


Post-secondary Education in Canada: A Vision from Canadian Youth



Companion Research Report
National Dialogue and Summit
Engaging Young Canadians

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Executive Summary

On the occasion of its tenth anniversary, CPRN brought together 144 young Canadians aged 18 to 25 years, randomly selected, for a deliberative Dialogue and a Summit with 40 decision-makers from government, business, labour, and the not-for-profit sectors. The event took place in Ottawa on November 24-27, 2005. Young participants were invited to talk together about the kind of Canada they want, what choices and trade-offs they are prepared to make as citizens, and what they and others need to do to make their vision happen.

Dialogue participants talked about four issues that the Advisory Committee on Engaging Young Canadians and other youth had identified as especially important: learning, work, health, and the environment. This document reports on the discussion of **Learning** issues, and particularly, the elements of the Dialogue that touched on post-secondary education. (Reports on the full dialogue discussion are available on CPRN's web site.)

In the initial stage of the dialogue process, young people were invited to state their own concerns in the Learning area. They were broad-ranging:

- Is lifelong learning a reality? Is it affordable?
- Why is education so different across our country?
- Why isn't there a wider range of vocational preparation opportunities in and beyond high school, and better information about the existing ones?
- Why is post-secondary education so expensive, forcing many students into substantial debt loads?
- Why isn't there better quality assurance in university teaching?

- Who is responsible for ensuring that skills acquired in post-secondary education offer guarantees for jobs?

In the context of their overarching vision for Canada and the values they endorsed to guide their thinking – accountability and transparency, long term sustainability and prevention, equity and efficiency – young Canadians articulated their own Vision for education in Canada around seven pillars:

- Education is for life, not just for a job;
- Canada is a bilingual (multilingual) country;
- Canada is a diverse country to discover;
- Assessment and upgrading skills opportunities should be given to all educators;
- Access to post-secondary education and training should be guaranteed to all who qualify;
- Non-university, vocational and trades paths should be valued and supported;
- Students should be able to focus on learning.

Under the main thrust of their Vision – **No-one must be left behind** – young Canadians went further on specific post-secondary issues:

- They stressed the importance of valuing different learning paths to work, in addition to college and university, and to find some balance to the exaggerated reliance on academic performance.
- They emphasized that all forms of education beyond high school should be made accessible to and affordable for all qualified and motivated individuals.

- They called for all learning systems to be integrated and coordinated nationally, with similar levels of support provided to students and educators throughout the country.

The young participants assembled the pieces of their dialogue within three challenges under which they identified actions to be taken to start moving towards achieving their Vision for Learning. These actions would involve a range of education stakeholders (themselves and their families, governments, business and communities):

Challenge #1: Access to education

- ✓ Establish a legal ‘right to learn’ and reorient Canada’s public education systems to implement it;
- ✓ Proceed with assessment of individuals based on a portfolio – moving away from rather exclusive consideration given to academic performance, in particular for access to post-secondary education;
- ✓ Identify common core competencies required for a job wherever you train in Canada;
- ✓ Build common resources for the education system, to be shared by educators and students throughout the country.

Challenge #2: Ensure that the quality of education is the same for all Canadian citizens

- ✓ Root schools and post-secondary institutions in their communities – they should be centres of community development and access to learning;
- ✓ Establish a national curriculum (with local flavour), that promotes lifelong learning and citizenship skills;

- ✓ Finance education in a standardized way across the country on a per capita basis, with adjustments for regional needs;
- ✓ Give credit for different types of learning styles – not all young people are same, nor do they approach learning in the same way.

Challenge #3: Education for life – to be better citizens and to prepare for whatever kind of job they want to go into

- ✓ Change high-school curricula to ensure that people get the skills they need even if they don’t go onto post-secondary education;
- ✓ Establish an ongoing National Youth Ambassador Program – a youth-led and driven program to help younger students make sense of their education orientation and career decisions;
- ✓ Value different paths for learning and for preparation for work – societal values and attitudes towards the trades and vocational education need shifting;
- ✓ Develop knowledge about politics early on through civic education – education for life means education for citizenship, with schools and communities as primary players.

These actions overlap across the identified challenges; they often reinforce each other.

In addition to their group deliberations, individual opinions on key issues were collected from the young participants at the outset of the Dialogue and at the end of the event. Early thoughts were clearly firmed up for many, and the process allowed them to deepen their understanding of the issues at stake and weigh the validity and relevance of their choices.

Acknowledgements

This report would not have been written without the enthusiasm of 144 18-to-25-year-old Canadians willing to share views about their Vision of the Canada they want. They are the first and most important to receive our acknowledgements. We want to tell them how grateful we are for the opportunity they gave us to witness the rich Dialogue they created.

This report has also benefited from advice and comments from several colleagues at CPRN: Ron Saunders, Mary Pat MacKinnon and Judy Watling.

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Post-secondary Education in Canada: A Vision from Canadian Youth

1. CPRN's Youth Dialogue and Summit

1.1 The Youth Dialogue Process

On the occasion of its tenth anniversary, CPRN brought together 144 young people aged 18 to 25 years, randomly selected, for a deliberative Dialogue and a Summit with 40 decision-makers from various strands of policy-making authority. The event took place in Ottawa on November 24-27, 2005. Young participants were invited to talk together about the kind of Canada they want, what choices and trade-offs they are prepared to make as citizens, and what they and others (governments, business, non-profit organizations and families/individuals) need to do to make their vision happen.

To help make their discussion more concrete, participants in the Dialogue talked about four issues that an Advisory Committee on Engaging Young People had identified as especially important: learning, work, health and the environment. This document reports on the discussion of **Learning** issues, and particularly, the elements of the Dialogue that touched on post-secondary education.

1.2 Who Were These Young People?

The participants in the Dialogue were selected randomly from the Canadian population aged 18 to 25 years. This selection process brought together a group of young adults whose distribution along the main demographic characteristics is very close to the distribution of these characteristics in the population as a whole. The following set of tables compares the Dialogue participants to a fairly similar age group in the population.

Comparison of Participants to Canadian Youth Population by Gender

Gender	Dialogue Participants % (ages 18-25)	Total Youth Population % (ages 18-25)
Men	47	50
Women	53	50

Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada

Comparison of Participants to Canadian Youth Population by Education

Level of Education	Dialogue Participants % (ages 18-25)	Total Youth Population % (ages 20-24)
Some high school	6	12
HS graduate	21	24
Some college/ university	36	28
Community/CEGEP/private college graduate	12	24
Bachelor's degree	19	11
Graduate degree	5	1

Source: Participant demographic data: EKOS Research Associates; Total youth population data: Statistics Canada Labour Force Survey, 2004 annual averages.

Comparison of Participants to Canadian Youth Population by Specific Indicator

Specific Indicator	Dialogue Participants % (ages 18-25)	Total Youth Population % (ages 15-24)
Aboriginal	4	4
Visible Minority	15	16
Disabled	4	4
Rural	17	n/a

Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada

Comparison of Participants to Canadian Youth Population by Language

Specific Indicator	Dialogue Participants % (ages 18-25)	Total Youth Population % (ages 15-24)
English	70	62
French	22	22
Other	8	14

Source: Participant demographic data: EKOS Research Associates; Total youth population data: 2001 Census, Statistics Canada

It should also be noted that the geographic origin of the Dialogue participants matched closely the geographic distribution of the youth population in Canada.

1.3 Learning and Post-secondary Education Issues in the Youth Dialogue

With the selection of Learning as one of the themes for discussion in the Dialogue, participants received, in advance, a Workbook¹. It presented some facts about the situation of learning in Canada: the societal and individual benefits of higher education and lifelong learning, a portrait of college and university attendance with the associated costs, and the situation of young people who move directly to the workforce after completion – or not – of high school. In addition, background information on policy challenges related to all four policy issues was provided for participants' consideration prior to the Dialogue, and a short presentation was made on each issue on the first morning of the dialogue. This background was intended to help stimulate the

¹ Material for the Dialogue can be found on CPRN web site (<http://www.cprn.org>). The Workbook in particular can be found at <http://www.cprn.org/en/doc.cfm?doc=1351>.

young people's thinking about these issues, not to steer the Dialogue's discussion in a certain direction or to limit its scope. Over the three days of the Dialogue, young people worked in a variety of group configurations that allowed different levels of participation and sharing of ideas: groups of 40, occasionally sub-divided in groups of ten, to allow the in-depth discussion of identified narrower issues; then sharing the vision and perspectives on challenges in plenary sessions. Throughout the stages of the Dialogue, young people were assisted by facilitators to define the scope of their own interests in Learning, and had access to individuals with subject matter expertise when they needed clarifications on issues. Many of the initial challenges presented to them appeared as major issues, but several additional elements were brought to the discussion.

This report reflects the scope of the discussion as it was defined by the Dialogue participants themselves. It draws its information from the author's participation in the Dialogue, transcripts of plenary sessions, reporting on flip charts, extensive note-taking and questionnaires completed by the youth participants. Throughout the report, quotes from young people recorded during the various phases of the Dialogue are presented to provide direct illustration of the issues.

1.4 Mapping Out the Report

In this report, we focus on the Youth Dialogue's discussion on post-secondary education in Canada. But we do this in the context of their broader discussion on the various aspects of learning in this country as many of the themes that have emerged have as much to do with education in general as with post-secondary education per se.

We will start in the next section by reviewing young people's initial concerns as they were invited to look at the issues and challenges for Learning in Canada.

We will then review in sequence what Vision young people have collectively for Learning in Canada, what actions are needed, and what roles and responsibilities they assign to each action to realize their vision. We also look at the extent to which participants' views of key learning issues changed over the course of the Dialogue, based on pre- and post-Dialogue questionnaires.

2. Initial Concerns – Issues and Challenges

The first element in the Dialogue process was to present young people with some facts and challenges about learning issues. These were stated in the Workbooks and briefly presented in the initial plenary session. Young people were then invited to express their own concerns about education and learning. We report these initial concerns in this section.

2.1 Broad Concerns About Education

Concerns about education in general range from broad issues related to lifelong learning to more specific ones about personal career choices and options.

One concern had its roots in education matters, but extended to the very reason young people were so interested in coming to this Dialogue: *“How can we facilitate a democratic, cooperative society if our educational culture stresses individual pursuits and our job perpetuates it?”* Their engagement in the Dialogue process has proven that there are ways to move beyond egocentric perspectives.

Lifelong learning: A reality? Is it affordable?

In general, young people embrace the notion of lifelong learning, a requirement for them to keep on learning throughout one’s life. But they question whether it actually exists and whether it is generally affordable.

With questions such as *“Who is doing the lifelong learning?”* and *“Who is included in the 40 percent of persons with difficulties in lifelong learning skills?”*, they perceive that it is clearly not a reality for everyone yet.

But they also question how families, young ones in particular, will be able to add space for learning in their busy lives, already struggling to find a balance between work and family: *“How to reconcile work, study and family? There seems to be more and more young parents trying to juggle these activities.”*

Education in Canada

There is no doubt young people realize the geographic size of their country and the fact that there are 13 different education systems. Still, they wonder why there would be barriers to mobility inherent in the ways education systems work: *“Why is education so diverse in education levels? For example, different schools from the provinces are being taught at different levels and would therefore make it difficult if someone has to move and would have to start from the beginning.”*

Immigrants’ situation

Young people notice the difficulties immigrants face to integrate in society and work. They tend to associate this with language skill barriers: *“Possibly there should be a requirement of speaking either French or English for all immigrants?”* or *“For immigrants who are unable to*

...speak English or French, what programs are available for them? Because what happens is that they are unable to land jobs which they are skilled in and are forced into low-paying jobs.”

Diversity of options in, and after, high school

Young people feel that they may not have the appropriate information about all the options that are available to them either within high school or for post-high school studies: *“What are some of the specifics on secondary school vocational training?”* or *“Why are the students not told all of their options? For instance, if we want to enter a trade, they don’t always need education past grade 10.”*

They call for more – and better presented – information on careers and educational options: *“Education on career choices is important: should we not spread appropriate courses over two or three years rather than concentrate a career planning course in one year? This would allow young people to broaden their perspective on future job opportunities.”* But at the same time, some question the emphasis often attached to education: *“Is the role of education [only] to get a job?”* They are not denying a focus on employment is important, but question it as the sole purpose of education.

2.2 Concerns More Specific to Post-secondary Education

In many ways, the general concerns about education form a context for the concerns that are more specific to post-secondary education. How did they express their initial concerns and challenges with respect to post-secondary education? What did they want to know?

Cost of post-secondary education – a major issue

While there is no doubt that young people are fully aware of the general relationship between more education and better employment conditions and earnings, they do see the rising cost of post-secondary education as a significant barrier for participation, especially for those with limited resources. Some of their initial concerns are unequivocal about this:

- *“Why can’t PSE be more financially accessible? Why should the less well-off be effectively excluded from PSE, unless they wish to be 1000s of \$ in debt afterwards?”*
- *“How is the working poor supposed to get educated (college – university debt)”*
- *“Why, if education is so important in Canada, is it so expensive, and I think that to combine study and work for some people is not possible and this leads to dropping out.”*
[translated from French]

And they want to know more: *“How does student debt vary by province?”*

Young people are eager to find ways to fund post-secondary education that ensure opportunities for all: *“What other funding options could be implemented to make PSE more inclusive to all social groups? Improvement to scholarship/bursary for more inclusiveness?”* They also realize that they may not be presented with all the available options for education beyond high school.

Their perspective is clearly open to solutions beyond making the cost of post-secondary education more affordable; they also see other options as valid paths for inclusiveness.

College/University – the only options?

Some people choose not to attend post-secondary education because of high costs, debt load on completion, or the risk of failing. Others, however, are not interested in academic studies, and are motivated to work in trades and other professions that take pathways other than college or university from learning to work, and they ask: *“Why is there such emphasis on funding kids for PSE rather than making more vocational training, apprenticeship programs starting in high school? Most skilled trades require only Grade 10, yet we don’t start making these programs available starting in high school like Grade 11?”* and *“What is being done to help make options available to young people known? Correspondence between PSE and high school: it seems like the responsibility is all on the young?”*

Quality education in post-secondary education

Several young people with post-secondary – especially university – experience appear critical of the quality of teaching: *“Why are instructors in PSE teaching positions not required to have any training in the field of education? (Just because they have experience in the real world does not mean they have the expertise to properly convey these teachings and experiences to OTHERS in a learning environment!!)”* and *“Doesn’t government think they spend money on the wrong part of education? They spend more money, but quality is getting worse. Professors care more about research than actually teaching students.”*

Post-secondary education: A guarantee for a job?

Should a post-secondary degree or diploma offer a guarantee for a job, especially a “good job”? Considering the level of financial investment to obtain the credentials, young people are interested in the answer, but they also ask another question: *“Who is responsible for developing marketable skills?”* or *“Is it the government or university’s job to ensure new graduates get hired or is it the students’ job to make themselves marketable?”* or *“How do you predict what will be marketable in 4 or 5 years when entering university?”* While they do not seem to deny a student’s responsibility towards their future – in fact later in the Dialogue students clearly articulated a strong conviction about the importance of personal responsibility – they are wondering whether educational institutions and governments should not have more explicit roles and responsibilities in helping them navigate the transition from studies to work – for example, through more and better information made available at critical decision points.

Many of these concerns surfaced in subsequent parts of the Dialogue and were reinterpreted to guide young people as they were laying out their Vision and possible Actions to achieve their Vision for Learning in Canada.

3. Young Canadians' Vision for Learning and Post-secondary Education

In their overarching Vision for the kind of Canada they want to work toward, learning and post-secondary issues have a large place. It is interesting to note how the various elements of this Vision serve as context for the more specific elements about post-secondary education.

3.1 Overarching Vision: A Context for the Vision on Post-secondary Education

During the Dialogue, young people articulated a seven point Vision for the Canada they want:

We want a Canada where:

- *More is expected of citizens – citizenship is taken seriously;*
- *Everyone in society (citizens, students, workers, employers, educators, politicians) accepts responsibility to contribute to a more equitable, sustainable, healthier, and more knowledgeable society;*
- *Being Canadian means quality public services that meet national standards, and address provincial/territorial needs, are available to all;*
- *People don't face barriers in education, work and health care when they move across provincial or territorial borders;*
- *We embrace our two official languages and our multicultural character and are more able to communicate with ease across cultural communities;*
- *We value diversity among Canadians while reinforcing our common bonds of citizenship (shared values);*
- *We take a long-term view of what's needed and are prepared to invest in tomorrow as well as today.*

In order to achieve their Vision of Canada, young people expressed four values to guide their own thinking and that they thought should be adopted by decision makers:

- *Accountability and responsibility*
- *Long term sustainability and prevention*
- *Equity*
- *Efficiency*

We will see that the elements of their overarching Vision and their guiding values are the backbone of the visioning exercise more specific to learning issues.

3.2 Young People's Vision for Education in Their Canada

Young adults articulated their Vision of education for the Canada they want around seven key pillars:

- **Education is for life, not just for a job:** they see education as more than just a vehicle for getting a good job. They also embrace a holistic concept of life-long learning that relates to the need for learning at all stages of life, not just as a concentrated package early in one's life (early childhood, in high-school, post-secondary education and on the job).
- **Canada – A bilingual (multilingual) country:** young people feel very lucky to live in a country where two major world languages are official languages and they would favour more active pressure and support to learn to speak the two official languages. But there is more to languages in Canada: aboriginal languages carry such an important heritage for the country that strong actions should be taken not just to preserve them – and the cultural heritage they carry – but also to keep them spoken; immigration is in the nature of the country's development – it brings further cultural richness and opening to the world. They desire the ability to better communicate with their peers, and at a minimum, want to speak our two official languages.
- **Canada – A diverse country to discover:** Canada is a vast country with large, geographically-based differences in ways of life, life conditions, cultures, politics, etc. Young Canadians want to have more opportunities to travel across the country, learn from each other and break down the barriers that separate them. Such opportunities should be built more systematically in the school curriculum.
- **Assessment and skills upgrading opportunities for educators:** to maintain or restore the quality of education through quality teaching, at all levels, K to 12 to all forms of post-secondary education, dialogue participants strongly advocated effective, mandatory non-threatening teacher/professor evaluation and skills upgrading systems.
- **Access to post-secondary education and training for all who qualify:** there was a strong belief expressed by dialogue participants that opportunities to access post-secondary education had to be based on willingness to learn, life and career objectives, not ability to pay.
- **Valued and supported non-university, vocational and trades paths:** young people see a lot of value in offering a diversity of pathways from school to the labour market. They would like to see better information provided for the vocational, trades and entrepreneurial paths starting during the high-school years or available as post-high school alternative options to college or university. Existing programs such as co-op placements and apprenticeships are seen as valuable, but would need to be better presented as real options to young people.
- **Students able to focus on learning:** having to work to support oneself financially, and often one's family as well, while studying in post-secondary education can be a struggle. The result is too often either that the student drops out of school, or takes more time to

complete a program – and increasing the risk of dropping out of the program by doing so. Students seek access to appropriate ways of funding their post-secondary studies without having to struggle to find a balance between study and work.

3.3 A Vision for Post-secondary Education in Canada

Considering the age range and the representative mix of educational attainment of participants in the Youth Dialogue, it is not surprising that issues related to post-secondary education were particularly important in their discussion under the theme of Learning and an integral part of their visioning for Canada's future.

The main thrust for a Vision for post-secondary education can be synthesized in the following way: **No one must be left behind – the widest range of learning opportunities should be presented and made accessible to all, with common standards across the country.** For the Dialogue participants, this meant that post-secondary options should extend beyond the college and university options into solid trades training. Access to post-secondary options should not be limited by financial considerations. Opportunities should be offered in similar ways and under similar conditions across the country.

Valuing different learning paths to, and at, work

Dialogue participants felt that all ways of learning should be recognized in the education system, with a new balance to be sought between the academic approach and more practical preparation for the labour market. This would better respect the diversity of learning styles and recognize the multiple paths to learning skills. They look for real alternative paths to university and college, starting while they are in high school with a broader set of options to prepare for the labour market. They even propose that different learning styles be supported from the primary level to broaden learning choices and options. In their own words, young people identified clearly what their vision is:

- *“Education [should be] more needs-based, relevant, unbiased and responsive to different learning styles.”*
- *“Focus on education to allow for different learning styles, as people are unique and don't all best learn through conventional methods. Don't make a person feel bad because they are unique. It might be expensive to expand education like this, but it is worth it.”*
- *“Start training for trades in high school, ensuring that those with limited options have a skill.”*
- *“A higher stress and more media attention should be put towards promoting skilled trades and medical-related jobs; the more ads are thrown in your face about the needs and benefits of these jobs, the more people are likely to take it into consideration and pursue these careers.”*
- *“Let students in high school know ALL of their options. Students are driven towards college/ university like robots, yet Canada is hurting for qualified tradesmen.”*

- To make “*easier transition for youth into workforce, there should be less focus on PSE. Skilled trades are currently facing a shortage; apprenticeships and co-ops should start at high school levels rather than post-secondary. Give high-school students more information about vocational training and alternate jobs.*”
- “*Emphasis on life skills too at younger ages.*”
- “*More alternative schools – not everyone learns in ‘normal’ school environments. College and university should offer alternative style options.*”

In order to achieve this, young people recognize that there is a need to improve perceptions of trades programs among those who have influence over young people’s educational and career decisions. They are also concerned that too many parents push university and college as the only valuable paths. Career guidance services need be improved and cover all options, not just the academic ones. Dialogue participants also linked the provision of such options to the greater likelihood that more young people would complete their education – and fewer dropping out – and get good jobs without necessarily having to go to university. Society needs trades people to function well, and they should be valued for the contribution they make.

Accessibility – making all forms of education beyond high school affordable

Beyond the principle expressed by Dialogue participants that everyone qualified and willing to go to post-secondary education should be able to, there is the issue of affordability: how could post-secondary education be affordable to all qualified who desire to attend?

“Depending on social status, there is not the same education opportunities. The poorest (& regions) have to go into debt to obtain a sufficient education level to get a job... It’s easier for the wealthy. Solution: reduce the gap between poor and rich classes.” [translated from the French]

Young people’s ideas relate to adequate preparation (following the point made above) in high school, putting limits on tuition fees through higher investments from governments and business in higher education, incentives for savings in preparation for children’s post-secondary education, effective financial support for those most in need, and better assistance to prevent and manage excessive debt loads. All this is not to deny the importance of individual responsibility with respect to educational and career decisions and individual efforts going through the learning system.

Unequal opportunity to participate in post-secondary education may build up through experience in primary and secondary school, arising in part from socio-economic and cultural disadvantage in the family milieu. Accordingly, the school is seen by young people as the main place where the equalization of opportunities should be achieved. A level-playing field has to be achieved as much as possible through appropriate consideration of risk factors while in school rather than leaving such a goal to financial assistance later. Much attention should be paid by all who have a role to play in overseeing students’ performance in school.

Some Dialogue participants promoted the arguments of free education for all on the basis that some other countries were achieving this (models to be found in Europe and Australia). But while many viewed that as not a realistic proposition, they were in general in favour of a greater share of post-secondary education costs being paid by governments and business/employers, and a lesser share through tuition being supported by the students and their families. One of the reasons put forward for a system with lower financial burden on students' shoulders is to allow them to concentrate on studies rather than have to work to support both study and living expenses. In the words of one participant:

"I would like that the government helps us more in education so that we could complete our studies without being forced to work and burn out".

and for another one:

"I would like PSE to be more affordable so that you can focus more on your studies, and not worry about paying your bills and working as much as you can. It would lead to a better quality of education. And less stress put on the individual."

and a third:

"An education system where PSE students can focus on getting educated and worry less about financial burdens while doing so. Our experience as students is not proper when we have to worry more about part-time jobs than absorbing information."

Young people also question the geographical equity of government spending in education:

"Education system up north is poorer than that in South. Is this because less \$ being put to education up north than in the south?"

and another one says on the same issue:

"More considerations given to rural residents of low-income families who want to attend school (post secondary). Student loans are currently not aimed to address the costs of setting up a totally separate residence for these people as well as the high costs of simply attending school."

They claim that more funding should flow to aboriginal/northern and rural parts of the country.

For young people, the rationale for greater investments by governments rests clearly on the benefits of a highly educated population for the whole society, beyond the private benefits. To express that they do not expect everything to come from governments, participants in the Dialogue see also a role for business in the financing of higher education. The rationale for greater funding support from business/employers was articulated around the notion that employers were drawing substantial benefits – that turn into profits – from the employment of well-educated, well-trained workers. In this respect, Dialogue participants suggested that the business sector offer greater support for scholarships and bursaries – governments could set incentives for this – and that a special business tax be legislated by governments to support various options of post-secondary education. Personal financial efforts from students and their

families were not discarded. Indeed, young people saw real value in the preparation for financing post-secondary education through savings. But they claim that awareness about savings plans should be expanded, including the benefits to be gained through matching programs, and the link between savings and the possibility of affording post-secondary education with no debt.

Some young people suggested that tuition costs for post-secondary education should be based on household income. But, if loans have to be considered by students, young people would like the rules to better reflect the reality of students' lives. For example, tying the amount of loan available to parents' income ignores the situation of many students, who may not be supported by their parents. According to participants, there is a need for better rules and regulations regarding loan conditions and a strong feeling that there is too much red tape and inflexibility.

Coping with the burden of student debt is an imperative. Dialogue participants favour government intervention in the form of grants, and forgiveness of a portion of loans and/or interest, especially when students have successfully completed their program – seen as an additional incentive for persistence through to graduation. They see students' debt and the burden of repayment as getting in their way in managing their own career later on:

“By the time people pay off student loans and get good credit they are too old to want to change careers.”

An Integrated and coordinated national system of learning, with national standards

From various perspectives, Dialogue participants call for a true national system of learning. While acknowledging the present jurisdictional context in which education is managed throughout the country:

- They want a high-quality system with similar standards throughout the country, “an equal learning field”.
- They want to see improvement in teaching quality in post-secondary education through more relevant and student-centred education and more attention paid to the quality of teaching, and are frustrated to see how much money is being thrown at research.
- They want to see an equalization of the cost of post-secondary education throughout the country, instead of the present wide differences of tuition costs across provinces resulting from provincial autonomy in policy setting.
- They want to see the same policies throughout the country with respect to dealing with excessive indebtedness (for example, for interest forgiveness).

To effect change in such a direction, young people see a strong role for a national authority – the federal government, perhaps – that could guarantee national standards for the cost of post-secondary education, for its quality, for its accessibility. This is not to deny the role of the provinces and territories, but to ensure that all education stakeholders steer the system in the same direction and that there is a national-level leadership in the establishment of Canada's policy framework in higher education.

4. Moving to Actions – Actors’ Roles and Responsibilities

After completing the Visioning exercise (“How is Learning dealt with in the Canada that I want?”), Dialogue participants had to find ways to make their Vision a possible reality; they needed to move to defining the Actions needed and identifying whose role it would be to implement the Actions². First, they developed their own views on such actions, roles and responsibilities; then, through the Summit, they presented their ideas to experienced policy decision-makers and community leaders. Through such a process, all initial ideas were discussed, some were confirmed, some gathered more strength, and few were discarded, to come up with four challenges and some proposed actions.

With an engaging dialogue on such extended policy areas, one cannot expect to see well-polished conclusions fully ready for implementation to emerge. Rather, this section presents the best propositions these committed young people could imagine in the time they had – while trying to remain realistic – to achieve their Vision of Canada. As it was their Dialogue, all challenges and their associated actions were focussed on Learning as a theme, but not all explicitly with the issues specific to post-secondary education. In order to respect the expression of the Dialogue participants, we report here the challenges, the proposed actions and the attributed roles and responsibilities as they “packaged” them.

4.1 Challenge #1: Access to education

Action 1.1: Establish a right to learn – in a legal sense

The sentiment that everyone should have a legal right to learn was expressed with sufficient force that the possibility to enshrine a Right to Learn in the Canadian Charter of Rights was evoked. The Right to Mobility across the country (already recognized in the Charter) was mentioned as a possible model. High schools and post-secondary education institutions would need to develop appropriate structures to meet the challenges of a right to learn. Discussion did not resolve whether such a right to learn would have a limit (up to achieving a stated literacy level, for example) or whether it would be an unbound principle. This could be further refined to a right to learning, i.e., a legal right to access the learning system to enhance knowledge and abilities. Any barriers to access the system should be removed. Dialogue participants insisted that it should be a right, and not just an opportunity that some people have over others.

Governments are seen as the main actors to put in place the legal framework for the implementation of a right to learn covering all levels of education, to remove access barriers.

Action 1.2: Proceed with assessment of individuals based on portfolio

Dialogue participants believe that selection processes in the education system rely too heavily on academic performance. They propose that individuals be assessed based on the portfolio they

² CPRN’s research report on the dialogue and summit (*Connecting Young People, Policy and Active Citizenship*) includes a summary matrix of the policy actions, roles and responsibilities (for each actor) in Appendix III. The report can be found on CPRN web site (<http://www.cprn.org>).

would build with their learning experiences in school (that include grades and other aspects of academic performance) and out of school, their work experiences and their involvement in the community. Such a holistic approach considering personal abilities would likely help young people find their appropriate place in the education system, by making it possible to select a program on the basis of a larger set of factors, rather than using the grades as the main filter for selection. It could result in a better fit with selected educational choices and help improve the rate (and speed) of completion of post-secondary studies. The establishment of a universal portfolio system would replace the reliance on transcripts, as everyone leaves high school with the beginning of a portfolio – not only their courses but all they have learned through volunteer work, and through work on part-time jobs. Entrance into a post-secondary institution or access to learning of other kinds would be based on a different, more comprehensive assessment of the person's abilities. Young people want to move away from the “*if you're below 80, sorry, you don't make it*” and into “*what do you know so far and what do you need to learn to move to the next level?*” as it would introduce a more balanced approach that looks at the whole person.

Action 1.3: Identify common core competencies required for a job wherever you train in Canada

Young people have a strong sense of belonging to a vast country and want to be able to move from one part of this country to another either to study or to work, without any artificial barriers. They wish they could move from province to province and from college to university or high school to college without repeating learning. They call for the standardization of common essential components while recognizing the diversity of delivery across the country. They are trying to get rid of barriers to mobility, but not talking about standardizing all curricula – they are talking simply about identifying what are the core common essential competencies that one needs to have for whatever job he/she is training for, while allowing for different delivery approaches. They suggested governments and educators work with employers and industry across the country to determine what should be the currency that allows a person to move from one province to another and from one system to another without all these blockages. We can enhance mobility while at the same time encouraging all kinds of diversity of courses that are linked to local realities and pedagogies and ways of learning that are quite different.

Action 1.4: Build common resources for the education system

Following their strong desire to see education throughout the country with high quality common standards and accreditation systems, Dialogue participants thought that teachers and students at all levels should have access to the same resources, wherever they are in the country. They suggest that a cost-effective way of doing this would be through the establishment of a national online library, which would be a basic database for all schools, teachers and learners, to have access to information across Canada. It would give all schools an equal opportunity for access to resources, independent of funding and location. It would also offer the possibility to enrich the learning experience locally with possible access to knowledge usually found either in other institutions (university or college, for example) or at different grade levels. They called on the collaboration of governments and education ministries, under the lead of the federal government, to establish and maintain this resource.

4.2 Challenge #2: Ensure that the quality of education is the same for all Canadian citizens

Action 2.1: Root schools and post-secondary institutions in their communities

Dialogue participants want to see a better integration of the school, and more generally of all learning institutions, in their community: a community school approach in which the educational institution is a key resource for its community and for all aspects of life. Schools or colleges in each community should be seen not simply as places where you take courses, but more broadly as centres for community development and access to learning. In every community, there would be a place where you can access learning of different kinds and have resources that support you. This would go a fair distance in terms of addressing inequalities or a lack of access to education. It would also make educational institutions more responsive to the needs of their communities.

Action 2.2: Establish a national curriculum (with local flavour)

Standards must be national: we should implement a national curriculum with local flavour. A critical tool for implementing such an idea is the national database of learning resources for teachers and learners – as suggested above in Action 1.4. Such a tool would also be built with contributions from teachers and learners sharing work and experiences, for best practices to emerge and be shared across the country. There are already lots of interesting practices. Many ideas for new approaches are based on practices initiated somewhere else in the country. The suggestion was made that an inventory of best practices in particular fields be built with the help of CPRN and the new Knowledge Centres established by the Canadian Council on Learning. Several Dialogue participants said that *“in Canada we’re very decentralized and diverse, which is great – there’s all kinds of experiences – but we spend our time reinventing the wheel and that’s what we have to stop doing.”* Examples of good practices were given: Nova Scotia Community College is now the Portfolio College; Winnipeg Centennial Project – a school in the community acting to support community development, and serve community needs such as affordable housing while developing building trades skills for students.

Action 2.3: Finance education in a standardized way across the country on a per capita basis, with adjustments for regional needs

Financing education is also a major area where young people claim the need for standardization across the country. According to them, education should be funded equally on a per capita basis throughout the country, with adjustments for region-specific needs (possibly to accommodate the higher cost of delivering the same level of service in some remote and northern areas or to some students). It would be more effective if the funding for education would follow each individual as they move from province to province so that the schools would have proper funding for the number of people who attend. Special investments would be required for people with special needs – different learning styles or learning difficulties.

Action 2.4: Give credit for different types of learning styles / Value different learning paths

In the search for equity in the education process and to ensure that everyone is well-served in their learning needs, young people insist on the necessity to give credit for different types of learning styles, to value different learning paths. Although it was a major piece of their Vision, and Dialogue participants did mention that there should be actions directed at achieving this part of their Vision, they did not have the opportunity – or the time – to elaborate strategic proposals to implement.

4.3 Challenge #3: Education for life – to be better citizens and to prepare people for whatever kind of job they want to go into

Action 3.1: Change high school curricula to ensure that people get the skills they need even if they don't go on to post-secondary education

“Education for life, not just for a job” is a strong value among Dialogue participants. Why do they think that education is often perceived as putting an emphasis on preparing them for their future place in the labour market when the mandates and missions of departments of education, school boards and many other educational institutions are actually much broader? This is an unresolved question. But it is a perception that many young people have when they stand behind statements that they “*don't like to go to school*”, they “*are bored in school*” or they “*don't feel they fit in university*”. In their words, education for life brings a holistic approach to education: preparation for work, healthy life styles, environmental consciousness, effective parenting, community participation, active citizenship, and lifelong learning. For them, this requires major changes in high-school curriculum and methods of instruction to ensure that people get all the skills and practice they need even if they don't go on to post-secondary education.

Action 3.2: Establish an ongoing National Youth Ambassador Program

As young people see a role for themselves in the transformations to which they aspire – they do not see themselves just waiting for desired changes to happen – they look at a Youth Ambassador Program as an interesting approach for young people to help even younger ones. Youth Ambassadors talk with other youth about their lives; they inform and teach other youth; they talk about different types of work and citizenship responsibilities. It would be a youth-led and driven program, a community development approach with youth talking to youth. With a broad mandate, its main goals would be to create awareness, inform, and support youth in making important decisions for their lives. They feel that a National Youth Ambassador Program would help address the question as to how to keep youth more interested in schools, especially students who were not planning on going on to university. Students who have graduated would come back and speak to students about the options they have. As a sort of counselling by peers, the idea behind such a program is that if students are more informed, they will be able to make better choices. This would be “*an ongoing program where the youth would continually go back into the schools, not just like one-time assembly or anything, but they would stay in touch with the students they worked with and check-up on them and see how they were doing with their interests and find out what choices they were making, help them make those choices.*”

Action 3.3: Value different paths for learning and preparation for work

Repeatedly, Dialogue participants made reference to the need to recognize learners with different learning styles (see Action 2.4 above) and to offer a comprehensive range of options, as there are many different ways of making a living. Criteria for identification of learners and curriculum need to be broadened in schools to include and integrate formal and informal aspects of learning. It is very important to value different ways of learning. Learning does not just take place in an academic institution; it also occurs at the workplace and through volunteer or community work. All places and opportunities for learning have to be valued as integral parts of formal and informal learning. Society has to shift the value base in terms of trades, technology, non-academic paths; all occupations these paths lead to are just as valuable as those that require university. In the words used to report in the final session of the Dialogue:

“Changing the value system to see that all learning is valid and all occupations are valid and get rid of sort of a more medieval notion that university weeds people out and then you chose the best 10 per cent and they were off to lead the world. It’s a different world now, everybody needs access to that learning past the secondary level and so we need to make the doors open and value those things, recognize it and allow people to really fulfil themselves and contribute to their society.”

Action 3.4: Develop knowledge about politics early on through civic education

Education for Life means Education for Citizenship: this is definitely a strong statement on the part of a diverse group of young people who had not been selected on the basis of any level of political or community engagement. What they are saying is that we need to change the all-too-common notion that learning is for work and careers. Instead, we should emphasize learning as meeting our needs as part of a community. That’s because everyone will belong to a community, no matter what they do in life. So it is meant to help people think about that while they are in school, and help schools think about that too. *“Schools can help communities, communities can help schools. The system is too insulated right now and too separate from the community.”* The Winnipeg Centennial Project, already mentioned, was also seen as an example in this context, in which schools’ students become active participants in their community by helping to build homes in neighbourhoods where there is a need. This is but one example of how to ensure that the education system equips young people to become active citizens engaging in political and civic life through developmental community activities and a redesign of civic education.

Not surprisingly, many of the Actions adopted by Dialogue participants overlap across the three overarching Challenges. They often reinforce each other.

5. Challenges and Statements – The Dialogue’s Influence on Opinions

Four statements presented under two challenges related to Learning were presented to the participants at the beginning of the Dialogue and again in the final questionnaire.³ This provides an opportunity to review whether the Dialogue process influenced participants’ opinions. The challenges and the statements focus mainly on post-secondary issues. They were prepared before the Dialogue actually happened, on the basis of the initial themes selected with the assistance of the Advisory Committee on Engaging Young Canadians and other young people. The number of valid responses is not large; however, we collected 100 matched responses for the pre- and post-questionnaires from the 144 participants to the Dialogue (69 per cent).

For each of the four statements, participants were to say whether they were favourable (a mark of 7 for “totally favourable”) or unfavourable (a mark of 1 for “totally unfavourable”) to the statement. In addition, in the post-questionnaire, they were invited to offer a “condition” to accompany their marking of the proposed statement.

First challenge: How do we ensure that all qualified students are able to attend university or college?

- **First statement:** *Provincial and territorial governments should greatly increase funding to post-secondary institutions so that they can substantially reduce tuition and other costs for students and families. This would mean that students from lower-income families would be more likely to attend PSE and students would have much less debt after graduation.* (101 respondents)

Pre (weighted score)	Post (weighted score)	Remained highly favourable	Remained highly unfavourable	Moved to more favourable opinion (in % of all respondents)	Moved to less favourable opinion (in % of all respondents)
5.8	5.5	48/63	3/5		
		76%	60%	9%	14%

³ A copy of the two questionnaires’ parts that relate to Learning are reproduced in the Appendix.

How to read the results in the tables (a synthetic analysis of the pre- and post-questionnaires)

- 5.8 is the aggregate result showing the weighted score (on the scale from 1 to 7) attributed to the given statement in the pre-questionnaire.
- 5.5 is the corresponding weighted score in the post-questionnaire.
- 48/63 and 76%: 63 of the 101 respondents stated, in the pre-questionnaire, that they were highly favourable (giving a score of 6 or 7) to the statement; 48 of them gave an identical score of 6 or 7 to the same statement in the post-questionnaire. This means that 76% of those who stated that they were highly favourable to the statement in the pre-questionnaire remained so at the end of the Dialogue.
- 3/5 and 60%: 5 of the 101 respondents stated, in the pre-questionnaire, that they were highly unfavourable (giving a score of 1 or 2) to the statement; 3 of them gave an identical score of 1 or 2 to the same statement in the post-questionnaire. This means that 60% of those who stated that they were highly unfavourable to the statement in the pre-questionnaire remained so at the end of the Dialogue.
- 9%: of the 101 respondents, 9% changed their opinion to a significantly more favourable one (at least 2 points higher).
- 14%: of the 101 respondents, 14% changed their opinion to a significantly less favourable one (at least 2 points lower).

Comment: The score is very high – Young Canadians appear very supportive of much greater funding directed to post-secondary institutions by provincial/territorial governments in order to allow for lower tuition fees and enhanced access for students from low-income families. The score went down slightly at the end of the Dialogue. One may venture whether young people’s insistence on the importance of “national standards”, a “national system of education” with the corollary role for the Federal Government would have influenced some of them to rethink the balance of financial support from the various levels of government. Another factor may also be the discussion about the contribution that young people would expect of business/employers to post-secondary education, thus possibly lowering the demands on governments. Overall, the stability of the polarized opinions remains fairly high, but a few more moved away from being highly favourable, which explains the sliding down of the score.

- **Second statement:** *Families and individuals would be encouraged to save more for their education and governments would offer greater financial incentives to do so. Education is an investment that pays off. Families must take responsibility for their children’s education and individuals. Governments must make it easier for families and individuals to save.* (100 respondents)

Pre (weighted score)	Post (weighted score)	Remained highly favourable	Remained highly unfavourable	Moved to more favourable opinion (in % of all respondents)	Moved to less favourable opinion (in % of all respondents)
5.0	4.9	28/44	4/8		
		64%	50%	12%	19%

Comment: Average score is on the high side and remained so in both questionnaires. The Dialogue seems to have caused a little more movement away from both extreme categories, a sign that the reliance on families to fund the post-secondary education of their children cannot be a solution for everyone. Indeed, while benefits of such incentives

are not denied, equity concerns are expressed: this would benefit wealthy and middle-class families, not the low-income ones; incentives of this sort should be limited in terms of government support, as they may divert limited funds away from direct support to the most in need.

Second challenge: How do we ensure that young people who don't go on to college or university get the skills they need for life and employment?

- **Third statement:** *Provincial/territorial governments would re-design and increase funding for high school vocational programs. All students deserve a high-quality high-school education that prepares them for the work force and for informal learning throughout life, even if they don't choose to go to university or college.* (99 respondents)

Pre (weighted score)	Post (weighted score)	Remained highly favourable	Remained highly unfavourable	Moved to more favourable opinion (in % of all respondents)	Moved to less favourable opinion (in % of all respondents)
5.8	5.8	54/65	1/3		
		83%	33%	11%	8%

Comment: The support for offering vocational options within high school and alternatives to college and university beyond high school is definitely very high. As it has been an important aspect of the discussion in the Dialogue, it is not surprising to see how high the support remained at the end of the process. While this is one of the major issues raised, young people are mindful – in particular through the conditions expressed in the post-questionnaire – of resources needed and consider that much progress could be made on this issue with re-allocation of existing financial resources.

- **Fourth statement:** *Employers would take on greater responsibility for improving the literacy and numeracy skills of their employees who need help and individuals would also commit to improving their skills. Employers, who will benefit from having more skilled workers, and individual workers, should be prepared to make these investments, instead of expecting taxpayers to foot the bill.* (100 respondents)

Pre (weighted score)	Post (weighted score)	Remained highly favourable	Remained highly unfavourable	Moved to more favourable opinion (in % of all respondents)	Moved to less favourable opinion (in % of all respondents)
5.1	5.4	31/39	0/6		
		79%	0%	18%	15%

Comment: There is high, and rising through the Dialogue, agreement that employers have a key role to play in supporting learning for their employees. Young people are also keen to see individuals take on responsibility for their own learning needs. Both issues have been discussed during the Dialogue. It appeared to young people that the role of business/employers could be commensurate to the benefits they draw from their utilisation of highly educated and skilled workers.

6. Conclusions

Education, and post-secondary education in particular, were much in the minds and the discussions of the participants in CPRN's National Dialogue and Summit Engaging Young Canadians, November 24-27, 2005. Throughout the Dialogue process, young Canadians brought up four essential **values** that underpinned their **vision** for the Canada they want, leading to the determination of a proposed **Action Plan for Canada**.⁴

The **values** that underpinned youth's vision for Canada include:

- Accountability/Responsibility
- Long Term Sustainability and Prevention
- Equity
- Efficiency

With these values in mind, young Dialogue participants developed a **common vision** for the Canada they want in five areas that they selected as the most important for Canada's future and of greater concern to them: Learning, Work, Health, Environment and Citizenship. In this document, we have presented the main aspects of the Dialogue and conclusions on Learning issues. On this theme, the youth's common vision was articulated in the following way:

*“**Learning:** no one is left behind: post secondary studies, including university, college, vocational, trades training and informal learning are available to all. We value lifelong learning and all pathways from learning to work. There is an integrated, coordinated and high quality system of learning in place that adheres to national standards and allows us to move freely across the country for education, training and jobs.”*⁵

Young participants defined a number of key actions in the Learning area needed to realize this vision. These offer a good synthesis of their discussions and conclusions:⁶

- Reorient our public education to reflect a ‘right to learn’ and to promote life long learning and citizenship. Bring schools into the community and the community into schools.
- Create a pan-Canadian system of education with high quality common standards and accreditation systems that support the mobility of learners and workers and improve labour market efficiencies.
- Create accountable, higher quality, student-centred and relevant education, with particular attention to those left behind.

⁴ CPRN (2006). *Towards an Action Plan for Canada – ‘Our Vision, Values and Actions’*. Available at <http://www.cprn.org/en/doc.cfm?doc=1415>.

⁵ Op. cit.

⁶ Op. cit.

- Increase access to and quality of post-secondary education for all qualified students.
- Improve and promote alternative, non-university pathways to learning and jobs.

Appendix

Pre- and Post-Questionnaires – Parts dealing with Learning issues

**PARTICIPANTS' PRE
QUESTIONNAIRE**

**NATIONAL DIALOGUE AND SUMMIT ON ENGAGING
YOUNG CANADIANS**

November 24- 27, 2005

OTTAWA

Canadian Policy Research Networks Inc.

Initial Thoughts

What kind of Canada do you want – looking at learning, work, health and environment? What needs to happen to make your Canada a reality?

Please write your 7 digit phone number on the top of each page. This enables us to match your pre and post answers to compile the survey results. Your personal privacy will be protected – we will be using the aggregate not individual results.

The following sets of questions relate to challenges we face in the areas of learning, work, health and the environment. The last set of questions focuses on challenges with our democracy. The suggested actions for each issue reflect different ways of dealing with those challenges. These actions capture different points of view and directions for addressing these challenges.

Please indicate how favorable or unfavorable you feel towards each action on a scale of 1 to 7. 1= totally unfavorable, 7 = totally favorable; please circle one number for each action.

LEARNING

How do we ensure that all qualified students are able to attend university or college?

Provincial and territorial governments should greatly increase funding to post secondary institutions so that they can substantially reduce tuition and other costs for students and families. This would mean that students from lower-income families would be more likely to attend PSE and students would have much less debt after graduation.

1 2 3 4 5 6 7

Families and individuals would be encouraged to save more for their education and governments would offer greater financial incentives to do so. Education is an investment that pays off. Families must take responsibility for their children's education and individuals. Governments must make it easier for families and individuals to save.

1 2 3 4 5 6 7

LEARNING

How do we ensure that young people who don't do on to college or university get the skills they need for life and employment?

Provincial/territorial governments would re-design and increase funding for high school vocational programs. All students deserve a high quality high school education that prepares them for the work force and for informal learning throughout life, even if they don't choose to go to university or college.

1 2 3 4 5 6 7

Employers would take on greater responsibility for improving the literacy and numeracy skills of their employees who need help and individuals would also commit to improving their skills. Employers, who will benefit from having more skilled workers, and individual workers, should be prepared to make these investments, instead of expecting taxpayers to foot the bill.

1 2 3 4 5 6 7

PARTICIPANTS' POST QUESTIONNAIRE

**NATIONAL DIALOGUE AND SUMMIT ON ENGAGING
YOUNG CANADIANS**

**November 24- 27, 2005
OTTAWA**

Canadian Policy Research Networks Inc.

Final Determination

Now that you have had a chance to consider different viewpoints and possible directions that could be taken to address the challenges we have in learning, work, health, the environment and our democracy, what is your view?

1. Review the sets of actions that were outlined as a starting point. Please indicate how favorable or unfavorable you feel towards each one on a scale of 1 to 7 (1= totally unfavorable, 7 = totally favorable). Circle the number that most closely reflects your view. If your viewpoint is based on a condition (e.g. "I rate this action at this level only if it also includes _____ or does not include _____"), please indicate that condition on the line immediately below your rating.

LEARNING

Provincial and territorial governments should greatly increase funding to post secondary institutions so that they can substantially reduce tuition and other costs for students and families.

1 2 3 4 5 6 7

On condition that:

Families and individuals would be encouraged to save more for their education and governments would offer greater financial incentives to do so.

1 2 3 4 5 6 7

On condition that:

Provincial/territorial governments would re-design and increase funding for high school vocational programs.

1 2 3 4 5 6 7

On condition that:

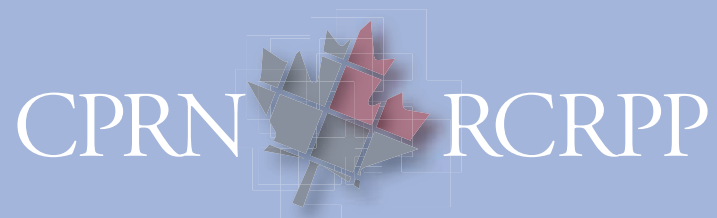
Employers would take on greater responsibility for improving the literacy and numeracy skills of their employees who need help and individuals would also commit to improving their skills.

1 2 3 4 5 6 7

On condition that:

Thank you for participating in this very important project. Your views will help to guide CPRN's research for the coming years, and will be widely shared with decision makers in the public, private and not-for profit sectors. We will make the utmost effort to reflect your views in our report on the outcomes of the National Dialogue and Summit.

If you want to continue to follow the outcomes of this event, including the results of this survey, please visit the CPRN Web site www.cprn.org. You can also join in CPRN's Online Forum which will continue after the dialogue and summit.



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