

# THE QUALITY OF PUBLIC EDUCATION IN CANADA



## THE RESEARCH SPEAKS

This TLP report aims to raise awareness among Canadians of the impact demographic changes are having, and will have, on our public schools and Canadian society. Based on a research paper by Dr. Edward Harvey and Dr. René Houle, this report summarizes recent data. It also includes exemplary practices and recommendations that are derived largely from extensive roundtable discussions that were held in communities across the country. (For a summary of the data see page 4.)



## The Face of Public Education in Canada is Changing

Major demographic shifts occurring in our society pose challenges and opportunities for the public education system. Changes in the areas of immigration, Aboriginal population growth, and rural/urban migration are altering the ethnic, cultural, linguistic and socio-economic characteristics of our public schools throughout the country.

Education is the foundation for the wealth of a modern nation, especially in a knowledge-based globalized economy such as ours. It is the essential equalizer of a democratic populace, enabling people to escape

poverty and disadvantage. Public education is also the primary vehicle for promoting social cohesion. Ensuring that Canada's growing student groups succeed in school and in the work force is therefore pivotal for a strong and prosperous national future.

### THE CHALLENGES

In 2003, 13 percent of Canadians were 65 years of age and older. By 2050, 25 percent of Canadians will be 65 years of age and older. At the same time, our birth rate is falling. Combined, these two factors mean that fewer

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## HOW TO USE THIS REPORT

This publication is the third Progress Report from The Learning Partnership (TLP), a national not-for-profit organization dedicated to supporting public education in Canada and to facilitating discussion about the issues that affect the education of our young people.

The report is intended for parents, students, policy makers, governments, educators, school boards, community leaders and agencies. We encourage all Canadians to use it as a blueprint for sharing ideas through formal and informal discussion, for knowledge exchange and, ultimately, for developing valuable public policy responses to the challenges we face.

To download a copy of the report and/or to send it to a friend or colleague, go to the publications section on our website: [www.thelearningpartnership.ca](http://www.thelearningpartnership.ca)

# Comment

As the cornerstone of a civil and democratic society, our public education systems are charged with the responsibility of educating young people to take their place in society as productive citizens within the context of Canada's rich diversity.

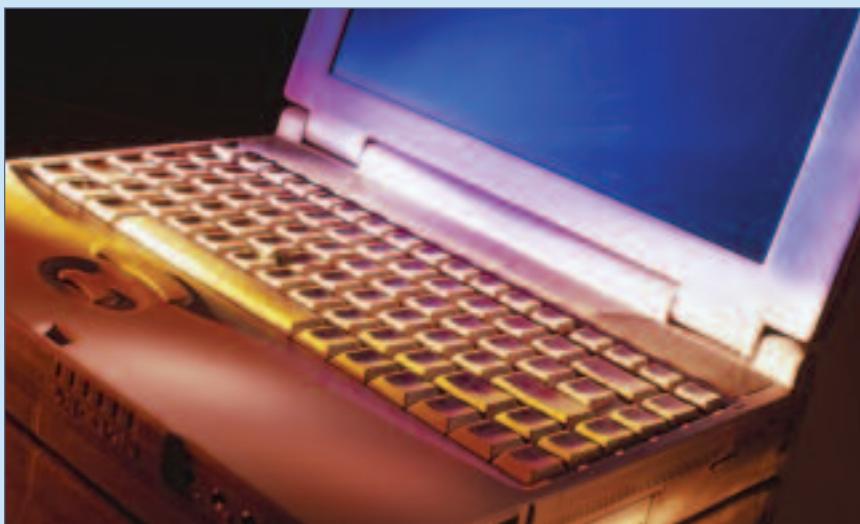
Our economic prosperity and social fabric depend on our children's success. Rapid changes in the demographic makeup of our population are presenting unprecedented challenges to our schools and, ultimately, to society as a whole.

It is therefore crucial at this time for extraordinary efforts to be made to ensure that all of our young people, including those who are most vulnerable, have the opportunity to succeed in school. To do this, however, we need an informed, open and broad-based discussion on the nature of our demographic changes and how the needs of all students can be addressed.

The Learning Partnership (TLP) has undertaken a national project to engage communities across the country in a discussion about the impact of major demographic changes among immigrant, Aboriginal and rural populations on public education and to develop policy options for governments, educators and communities. We produced a major background research paper and conducted national roundtable discussions throughout the fall of 2006 and winter of 2007.

This final report incorporates the research data and the results of the roundtable discussions to promote public discussion and to provide policy and planning options for federal, provincial and territorial jurisdictions and school boards.

TLP believes that Canadians care deeply about the quality of our children's education. We encourage all concerned to share the information with decision makers in communities across the country and welcome your comments and input on this compelling and important issue. We trust that this report will help inform the dialogue!



## The Face of Public Education in Canada is Changing

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people who are working and paying taxes will be responsible for more retired people who are drawing on social security; a concept known as the dependency ratio. In the near future, there will be more pressure on those who are working to supply social security benefits for those who are retired. In order to provide a strong social safety net, one of the most cherished Canadian values, there must be enough people contributing to the economy.

The dependency ratio is one of the chief economic reasons that Canada, as a nation, cannot afford to leave anyone behind. Immigrants, Aboriginals, and rural residents are three key groups who face barriers that often exclude them from the labour market, or that result in under-utilizing their skills. The cost of those barriers to Canada is between \$72 billion and \$236 billion a year: the equivalent of six to 20 percent of our Gross Domestic Product. A recent University of Toronto Rotman School of Management study states that Canada would have an additional \$75 billion a year for important programs if we were to close our productivity gap with the United States.

“The demographic trends we are facing are truly sweeping and will place new challenges on institutions responsible for Canada’s future prosperity, including our educational system,” stated Don Drummond, Senior Vice President and Chief Economist, TD Bank Financial Group, and chair of the study.

“How well Canada educates these diverse groups and in turn facilitates their transitions into the workforce



will largely determine our future economic success. We consider this initiative an economic imperative. No one segment can be overlooked or undervalued. We need to make sure that better outcomes are generated for our immigrant, Aboriginal and rural populations.”

Demographic changes taking place in Canada also present challenges to the country’s social fabric. In a multi-cultural society such as Canada’s there are risks of social and cultural polarization. “To avoid the social unrest and dislocation experienced by other nations we must confront the implications of the changes we are experiencing as a population and as a country,” stated Veronica Lacey, President & CEO of TLP.

“As the major institutional setting where young people acquire values and an understanding about citizenship and the dynamics of living in society, public education is central to the development and maintenance of social cohesion in Canada. If it is to help bind the country together as a nation and contribute to a strong, competitive economy, Canada’s public education system needs to address emerging demographic issues in a conscious and proactive manner.” ■

## Exemplary Practice

### The Pathways to Education™ Program

‘Pathways’ is a community based initiative which provides key supports (academic, social, financial and advocacy), to help immigrant, at-risk and economically disadvantaged young people successfully complete high school, continue on to post-secondary programs and become actively engaged in their career development. Working with high schools, it is designed to provide enhancements for participating students.

The Pathways to Education™ Program in Regent Park (Toronto), the flagship program, has achieved groundbreaking results by significantly reducing the high school drop out rate and dramatically increasing post-secondary participation for hundreds of youth in its community. The program is relatively cost effective and ultimately translates into significant savings in health, correctional and social service expenditures. The program which is based on a holistic, integrated approach is being replicated in a number of communities across Canada.  
[www.pathwaystoeducation.ca](http://www.pathwaystoeducation.ca)

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*Cultural competence is critical to our success – each professional needs to develop understanding and awareness.*

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### Vancouver School Board – ESL Program

The British Columbia Ministry of Education ESL program includes access to full day kindergarten. At the elementary level small groups of students are pulled out of class several times a week for language learning support with a specialist teacher. There is also an in-class program with a specialist teacher. For secondary students, as the student's English ability increases, the number of ESL courses changes. There are also "transitional" ESL courses in preparation for independent academic learning at grade level.

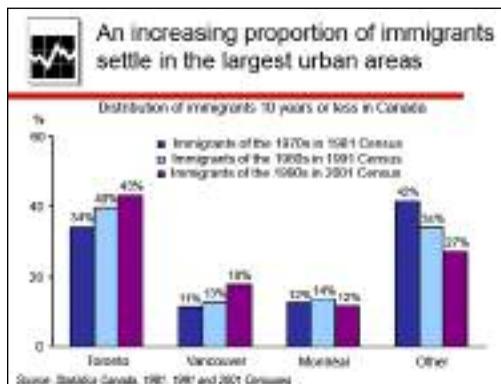
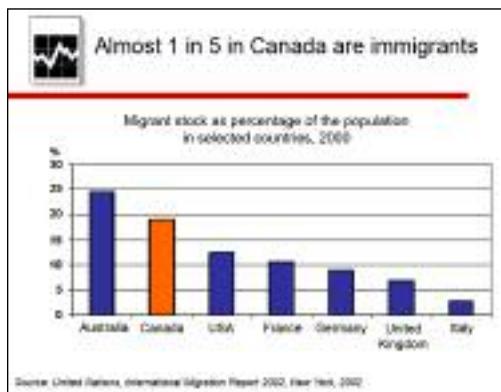
Multicultural Liaison Workers, active members of their ethnic communities, are professionally trained in cultural integration and communication. They support students, families, and school personnel, acting as a liaison between school, family, and the community. They help school staff understand the needs of a variety of communities.

<http://www.vsb.bc.ca>

# What the Research Says

TLP's research paper provides a current snapshot as well as future projections of major demographic changes taking place in Canada that are having the most significant effect on education. This report summarizes the research data with a focus on the rising proportion of recent immigrants and students who speak neither official language; the rising number of immigrants and visible minority students in large urban centres; the impact of rising numbers of Aboriginal students moving to urban schools; and the impact of declining student populations in rural communities.

## THE IMMIGRANT POPULATION



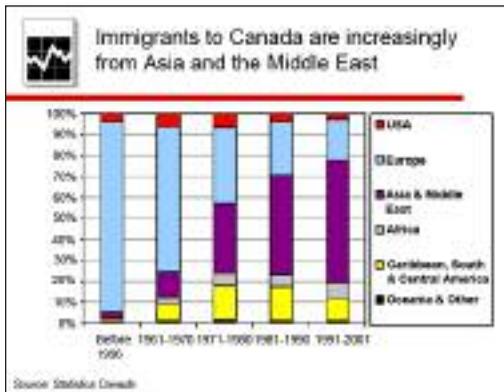
Immigrants make a significant cultural and economic contribution to society. Their diversity enriches Canadian society and their ability to participate in the workforce is vital to Canada's economic strength today and for the future.

Canada's immigration policies encourage highly educated immigrants to make their homes in Canada. Each year, the country welcomes about 250,000 immigrants, with the vast majority (75 percent) settling in Toronto, Vancouver and Montreal. In total about 18 percent of Canada's population consists of immigrants. We can expect Canada to continue to rely on immigrants to bolster the population and fill labour shortages. By 2017, approximately 7.6 million immigrants are expected to live in Canada, representing about 22 percent, or one in five, of the total population.

The nature of Canada's immigrant population has also changed in recent years. Fewer immigrants speak English or French as their mother tongue and most immigrants now come from Asia, with growing proportions from Africa and the Middle East, rather than from Europe (see top graph page 5). The immigrant population also has a larger proportion of visible minorities than previous waves of immigrants.

These demographic shifts have implications for the students and the schools they attend. Research on immigrant students reveals interesting and valuable findings, especially as they relate to achievement during and after school. Immigrants who speak English or French as their first language perform better than Canadian-born children. Despite the economic disadvantages that some immigrants in Canada face, their children often perform as well as Canadian-born children in our school system overall; although initially they are weaker in reading. Moreover, immigrants and visible minorities tend to attain more university education than Canadian-born youth.

Nevertheless the belief that all immigrants do very well in school can be misleading. The notable success of some groups tends to mask the underperformance of other groups of immigrants. Evidence of a problem also emerges when these young people enter the labour market. Although the discrepancies vary among immigrant groups, they tend to earn significantly less than non-immigrants. For example, immigrant males, including those who have completed a university degree and have been in Canada for 10 years, can earn on average 30 percent less than their Canadian counterparts.

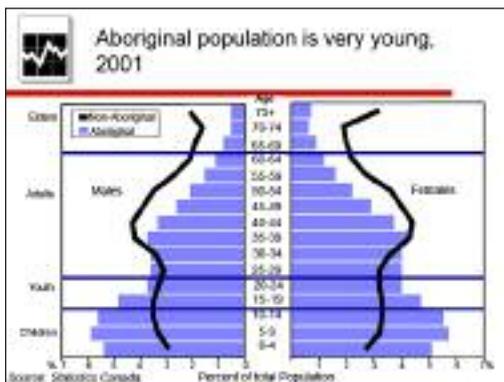


Visible minority immigrants are even more disadvantaged than those who are not visible minorities. In fact, members of visible minorities, including immigrants and those born in Canada, experience higher levels of unemployment and earn less than those who are not visible minorities. Research indicates that in recent years the socioeconomic situation for immigrants who are not visible minorities improved

while the socioeconomic situation for visible minority immigrants declined. These challenges are being addressed by educators across the country. The ultimate test will be whether the education system can be effective in improving results for all groups of immigrants for upcoming generations.

## THE ABORIGINAL POPULATION

Canada's Aboriginal population is young and growing. Today, one-third of all Aboriginal people in Canada are under 15 years of age, compared to one-fifth of non-Aboriginals. The median age of the total Aboriginal population is approximately 25 years, compared to 40 years for the Canadian population as a whole. The majority of Aboriginal children live outside major cities, on reserves, in rural areas, and in small towns.



Aboriginal people are concentrated in Ontario and Western Canada. But cities in Northern Ontario, Manitoba and Saskatchewan are home to growing numbers of Aboriginal people, which means that public schools will continue to receive increasing numbers of Aboriginal children. In Saskatchewan, for instance, Aboriginal children already constitute more than 20 percent of the school-age

population. In Nunavut, 90 percent of the school-age population is Inuit.

In Canada as a whole, outside of urban areas, 9.2 percent of school-aged children are Aboriginal, compared to only 2.3 percent in urban areas. By 2017, Aboriginal people will constitute 20.7 percent of the total population of Saskatchewan, and 17.6 percent of the total population in Manitoba. The major reason for the overall growth consists in the rise in the Aboriginal fertility rate, compared to the decline in the school-age population of non-Aboriginals. Recently, data collection techniques have allowed people to identify themselves



*We must invest strategically in every student as they are the key to our future success as a nation and will lead our communities.*

## Exemplary Practice

### Aboriginal Teacher Education Program (ATEP)

A partnership involving Blue Quills First Nations College, the Faculty of Education at the University of Alberta, Alberta Learning and Syncrude has resulted in an innovative Aboriginal teacher education program. Government funding and collaborative relationships with Aboriginal partners lead to the opening of ATEP sites at Blue Quills First Nations College followed by Northern Lakes College and a full four-year program that extends to five sites in northern Alberta. A fourth site is being explored. The partnerships involve a community-based orientation and meaningful collaborative relationships between colleagues and stakeholders from the community and staff of the Faculty of Education at the University of Alberta. The key for students is the opportunity to complete their teacher education in, or close to, their own communities.

[www.bluequills.ca](http://www.bluequills.ca)

as Aboriginal or non-Aboriginal which also accounts for some of the increase in population figures.

Despite some relative gains in recent years, the Aboriginal population in Canada experiences a considerably lower standard of living than other Canadians. Aboriginal people experienced a 19 percent unemployment rate in 2001, compared to seven percent for the rest of working Canadians. In 2000 the median income of Aboriginal individuals was \$13,593 compared to \$22,431 for the non-Aboriginal population. The data on school performance are not much more encouraging. For example:

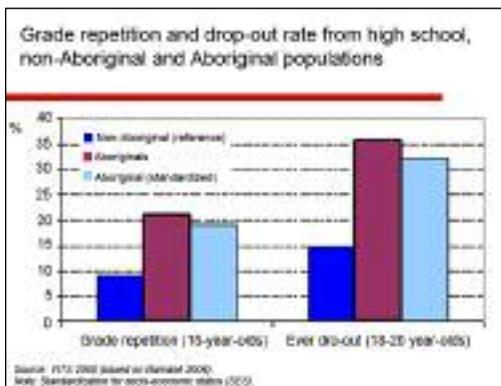
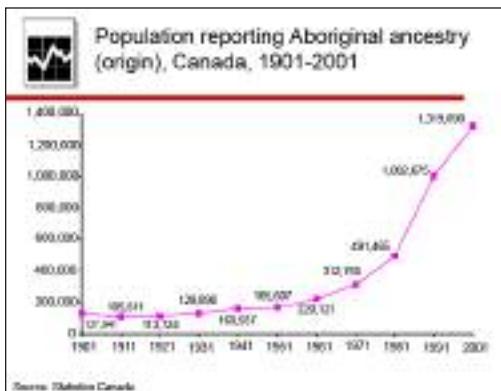
● 20 percent of 15-year-old Aboriginal students have repeated at least one grade, compared to 10 percent for non-Aboriginal 15-year-olds.

● Drop-out rates are higher; more than 30 percent of Aboriginal youth aged 18-20 have dropped out of school at some point, compared to 15 percent of non-Aboriginal youth.

● Aboriginal children are twice as likely to be in special education as other students.

On a more positive note, despite the disadvantages many Aboriginal students have to overcome, once Aboriginal students complete post-secondary education, the research indicates that they successfully

compete with non-Aboriginals in the labour market, with employment rates at approximately 80 percent for both groups. Education is therefore one way to overcome economic barriers for Aboriginal people. This makes it critical to focus on supports that help Aboriginal students to complete high school and access post-secondary education.



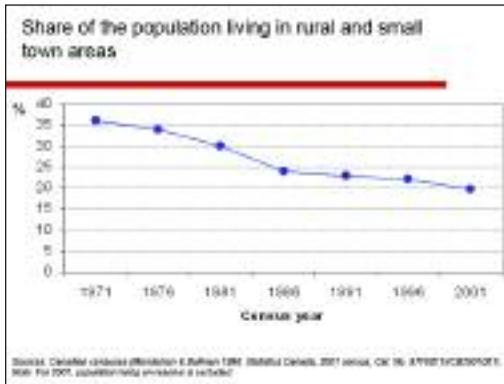
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### THE RURAL POPULATION

Urban areas are growing faster than rural areas and small towns in Canada. In 1971, more than one-third of the Canadian population lived in rural areas and small towns (see top graph page 7); by the 2001 census that number had declined to 20 percent, which parallels the immigrant ratio of one in five. In some regions, such as Atlantic Canada, northern Ontario and the Canadian north, close to 50 percent of the population lives in rural communities.

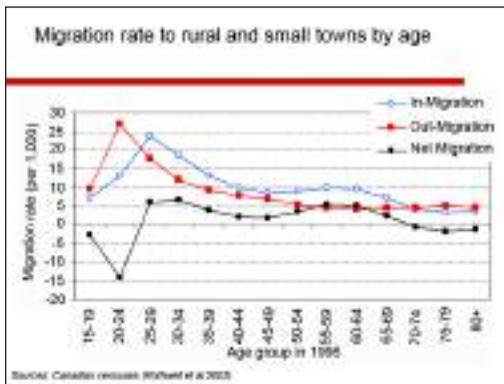
Despite its declining numbers, the rural population is relatively young, an important factor when considering implications for the public education system. The percentage of young people aged 10-19 is slightly higher in rural and small-town areas than in urban centres, and the share of the school-age population is larger in rural areas (see bottom graph page 7). In Canada as a whole, 22 percent of rural residents are aged 5-19, compared to 19 percent of the residents of metropolitan areas. Alberta has the largest school-age

population living in rural areas (25 percent), while Quebec and the Atlantic Provinces have the lowest.



Those rural areas tend to attract people with high levels of education. Since having parents with post-secondary education corresponds to better school performance in children, that “brain gain” is a plus when considering the implications for the public education system in those communities.

Income tends to be lower in rural areas than in urban ones: in 2000, the average family income was \$70,483 in urban areas and only \$61,000 in rural areas. A significant problem for young people living in rural areas, especially remote ones, is a dearth of diverse employment opportunities. There are fewer jobs in high growth sectors such as business services and consequently fewer jobs in professional and managerial occupations, where incomes are higher. Rural employees are more likely to work in small firms where salaries are lower and work mobility is more restricted than in urban areas. Because of lower income, fewer jobs, less employment diversity and labour mobility, rural youth are often forced to choose between leaving their community or remaining with lower occupational aspirations and expectations.



Findings from the *Youth in Transition Survey 2000* indicate that rural students do not perform as well on educational tests as do urban students. In Nova Scotia, Manitoba, Saskatchewan and British Columbia, the reading skills of 15-year-olds in rural settings are lower than their urban counterparts (although they still perform better than the OECD average). According to a 2002 HRDC study, the average educational level of adults, employment rates, and the educational requirements and earning capacity of jobs in the community, affect the educational performance of students to an even greater extent than the quality of the schools. Building on the strong ties rural youth and adults have to their communities is an important key to addressing some of the challenges they face. ■

## Exemplary Practice

**Distance Learning**  
*Tele-learning and rural education* is an e-learning program for leaders in education offered by Memorial University. It involves professional preparation of teachers, administrators and specialists who work in primary, elementary and secondary schools and post-secondary institutions.  
[www.mun.ca](http://www.mun.ca)

*LearnNowBC* is an electronic support for distributed learning. It provides access to courses for students in British Columbia. An example of LearnNowBC is the Rural Education Network’s Classroom Connections Project, a unique opportunity for students and teachers of remote schools to participate in an exciting series of educational programs which are brought to the classroom through the use of ‘Elluminate Live!’. This technology enables students and teachers on the network to watch, listen and speak with the presenter, and to listen to questions and comments from other classrooms.  
[www.mybcschool.gov.bc.ca](http://www.mybcschool.gov.bc.ca)

## Exemplary Practice

### TDSB Demographic Data Collection Project

The Toronto District School Board has undertaken a research project to gather student demographic data. A survey will also provide information about students' and parents' perceptions about the educational environment. This data will be linked with student achievement data such as EQAO results and report card information.

This research will allow the Board to assess the effectiveness of programs and services to help students succeed; to establish programs for underachieving students; to remove systemic barriers to student achievement; to inform resource allocation decisions; and to advocate for funding and resources to support students in disadvantaged communities. The desired outcome of this research is to assist the Board in closing the educational achievement gap.



## Roundtable Sessions

To raise consciousness about the challenges demographic change poses for public education, TLP conducted roundtable discussions that engaged individuals in dialogue in 11 locations across the country.

The roundtables were designed to address local and regional issues and to develop an “action agenda” that would generate effective policy and program responses to these challenges.

Given the socio-demographic diversity of Canadian society, it was evident from the start that there would be regional distinctions such that specific demographic issues would have greater relevance in some parts of the country than in others. For example, the impacts of immigration tended to assume their greatest importance in our large cities. Similarly, issues related to Aboriginal students dominated in the Prairies and rural de-population issues had varied significance throughout the country.

The roundtables were hosted by school boards, universities, educational associations and key community organizations. Some of the general themes that emerged during the roundtables included the importance of:

- increased awareness of and sensitivity to ethno-cultural, Aboriginal and rural issues
- language instruction for immigrant students and their parents
- increased collaboration and partnerships
- in-school support workers and culturally relevant role models
- increased, targeted funding and resources
- revitalized rural schools with well-trained teachers and quality resources
- increased educational and employment opportunities to ensure gainful entry to the labour market
- reduced racism and systemic bias
- replacing negative thinking with positive action

# Principals Embrace Demographic Change

Canada's Outstanding Principals (COP) is a national award program designed by TLP for principals who have provided extraordinary contributions to their students and local communities. In conjunction with the Canadian Association of Principals and the University of Toronto's Rotman School of Management, the program includes a five day leadership training program for COP winners. The following highlights a few recent participants whose positive work relates specifically to immigrant, Aboriginal and/or rural students and their communities.

**John Wright, Elijah Smith Elementary School, Whitehorse, Yukon**, developed cultural programs reflecting First Nations values and traditions that are accessible to all students in the school. Welcoming feasts, bison hunts, culture camps and Southern Tutchone language instruction are regular parts of the school's activities.

**Leona McEwan, St. Ann School, Thunder Bay Catholic District School Board, Thunder Bay, Ontario**, created a "Gathering Room" to develop community, a sense of belonging, pride and identity for First Nations students.

**Wayne Tuff, Terry Fox Junior High School, Calgary Board of Education, Alberta**, works hands-on with the highly diverse school population, of which 55 percent is learning English as a second language. The school has been transformed into a community hub that is inclusive of parents and the community.

**Dave Dolan, St. Marguerite d'Youville Secondary School, Dufferin-Peel Catholic District School Board**, supported diversity, anti-racist education and the use of student data to raise achievement. Diversity is celebrated in a safe environment. The school has partnered with the Toronto Argonauts and the Peel Regional Police.

**Lisi Kavik, Nuiyak School, Qikiqtani School Operations, Sankiluaq, Nunavut**, provided a strong focus on hands-on activities as well as traditional story telling, carving and working with sealskins for students. Elders, parents and the community are actively involved in promoting education for Inuit students to ensure that cultural information is shared with young people.

**Sarah A. MacDonald, Pine Ridge Secondary School, Durham District School Board, Pickering, Ontario**. The diverse student population of the school understands that failure is not an option. As the board's Multicultural and Race Relations Consultant she developed the board's anti-racist education initiative, STAR (Students Together Against Racism).

**Hazel Dill, Dr. Arthur Hines Elementary School, Annapolis Valley Regional School Board, Summerville, Nova Scotia**, is active as a leadership mentor across the province. This small rural school, a hub of the community, utilizes community resources and experience to enhance school programs and improve student learning. The school also provides numerous programs for community members of all ages. ■

## Exemplary Practice

### Tiny Pencils

Through the Canadian Rural Partnership, the Government of Canada is helping address the challenges of improving literacy skills in rural children through an initiative called Tiny Pencils. Three regions in New Brunswick's Kent County (which has one of the lowest literacy ratings in the country) have adopted this initiative and it has been recreated in Saskatchewan and Manitoba.

Once a week, parents and preschool children get together to do crafts, play games, read and participate in activities aimed at building self-esteem, problem-solving and developing social skills. Although the children get a lot out of it, the parents benefit the most. The model has shown that by getting parents more involved with their children, they build their self-esteem and social skills, and end up more involved in their community.

[www.rural.gc.ca](http://www.rural.gc.ca)

# Public Policy and Recommendations

### Winnipeg Foundation Standing Tall project

This project started in the middle year classes at Niji Mahkwa and William Whyte School. An initiative of the Manitoba Métis Federation, the project brings trained members of the community into classrooms to act as mentors and to facilitate communication between students' families and the schools. The project focuses on the social and emotional development of children and creates an atmosphere of belonging and sharing. Since it began, administrators at the schools have seen positive results, reporting increased student attendance and a decline in suspensions and behavioural issues in classrooms.

[www.wpgfdn.org](http://www.wpgfdn.org)

### Aboriginal Headstart Programs

In 1995, the federal government established Aboriginal Head Start to help enhance the development and school readiness of Indian, Métis and Inuit children living in urban centres and large northern communities across Canada. A few years later, in October 1998, the program was expanded to include on-reserve First Nations.

[www.niichro.com](http://www.niichro.com)

**E**ducation is the key to the future well being and prosperity of our nation. Through public education we can address issues of social justice and break the cycle of poverty that grips segments of our society. Innovative thinking and practice demonstrate that we can make a difference. TLP's background research paper and roundtable discussions provide a rich resource for identifying vital approaches and recommendations, a full list of which can be found on the TLP website. This report focuses on key approaches and recommendations that, if implemented, would lead to effective policy and program development throughout the country.

### FOR CANADIANS

All Canadians have a moral imperative to embrace the challenges posed by current demographic changes and to make diversity work.

Parents, schools, communities, community agencies and governments must work together to foster inclusion

and success of immigrant, Aboriginal and rural students in Canada's schools.

### FOR GOVERNMENTS

Education effectiveness is compromised by fragmented jurisdictional structures. The federal government determines policies affecting immigrant and Aboriginal populations while provinces, municipalities, school boards and community agencies provide the services they need. There is insufficient correlation among all levels.

All levels of government must develop new agreements to coordinate the development of policies and the provision of services in order to meet the growing needs of diverse students and their families.

### FOR MINISTRIES OF EDUCATION, SCHOOL SYSTEMS AND SCHOOLS

Ministries of education, school boards and schools must have data on their





## Exemplary Practice

### The Westview Partnership

Established in 1992, the York/Westview Partnership is a cooperative project of the Toronto District School Board's Westview family of schools, York University, Seneca College, Toronto Catholic District School Board, The Ontario Ministry of Training, Colleges and Universities, private donors and the Jane Finch community. The community has families from close to 60 countries, speaking 40 languages. Among the close to 3,000 secondary school students, 57 percent have a primary language other than English.

The Westview Partnership operates in 23 schools and offers programs to promote equity in schools and increase access to post secondary opportunities. One program is for Bachelor of Education teacher candidates and the second is for students from JK to Grade 12 to encourage and support them to pursue post secondary education or training.

students in order to have an accurate understanding of their needs, their successes and their struggles. With few exceptions, the current data are insufficient.

Policy decision makers and educators must collect and make available comprehensive data on the student body that would enable them to track student performance, graduation rates, post high school career choices and occupations.

The Council of Ministers of Education should convene national conferences to examine the educational policies and practices that are needed to support the pivotal role that immigrant, Aboriginal and rural students have in ensuring Canada's future.

### FOR EDUCATORS

It is the role of faculties of education to prepare teachers for all aspects of the new Canadian classroom. Teachers and school administrators must understand how ethno-cultural issues affect teaching and learning.

Diversity and special education training should be incorporated into pre-service and in-service teacher education programs; faculties of education should consider increasing teacher education to two years to accommodate new classroom demands; recruitment and professional development of teachers from diverse backgrounds should be increased to address the needs of immigrant and Aboriginal students; and the use of distance learning technologies should be expanded for rural students. ■

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*We need to work in partnerships to develop and share best practices for all people – to become Canadians together in a culture of understanding and support. All partners will have a part...education, government, social services and business.*

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## WHO WE ARE

The Learning Partnership is a national organization with a mission to champion a strong public education system. We pursue this goal by conducting research and developing policy alternatives, by introducing innovative programs that help children to learn and by initiating varied avenues for dialogue with government, educators, business and the community about publicly funded education.

## WE WANT TO HEAR FROM YOU

The Learning Partnership seeks to engage Canadians in a wide-ranging discussion on educational values, goals and strategies to ensure that our children have the best public education possible. We therefore want to know what people think about the issues raised in this progress report. Please contact us. (See below)

## ACKNOWLEDGEMENTS

The Learning Partnership would like to thank the authors of the background paper, Dr. Edward Harvey and Dr. Réne Houle and the author of the summary paper, Laura Eggertson.

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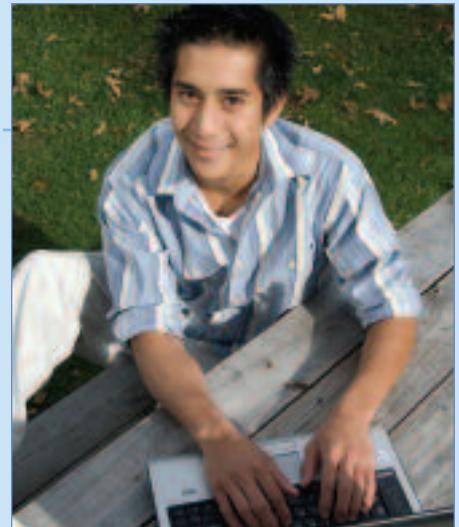
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### Primary Reference

Harvey, E., & Houle, R. (Fall 2006). *Demographic Changes in Canada and their Impact on Public Education*. The Learning Partnership. Toronto.

To download the research paper and to access additional resources and sources for this progress report go to the Policy and Research section of The Learning Partnership website.  
[www.thelearningpartnership.ca](http://www.thelearningpartnership.ca)



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