelled through Quebec and administered by the Board.
74. The language of instruction from kindergarten to grade two is Inuktitut, the mother tongue, and then parents may choose either French or English immersion programs for the remainder of the school years. Beginning in the 2004–2005 school year, Inuktitut instruction will be extended to include the third grade throughout the Kativik School Board. The Inuit language and culture continue to be taught throughout elementary and secondary school.
75. The Cree School Board in Quebec has similar jurisdiction and responsibility for education within specified Cree communities. Reflecting the approach of the Kativik

School Board, the Cree Board bases their education on the belief that the Cree language and culture are the root of the Cree education system.

76. The First Nations Education Council (FNEC) is an organization that represents 22 Quebec Aboriginal communities. Through a partnership that the FNEC established with the federal government departments of Industry Canada, Indian and Northern Affairs, and Health Canada, a videoconferencing network has been launched in FNEC member communities. With 14 systems in place, the project builds from the acquisition of equipment to helping the communities use videoconferencing as a tool for services to the schools and the communities themselves.
77. Quebec has 79,400 residents, about 1 per cent of the population, reporting Aboriginal identity.
78. **Prince Edward Island** (PEI) also has about 1 per cent of the population reporting Aboriginal identity, totalling 1,345 people. In 1997, the Department of Education in PEI established the Aboriginal Education Committee to discuss strategies to assist Aboriginal students in achieving their potential. The membership of the Committee underscores the collaborative and consultative approach, with representatives from the First Nations, PEI Native Council, Mi'kmaq Family Resource Centre, PEI Aboriginal Women's Association, University of PEI, Department of Education, Royal Canadian Mounted Police, and Island schools and school boards.
79. Aboriginal people in **Nova Scotia** number 17,015, almost 2 per cent of the population. The Mi'kmaq Services Division of the Department of Education collaborates with Mi'kmaw Kina'matnewey Education and the Band Chiefs on educational initiatives and issues to improve the quality of education for on-reserve and off-reserve Mi'kmaw students. Part of their mandate is to ensure that all students and teachers have the benefit of antiracism education and that programs, resources, and learning materials are developed to provide information and promote understanding of the Mi'kmaq and their history, heritage, language, and contributions to society. A Mi'kmaq Studies course has been developed.

Curriculum Initiatives

80. The integration of Aboriginal content and perspectives into curriculum is beneficial to both Aboriginal students and the student population as a whole.
81. **Nunavut** has the population with the largest percentage of people reporting an Aboriginal identity — of the 29,000 people located in 25 communities scattered across two million square kilometres in the north east of Canada, 22,000 are Inuit, that is, 83 per cent of the population. About 47 per cent of the population is under 19 years of age, compared to 26 per cent for Canada as a whole. The distribution of such a small population over this vast land greatly impacts the costs of education and the services available in each community.

82. Retention rates for secondary school completion are about 50 per cent, with a 25 per cent graduation rate. However, the number of secondary school graduates has been improving over the last ten years. The grade extension program in which community schools have been gradually expanded to include grade 12, the final year of secondary school, has been successful, and an increasing number of students have recognized the importance of completing secondary school to obtain a diploma. The tracking of the ages of secondary school graduates has indicated that the average age of students who graduate is being reduced — an additional sign of progress. Transition and student support programs have been particularly effective in reducing drop-outs and preparing students for education beyond the secondary level, as many of the graduates attend institutions in the south of Canada.
83. The Nunavut Department of Education has a mandate to produce bilingual graduates — Inuktitut and English — in an education system that is culturally relevant. Until recently, education was offered in Inuktitut only for the early years and then students had to abruptly change to English, disadvantaging them on many levels. To encourage secondary school completion, both language and cultural issues are being addressed. The “language of instruction initiative,” announced in 2002, provides an additional \$2 million annually for resource and curriculum development. An essential component of this is the recording of the oral legends, stories, and history so that they can become the basis of the resources.
84. Geography has also had an enormous influence in the **Northwest Territories** (NWT), which has a land mass of 1.2 million square kilometres and only 32 communities. Those reporting Aboriginal identity numbered 18,725 people, which is just over 50 per cent of the population. Many of the communities outside of the capital of Yellowknife have populations that are almost 100 per cent of Aboriginal origin, although of different groups. Recognizing the differences of all these groups means that the NWT has six official languages in addition to English and French.
85. Recognizing that 60 per cent of students did not complete secondary school, NWT extended its offerings of secondary school courses to 95 per cent of the communities so that the students can continue to study and graduate without having to leaving friends and family. On-line learning is being implemented as part of this initiative. As the highest drop-out occurs at the grade 10 level, new curricula are being developed for subjects like science and mathematics to focus on applications to the trades and occupations rather than only on the academic stream.
86. Central to teacher training in the NWT, as described in *Teacher Induction: A Program for Beginning Teachers*, is the concept of “culture-based education” defined as education that reflects, validates, and promotes the values, the world views, and the languages of a community’s cultures. The students are expected to gain a strong cultural identity as a foundation, to be knowledgeable about their history, traditions, values, and language, and to become comfortable in various cultures. Teachers are expected to incorporate the community culture with local materials and local experts, to work in partnership with parents, and to be part of the community in which they are

teaching. The schools are to support these activities, respect the various cultures and ways of learning, and provide Aboriginal language programs as well as wide-ranging professional development for the teachers.

87. Under agreement with **Alberta**, both **Nunavut** and the **Northwest Territories** have approval to use the Alberta program of study and provincial examinations, as and where appropriate. Both territories revise the content to reflect their own realities.
88. **Yukon's** population of 30,000 live in one urban and 16 rural communities. The traditional territories of 14 First Nations lie within Yukon boundaries, and the First Nations population of 6,540 represents 23 per cent of the population. The Yukon Native Language Centre (YNLC) is a training and research facility that provides a range of linguistic and education services to Yukon First Nations and to the general public. The Council of Yukon Indians, now the Council of Yukon First Nations, began the project in 1977, with continuous funding by the Government of Yukon. YNLC offers training and certification for Yukon's Aboriginal teachers, with staff and Elders developing and teaching the courses.
89. In addition, YNLC develops instructional and learning materials for all Yukon Aboriginal groups, including a curriculum guide, language lesson booklets and tapes, dictionaries and reference materials, and most recently, interactive computer materials and a CD. Working with Elders, the Centre documents Yukon Native traditions, oral history, and personal and place names. At the elementary and secondary school level, the Department of Education in Yukon follows the B.C. curriculum, which allocates 20 per cent of the curriculum to be designed for local relevance. The *First Nations Curriculum Project* emphasizes Yukon First Nations culture and language, including class fish camps, Elders and artists in the school, and storytelling, all of which are integrated within appropriate aspects of the core curriculum.
90. The *Resource Book for Yukon Teachers*, 2003–2004, prepared by Yukon Education, supports the inclusion of First Nations perspectives to benefit all students in a multicultural society. As well as using teaching strategies that build upon the knowledge, culture, learning styles, and strengths that First Nations students possess, teachers use curriculum that concentrates on positive images of First Nation people, reinforces their beliefs and values, and includes both current and historical issues.
91. Yukon, along with Nuna vut, the Northwest Territories, and the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba have adopted the *Common Curriculum Framework for Aboriginal Language and Culture Programs, Kindergarten to Grade 12* from the Western and Northern Canadian Protocol. This document guides schools wishing to develop curricula, learning resources, or strategies dealing with Aboriginal languages. The curriculum guidelines are based in Aboriginal traditions and ways of knowing and interacting with the world, with the lead taken by Aboriginal educators and Elders in the development of the principles, procedures, and assessment practices.

92. The new **Manitoba** social studies curriculum (currently under development) places significant emphasis on Aboriginal perspectives at every grade level, from kindergarten to secondary school completion. The curriculum is based on the *Western and Northern Canadian Protocol for collaboration in basic education: Common Curriculum Framework for Social Studies*. The WNCP Framework development process includes Aboriginal representatives from each of the participating jurisdictions as full and equal partners. The Manitoba curriculum includes learning objectives at every grade level that are related to Aboriginal culture so that all Manitoba students can learn about Aboriginal perspectives. As well, in the *Common Curriculum Framework for Aboriginal Language and Culture Programs*, distinctive learning outcomes for Aboriginal students have been developed for each grade from Kindergarten to grade 12, which are intended to enhance Aboriginal language, culture, and identity.
93. In the previous section, Education and Gender Equality, mention was made of the Cross-Curricular Outlines developed by **British Columbia**. A similar outline was developed for First Nations Studies that explains their importance and outlines the value of their inclusion for all students and in all subject areas, followed by examples of ways to include First Nations studies in such courses as drama, home economics, technology, and physical education.
94. **Ontario**, the most populous province in Canada, had 188,315 people of Aboriginal heritage in 2001, accounting for less than 2 per cent of the province's population. The province's extensive elementary and secondary school curricula in Native Studies and Native Languages are offered as options. In describing the place of Native Studies in the secondary school, the curriculum documents state that "Canada is the land of origin for Aboriginal peoples, and the history of Canada begins with them. As the first people of Canada, Aboriginal people are unique in Canada's mosaic. Thus, exploration of the development and contributions of Aboriginal societies is central to an understanding of the social fabric of this country."
95. Five levels of courses in Native languages are offered in some Ontario secondary schools, in seven different languages. The Native Studies curriculum in secondary school begins with a course on Expressing Native Cultures, which examines Native cultures through an exploration of art forms. The next level offers a course in Aboriginal Peoples in Canada, looking at both history and contemporary life. The higher grades provide courses in Contemporary Aboriginal Voices, Aboriginal Beliefs, Values and Aspirations in Contemporary Society, Aboriginal Governance, and Issues of Indigenous Peoples in a Global Context. Teachers are urged to use a variety of teaching techniques and resources linked to the Native communities.
96. In **New Brunswick**, a newsletter has been developed, *Aboriginal Education: Practical Suggestions for Teachers*. The content includes curriculum resources, teaching approaches, classroom experiences, student achievements and involvement, descriptions of Native practices and beliefs, and extracts from research and curricular documents. The goal is to be both practical and inspirational in supporting the teachers of New Brunswick. The Mi'kmaq and Maliseet populations of New Brunswick total 16,990,

which represents 2.4 per cent of the population.

97. **Newfoundland and Labrador** has an Aboriginal population of 18,780, which is 3.7 per cent of the total population of the province. Two schools for Aboriginal students have been built in Labrador. One of them is in Natuashish, a new community for a population that has faced many difficulties in the past. One of the greatest challenges was education, so for the 2003–2004 school year, a new educational approach has been implemented. The students are grouped on an ability platform, with consideration for age — but age is no longer the determining factor. Class sizes are dramatically reduced, with instruction oriented to a theme structure using strategies to accommodate visual learning. Teachers receive professional development for teaching social skills, positive school and classroom management, suicide prevention, non-violent crisis intervention, and the development of individual student programming. Teachers focus on an individual literacy and math program and measure progress in terms of the student's reference point at the beginning of the school year.
98. The complexity of the challenges to improve both the inclusion of and the achievement of Aboriginal students has been met with energy, funding, and creative responses that reflect the realities of the Aboriginal populations of each of the provinces and territories. Progress has been made, but much remains to be done. The principles and mechanisms of inclusion are established — the focus is on educational attainment.

Immigrant Students in a Multicultural Society

99. According to the 2001 census, Canada is becoming a more multicultural and multilingual society, having absorbed thousands of immigrants whose mother tongue is neither English nor French. In 2001, almost 5,335,000 individuals, that is, 1 of every 6 people, reported a mother tongue other than English or French, which marks an increase of 12.5 per cent from 1996, an increase three times greater than the growth rate for the population as a whole.
100. Between 1996 and 2001, more than 1.2 million immigrants came to Canada, and almost half of them settled in Toronto. Three Canadian cities — Toronto, Vancouver, and Hamilton — constitute half of the six cities in the world with the most diverse populations. Overall, in completing the census question on mother tongue, Canadians reported more than one hundred languages.
101. Although the federal government is responsible for immigration policy, to date it has played only a minimal role in addressing the resettlement issues affecting immigrant children and youth. Current interventions are limited to language training and the job-market-related needs of adults.

The Challenges

102. The Canadian Teachers' Federation (CTF) has developed an overview of some of the special issues related to integrating the children of immigrants into schools:
- The children arrive with an array of previous educational experiences — ranging from regular attendance and literacy in their first language to no schooling and no literacy in any language.
 - Students arriving in Canada, especially older youth, sometimes have difficulty acquiring adequate English/French language skills, which may affect future employment and educational opportunities.
 - Cultural differences in expectations between schools and families, misunderstandings arising from language and customs, and the myriad problems that arise simply from relocating to a new country, let alone from the trauma of what they may have encountered in their previous homeland.
103. The CTF points out the services required both for teachers (in-service training) and for the families, including translation and interpretation, counselling, and techniques for including the newly arrived parents in the education of their children.
104. Integrating immigrant children into the existing education systems of the provinces and territories involves establishing policies embodying the principles of diversity, equity, and multicultural education as part of the daily classroom and school environment, as

well as adapting the curriculum and providing teacher supports that address students' real needs, especially for language learning. It is within these approaches to socially inclusive education that the provincial and territorial initiatives related to immigrant students will be explored.

Policy and Planning

105. The 1998 **Quebec** Ministry of Education document, *A School for the Future: Policy Statement on Educational Integration and Intercultural Education*, reflects the themes of *Learning: The Treasure Within*, the report to UNESCO by the International Commission on Education in the Twenty-First Century, which underscores the importance of teaching students to live well together. These themes are echoed in the axes for discussion at the 47th International Conference on Education — social cohesion and education for peace.
106. The Quebec policy statement indicates the major approaches that the educational community should adopt in its efforts to integrate immigrant students and prepare the whole student population to participate in social interaction in a democratic, francophone, and pluralistic Quebec. It covers the entire educational spectrum in Quebec, all levels of education, and all types of institution. The document presents the realities of the diversity found in the student population in Quebec and the principles that should guide the accommodation of ethno-cultural, linguistic, and religious diversity. An overview of the tasks facing the school system acknowledges that, while much has been accomplished, much also remains to be done. The guidelines for action by the educational institutions specify the responsibility of school staff for integration, the learning and use of French, fostering a knowledge of Quebec's heritage and an acceptance of its shared values, the inclusion of diversity in the curriculum, teacher training and support, and school management.
107. The Plan of Action based on this policy fosters projects that diversify the models used for integration so that they respond to the varied needs of the students, especially those newly arrived in Quebec who are far behind in their schooling. The Plan has led to the Ministry's production of a video aimed at promoting the teaching profession to secondary school students from varied cultural backgrounds. The goal is to improve, in the medium term, the currently low representation of visible minorities in the education work force.
108. The Quebec Ministry of Education extended its focus on integration and intercultural education in a series of intercultural training sessions especially for new teachers in multi-ethnic schools. Held from January to June 2004, these sessions looked at intercultural communication; teaching in a multi-ethnic class; pluralism in the school system; links between the school, the families, and the community; citizenship education; encouraging the success of each student; and dealing with conflicts arising from value differences.

109. The **Manitoba** Department of Education and Youth issued *Multicultural Education: A Policy for the 90s* in 1992. Over the next few years, their efforts were focused on antiracism education and making the curricula more inclusive and responsive to diverse student populations. In October 2003, *Diversity and Equity in Education: An Action Plan for Ethno-cultural Equity* was released as a discussion document. This proposed action plan is part of a commitment to reduce inequities in educational outcomes for students of diverse origins and socioeconomic status. Coupled with this specific goal for social inclusion is the wider context — living in a diverse and pluralistic society means that students of all origins experience their schooling, necessarily, in a way that is culturally appropriate and relevant, that encourages social caring, and that challenges prejudice and discrimination.
110. The actions outlined fall into three categories:
- enhancing policy development and capacity-building in the Department of Education and Youth through increased support for heritage languages, renewal of the curriculum, and inclusion of more diverse voices on curriculum development teams;
 - enhancing school division and school capacity by developing resources to help teachers address the needs of ethno-cultural groups and their communities in all subject areas. Suggested titles for these resources are *Exploring Diverse Voices in Literature*, *Multicultural Mathematics*, and *Exploring Black History throughout the Curriculum*. A professional learning series on inclusive schools and teaching for teachers and administrators is also proposed;
 - building a more inclusive teaching force by encouraging more culturally diverse students to seek a career in education, and consulting with the universities and government bodies to develop provincial guidelines to facilitate the evaluation and certification of teachers with credentials from other countries.
111. As noted above, **Ontario**, especially the city of **Toronto**, has been the destination of more than half of the immigrants to Canada. In 1998, Ontario released the revised elementary school curriculum, incorporating expectations related to the broad areas of civics education, human rights, and discrimination. This was followed by the 1999 document, *Ontario Secondary Schools: Programs and Diploma Requirements Grades 9–12*, in which contributions of various cultural and linguistic groups, examination of diverse points of view, violence prevention, and human rights were integrated into the curriculum where appropriate.
112. As part of its *Cross-Curricular Outlines*, referenced in earlier sections of this paper, **British Columbia** includes a statement on “Multiculturalism and Anti-Racism Education” in which the value of multicultural and antiracism education is outlined, as is its content and suggestions for inclusion in the curricula for such subjects as fine arts, the humanities, mathematics, science, and physical education.
113. The B.C. approach, like that of other provinces, recognizes that all students are part of the multicultural mosaic and that all must, therefore, be part of this education. It also recognizes that its goals — enhancing understanding and respect for cultural diversity,

developing self-worth, respect for one's self and others, and social responsibility, providing equal opportunity for educational achievement by all learners regardless of culture, national origin, religion, or social class, and combating and eliminating stereotyping, discrimination, and other forms of racism — have special resonance for immigrant students.

Language Learning

114. The **Nova Scotia** *Guidelines for English as a Second Language (ESL) Programming and Services*, issued in April 2003, described the reality for many provinces. Nova Scotia, like other Canadian jurisdictions, is a diverse society with people from all parts of the world contributing to its social, cultural, economic, and linguistic fabric. This diversity is reflected in the school population, both in the contributions made and the needs that must be met. More students are coming from homes where languages other than English are spoken. Many students are unfamiliar with the Roman alphabet, let alone with Western traditions and cultural biases, history, and lifestyles. In consequence, services must include an orientation to society as well as the teaching of English. The arrival of refugees also increases the need for psychological and counselling support for personal, educational, or career issues to assist their integration into the school and the community.
115. The purpose of ESL programming and services in Nova Scotia is to provide students who require assistance in achieving English language fluency with educational opportunities that will enable them to develop their individual abilities. Providing these opportunities requires schools to address the many issues that challenge students in acquiring English language proficiency and achieving designated outcomes across the curriculum.
116. In terms of curriculum, the Nova Scotia Department of Education works with the education departments of New Brunswick, Prince Edward Island, and Newfoundland and Labrador in the Atlantic Provinces Education Foundation. (On March 3, 2004, the Foundation was replaced by a new council to promote regional cooperation, called the Council of Atlantic Ministers of Education and Training.) In such documents as *Atlantic Canada English Language Arts Curriculum for High School* and *Foundation for the Atlantic Arts Education Curriculum*, the inclusion of ethnicity and diversity and the teaching of English as a second language are integral parts of the curriculum. Newly arrived immigrant students are given intensive language education. As soon as they have reached the appropriate level, they are included in mainstream classrooms where they learn English as well as the subject matter. For this reason, all teachers are encouraged to be aware of the needs of the immigrant students, to use teaching strategies, resources, and practices that respond to the diversity of the classroom.
117. **Alberta** defines ESL students as those whose level of English language proficiency precludes them from full participation in the learning experiences provided in Alberta schools without additional support in English language development. The students receive enriched and supportive instructional programs that appropriately develop English language proficiency and provide access to the full range of curriculum and

services available to all students of Alberta schools. The ESL curriculum outlines five levels of proficiency and the content, supports, and outcomes expected at each level.

118. In **British Columbia**, ESL is seen as a transitional service rather than as a subject, and so ESL does not have a specific curriculum. Most of the students are recent immigrants to B.C., and some require special services such as trauma counselling. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. The methodology, the focus, and the level of engagement with the curriculum differentiates ESL services from the other school activities. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and the language. Others, who have reached a level where they need less support, are fully integrated into classes of the different subject areas. Research in British Columbia has shown that the students who have enrolled in ESL programs have higher rates of secondary school completion than other students in the system.
119. Heritage (international) languages are important for the immigrant students as well as the school population as a whole. The policies and practices for diversity in education point out that respecting the mother tongue language, original culture, and traditions of all students is essential to the self-image and the educational success of the students. The knowledge of additional languages is also an asset to every student. For example, the *Heritage Language Education Policy* in **Saskatchewan** underlines that, through teaching heritage languages in the regular education system, students receive a powerful message about the value and worth of heritage languages in Saskatchewan society. The policy delineates areas of responsibility, with the government providing the funding, the teaching tools and resources, curriculum guides, and in-service training, while the school divisions provide in-school courses and programs appropriate to their communities. In April 2004, **Alberta** launched the Second Language Initiative, which will require all students to take a second language from grades four to nine.
120. Reflecting Canada's multicultural policies and society, immigrant students are integrated into schools as part of mainstream education, either subsequent to or as a component of their learning English or French. Respect for and attention to diversity and inclusion are established so that their education can be as culturally relevant as possible. In a further move that lessens the possibility of exclusion or marginalizing, cultures and traditions from around the world are part of the curriculum and teaching practice in secondary education.

Students with Special Needs

The Challenges

121. Inclusion and special-needs education was the topic of a lengthy discussion among the ministers responsible for education at the March 2004 meeting of the **Council of Ministers of Education, Canada (CMEC)**. The basic principle that guided this discussion is that every child can learn and every child deserves the opportunity to learn and achieve to the furthest extent of his/her abilities.
122. In preparing for the meeting, each jurisdiction responded to a survey on inclusion/special needs education, part of which outlined the challenges that they were facing. The following were included in the list:
- staffing issues such as recruiting and retaining qualified staff and providing adequate staff training;
 - teaching issues such as the need for differentiated instruction, meeting the needs of students with special needs who are not eligible for special education support, difficulties in maintaining students with behavioural challenges in the regular classroom, and supplying the effective programming and supports in alternative settings;
 - programming and support issues such as the lack of resources, of services/placements and of ongoing treatment, the balancing of equity between rural and urban settings, and the need to focus on the needs of the students rather than their disabilities;
 - federal/provincial issues such as the ability to transfer funding between jurisdictions and immigration-related matters in which ESL, guidance, and resource services for new Canadians and refugees are limited to provincial resources, while immigration policy and flow are regulated by federal departments.
123. As part of the CMEC Meeting, a Statistics Canada presentation outlined the types of disability that are included in special needs.
- Physical disabilities:*
- difficulties with hearing, seeing, speech, mobility, dexterity;
 - asthma or severe allergies, heart condition or disease, kidney condition or disease, cancer, epilepsy, cerebral palsy, Spina Bifida, Cystic Fibrosis, and Muscular Dystrophy.
- Cognitive/Emotional disabilities:*
- difficulty learning (e.g., Attention Deficit Disorder, hyperactivity, ADHD);
 - developmental difficulties (e.g., Down syndrome, autism);
 - other emotional, psychological, behavioural conditions.
124. Although programs, services, supports, and resources are sometimes in need of improvement, inclusion of special-needs students in regular classrooms is part of the strategy in every jurisdiction in Canada, to varying degrees.

Policies and Guidelines

125. In 2003, **New Brunswick** issued *A Quality Learning Agenda Policy Statement on K–12: Quality Schools, High Results* in which the commitment to provide regular classroom settings for the inclusion of all students to the fullest extent possible was reaffirmed. As well, other flexible learning options are to be developed to ensure that diverse needs are being met, supported by the essential components of enhanced pre-service and in-service training for teachers to prepare them to work with students with a diversity of learning styles and capabilities. Central to this is a provision for increased research and assessment to identify needs, successes, and gaps in programming and support.
126. New Brunswick has already built up a large resource base dealing with issues in special education. For example, *Guidelines and Standards: Educational Planning for Students with Exceptionalities* sets out a detailed, consistent, and standardized method for the development and application of special education plans for an exceptional student. *Guidelines for New Brunswick Alternative Education Programs and Services* outlines the standards and practices for education programs and services designed for alternative settings that may be required by students who are at high risk for failure or dropping out. Others include *Best Practices for Inclusion*, and resources for identifying and teaching students with specific learning disabilities at the senior level.
127. **Nunavut** is also committed to inclusive education and places Inuit traditional knowledge as the basis of their policies and actions. Inclusion is the way that the Inuit have always welcomed and interacted with those in their communities who have a diversity of strengths and needs. Because of the territory's size, sparse population, and transportation difficulties, the provision of services is extremely difficult, but expertise and service specialists are brought in from other jurisdictions. For example, the Special Education/Student Support Committee of the Western and Northern Canadian Protocol brings together directors from the four western provinces and the three territories to discuss issues and develop projects in the area of inclusive schooling/special education. Within Nunavut, there is an interdepartmental committee that brings together the Department of Education with the Departments of Justice, of Health and Social Services, and of Culture, Language, Elders and Youth to develop projects that serve children and youth.
128. Within **Ontario**, as elsewhere, the provision of special education programs and services for youth rests within a legal framework that provides comprehensive procedures for the identification of exceptional students, for the placement of those pupils in educational settings where programs and services appropriate to their needs can be delivered, and for the review of this identification and placement. The 2001 publication *Special Education: A Guide for Educators* provides information about legislation, regulations, policies, program planning, and resources pertaining to the education of special-needs students for the use of administrators, teachers, consultants, and parents.

129. In **Quebec**, the policy articulated in *Adapting Our Schools to the Needs of All Students: Policy on Special Education* emphasizes the inclusion of students with special needs in mainstream classrooms, leading to the success of the greatest number. The success of students with handicaps, or those who have difficulties in adaptation or in learning, is defined differently and according to their specific needs and abilities. It is this individualized assessment of their needs and capacities that guides how these students are served. Inclusion in mainstream classrooms is the preferred choice, when it also supports learning and social inclusion. School boards may also set up classes that bring together only students with special needs, if that is judged to be the best method of supporting their achievement. To support this policy, documents such as *Individualized Education Plans: Helping Students Achieve Success: Reference Framework for the Establishment of Individualized Education Plans* and *Learning Difficulties: Reference Framework for Intervention* are provided for administrators, educators, and parents alike to guide their actions and choices.
130. In **British Columbia**, most students with special needs are to be integrated into regular classes. The policy is outlined in *Special Education Services: A Manual of Policies, Procedures and Guidelines*, a single point of reference regarding legislation and policy and program standards, so that school districts can develop programs and services that enable students with special needs to meet educational goals. The special education Web site provides a list of 30 topics in special education, such as Fetal Alcohol Spectrum Disorder, autism, assistive computer technology, and speech-language pathology. Under the headings are links to the guidelines and resources that have been developed to treat each topic.
131. The team approach to supporting students with special needs is used in every jurisdiction. One example in **British Columbia** is the Provincial Integration Support Program which involves a teacher, an occupational therapist, a physiotherapist, and a speech-language pathologist. These teams are mandated to assist schools throughout British Columbia in meeting the needs of students with multiple severe/profound physical and cognitive disabilities. The school team and the Integration Support team cooperate on goal-setting, teaching strategies, classroom planning, and ongoing support so that students may also be given the opportunity to learn in regular classrooms along with their peers. **Prince Edward Island** has issued a Minister's Directive that defines the roles and responsibilities of stakeholders in the provision of support as well as in assessment and intervention.
132. In response to a very particular need, two groups within the B.C. Coalition of People with Disabilities — the Wellness and Disability Initiative and the AIDS and Disability Action Program — published *HIV/AIDS Prevention Resources for Educators: Reaching Students with Special Needs*, which profiles programs and resources for students in grades 8 to 12.

Programs and Projects

133. The models and examples for the education of special-needs students vary according to the needs of the students, but they all aim at the provision of learning opportunities that enhance the success of all young people.
134. The **Newfoundland and Labrador** Department of Education has implemented two inter-related models for the development and delivery of supports and services to children with special needs. The *Model for Coordination of Service to Children and Youth* involves the government departments of Education, Health and Community Services, Human Resources and Employment, and Justice to ensure that services are coordinated. A key element of the Model is the Individual Support Services Planning (ISSP) process. When a child/youth is identified as having a need or being at risk, the ISSP process brings the child/youth, the parents, and all other service providers together to ensure seamless planning and delivery of service in school, at home, and in the community. The information on those receiving supports or identified as at-risk and gathered through individual child/youth profiles is collected in a database that enables analysis of the province-wide capacity to address these needs and identifies gaps in service provision on a regional basis.
135. The second component of the model, *Pathways to Programming and Graduation*, enables teachers to tailor curriculum to meet the individual strengths and needs of all students. *Pathways* provides the framework for an ISSP team to implement the accommodations and supports that a student needs and to describe the curriculum modifications and additional programming that may be needed. Implemented first at the senior secondary level, the *Pathways* model has resulted in an increased comfort level for teachers in programming for all youth, including those with special needs, and an increased awareness and clarity for parents around the specifics of their child's program.
136. In 1998, the **Alberta** government, implemented the Alberta Child and Youth Initiative, a collaborative partnership providing a forum for dealing with children and youth issues by using the expertise of the partnering ministries, communities, and Aboriginal people in developing strategies to ensure that Alberta's children and youth are safe, well cared for, healthy, and successful at learning. A component of this, the Student Health Initiative (SHI) was designed to improve access to and enhance the provision of integrated health and related support services for children with special health needs so that they can participate fully in education programs and be successful at learning. SHI was developed to permit school authorities, regional health authorities, child and family service authorities, the Alberta Mental Health Board, and other stakeholders to more effectively support the over 70,000 students with special health needs, including physical disabilities, developmental disabilities, neurological disorders, sensory impairments, medical conditions, and/or emotional and behavioural disabilities. Students, teachers, and parents have seen the benefits of this integrated system with its enhanced funding and focus.

137. **Alberta** Learning provides supports for special-needs students in other ways, including funding that has more than doubled in the last eight years so that school boards have increased flexibility in spending their funds to meet local needs. Students are assessed to determine educational needs, and if necessary, an individualized program plan is developed which may include:
- access to teacher assistants, occupational therapists, physiotherapists, or speech-language pathologists;
 - work in smaller group settings;
 - more individual attention;
 - assistance with personal care and at lunch and recess;
 - counselling support;
 - a special education consultant working with the teacher and teacher assistant to review and refine programming strategies.
138. The Department of Education in **Nova Scotia** outlines in *Public School Programs 2003–2004* the appropriate levels of adaptation to students with special needs. The manipulation of variables such as time, classroom organization, and evaluation techniques is encouraged to help meet individual needs, as long as the desired outcomes are not substantially altered. When this manipulation is not adequate to address student needs in the context of the prescribed curriculum, an Individual Program Plan (IPP) is devised. IPPs that are approved by the school board are recognized as credit courses and count toward a High School Graduation Diploma. Parents are also to be involved in and informed of decisions regarding the assessments designed for their children. In Nova Scotia, as in Alberta and the other jurisdictions, special funding is available to school districts and boards to assist with the costs of providing the programming and services to students with special needs.
139. The **Atlantic Provinces** Special Education Authority (APSEA) provides educational services, programs, and opportunities for students who are blind, visually impaired, deaf, hard of hearing, and deaf-blind. In Nova Scotia, New Brunswick, Prince Edward Island, and Newfoundland and Labrador, APSEA helps meet the specific needs of students with sensory disabilities through assessment, direct instruction, consultation, and provision of adaptive equipment and technology. In New Brunswick, the francophone sector of the education department provides similar services to francophone students as those provided through APSEA to students in the anglophone sector.
140. Inclusive schooling in the **Northwest Territories** implies that every student is in regular education and regular classrooms. With a small and scattered population, there is no option for alternative schools in communities. *Educating All Our Children: Toward Implementation* is a resource manual to aid educators in identifying the wide range of needs and planning and delivering programs.
141. The *Student Support Needs Assessment* was designed to examine the extent of the need for student support and the degree to which this need is being met. In completing the needs assessment, NWT teachers indicate the number of students needing one or more

supports, and the proportion of students receiving those supports. Although about 74 per cent of the students who need additional support are receiving one support or more, this leaves 26 per cent who are not being reached.

142. In addition, teachers report that the classrooms are typically characterized by what are better described as risk factors than special needs. Poor attendance, tardiness, under-involved parents, below-age expectations for organizing work, focusing and staying on task, personal concerns interfering with learning, and lack of basic learning prerequisites of sleep and food all have major implications for student needs and the resources to meet them. These all become special needs in that they put the students at risk of not completing their education.
143. In **Yukon**, students with special needs are educated, as far as is practicable, in the least restrictive and most enabling environment. In practice, this means that these students are educated in regular classrooms with appropriate program modifications to meet their needs. The Department of Education provides leadership and support through policy development, teacher resources, and block funding to schools and the one school board. Yukon schools develop school-based programs to address the educational needs of all students. When inclusion is not possible, a small number of specialized resource programs provide alternative environments for students who are unable to profit from education in more traditional settings. These include:
- resource programs for students with the kind of intellectual impairments that require life-skills programming;
 - programs for students with multiple handicaps;
 - resource programs for students with severe emotional/behavioural difficulties;
 - the educational component for students in the Young Offenders Facility operated by Youth Services for young people in secure custody.
144. The government put in place additional funding and increased collaboration among departments so that all students at risk of not succeeding could be served.

Teacher Training and Support

145. As mentioned in the introduction to Social Inclusion, the greatest responsibility for implementing the policy of inclusive education falls to the classroom teachers, resulting in greatly increased demands on their time, attention, and flexibility. Because students with special needs may be in every classroom, the challenge for the school boards and educational authorities is planning and supporting those classrooms and teachers so that student diversity is valued, the potential of all students is realized, and teachers have the necessary assistance. Professional development is a crucial component of this support.
146. In **Prince Edward Island** (PEI), the Department of Education works collaboratively with the training institutes, school boards, teachers' organizations, and community groups to maintain and develop professional development opportunities. All teacher

candidates must take a course on “the inclusive classroom” during their education and an Inclusive Education Diploma is also available for post-degree-level training.

147. PEI in-service training includes workshops on using assistive technology, working with at-risk students, preparing practical behaviour plans, teaching reading, and adapting curriculum. In addition, schools are given substitute teacher days so that the regular staff can work with student service teams, individualized educational planning, and attend sessions on youth with Down Syndrome, Fetal Alcohol Syndrome/Effects, and learning disabilities. As part of the new provincial Autism Strategy, Prince Edward Island has also established model classes in school areas that are experiencing a high incidence of Autism Spectrum Disorder. This strategy allows for economies of scale in the delivery of services and, at the same time, provides teachers with the opportunity to garner experience in the delivery of programs to children with this syndrome.
148. In **Saskatchewan**, professional and para-professional pre-service and in-service training has evolved to align with the policy and effective practices that support inclusive education. All educators are required to take a course in inclusive education and a wide variety of post-degree courses are offered for those earning special education qualifications. The local school divisions and Saskatchewan Learning’s program for Assistance, Collaboration, Consultation, Evaluation, Support Services provide in-service training for teachers as well as for educational assistants.
149. In an example of the interjurisdictional cooperation that is common, **Nunavut**’s Department of Education and the Professional Improvement Committee of the Federation of Nunavut Teachers entered into an agreement with Memorial University in Newfoundland and Labrador to develop and deliver a five-course distance education certificate on student support services and inclusive schooling for Nunavut educators.
150. Every jurisdiction has developed or adapted numerous guides and resources to support the learning needs of special-needs students and the information needs of the teachers. To take just one example, the **Manitoba** Department of Education, Citizenship and Youth has produced a wide range of materials, many of which focus on the senior years:
 - *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years*
 - *Success for All Learners: A Handbook for Differentiating Instruction*
 - *Towards Inclusion: Tapping Hidden Strengths, Planning for Students Who Are Alcohol Affected*
 - *Towards Inclusion: From Challenges to Possibilities: Planning for Behaviour*
 - *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4*
 - *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years*
 - *Manitoba Speech-Language Pathology Outcomes Measure: An Implementation Manual for Speech-Language Pathologists and Administrators*
 - *Addressing Diversity through a Continuum of Instructional Supports*
 - *Towards Inclusion: School Based Planning and Reporting, A Framework for Developing and Implementing Annual School Plans and Reports.*

- *Unified Referral and Intake System*, a process for providing services to medically fragile students.
- *Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder*.
- *Children With Special Needs In School — A Guide for Parents, Families and Communities*

151. **Alberta Learning** issues *Effective Practices in Special Programs*, a newsletter providing a summary of current research on a topic and best practices from Alberta schools. The topics treated to date include transition planning, gifted and talented, assistive technology, early intervention strategies, professional development, and behaviour intervention programs.
152. In most situations, special-needs students are integrated into mainstream classrooms where there is provision of support for their needs and capabilities. The beliefs that every child can learn and that every child should have the best possible opportunity to learn to the greatest extent of his/her abilities are the basis for this practice. Departments and ministries of education, school boards, schools and, most of all, teachers work to make inclusion a positive experience for all learners. The greatest challenge is that the provision of supports is not always adequate to the complexity and the scope of the needs.

Education and Competencies for Life

Re-Thinking Secondary School Education

153. Educational jurisdictions across Canada — as part of their review of their entire educational system — are re-thinking and re-positioning secondary school in order to increase their emphasis on such issues as quality education, student success, partnerships, school-community links, transitions from school to work or higher education, and public accountability. The primary goal is the provision of quality education so that all can succeed.

Establishing Priorities

154. In the process of re-thinking secondary school education and establishing priorities, many jurisdictions have had access to wide-ranging consultation and to discussion documents. The suggestions, recommendations, and action plans resulting from these clearly indicate the major areas of challenge in secondary education. They also highlight the direction of the improvements.
155. In **Quebec**, education remains a government priority with the success of all students as the guiding light. Diversified and complementary solutions include the introduction of a new curriculum for secondary education, beginning in the 2005 school year, the strengthening of vocational and technical education, and a better articulation between the senior years of secondary school and technical and vocational education.
156. The **Nunavut** Department of Education focused on a very specific priority in commissioning a study into the “Language of Instruction,” with the objective of informing policy and planning for strong, vibrant, and rigorous language programs in schools, that would result in a bilingual (Inuktitut and English) population for Nunavut. The resulting 20-year language plan stresses community education and consultation, curriculum and resource development and, most importantly, training a new generation of teachers. The framework for instruction in both English and Inuktitut, the Inuit language, is supplemented by several models to meet specific circumstances in some communities.
157. As presented in *Manitoba K–S4 Education Agenda for Student Success 2002–2006*, the priorities for elementary and secondary education in **Manitoba** focus on accountability, openness, responsiveness, partnership, consultation, and research. The following priorities will be guiding the improvement of education:
- Improving outcomes especially for less successful learners;
 - Strengthening links among schools, families, and communities;
 - Strengthening school planning and reporting;
 - Improving professional learning opportunities for educators;
 - Strengthening pathways among secondary schools, postsecondary education, and work;

- Linking policy and practice to research and evidence.
158. In October 2003, **Alberta's** Commission on Learning submitted its final report to the government. By December 2003, the government had affirmed its support for 84 of the 95 recommendations, with nine others under further review. The recommendations were grouped in action areas to emphasize their scope and comprehensiveness. Among the recommendations listed under the action area "What students learn," a comprehensive province-wide strategy will be developed and implemented to ensure that 90 per cent of students complete secondary school within four years of starting. Under the action area "The schools we need," average class-size guidelines are to be established, and schools are to become the centre of a wide range of coordinated community services for youth. "Success for every child" is the action area with the greatest number of recommendations. The specific items reflect the ICE theme of social inclusion and emphasize the three populations reported on in this paper — Aboriginal students, special-needs students, and second language education. Achievement and reporting are the goals of "Making the grade," with an enhanced integration of technology as the outcome of "Technology plus." "Excellent teachers and school leaders" features recommendations concerning professional development, coaching, and other supports for teachers, principals, and superintendents. The final sections of the recommendations, "Good Governance" and "Investing in Our Children's Futures," detail initiatives in management, finance, and funding.
159. The **Nova Scotia** Department of Education document *Learning for Life—Planning for Student Success* resulted from conversations and consultations with parents, teachers, students, school board members, and taxpayers about what was working and what was not working in education. From this, the plan was developed to address concerns with education in the early years, and with ensuring the development of good reading, writing, and maths skills. As well, increased support for special-needs students, for providing teachers with the training, the tools, and the time they need, better communication with parents, enhanced parent involvement, and improved accountability were all outlined as goals, with the ultimate aim of helping students achieve better results.
160. New Brunswick's *A Quality Learning Agenda: Policy Statement on K–12: Quality Schools, High Results* features a comprehensive policy statement, with targets, objectives, and initiatives outlined. The focus is on raising academic achievement and excellence, improving quality teaching, and ensuring greater accountability of the school system to parents and students. New Brunswick's five key objectives are:
- Ensure students achieve at the highest standards of excellence;
 - Develop the whole child;
 - Promote strong, successful schools within involved communities;
 - Support successful transitions to further learning and training;
 - Ensure accountability throughout the education system.

The School in the Community

161. As a result of the *Task Force on the Role of the School*, the **Saskatchewan** government has developed a new vision for schools called School^{PLUS}, dedicated to providing public education in an environment of other human support services for children and youth. School^{PLUS} focuses on the school as the centre of its community and the hub of services and supports for the neighbourhood it serves. This is in response to a consensus throughout the province that the role of the schools has changed and they now have two functions — to educate children and youth and to support service delivery. The range of services include education, health, social justice, recreation, culture, and housing supports. Across the province, the provincial government departments of Community Resources and Employment, Corrections and Public Safety, Culture, Youth and Recreation, Government Relations and Aboriginal Affairs, Health, Justice, and Learning are working with provincial partners, Aboriginal organizations, community-based organizations, communities, and families to achieve School^{PLUS}.
162. In **Quebec**, the Ministry of Education and the Ministry of Health and Social Services signed an agreement in 2003 concerning joint services to better serve school age children and youth. The agreement, *Two Networks, One Objective: The Development of Young People* has three main areas of intervention: health promotion and prevention; support for youth in crisis; and support of handicapped youth. Under health promotion and prevention, the initiative *École en santé* (Healthy School) unites the school staff, the parents, and community partners to work together on six essential factors for the development of youth — self-esteem, social competence, making healthy choices, safe behaviour, the environment, and preventative services. This model will be evaluated over the next few years.
163. The **Northwest Territories** Department of Education, Culture and Employment in *Our Schools, Our Future: An Educational Framework* clearly articulates their commitment to culture-based education. While education must respond to the goals of the larger society, even more important are the particular goals of the communities and their residents. The framework endorses a holistic approach to learning that acknowledges the importance of all the levels of students needs — physical, emotional, social, and spiritual as well as intellectual.

Making Changes

164. In **Yukon**, a community education needs-assessment has just been completed, providing the Department of Education with guidance from school councils and First Nations on their short- and long-term needs and goals. Funding has already been allocated to respond to such needs as classroom materials, sports and outdoor equipment, shop equipment, computers and technology equipment, and funds or supplies to support First Nations cultural activities. In the longer term, the key priority areas identified were First Nations languages and cultural content, youth at risk, importance of Yukon College, and stronger links between schools and the College.

165. Between 2001 and 2003, the **British Columbia** Ministry of Education invited public comment on a series of proposals for a new Graduation program to outline the expectations for secondary school completion. They issued the new program for those entering grade 10 in 2004. Students have more choice in elective areas, more flexible learning opportunities, and school boards have more opportunities to develop courses and programs that respond to local needs. A new planning course encourages students to explore a range of career options, plan for their future, and develop skills in such areas as employability, healthy decision making, and financial management.
166. In 1997, **Quebec** initiated a profound renewal of the education system, involving revision of the curriculum for all levels, from kindergarten to secondary school. The changes have already been implemented at the preschool and elementary school levels, with those for secondary education to be in place in 2005. To ensure consistency in the overall approach and practice, other improvements have been made in the models for student evaluation, course and program approval processes, teaching materials, and the regulations for school and classroom practice. Enhancing student success is the goal of all these reforms.
167. The law concerning public instruction was modified in 2002 to make it obligatory for school boards to develop a strategic plan and for each school to create a plan for success. Tools for planning and for accountability are provided to help schools define for themselves their policies, objectives, processes, means, results, and evaluation strategies — it is acknowledged that the schools themselves can best understand and respond to their individual conditions and communities. School boards report at regular intervals and the schools report annually, with all plans and reports made available to the public.
168. *The Ministerial Panel on the Delivery of Education in the Classroom in Newfoundland and Labrador* has led to many improvements in the classrooms. For example, new English and mathematics courses are now integrated into secondary schools, including special courses for students with differing abilities and interests; issues of recruitment and retention of teachers have been addressed; professional development opportunities have been extended and three days have been added to the school year to allow for additional in-service training; and new tools and publications for public accountability have been provided.

Flexible Learning and Life Skills Development

169. Respect for the diversity of learning styles, needs, and measures of success is fundamental in education in Canada and has been demonstrated in the policies and practices outlined in the preceding pages. As part of the re-thinking of secondary education, the curriculum and the delivery of learning have been modified and expanded to provide the best possible chance for success to each and every learner. As a key example of curriculum change, what has taken a central role is competency-based learning, which puts more emphasis on what students can do and on matching skills to the work place. To support the development of competencies and skills, students in secondary school have access to more flexible opportunities outside the classroom that provide a better grounding in the capabilities that they need to perform in the workplace, in higher education, and in their personal lives and their communities.

Flexibility in Structure and Delivery

170. **Yukon** has opened up alternative paths so that their youth will have more opportunities to succeed, pursue their educational and career goals, and ultimately become successful at work and in the community. The initiatives announced in March 2004 include
- opening an alternative school for school-aged students who have dropped out of the regular education system;
 - paying tuition for secondary school students to take courses or programs at Yukon College, giving rural students more options to complete their diploma, participate in trades programs, and move on to postsecondary education;
 - creating a promotional campaign to provide more information on career options in the trades and technologies.
171. **Nova Scotia** has developed a program of co-operative education for secondary school credit which includes an in-school learning module, community-based co-operative education placement, and subsequent activities that reflect on the learning acquired through the experience.
172. As part of its *Quality Learning Agenda*, the **New Brunswick** Department of Education works with the public, the private, and the not-for-profit sectors to expand programs that foster career awareness, exploration, decision making, and workplace skill development. Among the specific activities, agreements are set up with the New Brunswick Community College system that permit secondary school students' experience and skills to be recognized for credit, and all secondary schools are striving to provide practical work-based opportunities to all students.
173. **Alberta** Learning developed a sequence of courses for secondary school students who, for a variety of personal, societal, and school-related reasons, have met very little success in school and are likely to drop out. The courses have also been adapted for use in the **Northwest Territories**. These courses begin at the concrete level, enabling

students to understand the need for academic knowledge as it applies to job success. Core subjects are set within a functional, life skills, and applied context, and the reading levels are appropriate for the learners. As well as conveying essential competencies for life in the home, workplace, community, and education, the courses enable the students to obtain a sense of success and achievement. The students are then equipped for the more advanced level of courses or to move directly into the workforce in some areas of employment.

174. **Prince Edward Island** has a provision for the development of individual learning plans where the student is encountering learning challenges that cannot be met through the regular curriculum and delivery. The initiative may be of short or long duration, and the involvement of the parents and, where appropriate, the students is essential. These individualized plans may be used with students with special needs, at-risk students, those with disruptive behaviour, or in other circumstances where they are seen to be in best interest of the learner.
175. Locally developed curriculum, whether initiated by the school or by the student, is used in **Manitoba** to respond to local needs. The school professional staff lead the development of the School-Initiated Courses, which must meet the requirements of the Department of Education and may be shared across the province. The Student-Initiated Projects are set up by the student with the assistance of the professional staff, who also evaluate the learning and award credit. Students initiate courses in areas of their special interests that are not met by the secondary school curriculum. In addition, students can “challenge for credit” in courses where they have developed competencies that meet course requirements based on life experience. Secondary schools also work collaboratively with colleges and universities to offer “dual credit” courses in which they earn course credit at both levels simultaneously.
176. Prior Learning Assessment and Recognition (PLAR) has been implemented at the secondary school level in **Ontario** so that regular day-school and mature students may obtain credits for the knowledge and skills that they have acquired, in both formal and non-formal ways, outside secondary school. This evaluation is done against the expectations outlined in the provincial curriculum policy documents.
177. Technology has also played an essential role in the provision of flexible learning opportunities. The Government of **Nunavut** has benefited from Industry Canada’s Computers for Schools Program in which refurbished computers are donated for use in classrooms, libraries, and Community Access Program sites. The computers are donated by governments and private sector sources and are refurbished by volunteers, with the first Nunavut workshop in refurbishing the computers being offered to the students in Iqaluit’s Inukshuk High School in partnership with students at a secondary school in Prince Edward Island. The computers are delivered to the schools through a massive effort of cooperation and voluntary service by public and private organizations that provide shipping, air freight, equipment, and even lab coats. And the computers are already being well used in collaborative learning projects initiated, designed, and implemented by teachers and students, resulting in the creation of Web sites that are

relevant to the curriculum and focus on activities carried out using the Internet. With funding from the SchoolNet GrassRoots Program, schools across Nunavut have produced almost fifty different Web sites.

178. In response to its geographic and demographic challenges, **Newfoundland and Labrador** has been innovative in finding solutions to the diverse needs of students. Since 1986, distance education has been offered through teleconference and print materials. In 2002, the Centre for Distance Learning and Innovation (CDLI) was launched to deliver on-line learning to elementary and secondary students. In the school year 2002–03, the Department of Education offered 18 secondary school courses on-line to 74 sites across Newfoundland and Labrador, with plans to triple the courses offered by 2005. CDLI courses are also offered to students in hospital or studying at home, and to adult learners for completion of secondary school certification. The Department has reached an agreement with technology companies that will provide a network to connect the schools and provide bandwidth speeds up to 20 times the current levels.

Flexibility in Content and Career Choice

179. As the need for skills for the workplace grows, changes are being made in secondary education to present technical and vocational education options more positively as leading to highly desirable and rewarding employment. Solutions have included working with industry, business, and other partners and the provision of career development content, counselling, and guidance services. One of the most important innovations is enhancing the profile and the status of technical education, college training, and trades employment. The non-university stream has been seen as “not quite as good,” but this perception has been changing as the both the workplace and education itself have changed.
180. In **Alberta**, *CAREERS: The Next Generation* is an industry-driven private/public partnership that enables students to explore career options through workplace internships, helps students make the links between their classroom education and their future careers, and promotes student awareness in specific fields where real opportunities exist for future jobs. The *CAREERS* programs include:
- Apprenticeship, Trades and Technologies — the Registered Apprenticeship Program allows students to attend school and work in a trade at the same time, earning secondary school credits, banking apprenticeship hours toward their first year apprenticeship, and being paid.
 - Health Services — provides the opportunity to work in a health care facility for six weeks during school breaks, receive secondary school credits, and get paid.
 - Information and Communications Technologies (ICT) — provides opportunities to work in the ICT industry or an ICT department for six weeks during school break, earning secondary school credits, and a salary.
181. In response to a need for greater support for career education and a wider diversity of secondary school courses, **Saskatchewan** Learning developed *Practical and Applied*

Arts: An Information Bulletin. Secondary school students can choose courses from the Practical and Applied Arts stream that cover everything from basic cooking skills to the latest in multimedia education. Career education is covered in courses such as *Life Transitions* and *Career and Work Exploration* and others that enhance specific entry-level employability skills and emphasize practical application with a balance of theory.

182. To complement the concept of career as involving both life in its broadest sense and work, the **Manitoba** Department of Education, Citizenship and Youth adopted the federal government tool, *Blueprint for Life/Work Designs*, as the provincial framework of learning outcomes for career development. The essential skills are determined to be personal management, learning and work exploration, and life/work building. The framework provides information on how to develop a career development program in a school, best practices, recommended resources, and tools. Most recently, the province has added a technical-vocational education initiative to respond to the increasing need for workers in the skilled trades. The initiative is aimed at improving both the learning opportunities and the perceived value placed on technical-vocational education.
183. **Nova Scotia** provides comprehensive guidance and counselling in personal, social, educational, and career domains. The program comprises guidance curriculum with structured classroom and group activities, life/career planning, and counselling and consultation on an individual basis. **New Brunswick** incorporates the use of career and educational portfolios so that the students can explore their goals, document their accomplishments, and prepare for specific job requirements or further education.
184. In **Prince Edward Island**, the Department of Education, Holland College, and Bluefield High School have collaborated to offer a select group of students a program called *Transitions*. The program focuses on essential skills during the first semester. Students then attend six-week-blocks in various technical and career programs at Holland College. The students are accompanied by a mentor, and their positive hands-on experience often leads to further development after completing this program. This initiative will be extended to other secondary schools in September 2004.
185. Almost all jurisdictions provide an on-line career information service. An illustration of this is the Achieve **B.C.** *Career Planning Tool*, with comprehensive information on career options, on skill upgrading, skill assessment tools, postsecondary options, and information on jobs, salaries, qualifications, and openings.
186. A recent report to the *OECD International Comparative Review of Policies on Information, Guidance and Counselling Services* listed the multiple career information, guidance, and counselling services that are typically provided for students in **Prince Edward Island, Quebec, and British Columbia** :
- career fairs
 - individual career counselling
 - access to career libraries
 - Internet sites

- mentorship and career programs
- career programs
- skills assessment/achievement recognition
- pre–employment programs for students with special needs
- external facilities such as information booths and electronic service points
- printed documents on training and careers, such as Choisir (Choosing) and Carrières (Careers)
- apprenticeship programs
- parent workshops
- intake and referral service
- career forums, exhibitions, and vocational training Olympiads
- computer–based programs, such as Repères (Benchmarks) and Choices
- testimonials and interviews from new arrivals in the labour market

Human Values Education

187. Instruction in human values, so that students develop a greater capacity for tolerance and intercultural dialogue, has long been a component of secondary school education. In these days of global tension, of corporate mismanagement, and of political disaffection on the part of youth, the messages of citizenship, mutual respect, and justice are even more important. While education increasingly emphasizes readiness for employment, human values education brings the message of wider social responsibility.
188. The **Council of Ministers of Education, Canada in collaboration with the Canadian Commission for UNESCO** prepared an extensive report in 2001, detailing citizenship, peace, human rights, and global education initiatives of the provinces and territories, the government of Canada, the universities, colleges, and nongovernmental organizations. *Education for Peace, Human Rights, Democracy, International Understanding and Tolerance: Report of Canada* also outlines how these values are promoted within the practices of educational institutions, responses to school violence that have been put in place, exemplary educational materials, and teacher training projects. Reflecting the same concern for social inclusion as the coming ICE conference, sections of the report looked at the education of vulnerable groups and education by, for, and about Aboriginal people in Canada. This Report remains a core reference for information on these initiatives.
189. Integration of human values education into secondary schools has been accomplished across Canada, accompanied by detailed curriculum documents and extensive resources. A number of nongovernmental organizations have also been important providers of human values resources. The Canadian Teachers' Federation believes that more can be done to enhance the worth of human values education to students. The perception of educational success is often narrowly based on subject matter that is easily measured. The challenge is to find ways to value curriculum that goes beyond that category.

Curriculum Guidelines

190. In the *Foundation Document for the Development of the Common Curriculum Framework for Social Studies Kindergarten to Grade 12* completed by the **Western Canadian Protocol** for Collaboration in Basic Education in 2000, the role of social studies is defined in part as "to help students...to become active and responsible citizens, engaged in the practice of democratic ideals." Specific goals emphasize that students must understand their rights and responsibilities in order to participate fully in society, value the diversity, respect the dignity, and support the equality of all human beings, and develop a sense of social compassion, fairness, and justice. The principles and goals of the *Framework* were used as the basis of curriculum development, teacher

training, and the provision of resources and tools specific to student needs at different levels in several of Canada's 13 jurisdictions — Northwest Territories, Nunavut, British Columbia, Alberta, Saskatchewan, and Manitoba — which are members of the Protocol.

191. The *Atlantic Canada Education Foundation Essential Graduation Learnings* document explicitly includes citizenship as an area in which secondary school graduates must demonstrate the knowledge, skills, and attitudes to assess social, cultural, economic, and environmental interdependence in a local and global context, with special attention to human rights, discrimination, and sustainable development. This document is prepared by the **Atlantic Provinces Education Foundation**, which has Newfoundland and Labrador, Nova Scotia, New Brunswick and Prince Edward Island as members. Citizenship education is also a component of the *Foundation for Atlantic Canada Social Studies Curriculum*.
192. In 2002, the **Quebec** Ministry of Education adopted its strategies for the internationalization of Quebec education, *Pour réussir l'internationalisation de l'éducation...une stratégie mutuellement avantageuse*. Based on collaboration and partnerships, the strategy fosters the integration of human and democratic values into the content and teaching activities, and aims to improve and facilitate student exchanges and the exchange of knowledge. In the broader reform of education, training programs were revised in order to include an intercultural and international component in as many courses as possible. Special emphasis was put on language training, with more teaching of second and third languages, and on geography, history, and citizenship education.
193. As a guide for the inclusion of human values in school practice, British Columbia's Ministry of Education published *B.C. Performance Standard — Social Responsibility: A Framework*. Expectations for student development are set out in four categories:
 - Contributing to the classroom and school community;
 - Solving problems in peaceful ways;
 - Valuing diversity and defending human rights;
 - Exercising democratic rights and responsibilities.
194. **Saskatchewan** Learning developed *Common Essential Learnings* to elucidate the learning outcomes that are common to all subject areas and so should be incorporated throughout the curriculum in relevant ways. In many of the themes of the *Common Essential Learnings*, essential human values are exemplified. Examples of approaches recommended to teachers include encouraging students to read, view, and listen to media that are representative of cultural groups with which they are not familiar and discouraging racial remarks about capacities, cultures, and ethnic backgrounds.
195. The **Nova Scotia** Department of Education supplies educational guidelines in social studies and other courses that reinforce the understanding and personal development essential to tolerance and intercultural dialogue. The first theme is educating for the respect and dignity of all persons, through exploring the contributions of perspective, of gender, and of race, ethnicity, and cultural diversity. The second theme is global

education and preparing students for life in an interdependent world. Students are helped to develop consciousness of their own perspectives and alternative vantage points, knowledge of global dynamics, an awareness of the state of the planet in terms of the environment and human responsibility, cross-cultural awareness, and values for the future and for human choices.

Resources

196. Resource materials for the teaching of human values came from a wide variety of sources and the Web site *Diversity Learning: A Gateway to Lesson Plans and Learning Activities* makes them accessible. The Web site has been developed by teachers and school-based administrators from the Canadian Association of Principals and the Canadian Teachers' Federation for teachers and others who work with schools to eliminate racism and support diversity. Resources available on credible Web sites in Canada and around the world are organized by learning outcomes and topics as well as by educational level under topics such as social studies, moral/religious education/ethics, and heritage/international languages.
197. In the mid-1990s, the **Ontario** Human Rights Commission developed an educational package, *Teaching Human Right in Ontario*, to be used as a resource for teaching the concept of respecting and protecting each others' rights, using real human rights cases in its illustrations and case studies. The **Alberta** Civil Liberties Research Centre, through its *Human Rights Education Project*, provides teaching materials that can be used in several subjects and levels, as well as an annotated on-line bibliography of Web sites for engaging students in social responsibility. In **Quebec**, the Centre des ressources sur la non-violence (Centre for Resources on Non-Violence) has a service for secondary schools focusing on education, conciliation, and consultation for peaceful interaction. The Educating for Peace Web site provides resources on conflict resolution, rights and responsibilities, and world issues and conflict for school use.
198. The major conclusion of the CMEC/UNESCO report cited above is that in the period under study, from 1995 on, the most noticeable trend was a much higher level of integration of the themes of peace, democracy, human rights, international understanding, and tolerance in both formal and non-formal education programs in Canada.

Quality Education and the Key Role of Teachers

The Declaration and Recommendations of the 45th ICE

199. In 1996, the theme of the 45th International Conference on Education was “Strengthening the Role of Teachers in a Changing World.” The ministers of education at that meeting issued a Declaration and a series of recommendations that stated their determination to raise the profile, autonomy, and responsibility of teachers, their support and training, and the social integration of schools. In preparing for the 47th ICE meeting, it is time to revisit the Declaration and its recommendations and to track the changes that have ensued in the role of teachers.
200. The vision of the Declaration concerning the role and status of teachers underscores the centrality of teachers to the education system, culminating in recommendations for comprehensive and integrated improvements to and support for their training, involvement, creativity, autonomy, motivation, and prestige within the system and society as a whole. Across Canada, educational jurisdictions are cognizant of the critical importance of each one of the actions that were recommended at the 45th ICE. Canadian educators contributed their expertise and experience to the development of the Declaration and the recommendations — and have continued their work toward those goals.
201. The accelerating rate of change in society has made the role of the teacher even more demanding since the time of the 45th ICE. Many of the challenges have already been outlined in this paper. Much more is being asked of teachers as both more socially inclusive education and competency-based education have evolved to respond to new social and economic pressures. Teaching practices, curriculum, and assessment practices have become both more demanding and more flexible at the same time. While responding to differing needs and capacities in the classrooms, teachers must also incorporate curriculum that integrates important societal messages and ensure that competencies are developed beyond the mastery of the subject matter. Teachers are, to a great degree, willing to accept and excel at their expanded roles, but also express an enhanced need for support, training, and resources.
202. Educational jurisdictions have responded to these needs in different ways — some of which have already been reported in earlier sections of the paper. For example, one of the most successful is placing the school as part of the larger community, drawing on other professional and individual resources, and establishing the school as a centre for community activity and lifelong learning. Examples of this include *School^{PLUS}* in Saskatchewan and in projects in Yukon, Nunavut, and the Northwest Territories outlined above. These initiatives recognize that the school and the teachers are at their most effective when they are working, as stated in the recommendations from the 45th ICE, “within the framework of strategies intended to ensure the relevance of, and equity

of access to, high quality education, to promote lifelong learning, and to make the school one of the main tools in achieving social cohesion and in training for democratic values and the culture of peace.”

203. Another of the recommendations of the 45th ICE concerned the active participation of teachers and all educational partners in the process of changing the education system. The input and participation of teachers, principals, parents, and students have been the basis of many of the reports cited in this paper that set new priorities and spending directions for their jurisdictions. The *Alberta Commission on Learning*, the *Manitoba K–S4 Education Agenda for Student Success*, and the newly constituted *Education Partnership Table* in **Ontario** are but a few examples of how this is being put into practice.
204. In line with the ICE recommendation on adopting measures to encourage educational innovation, **New Brunswick’s** *Innovation in Education* grant program provides financial resources to selected teachers’ projects that focus on innovation in the classroom, school, and the community. *Making a Difference* grants are available to New Brunswick school learning teams, which are undertaking an inquiry into how to improve teaching and learning in the secondary school years. The *Alberta Initiative for School Improvement* is another illustration of improving student learning and performance by fostering initiatives that reflect the unique needs and circumstances within school jurisdictions. Teachers, parents, and the community are encouraged and funded to work collaboratively to introduce creative initiatives.
205. Pre- and in-service training are critical components of the Declaration and recommendations from the 45th ICE. In recognition of the importance of teacher training to the provision of quality education for all young people, teacher training and professional development are among the themes for discussion at the 47th ICE.

Teacher Training and Professional Development

Pre-service Training

206. Pre-service training of teachers is largely undertaken by the universities in each province. Re-design of programs is collaborative and involves institutions, the government, education professionals and, usually, public consultation.
207. In a 1997 document, *A New Direction for Success*, the Ministry of Education in **Quebec** included among its priority areas “intensifying the reform of vocational and technical education.” The changes to vocational education have resulted in new orientations for the training of teachers in these fields. The 2002 publication, *Teacher Training in Vocational Education — Orientations — Professional Competencies*, defines the objectives for vocational education and the core competencies that future teachers are expected to have acquired by the end of their training, as well as the objectives that the universities were to adopt in their programs for teacher candidates in this sector. These teacher training programs form a large part of the revitalization of the teaching content.

208. These objectives are adapted, in part, from *Teacher Training — Orientations — Professional Competencies*, released in 2001, which addressed the initial training for elementary and secondary school teachers. This document formalized, as part of the overall reform of curriculum, a new approach to training, adopted in 1992, which integrated training in classroom management, educational psychology, and the spectrum of skills required to teach effectively. It then added cultural education, aimed at providing teachers with wide cultural knowledge that could be drawn on to bring learning to life for students.
209. In the **three northern territories**, pre-service education is offered in cooperation with institutions in other jurisdictions, with special components that encourage the participation of Aboriginal and Inuit students. For example, Nunavut Arctic College offers the Nunavut Teacher Education Bachelor of Education Program in partnership with McGill University in Quebec. In the Northwest Territories, the Aurora College Teacher Preparation Program links with the University of Saskatchewan for students who wish to extend their diploma to a Bachelor of Education degree. The four-year University of Regina Bachelor of Education degree in elementary education is offered at Yukon College, providing students of Aboriginal ancestry with abundant classroom experience, often in their home community. In September 2004, non-Native students will be admitted for the first time.
210. The transition from being in a classroom to teaching in one can be extremely stressful. The **Northwest Territories** has introduced a Teacher Induction Program to help new and beginning teachers become competent and effective professionals in the classroom and develop an understanding of the local school, community, and cultures. The Program aims at improving teacher performance, recruiting and retaining teachers, promoting the personal and professional well-being of the new teachers, and transmitting the culture of the system to the teachers. The Induction Program begins with pre-orientation, largely through print and electronic materials. Orientation follows, through which the professional, environmental, and personal aspects of the new experience are transmitted in the community or region of the new school. Finally, systematic and sustained support offers formal mentoring with a trained professional mentor who is also a Northern teacher, teacher networks, observation of exemplary teachers, resource files and personnel, and school team planning and team teaching. All of these approaches have been shown by research to lead to teacher retention and to positively affect performance for the long term.
211. In **Yukon**, the Department of Education in conjunction with the Yukon Teachers' Association and the Retired Teachers' Association, uses both a mentoring and a collaborative approach for new teachers, giving priority to communities with high staff turnover, recognizing the difficulties sometimes involved in transition to these communities and the often overwhelming expectations placed on new teachers.

Professional Development

New Directions

212. The responsibility for the development and delivery of professional development for teachers can be a shared one that involves the ministries/departments of education, the school boards, the teachers' associations, the universities and, sometimes, nongovernmental organizations with specific areas of expertise.
213. The **New Brunswick** commitment to teachers mirrors many of the points made in the ICE Declaration and recommendations. In *Quality Schools, High Results*, the N.B. Department of Education commits to quality initial teacher training, ongoing professional development, attracting and retaining top-notch personnel throughout the province and in all subject areas, and supporting a culture of teaching professionalism. The plans for the improvement of professional development include:
- two additional days in the school year for professional development on curriculum;
 - in-service opportunities for teachers and administrators regarding current research findings and strategies on classroom management;
 - providing school boards with professional development and guidance to further explore the use of various flexible scheduling models to address classroom composition issues;
 - increasing access to professional development in a number of areas through on-line training.
214. The Department of Education in **Prince Edward Island** has recognized the new challenges facing teachers today, including students with literacy difficulties, students requiring special education services, new roles in career counselling, and classrooms with increasing cultural diversity and second language issues. To better fulfil the ensuing professional development needs, partnerships have been arranged between the University of Prince Edward Island and universities in two neighbouring provinces to provide appropriate courses and programs. Furthermore, the Department of Education, the Prince Edward Island Teachers' Federation, the University of Prince Edward Island, and the school boards have developed an Induction Program for beginning teachers, in which mentors are assigned to each new teacher and in-service training is provided to address first-year challenges.
215. In *Learning for Life: Planning for Student Success*, the **Nova Scotia** Department of Education emphasizes quality teaching, outlining actions to train and retain qualified teachers, particularly in specialty areas like math, science, French, and special education. Literacy and mathematics are at the core of professional development for teachers, teacher leaders, and principals. Professional growth plans, including goal setting and monitoring, are put in place to guide teachers in their continuing efforts to stay abreast of new curriculum, technology, and teaching methods.
216. The 2003 **Alberta** Commission on Learning brought forward twelve recommendations related to the action area called Excellent Teachers and School Leaders, and the government is moving forward on collaborative planning and implementation of ten of

them. Among those with implications for teachers' professional development is the requirement that all teachers have targeted annual professional development plans that are directly linked to their schools' improvement plans. Accompanying this is the commitment to develop and implement comprehensive professional development plans for every school jurisdiction and every school. Further commission recommendations being put into practice include the following:

- Reviewing and improving current pre-service programs for teachers to ensure that they provide excellent preparation for Alberta's beginning teachers;
- Establishing a permanent mechanism for ensuring a closer link among faculties of education, superintendents, teachers, and Alberta Learning;
- Requiring school jurisdictions to adapt the first-year experience and provide effective coaching for beginning teachers;
- Establishing a new Council of Education Executives to provide certification, ongoing support, and professional development for principals and assistant principals;
- Developing a comprehensive program for preparing superintendents and providing ongoing professional development to support them in their roles as CEOs of school jurisdictions.

217. These initiatives comprise a comprehensive strengthening of pre-service education and professional development throughout the school system. One final point in the Alberta Commission on Learning recommendations reflects the ICE Declaration in its statement on strengthening professional autonomy and a sense of responsibility. The government supports the Commission's recommendation to expand teachers' professional responsibilities to include not only teaching in the classroom but also participating in the development and field-testing of new curriculum, of provincial achievement tests, and of diploma examinations, and in the supervision of student teachers.

218. According to **Quebec** Ministry of Education policy, professional development is a joint venture which requires the participation of teachers, school principals, and the school board. Giving teachers a central role in determining their professional development needs respects the professional autonomy of teachers and promotes a culture of professional development within schools. Through the input of teachers, training has developed beyond in-service activities based on classroom delivery toward new training mechanisms such as self-guided learning, training provided by colleagues, participation in pedagogical productions, and participation in action research projects in information and communications technologies.

Resources and Technology

219. As part of the review of the performance of each school district in **British Columbia**, promising practices in staff development were identified and presented on the Ministry of Education Web site to serve as models for other districts and schools in the province. The latest listing outlines seven successful ideas, among which are a) a mentoring program for teachers new to the profession or making a change in assignment; b) teacher workshops on the economic, language, social, and cultural impact of poverty on

education; and c) the set-up of a Professional Growth Council in which teachers, administrators, and parents meet with trustees, district staff, and union/association personnel in a dialogue aimed at enhancing professional practices and student achievement.

220. One way in which the **Saskatchewan** Teachers' Federation serves its members is through the provision of extensive resources to build professional development capacity and to directly respond to teachers' needs for information and support. Examples of the titles available are *Taking Your Place in the Professional Community: A Handbook for Beginning Teachers*, *Transforming Professional Development*, *Diversity in the Classroom Series* (seven titles), and *Instructional Strategies Series* (18 titles). Other teacher federations and ministries/departments of education offer similar access to books and other resources.
221. Technology often plays a central role in delivering professional training. The **Newfoundland and Labrador** Centre for Distance Learning and Innovation prepares professional development modules and resources for delivery via its multiple course delivery mechanisms. In addition, the Newfoundland and Labrador Teachers' Association is partnering with the province's university and the Department of Education in the development and delivery of professional development programs through a Virtual Teacher Centre — a Web-based professional development centre for educators at all levels. As a result of this partnership, educators have the option of participating in professional development activities with colleagues from different schools and communities without the cost and time associated with extensive travel.
222. **Manitoba's** Strategic Technology-Assisted Professional Learning Environment (STAPLE) provides teachers with interactive learning experiences, allows time for practice in the classroom, accommodates reflection on promising practices, and offers collaboration and mentoring opportunities with other professionals in Manitoba.
223. To take a fresh look at all the issues of teacher education, the CMEC's third Pan-Canadian Educational Research Agenda Symposium was held in 2001 on *Teacher Education/Educator Training: Current Trends and Future Directions*. Fifteen research groups from both academia and government looked at the roles of teacher training, supply and demand, leadership, and indicators of success.

Education for Sustainable Development

224. The definition of sustainable development offered by the Division of Sustainable Development of the United Nations Department of Economic and Social Affairs is “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” Within this broad framework of social, economic, and environmental responsibility, sustainable development has been included in pan-Canadian education as a concept integrated into all subject areas, as specific content in subjects such as social science, and as a subject in itself.
225. The Canadian Teachers’ Federation recommends that teachers incorporate the perspective of sustainability in the teaching learning process. The Federation believes that the curriculum and related activities should address environmental concerns, the needs and aspirations of societies, and the role of economic development as important elements in shaping a sustainable future.
226. The most recent example of the integration of the principles of sustainable development into education comes from the **Quebec** Ministry of Education. Released in 2004, *Reach for Your Dreams, Quebec Education Program: Secondary School Education, Cycle One* document presents a framework for the pedagogical choices facing educators in the education of today’s youth. It stresses subject integration and cross-curricular learning aimed at the development of competencies of students who are actively involved in the learning process.
227. One of the five broad areas that touch all learning is “Environmental Awareness and Consumer Rights and Responsibilities,” linking students’ immediate behaviour as consumers with long-term implications for the planet. The goals are articulated as awareness of the individual environment; responsible use of goods and services; awareness of the social, economic, and ethical aspects of consumption; and construction of a viable environment based on sustainable development. It is for this last goal, in particular, that students are encouraged to develop habits and attitudes that ensure the protection, conservation, and improvement of the environment. Social science, mathematics, science and technology, and personal development subject areas are recommended as most applicable to the teaching of these principles.
228. The *Essential Graduation Learnings* outlined by the **Atlantic Provinces** Education Foundation stress that graduates will be expected to assess social, cultural, economic, and environmental interdependence in local and global contexts. An example of this capacity is that students will demonstrate an understanding of sustainable development and its implications for the environment. These Learnings guide curriculum development in the four eastern provinces of Newfoundland and Labrador, New Brunswick, Prince Edward Island, and Nova Scotia. In particular, regionally developed curricula for science and social studies include learning outcomes that require students

to consider the impact of science and technology in terms of social and economic development in a sustainable fashion.

229. Building on the *Essential Graduation Learnings*, the Foundation for Atlantic Canada Social Studies Curriculum organizes general curriculum outcomes around six conceptual strands, one of which is “interdependence.” Upon completion of social studies, students are expected to demonstrate an understanding of the interdependent relationship among individuals, societies and the environment — locally, nationally, and globally — and the implications for a sustainable future. The final goal for grade 12 students, is that they are expected to plan and evaluate age-appropriate actions to support peace and sustainability in an interdependent world.
230. In the *Western and Northern Canadian Protocol: Social Studies K–12 Curriculum Foundation Document* for the western provinces of British Columbia, Alberta, Saskatchewan, and Manitoba and the northern territories of the Northwest Territories, and Nunavut, the role of social studies emphasizes similar themes:
- develop a global consciousness with respect to the human condition and world issues;
 - understand how political and economic distributions of power affect individuals, communities, and nations;
 - understand geographic concepts and skills and that humans exist in a dynamic relationship with the natural environment;
 - develop a consciousness of the limits of nature, a sense of stewardship for the land, and an understanding of the principles of sustainability.
231. The **Manitoba** Department of Education and Training issued *Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers and Administrators* in 2000 to provide direction for the integration of sustainability knowledge, skills, values, and life practices within the curriculum, the classroom, and the community. The vision of the document is that students will become informed and responsible decision makers, playing active roles as citizens of Canada and the world, and will contribute to the social, environmental, and economic well-being of their society, and to an equitable quality of life for all, now and in the future.
232. The **British Columbia** *Cross-Curricular Outlines* have been referred to in earlier sections of this paper concerning gender equality and social inclusion. The *Environment and Sustainability* document conveys the message that environmental education is a way of understanding human relationships with the environment, and that students should encounter this learning in all their subjects, as well as through direct experiences and through making decisions about and acting for the environment.
233. As part of the needs assessment for a locally developed course for grade 12 science in **Nunavut**, it is acknowledged that the realities of community lifestyles in the North promote a close interconnection between the environment and its inhabitants, necessitating a better understanding of the environment for community well-being and environmental sustainability. This course, Northern Environmental Studies, uses

community-based resources such as Elders, renewable resource officers, and visiting scientists, as well as a practical in-the-field component. Students' enhanced awareness of their own northern environment is combined with their responsible participation in local, regional, and global environmental issues that affect their daily lives.

234. **Alberta** Learning provides additional examples of direct teaching of sustainable development. A senior level science course defines sustainable development as requiring the balancing of global energy demands with maintaining a viable biosphere. Students explore energy futures by looking at renewable and non-renewable energy resources, energy-efficient technologies, and the need for multiple perspectives in decision making. Other courses look at specific resources, such as forestry, and ask the students to develop an integrated plan for their sustainable development.
235. In 1999, the **Council of Ministers of Education, Canada** released *Educating for Sustainability: The Status of Sustainable Development Education in Canada*. It documents extensive curriculum, learning resources, and professional training related to the teaching of sustainable development, along with case studies and best practices. Since that report, sustainable development has become an even more integral component of education in Canada. However, the Canadian Teachers' Federation believes that more needs to be done so that education for sustainable development and human values education are valued and recognized as being on a basic level — equal to that of basic skills development.

Concluding Remarks

236. The 47th session of the International Conference on Education is turning its attention to secondary school education and the provision of quality education for all young people.
237. The first two themes of the conference and of this report — gender equality and social inclusion — address important agendas in education with their focus on inclusion of vulnerable groups, through both adapted and mainstream education. The pan-Canadian experience in both of these areas is extensive and of long duration.
238. Awareness of the importance of gender equity in education, employment, and other realms was brought forward in the *Canadian Charter of Rights and Freedoms*, 1982 and in the legislation of the provinces and territories. Education has adapted its language, curriculum, resources, and teaching and administrative practices to ensure that girls and boys are both included and both valued. For many years, the focus has been on girls and women; recently, concern has arisen about boys — their achievement level in language arts and the lower numbers completing their education.
239. The populations presented in the section on social inclusion are Aboriginal students, immigrant students, and students with special needs. As has been shown, the success rate of Aboriginal students needs to be improved, but changes are being made throughout the system so that the needs of Aboriginal students can be better met. As well, educators recognize the benefits of including for all students (Aboriginal and non-Aboriginal alike) content about, and from the perspective of, Aboriginal peoples.
240. Immigrant students have been presented in this report in the context of Canada's increasingly multicultural society. Respecting the values, traditions, and contributions of all cultures is a basic tenet of all education systems in Canada. This respect translates into inclusive education that incorporates and values differences and allows immigrant students to see themselves reflected in the lessons learned and the teaching practices used. Language learning is an essential component of this approach.
241. Students with special needs are part of mainstream classrooms in almost all jurisdictions. To facilitate their inclusion in the mainstream, special supports and programs have been put in place across the country so that all students can reach their potential. The inclusion of special-needs students, as with all policies of inclusion, places increasing demands on the teachers and the school boards as each classroom becomes more diversified. Despite our best efforts, more needs to be done in providing the teacher supports that are so essential to the successful integration of all students into a socially inclusive classroom.
242. Secondary education in Canada is under scrutiny and re-design to respond to the changing demands made on schools. Some of the issues that are being addressed include quality education, student success, partnerships, school-community links,

transitions from school to work or higher education, and public accountability. Many of the jurisdictions have developed long-term plans and discussion papers, following extensive consultation with their constituencies. The school is being positioned increasingly as a community resource and community centre to strengthen both formal education and lifelong learning policies and practices in the community.

243. Education at the secondary level is becoming more flexible and more responsive to the needs of students for life skills, for employment skills, for the capacity to move from secondary school to the workplace or to postsecondary education. Competency-based learning is emerging more strongly, with changes taking place both in the subject content and in how secondary school education is delivered. Partnerships with business, with various government departments, and with community groups have been components of these paradigm shifts.
244. Complementing this emphasis on skills and competencies, education in human values has been reinforced as being part of provincial and territorial priorities through updated curriculum guidelines, subject offerings, and tools.
245. Many of the initiatives described in this report reflect the Declaration and recommendations issued at the 45th International Conference on Education in 1996 concerning the role of teachers. Particular attention has been paid to teacher training and to professional development as the underpinnings for the key role that teachers must play in education. Much of the training reflects the new demands being placed on teachers to achieve the worthy goals of socially inclusive classrooms, competency-based learning, revised curriculum, and expanded approaches to teaching and learning.
246. Education for sustainable development has also been adopted as has human values education, in that their importance has been recognized and included in curriculum guidelines for secondary school content.
247. Social cohesion, education for peace, and education for sustainable development are major axes for discussion at the 47th ICE. The pan-Canadian policies and practices for the revitalization of secondary education, for inclusion, and for teacher training and development indicate the importance of these ideas for Canadian educators. The values that underlie these concepts underlie education in Canada.

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and for pan-Canadian and international links

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IMPORTANTNOTE:

Correct bibliographic format requires that Web site addresses for documents be provided in full. This format is not always successful as a hyperlink to the cited document. In these cases, it is recommended that the reader shorten the address by backspacing until the link connects, after which some additional internal links may need to be activated to reach the document.

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NATIONAL REPORT ON THE DEVELOPMENT OF EDUCATION

Suggestions for preparation: 2004 series

A. INTRODUCTION

1. The forty-seventh session of the International Conference on Education (ICE) will take place on 8–11 September 2004 in Geneva on the following theme: "Quality education for all young people: challenges, trends and priorities". At each session of the ICE Member States of UNESCO have the opportunity of presenting a national report. The national reports have been prepared since the 1930s, and they represent not only an important source of information about the development of education in the world, but also a useful reference on education systems, recent policy developments and innovative ventures for the use of decision-makers, educational researchers and teachers in Member States.
2. As in the case of the forty-sixth session of the ICE (Geneva, September 2001), the full set of national reports will be made available on CD-ROM, as well as through the website of the UNESCO's International Bureau of Education (IBE). In addition to the printed document in a suitable number of copies, it is also essential for the IBE to receive a diskette containing the electronic version of the report in one of the most widespread formats (*.txt, *.doc, or *.wpf). The electronic version of the report can also be transmitted to the IBE by e-mail as an attachment to the following address: m.amadio@ibe.unesco.org
3. In recent years, the national reports have been used by the IBE as an essential information base for the preparation and updating of the profiles of national education systems included in the databank World data on education, which is also made available on CD-ROM and through the IBE's website. Taking into account the fact that the fifth edition of this databank—to be published at the end of 2003—already contains a description of the organization and functioning of the education system in 160 countries, it is not strictly necessary to include this information in the national report unless significant changes have been introduced recently.
4. The national reports should avoid, as far as possible, duplicating information already presented on recent occasions to UNESCO and other international bodies, or information made available to the UNESCO Institute for Statistics. Nevertheless, the IBE would appreciate it if any recent documentation that corresponds to the theme of the ICE and prepared at the request of national or international bodies could be attached to the national report as an annex.

B. GUIDELINES FOR THE PREPARATION OF THE NATIONAL REPORT ON THE DEVELOPMENT OF EDUCATION

1. The education system at the beginning of the twenty-first century: an overview

This part of the report should contain an overview and assessment of the development of education (at all levels), particularly the reforms carried out and the changes introduced since the presentation of the last national report.

Please note that Canada did not prepare a report on the development of education (part 1). The Canadian report focuses on the theme of the conference (part 2).

1.1. Major reforms and innovations introduced in the education system at the beginning of the twenty-first century, in particular concerning:

- (a) the legal framework of education;
- (b) the organization, structure and management of the education system;
- (c) curricular policies, educational content and teaching and learning strategies;
- (d) objectives and principal characteristics of current and forthcoming reforms.

1.2. Major achievements, both quantitative and qualitative, and lessons learned especially in terms of:

- (a) access to education;
- (b) equity in education;
- (c) quality (particularly in terms of relevance) of education;
- (d) content of education (major trends and challenges for curriculum development processes);
- (e) policy dialogue, partnerships and participation by civil society in the process of educational change.

1.3. The main problems and challenges facing the education system at the beginning of the twenty-first century.

2. Quality education for all young people: challenges, trends and priorities

Globalization and rapid technological advances, the drive for quality basic education for all (EFA), and the expansion of basic education services—which usually include the first years of secondary schooling—, are influencing all levels of education. As far as secondary education is concerned, the implications need to be considered not only in terms of quantitative expansion and greater access, but also in relation with other crucial aspects such as the scope, function, quality and relevance of secondary education systems.

The forty-seventh session of the ICE is expected to discuss the issue of educating young people (12 to 18/20 years of age). Debates are to be organized around four themes: (i) education and gender equality; (ii) education for social inclusion; (iii) education and competencies for life; and (iv) quality education and the key role of teachers. There are three major axes around which the work of the Conference will be articulated: social cohesion; the construction of peace; and education for sustainable development.

In this connection, it would be particularly useful to present your country's experiences, innovations and best practices related to secondary education reform and renewal.

2.1. Education and gender equality:

- (a) What are the main concerns regarding gender and education?
- (b) Is there a gender-based policy in education and training? In what way does this address youth?
- (c) What special measures for youth have been taken to promote gender equality in access and quality of education and training? (For example in legislation, policy, mechanisms, structures and allocation of resources, etc.). To what extent has curriculum development been informed by gender equality concerns?

2.2. Education and social inclusion:

- (a) What are seen as the challenges for ensuring social inclusion?
- (b) What groups are considered to be most vulnerable to various forms of social exclusion?
- (c) What special measures have been taken to adapt education to include members of vulnerable groups?
- (d) Have particularly vulnerable groups of youth been identified and how have educational opportunities been adapted to their circumstances? To what extent are such young people included in 'mainstream' education? (For example: orphans, those who are displaced, who are placed in alternative care, who belong to minorities, who are affected by armed conflict, those who work, who are affected by HIV/AIDS, those with special education needs, who are institutionalised, who are seeking asylum, who live on the street, etc.)

2.3. Education and competencies for life:

- (a) Taking into account the need to redefine the objectives and functions of secondary education for the twenty-first century, how is the renewed secondary education system conceived of and planned? (For example, relative to major dilemmas such as: mass access and selective schooling, general and specialised education, cognitive and life-skills outcomes)
- (b) How is secondary education responding to the current challenge of providing young people with flexible learning opportunities and life-skills development which traditional curricula tended to ignore? How are secondary education curricula and syllabi being developed and/or reorganized to respond to this challenge?
- (c) What measures have been taken in order to ensure that secondary education helps young people acquire a common basis of human values in order to develop a greater capacity for tolerance and intercultural dialogue? How are secondary education curricula and syllabi being developed and/or reorganized to meet this requirement?

2.4. Quality education and the key role of teachers:

The forty-fifth session of the ICE (Geneva, October 1996) adopted a Declaration and an integrated set of nine recommendations on the status and the role of teachers. In particular, the Ministers of Education declared themselves determined: "(i) to ensure the active participation of teachers and all educational partners in the processes of changing education systems [...]; (ii) to develop and implement integrated policies designed to recruit and retain in the teaching profession motivated and able individuals of both genders; to reform pre-service and in-service education in order that they shall serve the new challenges facing education; to adopt measures encouraging educational innovations; to strengthen professional autonomy and sense of responsibility of teachers; and to improve their status and their working conditions; (iii) to place these integrated policies within the framework of strategies intended to ensure relevance of and equity of access to high-quality education, to promote lifelong learning and to make the school one of the main tools in achieving social cohesion and in training for democratic values and the culture of peace; (iv) to develop, at the national, regional and international levels, all forms of support, particularly with teachers who are working in difficult situations, such as those of extreme poverty, armed conflict, social exclusion or in remote areas; [...]."

(The integral text of the Declaration and the recommendations of the 1996 ICE—in English, French and Spanish—can also be consulted at:

<http://www.ibe.unesco.org/International/DocServices/Recom/recomme.htm>)

In this connection:

- (a) To what extent have the Declaration and the recommendations of the forty-fifth session of the ICE influenced national policies concerning the status and the role of teachers?
- (b) What special measures have been taken on the basis of the above-mentioned Declaration and recommendations?
- (c) How are pre-service and in-service teacher education being reformed in order for them to serve the new challenges facing education?

2.5. Education for sustainable development:

In December 2002, the United Nations General Assembly adopted resolution 57/254 on the United Nations Decade of Education for Sustainable Development (2005-2014) and designated UNESCO as lead agency for the promotion of the Decade. As regards educational content:

- (a) To what extent is the issue of sustainable development being considered in current curricula and syllabi? (For example: taught as a specific teaching subject, included within other subjects such as social or environmental studies, incorporated in all learning areas, forming part of extra-curricular activities, etc.)
- (b) What measures—if any—are being envisaged in order to ensure that the content of education reflects and supports sustainable development as one of its central themes?

3. **Documentary references used for the preparation of the national report**

C. PRESENTATION OF THE REPORT

Member States are free to choose the appropriate form of presentation of their national report, for instance, a printed document provided in a suitable number of copies or transmitted to the IBE by electronic mail as an attachment (address: m.amadio@ibe.unesco.org). It is essential for the IBE to receive the electronic version of the report in one of the most widespread formats.

1. In the event that the report is produced in a language other than English or French, it would be appreciated if another version were presented in at least one of these two languages.
2. It is desirable that the report correspond to a standard format: A5 (14.8 x 21 cm) or A4 (21 x 29.6 cm). It is also important that the text be clearly legible.
3. It is desirable that the national report should have annexed to it the principal recent official documents on educational policy, on-going or future reforms, legal documents, etc.
4. The pages of the report should be numbered in one continuous sequence, not counting blank pages, and avoiding unnumbered and loose pages.
5. Bibliographic references used for the preparation of the report should include the individual or collective author, the title, place of publication, publishing house, date of publication and pagination. If the title of the document or publication is not in English or French, a translation of the title into one of these languages would be useful.
6. In order to facilitate cataloguing, the cover page should be presented in the following way:

THE DEVELOPMENT OF EDUCATION

National report of [your country]

by

[the official author, for example, the Ministry of Education]

[Publisher, if the report has been published]

[Date]