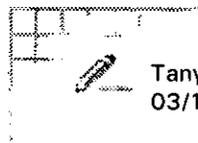


NLWJC - Kagan

DPC - Box 019 - Folder 008

Education - G - 8 Meeting

Tanya wants to know if she should go to 2:30 6-8 mtg tomorrow?



Tanya E. Martin
03/15/99 04:12:14 PM

Record Type: Record

To: Elena Kagan/OPD/EOP
cc: Laura Emmett/WHO/EOP
Subject: G-8 meeting

Here's an update on the preparations for the discussion of education at the June G-8 summit in Cologne:

Several weeks ago, the NSC sent out without change the U.S. proposal that ED drafted and that you and Bruce reviewed. Thus far, the Germans, Brits, Canadians, and the European Community have come in with their own written proposals for the education session, and the Russians have advanced some general thoughts in the Sherpa discussion meetings. On Thursday the 18th, Jim Steinberg heads off to Europe for another summit planning session with his Sherpa counterparts. To prep Steinberg on the education issues, ED put together a two-page summary of our ideas and reactions to key points in the other countries' proposals (ED's paper is attached -- it is also summarized below)

ED's proposal tried - as the NSC requested - to take into account as many of the other countries' suggestions as we found relevant to the President's education agenda. That said, considering that the Leaders will have a single hour and a half discussion, ED also feels that less is definitely more. From the two-page briefing memo ED prepared, here are the key points they think should be used to tee-up Steinberg to talk with his counterparts:

1. To create a broader context for the Leaders discussion of specific programs and policies, they should begin the session with a fairly conceptual discussion of the skills and abilities citizens will need for success in the 21st century. The U.S. proposal suggests this should include not just requisite skills for success in the information age job market, but also the principles and values for democratic citizenship.

2. Having established this broader conceptual framework, the Leaders should then consider a limited number of specific strategies for equipping all citizens with the skills for success in the 21st century. Of the ideas that we and others have put on the table, I think Steinberg should focus on three :

- A. Establishing or raising academic standards for primary and secondary schooling.
Summit Outcome: Call for continued and expanded effort by OECD and other relevant organizations to develop valid comparative international measures of student achievement.
- B. Strengthening the teaching profession for the 21st century.
Summit Outcome: Expanded teachers exchange among the Eight
- C. Using educational technology to improve students performance, including the Internet and distance learning.
Summit Outcome; Call for cooperation among the Eight in improving the use of educational

technology and agreement to work together and through international institutions to help developing nations put educational technology to work in addressing their own pressing educational needs.

These three subjects would allow the President to highlight both areas in which his administration has already established a record of success and also areas in which his current legislative efforts are focused.



G8TWOPG.WP

Education and Training Brief for March 19-20 Sherpa Meeting

ISSUE:

How to structure the G-8 Heads' discussion of education and training and proposed summit deliverables, including language for G-8 Heads Communiqué.

KEY POINTS FOR U.S. SHERPA DISCUSSIONS:

Agreement on broad approach: The United States welcomes the inclusion of investment in education and training as a theme of the Cologne summit, and agrees with the broad conceptual approach to that subject as expressed in the German, British, Canadian and EC papers.

Proposal to increase public attention: The United States proposes that the education and training session be at least in part open to the press, and that it feature an exchange with a panel of experts and practitioners on one of more of the subjects that the Heads will be discussing. Participants in such a panel could be drawn from the ranks of educators, education researchers or CEO's in the G-8 countries.

Proposal for focus and structure of the discussion: To be most useful to the Heads and their governments, the summit discussion of education and training should be organized around a unifying theme, and should focus on a limited number of common concerns.

Toward that end, the United States suggests the theme "Preparing Citizens for Success in the Information Age" and recommends dividing the Heads' discussion into two broad parts:

Discussion Part A: Defining the Skills for Success in the Information Age

In the workplace: The Heads could highlight the skills that their governments regard as priorities for the next century, such as entrepreneurship as outlined in the German and UK proposals. Additional possibilities might include: the need for all citizens to possess solid skills in mathematics and literacy, to be able to solve problems where hypotheses must be formed and tested and to work cooperatively in groups with persons of diverse backgrounds.

In a democratic society: The Heads could also consider the ideas and values that they believe will form the foundations of democratic citizenship in the next century. Among those ideas might be: respect for the political, civil, and human rights of all people, an appreciation for the values of tolerance, pluralism and diversity, and a commitment to voting and participation in the political process. This discussion could include consideration of ways that educational institutions can promote active citizenship as suggested in the EC paper.

Discussion Part B: Helping All Citizens Master the New Skills for Success

Primary And Secondary Education: The United States enthusiastically endorses the

British proposal for discussion of raising academic standards and the German proposal for discussion of effective strategies for improving the educational performance of disadvantaged youths. In addition, we endorse the EC proposal for consideration of the application of information technology to education in general, and the Canadian proposal for discussion of distance learning in particular.

While we agree with the Canadian paper that distance learning is a promising vehicle for educational collaboration among the Eight and developing nations, such collaboration raises complex issues that would need to be carefully considered prior to the summit, including the significant cost of developing the technological infrastructure upon which distance learning depends.

The United States strongly believes that the Heads should also consider ways to strengthen the teaching profession for the 21st century. The Heads could discuss varying approaches to a number of critical issues, among them teacher recruitment, training, compensation, and professional development, and could call upon the OECD to study international best practices in these areas.

Higher Education: While the United States agrees that the role of universities in promoting innovation and economic growth would be a useful topic for discussion at Cologne, we also believe that the Heads' consideration of higher education should stress the need to improve access to higher education for all citizens, particularly those from traditionally excluded groups.

The Private Sector: The United States supports the proposal outlined in the German discussion paper for consideration of the vital role that private enterprises play as investors in human capital, and agrees that the Heads should exchange effective strategies for promoting access to high-quality training for both employed and displaced workers.

Summary of summit outcomes proposed in March 5 U.S. discussion paper:

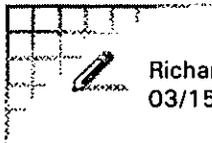
A declaration of the importance of investment in education and training

A joint statement highlighting a number of commonly agreed-upon skills for economic success and core values for democratic citizenship in the 21st century

A call for continued and expanded OECD efforts to develop high quality comparative international measures of student achievement and the factors that influence it

A commitment to increase support for exchanges of teachers among the nations of the Eight and a call on the OECD to study international best practices in teacher recruitment, training, compensation, and professional development

A commitment to consider ways to work among the Eight and through international institution



Richard A. Holtzapple
03/15/99 08:17:18 PM

Record Type: Record

To: Tanya E. Martin/OPD/EOP
cc: Lenore_Garcia @ ed.gov
Subject: Re: G-8 education briefer

Sorry I didn't reply earlier - just checked this e-mail. The meeting is scheduled for 2:30 tomorrow (Tuesday).

Attached below are the texts of two documents (I couldn't figure out how to attach them, so I just supercopied the texts into this message). The first part is my suggestion for Jim on topics to cover tomorrow (I offer no guarantees that he will follow this format - he often ignores my ideas!). The second document is a crib sheet comparing the deliverables suggested by all the G-8 partners who have so far circulated ideas, so we have a sense of what each country is proposing.

FOR JIM FROM RICK HOLTZAPPLE:

Your meeting with the Education and DPC folks tomorrow should have two basic objectives:

1) DELIVERABLES / TOPICS: You need a sense of how hard to push on issues beyond the emerging consensus ones. I have attached a two-pager summarizing all proposals for deliverables by the US and others. Also attached is the briefing memo from DPC and Education summarizing their reaction to other's proposals.

- There appears to be emerging consensus on some issues:
- stressing the importance of investment in education;
- consideration of how testing and standards can raise performance;
- support for how to strengthen links between business and education, including promotion of entrepreneurial skills;
- discussion of improving utilization of technology in education;
- increasing international exchanges.

Two areas we put forward are not emphasized in submissions so far from others:

- highlighting commonly-agreed skills for economic success, and 4
- measures to strengthen the teaching profession.

Based on reactions in Sherpa discussion, we will need to have a mechanism for how to reach consensus on these issues with other G-8.

Handwritten note: Germans very interested in lifelong learning training

Handwritten notes: - ~~radio/charter~~
- ~~Jim~~

Handwritten note: Elena, this is the note steenberg's staff gave him for today's G-8 meeting.

Handwritten note in box: NSC - G-8 mbg. Prep.

- Do we need to forestall discussion of any of the suggested deliverables from others?
- German and EC proposals on tax measures to promote training;
- Canadian focus on distance learning;
- Russian proposal on "common educational space";
- Russian proposal on gifted programs.

2) **STRUCTURE:** If you are to sell it to other Sherpas, Education or DPC need to provide more detail on how they would suggest structuring a panel discussion. Which topics would be best candidates? (NOTE: Other papers seem to envision a standards Leaders' discussion. Canadians suggested to Sous-Sherpas they could make a video on distance learning.)

PROPOSED EDUCATION TOPICS/DELIVERABLES

Structure of Discussion

- U.S. proposed opening part of discussion to press, and that discussion include panel discussion with experts and practitioners in one or more subject areas, including researchers, students, teachers, and CEO's.
- Canada suggested to Sous-Sherpas preparation of a video on distance learning, featuring the Inuit.

U.S. Proposals

- Declaration on import of investing in education;
- Emphasize skills needed in modern economy: entrepreneurship, math, literacy, working with diversity, and "citizenship";
- Ask OECD to develop comparative measures of achievement;
- Increase international teacher exchanges;
- Discussion of strengthening the teaching profession and a call on the OECD to study best practices in teacher recruitment, training, compensation and development;
- Help developing nations use education technology to meet pressing needs;
- Discussion of access to higher education;
- Promote role of private sector in education, including life-long learning and retraining.

German Proposals

- Emphasize importance of investing in education and research in improving employment;
- Ask OECD to study best practices, (including use of targets,

testing and other instruments to raise standards);

- Addressing problem of high needs students and social exclusion;
- Discussion of role of the state in lifelong learning;
- Encouraging business involvement in training, including consideration of tax incentives - ask OECD to study;
- Stress school to work programs;
- Consider how to promote entrepreneurial skills;
- Discussion of how universities (with aid from business) can produce more highly qualified and specialized personnel - ask OECD to study labor markets for such personnel;
- Strengthening international links via exchanges in research, students, and teachers, as well as links between universities;
- Stressing foreign language skills as a basic skill.

UK Proposals

- A declaration on importance of increased investment linked to modernization and raising standards
- New impetus for international exchanges among G-8;
- Invite OECD to study lifelong learning and school-to-work;
- Consideration of how to use technology to promote vocational education and training.

EC Proposals

- Emphasize benefits of learning and urge including provision for all types of learning in collective bargaining agreements;
- Encourage organization of learning on sectoral basis to answer concerns of "free riding";
- Consider equal treatment of capital investment and investment in training in both taxation systems and company accounts;
- Draw attention to mutual dependence between educational system and business, and encourage a constructive dialogue as well as cooperation on programs to stimulate entrepreneurship;
- Encourage governments to stimulate active citizenship;
- Consider possibility of "personal skills cards" to provide a record of knowledge gained in both formal education and other experiences;
- Discuss how to address existing shortage of information technology skills in the labor market.

Canadian Proposals

- Focus on distance learning, including:
- development of a common global strategy on the use of distance learning,
- encouraging multilateral institutions to make knowledge

available through distance learning;

- and discussing bilaterally how to develop and support the infrastructure of a particular LDC with no access to distance learning.

Russian Proposals (provided orally)

- Statement on importance of investment in education;
- Discussion of programs for gifted students;
- Discussion on need for "homogenizing" standards;
- Commitment to work for a "common educational space" by increasing the portability of G-8 educational credentials, including the high school diploma.

Educ - G-8 meeting

cc: Bruce
Let's talk aboutU.S. proposal for Cologne G-8 Summit human capital discussion* *Thi.*— Working Outline, 2/9/99 — *E.***General approach**

The human capital theme at Cologne should be explicitly linked to the summit's central focus on building a new financial architecture for the 21st century. The Leaders should agree that the economic superstructure they are working to construct will only be stable and sound if it rests on a foundation of increasingly well-educated and well-trained populations in their respective nations and in the other countries of the world. They should note that continuous investment in human capital is essential to stimulating sustainable economic growth and reducing social and economic inequality. The Leaders should collectively commit to work within their respective countries to prepare all of their citizens for the opportunities and challenges of an increasingly global, knowledge-based economy. They should also commit to work together more closely to address the human capital challenges they have in common.

The human capital discussion at the summit and the related recommendations in the final communiqué should touch upon the entire continuum of lifelong learning, from early childhood to tertiary and secondary schooling to higher education and workplace training. Throughout the discussion, the Leaders should highlight effective strategies for reducing the disparities in educational access and achievement that exist between elements of their respective societies.

Early Childhood

- **Quality and affordability:** The Leaders should note that the first years of life are a critical stage in a child's mental and physical development, and should underscore the importance of equipping all children during those years with the skills and attitudes necessary for later educational success. The Leaders should note that the growing phenomenon of two-income families in many G-8 countries increases the need for affordable, high-quality early childhood education programs, from daycare through preschool and kindergarten. The Leaders should share strategies for insuring quality and affordability in early childhood education.

Primary and Secondary Education

- **Importance and purpose:** The Leaders should agree that the years of primary and secondary education are a society's best opportunity to develop the capacity for lifelong learning in all of its citizens. They should also agree that systems of primary and secondary education have the responsibility to prepare all citizens for either stable employment or successful participation in higher education.
- **Skills for success in the information age:** To illustrate the need to educate the students of today for the challenges of tomorrow, at Cologne the Leaders should engage in a discussion of the essential skills for success in the information age. This discussion might highlight the fact that, for example, an entry-level automobile

* incorporates German and U.S. proposals to date

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worker in 1998 must be able to apply formulas from algebra and physics to properly wire a car's electrical circuits, and could describe how the high quality manufacturing jobs of the future will require specific, higher-level skills in algebra, geometry, measurement, probability, and statistics. More generally, the discussion could stress the need to develop creative, entrepreneurial spirits in young people. Each Leader should outline a promising initiative that his or her government has undertaken to help students master the new basic skills of the information age.

- **The teaching profession:** Teachers are among the essential "builders" of human capital and, to varying degrees, all of the Eight face the increasingly difficult challenge of attracting sufficient numbers of talented people into the teaching profession and keeping them there at a time when the same abilities that make them good teachers are often in high demand throughout private industry. A discussion at Cologne of the future of the teaching profession in the nations of the Eight should highlight varying approaches to a number of critical issues, among them teacher recruitment, training, compensation, and continuing professional education.
- **School to work:** The Leaders should also stress the importance of offering young people — particularly those that do not go on to higher education — routes for a successful transition from school to work.

Higher Education

- **Access and preparation:** In developed countries today, completion of post-secondary education provides a greater boost to future earnings than any other degree of educational attainment. Partly as a result of this earnings premium, college-going rates have significantly increased in many developed nations since 1990. During the same timeframe, the cost of higher education has gone up as well. At Cologne the Leaders should discuss strategies for improving access to and preparation for higher education, particularly among traditionally excluded groups.

Workplace Training and Education

- **Worker training:** The Leaders should highlight effective strategies for worker training and retraining, particularly through partnerships between government, business and labor. The Leaders should call on private enterprises in each of their countries to take a long-term view of the returns to be gained from investment in human capital, and they should encourage business support for improvements in early childhood and primary and tertiary education.
- **Skill shortages:** The Leaders should acknowledge the challenge that many businesses in their respective countries face today in attracting sufficient numbers of highly-qualified workers and specialists. The Leaders should ask the OECD to conduct a comprehensive study of challenges and options with respect to national and international labor markets for highly-qualified researchers and specialized personnel.

Cross-cutting theme

- **Educational technology:** Recent technological advances and reductions in cost have opened up new possibilities for using educational technology to improve teaching and

- 3 -

learning. At Cologne the Leaders should agree that distance learning technologies, multimedia software applications and low-cost, portable hardware are particularly promising vehicles for improving the delivery of educational services to traditionally underserved populations, especially in geographically remote areas. Along the same lines, the Nations of the Eight should commit to work together to help developing countries put educational technology to work in addressing their own pressing educational needs. More broadly, the Leaders should call for increased international collaborative research to develop the next generation of educational technology for the benefit of all students in all countries.

Format and venue ideas

- **Options:** To attract public attention to the Leaders' discussion of educational issues, the summit session devoted to this subject might be held at a Cologne school, and could involve a teacher or student from each G-8 nation. The Leaders could also participate from the summit in interactive Internet dialogues with students in their home countries.

Bonn, January 18th, 1999

German Discussion Paper

„Training, Human Capital and Innovation“

Introductory remarks

Highly industrialised countries are undergoing a long-term transition process to information and service societies and knowledge-based economies. New products, services and production processes are to a growing extent dependent on the input of knowledge and know how. Only innovative and flexible firms, i. e. „learning enterprises“, are in a position to meet the requirements of growing trans-border competition and rapid structural change. The qualification of staff, in the field of research and development as well as in production and marketing, is becoming the dominant production factor, together with the knowledge management and organisation of the innovation process.

What applies to the level of enterprises is also valid for the individual citizen as well as for the economy as a whole. The citizen's successful participation in the labour market and in community life pre-supposes a sound basis of initial education and training including the capacity and readiness to meet new occupational requirements by undergoing recurrent education. On the other hand intensified competition between national economies in the process of globalisation challenges highly industrialised countries to make full use of their comparative advantages strengths: high quality labour, inventiveness and sophisticated technological and managerial knowledge. Ecological challenges likewise require intelligent, resource-saving products and production processes based on high investment in personnel and R&D.

Investment in human capital is becoming crucial for stimulating economic dynamism and new employment opportunities and for solving the economic, ecological and social problems of highly developed societies. For newly industrialised economies as well as for developing countries this factor is even more decisive as prerequisite for economic and social development and for participation in international exchange and co-operation.

- 2 -

Issues

1. Many countries are undertaking new efforts to increase investment in education as well as in R&D with the aim of strengthening their economic, social and cultural basis. At the same time reforms are on the way to make systems more responsive to new challenges, to increase the efficiency of education and research, to raise quality of outputs and impact on innovation.

The summit could emphasise the key importance of investment in human capital, in education, research and innovative applications for stimulating sustainable growth and improving employment opportunities. G 7/G 8 leaders could stress the need for concerted action by governments and the enterprise sector, social partners and individual citizens for meeting the challenges of the future. They could ask OECD to organise the discussion process on new strategies pursued by governments, enterprises and private organisations, to exchange „good examples“ and to improve the information basis for policy development.

2. The half-life periods of economic usefulness of qualifications become shorter and shorter. At the same time new kinds of work organisation replace traditional industrial mass production. Creativity, knowledge, technical and social competence, a higher degree of self reliance and entrepreneurial action become decisive factors of success. In learning societies education and vocational training have to continue throughout life. This includes learning in education institutions with the aim of formal qualifications as well as informal self-directed learning and learning at the work place.

The Heads of State and governments could call for a comprehensive exchange of experiences with respect to plans and strategies for realising the idea of lifelong learning (comprising the relationship between initial and continuing education and training and organisational and financial mechanisms conducive to learning). Special attention should be given to personnel of SME's and to personnel with low qualification.

3. Lifelong learning and investment in R&D is not only a challenge to governments and individual citizens but also to enterprises. The working environment has turned out to be the most appropriate place for further learning that ensures relevance and motivation. Entrepreneurs and managers should have in mind that returns of such investment are of

- 3 -

longer term nature and that personnel development and knowledge management become decisive action parameters for continuously successful firms. „Intangible investment“ in personnel as well as in application-oriented R&D has to be made measurable and comparable and to be reported by firms in order to improve management and composition of investment.

Heads of states and governments could call on enterprises to take a longer-term view on the importance of investment in human capital and encourage the OECD to further pursue analytical concepts and to develop recommendations in this field.

4. Lifelong learning has to build on a sound basis of initial education and training. It is highly dependent on the capability to undertake self-directed learning. A basic education of high quality is to be conveyed to all young people and there is a growing consensus that school leavers should also get a vocational qualification through different kinds of training for middle-level skills or or higher education. For young people with special needs new bridges are to be created in order to help them to successfully enter adult and working life. In many of our countries major policy initiatives have been undertaken to give training to all young people and to bring them into stable employment .

G 7/G 8-leaders could express the crucial importance of offering young people routes for successful transition from school to work and call for the engagement of the enterprise sector in the training of young people.

5. Additional employment opportunities can only be created if new enterprises are started, based on a technological idea or exploiting new marketing opportunities particularly in the service field. For making full use of this potential it is important that initial education, vocational training and higher education provide young people with an impetus and skills for entrepreneurship and that regulatory, information and financial barriers are reduced. The availability of risk capital, in particular of equity capital for start-ups, is to be improved in many of our countries.

Experience and new ideas should be shared to create a positive spirit and appropriate framework conditions for establishing new firms and to best prepare young people for entrepreneurship.

- 4 -

6. The position of higher qualified professions on the labour market is improving in promising fields of science and technology. An increasing number of enterprises, in particular those offering technology intensive services, complain about a lack of highly qualified specialised personnel for the application and integration of information and communication technologies in product and process innovations. The lack of specialised personnel, partly due to past fluctuations in demand for these groups, is becoming an impediment of innovation in certain sectors of R&D. The competition of locations for production can become a competition about the „best heads“.

G 7/G 8-leaders could request the OECD to supply a comprehensive evaluation of political challenges and options with respect to labour markets for highly qualified researchers and specialised personnel.

7. The increasing international interlacing of many areas of life creates enormous challenges for learning. The capability to grasp, evaluate and apply knowledge from worldwide sources becomes more and more important. New kinds of trans-border co-operation and communication place new demands on management and staff. The internationalisation of education and international networking in research are becoming central answers to the global knowledge society.

The Heads of States and Governments could underline the necessity to strengthen the international dimension of education, including the training of young researchers, and the role of international exchange schemes. They could emphasise the need to further develop new concepts for internationality in education and research in the framework of the OECD.

June 18-20

^{and by}
E.C. Willford

P/S - stds + teaching (rec. equal)

ed tech
access to him ed.

nat/st - fed rels.

equity issues / power
schools - how do you
turn around.

Outcomes

Any initiatives - what can
they do together?

↳ e.g. in EdTech??

exchanges or coop. b/w them
or

take on joint, cooperative project

- exchange of teachers?

- signing on of businesses? - bus route improvement

Call on World Bank / UN to do something?

What is OECD doing?

Manageable, ^{highly} interesting format / msg

May early March

Next wk - paper out
by 4 March - ideas