5th GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Canada's Submission to the Fifth Global Report on Adult Learning and Education (GRALE V)

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cmec
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The focus of Canada's response to the Fifth Global Report on Adult Learning and Education (GRALE V) is on progress made in adult learning and education (ALE) policies, governance, financing, participation, and quality since the publication of GRALE IV in 2018, with a thematic focus on citizenship education. GRALE V also explores the impact of COVID-19 on ALE systems. Canada's response was developed jointly by provincial and territorial ministries responsible for education, through their intergovernmental body, the Council of Ministers of Education, Canada (CMEC); the Government of Canada, represented by Employment and Social Development Canada (ESDC); and the Canadian Commission for UNESCO. This report was compiled by CMEC.

Canada is a federation of ten provinces and three territories. Legislative responsibility for education is granted to the provinces by the *Constitution Act, 1867*; similar responsibilities are delegated to the territories by the federal government. As a result, there is no federal ministry of education and no single pan-Canadian approach to adult education.

The Government of Canada has the responsibility for education for First Nation populations who live on reserves. This is delivered through federally funded, band-administered schools. The Government of Canada also plays an integral role in supporting the skills development of Canadians by investing in postsecondary education, training, and literacy in the form of transfers to provinces and territories, research and infrastructure funding, and direct support to learners.

Each of Canada's provinces and territories (P/Ts) is responsible for planning, implementing, and evaluating its own ALE policies. The provision of ALE programs varies across provinces and territories, depending on the sector and community. Each P/T adapts its programs based on its specific needs and those of the populations it serves. The following report consolidates these contributions and outlines supporting examples and illustrations.

It is important to note that, while some P/Ts focus on supporting learning opportunities for adult learners in literacy and essential skills, others emphasize more employment-specific offerings, with a focus on reskilling and upskilling. Still others position adult learning within a lifelong learning framework (which consists of all learning by adults, including postsecondary education). These differences are important to consider when conducting a pan-Canadian review.

Policy

1. Overall, would you say that since 2018 your country**:**
   - has regressed on ALE policy
   - is at the same level on ALE policy as in 2015
   - **has made significant progress on ALE policy**

Comments

In Canada, provinces and territories have specific strategies, policies, and legislation relating to adult learning and education. Since 2018, as illustrated below, a number of P/Ts noted significant progress on ALE policy, with several governments pointing to a number of specific developments.

Manitoba

Legislation: Through consultations with private vocational institutions, students, and government agencies, the Department of Advanced Education, Skills and Immigration modernized the *Private Vocational Institutions Act*, and drafted amendments that would reduce red tape, improve accountability, and enhance transparency for students.

Policy:
- Under Manitoba's Economic Growth Action Plan, the Department led the development of a Skills, Talent and Knowledge Strategy focused on supporting a well-functioning labour market, strengthening economic development, and providing strategic direction for the postsecondary sector and a vision for employment and training programs. The strategy is intended to build on partnerships and consultations with postsecondary and community institutions, industry, employers, education, and labour, and other government stakeholders to align learning and workforce needs.
- The Manitoba College Education Review, released in March 2018, provided recommendations related to improving student outcomes and alignment with labour market needs. The Department has been developing an implementation strategy that builds on review findings that suggest general stakeholder satisfaction with a system that is diversified, shows little system overlap, and provides good value for money. The strategy was informed by co-creation sessions that involved colleges' vice-presidents academic in order to provide an institutional perspective on the recommendations, with a view to identifying system priorities, timelines, and workload requirements.
- The Manitoba Bursary was enhanced by expanding eligibility to students studying at Manitoba private religious institutions, and top-up funding was added for eligible low-income Indigenous students.
- The Department implemented a new collaborative Sector Council Program model to meet the training and development needs of employers and new and existing workers.

Quebec

In 2018, Quebec launched its Digital Action Plan, with three main objectives:
- to develop the digital skills of young people and adults;
- to make use of digital technologies as a value-added vector in teaching and learning practices; and
- to create an environment conducive to the development of digital technology in the education system overall.

In addition, funding for worker training has been increasing in the past few years.

Government of Canada

In February 2018, the Federal-Provincial/Territorial Assistant Deputy Ministers Committee on Student Financial Assistance agreed to create a Task Team of federal and provincial/territorial government officials to undertake targeted policy work on ALE to better understand the suite of supports and program offerings for adult learners, both in terms of student financial assistance (SFA) and labour market programming. Key activities of the Task Team in 2018–19 included:
- identification of federal-provincial/territorial (F-P/T) initiatives, programs, and priorities related to adult learning;
- development of gap analysis on adult learning in Canada;
- completion of internal design thinking sessions on adult learning and identification of challenges and opportunities; and
- engagement with relevant partners across governments.

In addition, for over 25 years, Employment and Social Development Canada has been using an Essential Skills (ES) Framework of nine essential skills to help service providers and other organizations understand the skills needs of Canadians, and to inform the design and delivery of skills-development programming. During that time, the labour market has evolved significantly, due to structural, technological, and demographic changes, as well as recent economic disruptions, such as those associated with COVID-19, which have further accelerated changes as the country moves to a digitally driven economy. In light of these factors, ESDC began the process of renewing its essential skills approach during summer 2019.

The Office of Literacy and Essential Skills (OLES) aims to help adult Canadians improve their literacy and essential skills to better prepare for, get, and keep a job, and to adapt and succeed at work. Based on extensive research and engagement with skills-related experts, the new skills approach has been rebranded "Skills for Success." It now includes both foundational and "soft skills" (social-emotional skills) and will be launched in fall 2020. Skills for Success are the basis for learning all other skills (e.g., technical and occupation-specific skills) and provide a broad direction for the Government of Canada to support Canadians during the country's post-pandemic recovery. Skills for Success respond to the skills needs of current and future labour

markets by highlighting the importance of certain critical skills, such as higher levels of digital and problem-solving skills as well as social-emotional skills like adaptability, and creativity and innovation. Further details on the Skills for Success and the OLES response to the pandemic situation are provided in the section on COVID-19 below.

2. Has your country made progress in the field of ALE since 2018, specifically with regard to:
   - Implementing legislation? **Not at all**
   - Developing and implementing policies? **A little**
   - Developing concrete and specific plans? **Somewhat**
   - Involving stakeholders? **A little**
   - Improving the recognition, validation and accreditation of non-formal learning and informal learning? **A little**
   - Developing a national qualifications framework? **Somewhat**

Comments

Alberta

Alberta does not have specific ALE legislation, although it does have the *Post-secondary Learning Act*, which governs postsecondary institutions in Alberta's adult learning system, as well as the *Schools Act* for the Kindergarten to Grade 10 system. Legislation in this regard has not changed since 2018.

Alberta does not have an overarching policy on ALE, or plans to develop and implement a province-wide policy in this area. However, various program areas have their own program guidelines or operational policy. Alberta's Community Adult Learning Program (CALP), for example, has program guidelines that are intended to support progress toward non-formal, part-time adult literacy and foundational learning programming that does not lead to a credential.

Alberta is currently leading a comprehensive system-wide review of its postsecondary system (Alberta 2030: Building Skills for Jobs) in order to develop an innovative new strategy for the future. ALE may be addressed through this review, given that ALE supports transitions to the labour market. Alberta 2030 will involve stakeholder consultation. Concrete, specific plans to address ALE/foundational learning may emerge from Alberta 2030, but ALE would not be the primary focus. As the findings and outcomes of Alberta 2030 are currently unknown, progress in this area cannot be rated higher than "not at all."

Manitoba

Involving stakeholders: The legislative and policy improvements highlighted in response to question 1 above were informed through extensive involvement and consultations with stakeholders, including learners, educational institutions, sector councils, and employers.

Developing and implementing policies: Concrete examples of progress are highlighted in response to question 1.

Quebec

Implementing legislation: Quebec's *Education Act* includes basic school regulation specific to adult education.

Developing policies: The Policy on Educational Success was launched before the period in question.

Involving stakeholders: Students are represented in the governance of adult education centres through their participation in governing boards.

Additional notes and context

Alberta

In Alberta, ALE is synonymous with adult foundational learning, which is largely the purview of the Ministry of Advanced Education. Advanced Education defines foundational learning as formal and non-formal education that prepares Alberta adult learners for postsecondary education and engaging employment, and equips them to fulfill their potential and strengthen their communities. Formal education, delivered by postsecondary institutions, First Nations colleges, and a few private providers, includes adult basic education, academic upgrading, English as a second language, employment preparation, and transitional vocational programs. These programs are approved under the *Programs of Study Regulation of the Post-secondary Learning Act*. Non-formal education includes part-time adult literacy and foundational learning opportunities that do not lead to a credential, delivered through organizations that receive CALP grant funding. These programs address skills gaps in literacy (i.e., reading and writing), basic math, digital skills, English language learning, and more.

Advanced Education does not track continuing training, professional development, or citizenship education.

While there is no overarching policy or legislation for the delivery of adult foundational learning in Alberta, a program-level or operational policy exists, along with a number of different programs and initiatives to address the foundational learning needs of adults in Alberta.

- Academic upgrading includes courses that cover 80% of the Grade 10–12 Alberta education curriculum as well as high school equivalency courses accepted by Alberta universities and colleges.

- Adult basic education (ABE) includes courses that support the development of literacy and numeracy and correspond to pre–high school competencies.
- English as a second language (ESL) is the study and practice of the English language by individuals whose first language is other than English and who are currently unable to communicate fluently or learn effectively in English.
- Employment preparation is a training program intended to provide unemployed or marginally employed adults with a blend of occupation-related skills, work experience, employability and/or essential skills, and applied academics and/or ESL.
- Transitional vocational programs (TVP) provide eligible individuals (learners with mild developmental disabilities) with training and guidance that will contribute directly to their ability to obtain employment and establish and maintain independence.

3. Has your country made progress on developing concrete and specific plans?
- Literacy and basic skills **Somewhat**
- Continuing training and professional development **Somewhat**
- Citizenship education **A little**

4. Has your country made progress on involving stakeholders?
- Literacy and basic skills **Somewhat**
- Continuing training and professional development **Somewhat**
- Citizenship education **A little**

Governance

1. Since 2018, has the governance of ALE in your country:
   - Increased stakeholder participation? **A little**
   - Developed more effective monitoring and evaluation systems? **Somewhat**
   - Strengthened cooperation with civil society? **A little**
   - Improved intersectoral coordination? **Somewhat**
   - Improved interministerial coordination? **A little**
   - Improved transnational cooperation? **A little**
   - Strengthened capacity-building initiatives? **A little**
   - Become more decentralized? **A little**

Comments

While provincial/territorial governments are responsible for planning, implementing, and evaluating ALE policies in Canada, much of this work is done in consultation and/or collaboration with various stakeholders and partners. These actors are also involved in shaping ALE policy and program development and delivery across the country. In fact, P/Ts pointed to a number of examples of cooperative approaches and strategies in improving the governance of ALE, whether between different government departments (i.e., interministerial cooperation) or between government, stakeholders, and civil society (i.e., stakeholder participation, intersectoral coordination). Some P/Ts have noted changing the governance structure around ALE in order to make it more decentralized, as part of addressing specific community realities and needs. The following provides a number of examples.

Alberta

While, moving forward, there are opportunities for closer interministerial cooperation on ALE in a few areas of the government of Alberta (e.g., the various departments involved in the delivery of English language learning, those that work with the poverty-serving sector and literacy-learning sector, and those involved in establishing an adult high school equivalency credential), insignificant progress was made between January 2018 and December 2019.

During the same period, there was limited, if any, transnational cooperation about ALE and adult foundational learning.

For further information, please see Additional Notes and Context under question 2 in this Governance section. This context discusses some of the stakeholder committees that the Alberta Ministry of Advanced Education is involved in that have made a little progress in the areas of stakeholder participation, strengthened cooperation with civil society, and improved intersectoral cooperation during the time period under consideration, and that hold promise for the future.

Finally, during the time period, Advanced Education's mechanism to deliver non-formal adult literacy and foundational learning (i.e., CALP) made a little progress in monitoring and evaluation. For example, CALP grant recipients report on two logic models (one for program delivery and one for professional development initiatives that support program delivery). Two key questions the Ministry asks CALP grant recipients are: "Are they aware they have opportunities to provide input into the direction of the CALP program?" and "In what ways do they provide input?" This line of evaluation supports more effective system governance.

Manitoba

Manitoba's ALE system is quite decentralized. The province's focus is on ensuring the right governance balance to centralize/decentralize appropriate aspects of ALE, with a focus on increasing regional responsiveness and ensuring appropriate economies of scale.

Ontario

Rather than a lack of progress, the status quo was maintained in a number of these categories during the two years under consideration.

Quebec

Increased stakeholder participation and became more decentralized: The Ministère has already set up numerous committees made up of representatives from the education system and its partners that help provide insight for decision making.

Government of Canada

Employees, labour partners, community partners and stakeholders, and internal clients/offices of primary interest are engaged in routine consultation and in the development of learning activities.

If you selected "improved intersectoral coordination," please indicate what aspects have been improved:
- Literacy and basic skills **A little**
- Continuing training and professional development **Somewhat**
- Citizenship education **A little**

2. Has there been notable improvement in the governance of ALE of your country since 2018?
- Yes
- **No**

Comments

Manitoba

- In 2018/19, Manitoba completed a refresh of its Sector Council Program to improve innovative partnerships, encourage cross-sector collaboration, and reduce red tape. The new multi-year program model was developed to help industry organizations in 10 economic sectors plan, organize, and deliver training to support a skilled workforce and competitive businesses.
- In 2018/19, a Governance Review of Manitoba's Apprenticeship and Certification System was completed, resulting in a number of recommendations to improve efficiency and streamline services.
- Manitoba implemented a provincial regulatory accountability initiative in accordance with the provisions of the *Regulatory Accountability Act,* which came to force on July 1, 2019. The Act provides a comprehensive framework for managing the growth of regulatory requirements to avoid future red tape.

Additional notes and context

Alberta

In Alberta, during the time period covered by this survey, the governance of ALE (i.e., cooperation between government and its stakeholders in the implementation of ALE policy) was not highly centralized externally or internally within the Government of Alberta/Ministry of Advanced Education. Alberta does not have overarching policy or legislation on ALE. However, there are program guidelines and operational policies as well as programs, projects, and initiatives that address ALE from a number of angles. Internally, Alberta Advanced Education convened the Foundational Learning Advisory Group (FLAG) to examine the foundational learning landscape in Alberta, including challenges and opportunities, and how best to organize internally to address work in this area. Externally, there was no significant progress in the area of cooperation between government and stakeholders in the implementation of policy related to foundational learning/ALE.

However, it is worth noting that several committees related to foundational learning/ALE in Alberta reflected promising practices in governance and demonstrated close cooperation between stakeholders and government. While there were no significant changes or progress on these committees during the January 2018 to December 2019 period, they hold the promise of more effective future governance. These committees include, for more formal foundational learning, the Deans of Foundational Learning and the Provincial Academic Upgrading Committee, as well as the Regional Stewardship provincial committee (in which staff from 11 colleges meet with each other and with government representatives to talk about challenges, opportunities, and best practices associated with ensuring regional access to foundational and other types of postsecondary learning across Alberta).

For non-formal foundational learning (CALP), the Ministry of Advanced Education convenes the Professional Development Advisory Committee (PDAC), which brings together a range of CALP grant recipients and provincial professional development providers, as well as postsecondary institutions with expertise in the delivery of adult foundational learning, to discuss the delivery of non-formal adult literacy and foundational learning programs in Alberta as well as professional development initiatives that can support delivery of these programs.

Participation, Inclusion, and Equity

1. Since 2018, and for the adult population overall, the participation rate (%) in ALE has
   - Decreased
   - Stayed about the same
   - **Increased**
   - Do not know

If you selected "decreased," "stayed the same," or "increased," please advise in what way has ALE participation changed for the following groups since 2018?
   - Youth (ages 15–24) **Same**
   - Women and girls (ages 15+) **Same**
   - Men and boys (ages 15+) **Same**
   - Migrants and refugees **Increased**
   - Adults with disabilities **Same**
   - Adults disadvantaged due to lack of education and skills **Increased**
   - Residents of remote or rural areas **Same**
   - Prisoners **Same**
   - Minority groups (ethnic, linguistic, religious) **Same**
   - Unemployed adults **Same**
   - Indigenous peoples **Same**
   - Older adults (65+) **Same**

If you selected "decreased," "stayed the same," or "increased," please advise in what way has ALE participation changed for the following fields of learning?
   - Literacy and basic skills **Stayed about the same**
   - Continuing training and professional development **Stayed about the same**
   - Citizenship education **Stayed about the same**

2. Based on the latest available information, what is the overall participation rate in ALE in your country?
   - Below 1%
   - **1%–below 3%**
   - 3%–below 5%
   - 5%–below 10%
   - 10%–below 20%
   - 20%–below 50%
   - More than 50%
   - Do not know

If you selected a percentage above, can you provide the actual percentage for the participation rate within the range you selected? If so, please provide it below.

Comments

If you indicated a percentage above, what year does this participation rate refer to?
- 2019
- **2018**
- **2017**
- **Before 2017**

3. Since 2018, has your county made notable progress to improve access to and participation in ALE?
- **Yes**
- No

<u>Quebec</u>

Improvements have been made, for example, to the parameters related to francization in the workplace, and for upskilling to deal with changing technology.

<u>New Brunswick</u>

The province has undertaken a branch redesign in employment programming and service delivery improvement.

<u>Government of Canada</u>

In 2018, the Government of Canada launched the Skills Boost initiative to better support adult learners who wish to retrain. Skills Boost includes a pilot project to offer additional grant support to reduce financial pressures on adults returning to school. Since its implementation in 2018, over 93,000 Canadians have benefited from top-up grants of up to $1,600 per year, for a total amount of $184 million (as of January 31, 2020). The initiative also expands the use of Employment Insurance (EI) flexibility that allows EI claimants to continue receiving their benefits while they are engaged in full-time training.

In addition, the Office of Literacy and Essential Skills provides project funding to improve the quality of skills training in order to meet the needs of job seekers, workers, and employers. Projects typically support adult Canadians, with a particular focus on responding to the needs of those facing greater skills challenges, such as individuals who have been out of the labour market for a relatively long time and underrepresented groups in the labour market. These could include newcomers, youth, Indigenous people, members of official language minority communities, visible minorities, and persons with disabilities. Over 50% of current project funding supports these groups.

During fall 2019, Immigration, Refugees and Citizenship Canada (IRCC) launched new settlement language-training services adapted to the needs of French-speaking newcomers (Action Plan for Official Languages 2018–2023). These services increase the availability and accessibility of language training in francophone minority communities and are a key feature of the francophone integration pathway.

<u>Civil Society</u>

While governmental efforts to improve access to and participation in ALE continue, highlights and challenges were noted by the stakeholders consulted through the Canadian Commission for UNESCO.

Under financial pressure to cut programming that requires particularly significant funding, adult literacy offerings may sometimes be cut by academic institutions seeking to focus on those programs that lead to clearer short-term returns on investment. Furthermore, where funding

streams are channelled toward employment services rather than ALE programs that support and sustain outcomes like literacy upgrading, reporting considerations may dissuade non-profit organizations from promoting foundational training.

In other cases, where funding is extended only on an annual basis, providers are unable to plan for the provision of programming for more than one year at a time.

Opportunities also lie in providing better locations for rural community literacy programming as a means to increase participation.

Similarly, in those P/Ts where financial assistance, and grants in particular, is not extended to adult learners pursuing a high school diploma or foundational literacy courses, costs impose substantial barriers to accessibility. These, in turn, affect individuals' prospects of postsecondary and vocational training and, by extension, their labour market outcomes.

Meanwhile, those P/Ts that do provide tuition-free opportunities or grants to help adults facing financial, transportation, and/or nutrition hardships are seeing notable gains, as are those frameworks that recognize the impact of mental health and well-being on adult learners and their success.

Some additional highlights include the expansion of learning opportunities on the job and through remote offerings, practices that were already well established before the pandemic. Furthermore, in Quebec, the extension of eligibility for French courses past the initial five years of residency in the province has been very well received. Finally, information on prior learning recognition services and the alignment resulting from consultations with sector councils have made significant strides in supporting skills recognition, lifelong learning initiatives, and labour market outcomes for participants.

Financing

1. Since 2018, public spending on ALE as a proportion of public education spending in my country has:
   - Decreased
   - **Stayed the same**
   - Increased
   - Do not know

2. What percentage of public education spending currently goes to ALE?
   - 0–below 0.5%
   - 0.5%–below 1%
   - 1%–below 2%
   - 2%–below 4%
   - 4% or more
   - **Do not know**

If you selected "do not know," can you provide an explanation as to why data is not available?

Comments

Every province and territory provides significant funding to ALE as part of its overall expenditure on education. ALE, though coordinated through ministries responsible for education, involves the participation of a number of other sectors. Therefore, costs associated with the provision of and access to adult learning and skills development go beyond the cost of providing learning opportunities and should be considered in the context of other costs, such as income replacement, childcare, or other services that remove barriers to adult learning and skills-development opportunities. In this light, it is not possible to accurately report on all expenditures related to ALE.

Provincial and territorial governments provide funds for adult learning and skills development, whether through funding of institutional providers, community and voluntary providers, subsidies directly to learners, special project funding, and/or subsidies to and cost-sharing programs with industry and business. Canada's 13 provincial/territorial adult learning and skills-development systems vary significantly in organization, delivery, and program offerings to meet the needs of the different populations they serve. Thus, no common budget indicators exist at the pan-Canadian level to calculate total expenditures on adult learning and skills development in Canada.

Alberta

It is difficult to determine the percentage of public education spending devoted to ALE in Alberta. The main reason for this difficulty is that funding to Alberta's postsecondary

institutions is allocated through block funding in the form of the Campus Alberta Grant (CAG). It is up to each individual postsecondary institution to determine what amount of its CAG to allocate toward ALE/adult foundational learning, and the Department does not track this expenditure.

Ontario

Data are not readily available. ALE is provided by three ministries in Ontario.

Quebec

Final figures are awaiting certification of school board budget allocations for the 2018–19 school year.

Government of Canada

In 2017, Canada spent 6.0% of GDP on training initiatives. However, public spending on ALE in Canada comes from the 13 P/Ts as well as the federal government. Within P/Ts, ALE is offered through a variety of programs and systems (e.g., primary/secondary, postsecondary, labour force training, newcomer language and literacy) and involves various ministries and departments. Each jurisdiction has a unique approach to administering adult education and employs different formulas for financial reporting; therefore, it is difficult to arrive at an accurate figure for ALE as a percentage of public education spending.

3. Does the government plan to increase or decrease spending on ALE?
- Plans to decrease
- Plans to stay the same
- **Plans to increase**
- Do not know

4. Does your government prioritize financing of ALE for the following groups?
- Youth (ages 15–24) **Not at all**
- Women and girls (ages 15+) **Not at all**
- Men and boys (ages 15+) **Not at all**
- Migrants and refugees **Somewhat**
- Adults with disabilities **Somewhat**
- Adults disadvantaged due to lack of education and skills **A little**
- Residents of remote or rural areas **A little**
- Prisoners **A little**
- Minority groups (ethnic, linguistic, religious) **A little**
- Unemployed adults **Somewhat**
- Indigenous peoples **A little**
- Older adults (65+) **Somewhat**

Comments

<u>Alberta</u>

The aforementioned Alberta 2030: Building Skills for Jobs review seeks to transform Alberta's adult learning system to become more focused on labour market outcomes, and foundational learning may be a component of this review. The review had not yet begun during the period January 2018 to December 2019. Regardless, since the spring 2019 election, the primary focus of the Alberta government has been job creation, so job skills training, which ties to ALE, has been a heavy focus since that time.

<u>Ontario</u>

While strategies are in place for many of these groups, none is prioritized over any other with respect to financing.

<u>New Brunswick</u>

New Brunswick does target specific groups through a number of projects, but this is based on client need and is not related to differentials in the financing for each group.

<u>Government of Canada</u>

Student grants provide up-front, predictable, and non-repayable funding to students from low- and middle-income families who are assessed as having a financial need. Students can receive Canada Student Grants for each year of their studies if they continue to meet the eligibility criteria. There are several Canada Student Grants available that target full-time and part-time students, students with dependants, and students with disabilities, as well as adult learners generally. The government has taken further steps to support Indigenous students through certain provisions in the Canada Student Loans Program (such as exempting Indigenous students from having to reapply for grants and to reaffirm their Indigenous identity).

In collaboration with provincial and territorial governments, Immigration, Refugees and Citizenship Canada provides funding to settlement service organizations to deliver language training to newcomers in Canada, to help them meet the requirements of Canadian citizenship and acquire language skills needed for the labour market. Employment-related settlement services are intended to address newcomer-specific barriers to entering the labour market. They typically include one, or a combination, of the following services: work placements, mentorship, preparation for licensure/certification, networking opportunities, job-search skills, employment counselling, and job-matching services.

Over 50% of the Office of Literacy and Essential Skills' current project funding supports individuals with lower skills levels, those who have been out of the labour market for a relatively long time, and underrepresented groups in the labour market. These groups can

include women, newcomers, youth, Indigenous people, members of official language minority communities, visible minorities, and persons with disabilities.

5. From public accounts, is there a budget line for expenditure in ALE?
- Yes
- **No**

6. Is ALE in your country co-funded through one of following sources?
- Private sector
- International cooperation (bilateral aid, multilateral aid)
- Other

Comments

In Canada, there are examples of agreements and co-funding arrangements between different orders of governments that support the provision of ALE across the country.

Manitoba

Under the Canada-Manitoba Labour Market Development Agreement and the Canada-Manitoba Workforce Development Agreement, Manitoba receives federal funding to support employment programming and skills training to meet the labour market needs of Canadians, which may include ALE programs and supports.

New Brunswick

The province answered "Other." This funding includes a combination of provincial funds and funds from a federal-provincial agreement.

Additional notes and context

Alberta

Question 5: A few components of the foundational learning continuum in Alberta's adult learning system have dedicated budget line items, including the CALP grant, the First Nations College Grant (a portion of which is dedicated to literacy and essential skills), and Foundational Learning Supports (funding for income support, fees, and/or tuition/books to eligible foundational learners).However, postsecondary institutions, which deliver the majority of ALE/foundational learning in Alberta, receive block operating funding, which does not have a dedicated line item for ALE/foundational learning.

7. Since 2018, in what way has the funding to ALE changed for the following fields of learning?
- Literacy and basic skills **Stayed about the same**
- Continuing training and professional development **Stayed about the same**
- Citizenship education **Stayed about the same**

Quality

1. How much progress has your country made in the following areas since 2018?
   - Developing quality criteria for curricula **A little**
   - Developing quality criteria for learning materials **A little**
   - Using ICT in teaching and learning processes **Somewhat**
   - Developing quality criteria for teaching methodologies **A little**
   - Improving pre-service training for educators **A little**
   - Improving in-service training for educators **A little**
   - Improving employment conditions **A little**
   - Assessing learning outcomes **Somewhat**
   - Analyzing learning outcomes to inform policy/planning decisions **A little**

Comments

Since 2018, governments in Canada have reported various levels of progress in areas related to quality improvement of ALE, including in governing structures. Similarly, stakeholders noted both challenges and success factors in the quality of ALE during the reference period.

Manitoba

Quality varies across the continuum of ALE, making it impossible to determine how much progress has been made. Manitoba has placed particular emphasis on outcome-based evaluation and performance-management approaches to ensure that ALE projects and service providers are held accountable and to ensure value for money.

Civil Society

Funding considerations occupy centre stage in ensuring the sufficiency and stability of quality provision of ALE offerings. In some areas, as community colleges cut funding and opportunities for foundational learners to access affordable education, the demand has been falling on the not-for-profit sector to compensate for the lack of programming. Meanwhile, demand by learners has increased, leading, in turn, to increased competition among organizations applying for the same envelope. Moreover, when this funding is provided only one year at a time, the lack of stability has at times led to less qualified and less consistent support, affecting the overall quality of ALE.

In other contexts – where governments have invested in professional development for community-based literacy program staff, for instance – gains have been noted not only in the quality of the instruction, but also in the assessment of impact, with tools and outcomes-based evaluation frameworks and the development of outcomes and measurement.

For those learners whose digital access and skills allow for learning to take place online, the gradual move toward remote delivery (beginning before the pandemic) has led to clear gains in tracking student progress, providing more sections as costs for physical spaces have decreased, and increasing participation among adult learners who may otherwise face time, transportation, and childcare constraints.

Additional notes and context

Alberta

The Alberta government is not involved in developing quality criteria for the delivery of ALE/foundational learning and does not have requirements of its funded delivery providers as to the learning resources/curricula they use. Each learning provider (whether a postsecondary institution, First Nations college, CALP grant recipient, or private career college) uses its own approach to addressing ALE/foundational learning needs, including with regards to curricula, learning resources, and teaching approaches.

It is difficult to ascertain the response to many of the quality-related questions, given the decentralized approach and lack of central control over the quality of ALE in Alberta.

Please refer to Alberta's definition of foundational learning in the Policy section above. ALE/foundational learning in the province involves a range of providers, such as postsecondary institutions and First Nations colleges that deliver formal foundational learning (e.g., Academic Upgrading). Many of these programs are approved under the *Programs of Study Regulation of the Post-secondary Learning Act*. In addition, CALP-funded community-based providers deliver non-formal foundational learning (literacy, basic math, English language learning, etc.). The responses here mainly reflect CALP because the Department does not collect much of the requested information on quality from other providers involved in formal foundational learning.

CALP, which is a small component of the adult foundational learning continuum in Alberta, has made progress is some areas. Professional development for CALP system practitioners became more accessible and of higher quality during the reporting period. As well, CALP grant recipients report on a series of logic model outcome measures to demonstrate the impact of their grants. Due to these improvements, Alberta selected the response "a little" progress in question 1 for the categories of improving in-service training for educators, assessing learning outcomes, and analyzing learning outcomes to inform policy/planning decisions.

Finally, other than the Programme for the International Assessment of Adult Competencies (PIAAC) survey, held every 10 years, neither Alberta nor Canada assess adult skills regularly (although learning providers do regularly assess the skills of their learners).

2. Does your country regularly assess learning outcomes for the following skills?
- Literacy **Yes**
- Numeracy **Yes**
- Technical and vocational skills **Yes**
- Problem solving skills **Yes**
- Intercultural dialogue **No**
- Language and communication skills **Yes**
- Computer, ICT and media skills **Yes**
- Creativity and innovation **No**
- Teamwork and collaboration **Yes**
- Civics and community-building **No**
- Environmental stewardship **No**

3. Since 2018, in what way has the quality of ALE changed for the following fields of learning?
- Literacy and basic skills **Stayed about the same**
- Continuing training and professional development **Increased**
- Citizenship education **Stayed about the same**

Citizenship Education

1. Does citizenship education exist as an individual field of learning within the ALE sector in your country?
- **Yes**
- No

If so, does your country have an official definition of citizenship education?
- Yes
- **No**

If so, please provide the official definition of citizenship education in your country.

Comments

Ontario

Ontario elementary and secondary curricula include a citizenship education framework, which includes learning about active participation, identity, attributes, and structures. Citizenship education is an important facet of students' overall education. In every grade and course in the social studies, history, and geography curriculum, students are given opportunities to learn about what it means to be a responsible, active citizen in the community of the classroom and the diverse communities to which they belong within and outside the school. It is important for students to understand that they belong to many communities and that, ultimately, they are all citizens of the global community.

Government of Canada

There is no official Government of Canada definition for citizenship education. However, from Immigration, Refugee and Citizenship Canada's citizenship perspective, the *Canadian Citizenship Act* defines who is a Canadian and the requirements for naturalization. These requirements include a demonstration of the knowledge of citizenship, including the rights and responsibilities of citizens. To facilitate learning and testing, IRCC produces a Citizenship Study Guide and the Citizenship Test. Where possible, these materials are available in accessible formats. IRCC has also worked with internal and external partners to provide study tools to aid in learning. The guide and other materials are available to the public. Beyond its intended purpose, the guide is accessed and used by educational institutions and civil society organizations across the country. Please note, that the responses provided by the Government of Canada to this question do not cover the overall practice of ALE with regards to citizenship education. They cover only IRCC's citizenship program perspective and are based on the products and services falling under that responsibility.

2. To what extent does the ALE practice in your country cover the following topics?
- Critical thinking and problem solving **Somewhat**
- Political knowledge and civic engagement **Somewhat**
- Personal development and human dignity **Somewhat**
- Socio-emotional skills **Somewhat**
- Intercultural dialogue and communication **Somewhat**
- Tolerance and acceptance of diversity **Somewhat**
- Prevention of violent extremism **A little**
- Community empowerment **Somewhat**
- Gender equality **Somewhat**
- Inclusion and equity **Somewhat**
- Human rights **A little**
- Peace, justice and non-violence **Somewhat**
- Globalization **Somewhat**
- Climate change **Somewhat**
- Disaster risk reduction **A little**
- Environmental protection **Somewhat**
- Biodiversity and conservation **Somewhat**
- Sustainable development **Somewhat**
- Other **Somewhat**

<u>Manitoba</u>

Other topics include Indigenous topics and land-based education.

<u>Ontario</u>

Critical-thinking and problem-solving skills are embedded in all ALE offerings in Ontario.

<u>Quebec</u>

These topics are an integral part of adult general education programs.

<u>Government of Canada</u>

Other unspecified topics include Indigenous perspectives and history. While this may be more generally encompassed under a number of the specified topics (e.g., intercultural dialogue, tolerance and acceptance of diversity, and/or inclusion and equity), it is important to highlight this particular topic, given its salience to Canada's identity and social fabric. The strong focus on Indigenous perspectives and history reflects the Canadian government's commitment to advancing the Calls to Action of the Truth and Reconciliation Commission and a renewed relationship with Indigenous peoples based on respect, rights, cooperation, and partnership. In

addition, given Canada's pluralist reality, a number of the areas listed above take on elevated levels of importance in Canadian society.

3. Does your country face challenges in citizenship education in relation to the following areas?
- Policy **No**
- Governance **No**
- Participation **Do not know**
- Financing **Do not know**
- Quality **Do not know**

If you selected "yes," please specify the kind of challenge your country faces.

Comments

Alberta

Alberta does not have an overarching policy on citizenship education within ALE. Advanced Education does not track continuing education and professional development or citizenship education. However, many learning providers within the foundational learning continuum, particularly those involved in the delivery of English language learning, are involved in citizenship education, which often goes in tandem with language learning in Canada. There may also be opportunities for government and stakeholders to further discuss a more cooperative and collaborative approach to the implementation of policy in this area. These conversations are not currently commonplace between Advanced Education and its stakeholders, and there may be opportunities to be more deliberate in the future should it be deemed a priority.

Government of Canada

Immigration, Refugees and Citizenship Canada has a role to play in bringing awareness of the rights and responsibilities of citizenship to newcomers and all Canadians. It is a responsibility that requires renewed efforts, especially given the importance of shared citizenship in Canadian society. In addition, IRCC's internal research on pathways to citizenship found that there is a range of obstacles encountered by certain groups of permanent residents during the settlement or citizenship granting process that could delay or impede naturalization. As part of its responsibility for promotion and awareness of citizenship rights and responsibilities, IRCC has been working to address these challenges over the past couple of years.

4. Who are the main providers of citizenship education in your country?
- **Ministry of Education**
- **Development agencies**
- **Non-profit organizations**
- **Community organizations**
- **Social movements**
- **Other**

5. Is ICT used for teaching and learning in the field of citizenship education in your country?
- **Yes**
- No

If you selected "yes," please provide a concrete example of this use.

Comments

Alberta

It can be assumed that Alberta's learning providers use ICT to teach citizenship education, but Alberta Advanced Education does not have data on this matter.

Ontario

School boards provide citizenship education via virtual means as needed.

Quebec

ICT is used for adult education teaching, and citizenship education is part of the curriculum.

Government of Canada

Citizenship education materials, such as the citizenship guide Discover Canada: The Rights and Responsibilities of Citizenship, are available online in multiple formats, including audio, html, and pdf. Learners can also order the study guide through the main Government of Canada website. All materials are intended to be accessible to the widest range of people and comply with relevant accessibility guidelines. In addition, settlement organizations funded by the Government of Canada to deliver language courses for newcomers often cover some citizenship education materials aimed at preparing newcomers for the citizenship test.

Lastly, Immigration, Refugees and Citizenship Canada recently concluded a partnership with a Canadian non-profit organization (Historica Canada) that has a strong reputation and background in promoting Canadian history through traditional media sources like television and online sources including YouTube and social media.

6. Does your country provide citizenship education programmes that target the following groups?

- Youth (ages 15–24) **Yes**
- Women and girls (ages 15+) **Yes**
- Men and boys (ages 15+) **Yes**
- Migrants and refugees **Yes**
- Adults with disabilities **Yes**
- Adults disadvantaged due to lack of education and skills **Yes**
- Residents of remote or rural areas **Yes**
- Prisoners **Yes**
- Minority groups (ethnic, linguistic, religious) **Yes**
- Unemployed adults **Yes**
- Indigenous peoples **Yes**
- Older adults (65+) **Yes**

7. Does citizenship education in your country address global issues?

- **Yes**
- No

In Canada, all reporting governments indicated that a number of global issues are integrated into citizenship education programming.

Alberta

It can likely be assumed that learning providers, should they determine that citizenship education is a need in their communities/organizations/institutions, would address global issues as well. The more accurate answer would be "don't know."

Ontario

Credit courses toward the Ontario Secondary School Diploma include mandatory learning on topics such as climate change. These courses are available to adult learners.

Quebec

Global issues are covered in the Contemporary World program of study, within the diversified basic education program, in the sense that it helps learners construct a world view, form an identity, and develop a sense of empowerment. The *Problèmes et enjeux du monde contemporain* (problems and issues of the contemporary world) course covers the following themes: environment, population, and wealth; and power, tensions, and conflicts.

8. Please comment on anything important about citizenship education in the ALE sector in your country not covered in previous questions.

Comments

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(e.g., legal aid, Interim Federal Health Program coverage, interim housing, social assistance, education, and work permits). In some P/Ts, temporary residents (such as international students and temporary foreign workers) have access to certain settlement and mainstream services.

Through the Settlement Program, formal language training is delivered in English as Language Instruction for Newcomers to Canada (LINC) and in French as *Cours de langue pour les immigrants au Canada* (CLIC). This programming helps adult newcomers acquire the official language skills that they need to contribute to the Canadian economy and integrate into their communities.

Specific Questions in Relation to the SARS-CoV-2 (COVID-19) Pandemic

1. Has the current SARS CoV 2 (COVID-19) pandemic had an impact on ALE in your country?
- **Yes**
- No

If you selected "yes," please provide a concrete example to illustrate this impact.

The COVID-19 pandemic has certainly had a significant effect on the delivery of ALE in Canada, most notably in interrupting all in-person activities and necessitating the transition to a remote medium. The following provides examples of the challenges certain P/Ts have faced in ensuring the delivery of ALE programming as well as some of the issues experienced by providers and learners. Civil society also points to some elements of this impact.

Alberta

Learning providers in the ALE/foundational learning field were greatly impacted by the pandemic, as were their learners. Learning providers had to adapt their programs to remote ways of delivery, whether online platforms, phone or text delivery, or dropping off/mailing learning packages to learners. Learning providers in the Community Adult Learning Program demonstrated high adaptability but reported that the pandemic led to increased staff hours in order to successfully modify their approaches. They also reported that, while it was possible to retain existing learners, attracting new ones during the first few months of the pandemic was challenging. A number of learners had pressing life priorities (in relation to food, shelter, and/or caregiving) that prevented learning for several months; however, CALP learning providers supported learners as best they could by leveraging their learners' life events as authentic learning experiences (e.g., using the opportunity of filling out government forms as literacy learning experiences). A significant impact of COVID-19 was that, during lockdowns and restrictions on in-person program delivery, many foundational learners were left behind because they lacked access to technology and/or internet/cellular connectivity.

Manitoba

The rapid transition to digital/online learning has created new opportunities as well as challenges for learners and ALE service providers. Lack of reliable internet in northern communities as well as increased need for technology and infrastructure have created pressures.

Ontario

Enrolment in ALE programs showed some decline due to COVID. Many learners withdrew, suspended their learning, or attended for fewer hours than they would have ordinarily.

The pandemic resulted in the interruption of in-person adult general education, vocational training, and tertiary education in learning centres.

New Brunswick

Program delivery was interrupted for a while by the pandemic. COVID-19 guidelines were developed to support delivery.

Government of Canada

During the COVID-19 pandemic, the unemployment rate rose to a record high of 13.7%, in May 2020. While the gradual easing of restrictions and the reopening of the economy have led to gains in employment, the situation in the Canadian labour market remains challenging. By September 2020, only three-quarters of jobs lost during the pandemic had been recovered, and 1.2 million Canadians were either out of employment or employed but working zero hours. Youth (ages 15–24) and low-wage earners continue to be disproportionately impacted by the pandemic relative to their peers. Under these conditions, workers, especially those with lower skills and in precarious work arrangements, will have difficulty reintegrating into the labour market unless they upskill or reskill. The latest statistics show that more than 45% of workers in Canada have literacy and numeracy skills at Level 2 or below on a 5-point scale, lower than someone would need to function in a knowledge-based economy (OECD).

COVID-19 is having a profound effect on labour market activities of Canadians, with women disproportionately affected by the shutdown of industries. Vanishing jobs may not return when economies reboot, requiring many adults to return to school, upskill, reskill, or seek new occupations. Despite three months of employment gains, by September 2020 the labour force participation rate for women remained below pre-crisis levels. During the peak of the first wave of COVID-19, women engaged in more non-employment-related activities, including caring for children and family. Should additional COVID-19 mitigation measures be required, there is a significant risk that female participation in the labour market will be negatively affected once again.

Canadian postsecondary institutions are set to pivot in the face of lower enrolment and revenues in order to develop alternative ways to serve students, including older learners. With a long recovery on the horizon, a growing focus on short-term return on investment and employability will likely drive enrolment in shorter, career-focused programs and those incorporating work-integrated learning opportunities.

Significant adjustments to delivery methods of ALE have taken place, traditional face-to-face learning has been significantly reduced, and virtual training is being tested and employed where possible. Physical changes to infrastructure and development of health and hygiene protocols continue to be required.

As the pandemic hit and in-person services were suspended, settlement language service providers rapidly expanded pre-existing online and remote/distance services. Those with the infrastructure and capacity adapted quickly to connect with learners and continued to offer services online, by telephone, or using a hybrid approach.

Civil Society

Great impact has been felt in ALE as a result of moving learning to a blended model or to strictly online delivery. For some learners, this has removed some of the challenges around transportation and childcare. For others, it has widened the gap, as a result of poor or no internet access (this seems to be a greater challenge than access to hardware/technology). Not having a quiet space for learning has been an issue as well for those assuming the simultaneous roles of parent and learner. Some learners have been able to thrive, and others have struggled or put their learning on hold.

2. Has your country developed an approach or strategy to address the impact of the SARS CoV 2 (COVID-19) pandemic on ALE?
- **Yes**
- No

If you selected "yes," please provide an example in the space below.

In Canada, a tremendous amount of effort has been focused on mitigating the negative effects of the suspension of in-person learning. In many parts of the country, strategies have emerged that adhere to advice provided by local health authorities while trying to maintain continuity of learning. In addition, direct financial support to learners, including ALE participants, as well as emergency funding to postsecondary institutions, was distributed to mitigate the negative impact of simultaneous revenue decreases and abrupt increases in incurred costs.

Manitoba

A strategy is emerging and being adapted as needed.

Ontario

At the onset of the pandemic, direction was provided by government to shift to remote or virtual learning options. Currently, providers are advised to adhere to advice provided by the local health authority when offering learning options.

Quebec

The Ministère de l'Éducation has put measures in place to:
- deliver educational content online;
- enhance the development of distance learning;

- set up distance-learning training for teachers;
- follow public health guidelines for a safe return to in-person learning.

Last spring, the public employment services of the Ministère du Travail, de l'Emploi et de la Solidarité sociale, in cooperation with the Commission des partenaires du marché du travail, implemented the *Programme d'actions concertées pour le maintien en emploi* (PACME) (joint action program for employee retention). PACME was launched on a temporary basis on April 6, 2020 to respond to a unique public health crisis. Through PACME, over 34,000 businesses and 197,000 employees were able to receive financial support for training activities in order to keep people employed.

A variety of additional measures were provided to allow those benefiting from employment measures and services to continue their training.

New Brunswick

Health measures were put in place and new delivery approaches implemented to meet the needs of clients.

Government of Canada

In response to the pressures of the COVID-19 pandemic, the Government of Canada is providing significant support to students and recent graduates. This includes approximately $1.9 billion in temporary enhancements to the Canada Student Loans Program to assist new and returning postsecondary students facing financial hardship. These measures, which will be in place for the 2020–21 school year, include:
- doubling the value of Canada Student Grants for full- and part-time students, students with permanent disabilities, and students with dependants;
- removing the expected student and spousal contribution in determining the amount of financial aid a student can receive; and
- increasing the weekly cap on Canada Student Loans from $210 to $350.

These measures are expected to benefit approximately 765,000 returning and prospective students.

In order to support Canadians and help them get back to work during recovery, Employment and Social Development Canada has renewed its essential skills approach, which has been rebranded as Skills for Success (SFS). Skills for Success are the basis for learning all other skills (e.g., technical and occupation-specific) and provide a broad direction to the Government of Canada to support Canadians during recovery. These are the skills needed to participate, adapt, and thrive in learning, work, and life. For over 25 years, ESDC has been using an Essential Skills (ES) Framework of nine essential skills to help service providers and other organizations understand the skills needs of Canadians, and to design and deliver programming to address those needs. During that time, the labour market has evolved significantly, and COVID-19 is further accelerating that process as the country moves to a digitally driven economy. SFS

responds to these enhanced skills needs of the current and future labour market by highlighting the importance of certain critical skills, such as higher levels of digital and problem-solving skills as well as social-emotional skills like adaptability, and creativity and innovation.

SFS was designed to be inclusive and can be adapted to different contexts and users at all skill levels. It has been positively embraced by all stakeholders, as well as provinces and territories, because it focuses on workers across all skill levels and supports the inclusion of vulnerable groups (e.g., persons with disabilities, workers in precarious work arrangements, etc.). SFS also recognizes the needs of different users without placing emphasis on any skill, is adaptable to different contexts, and responds to the needs of employers, with an increased focus on social-emotional skills.

As a key element of the federal response to the economic recovery, the Office of Literacy and Essential Skills plans to launch and implement SFS as part of the National Skills Dialogue to promote a cohesive approach to skills development. The goal is to support Canadians in taking ownership of their skills development so they can succeed in their lives and careers. The annual Skills for Success Forum, which took place in November 2020, constituted the launch of this dialogue. It will involve a network of influencers, including recognizable Canadian champions representing diverse population groups in Canada, ambassadors who are experts in the field and early adopters of the SFS, provinces and territories, other federal departments, and training institutions. The implementation of SFS will also inform OLES's current and future project funding. It will also help Canadians identify the skills that they need in order to adapt and thrive in a technologically driven economy. In addition, it will contribute to the ability of service delivery organizations to provide training supports to help Canadians – including those who have been outside the labour market for a relatively long time or who face multiple barriers to work – adapt to labour market changes, and will support an inclusive recovery.

Immigration, Refugees and Citizenship Canada launched temporary measures to ensure the continued provision of language assessments and referrals, as face-to-face services have been suspended in response to provincial and local public health guidelines. The measures aim at ensuring that eligible learners can access available second language learning options. IRCC provided flexibility within current agreements with service providers to support a shift toward alternative modes of delivery, which has ensured a high degree of service continuity for newcomers. IRCC also increased the availability of distance language learning seats, and expanded supports for teacher training and mentoring, to help instructors who are actively developing online course options for newcomers.

3. To what extent did the COVID-19 pandemic affect the availability, accuracy and reliability of information you provided on ALE for the period before the spread of the virus in your country?

To date, the pandemic has not had a significant impact on the availability of information on the pre-virus period in Canada.

It is expected, however, that such an impact will be felt for 2020 and 2021, as learning providers may have struggled to collect data and information, given restrictions on in-person delivery and the fact that a significant number of ALE learners may not have been able to prioritize learning during the first few months of the pandemic.

Alberta

To date, the Department is unaware of any significant impact that the pandemic has had on the availability of information on the pre-virus period. Funded organizations/institutions will likely be able to report, and have already reported, on information from the first half of the 2019/20 academic year without significant problems (i.e., July to December 2019). In the second half of the 2019/20 academic year (January to June 2020), however, department-funded learning providers may have struggled to collect data and information, given restrictions on in-person delivery and the fact that a significant number of ALE learners may not have been able to prioritize learning during the first few months of the pandemic. The Department is currently reviewing data and information from the 2019/20 year, and it is likely too soon to provide a complete answer to this question.

Manitoba

An increase in COVID-related activities has increased pressures on staff and resources in relation to collecting comprehensive data.

Ontario

The COVID-19 pandemic has not impacted Ontario's ability to accurately report on the information provided in this survey.

Quebec

There has been no impact, as the pandemic began after the period covered by the survey.

New Brunswick

The pandemic has had no effect in this area.

Government of Canada

The pandemic did not affect the information provided.

Specific Questions on the 2015 Recommendation on Learning and Education (RALE)

1. To what extent have the principles of the Recommendation informed the development of adult learning and education in your country?
- Not at all
- **A little**
- Somewhat
- A great deal
- Do not know

If you selected "somewhat" or "a great deal," please indicate to what extent the development has taken place in the following areas: **N/A**
- Policy
- Governance
- Participation
- Financing
- Quality

2. Please provide any additional information on measures taken in your country to give effect to the principles of the Recommendation.

Elements of RALE can be identified throughout ALE efforts in each P/T, although they may not be an intentional result of the release of the 2015 Recommendation, and in some cases precede it.

Manitoba

Although elements of RALE can be identified throughout ALE efforts in Manitoba, these are not as an intentional result of the release of the 2015 recommendation.

Ontario

Although much of the province's work related to ALE is aligned with the recommendations in the report, it was not necessarily driven by or derived from the recommendations.

New Brunswick

The province is in the process of reviewing and communicating on the UNESCO recommendation internally. Impacts on programs or policy are to be determined.

3. Have any actions been taken to inform stakeholders about the Recommendation?
- Yes
- **No**

If you selected "yes," which of the following actions have been taken to inform stakeholders about the recommendation? **N/A**
- National stakeholder meetings
- Meetings with NGOs
- National news agencies and media platforms
- Documents and news articles regularly posted on the ministry's and government's website
- Emails or notifications sent directly
- Other

4. Has your country undertaken any actions to develop the capacities of stakeholders to implement the Recommendation?
- Yes
- **No**

If you selected "yes," which of the following actions has your country undertaken to develop the capacities of stakeholders to implement the recommendation? **N/A**
- Sharing experiences
- Organizing capacity building workshops
- Providing training
- Other

5. Has your country undertaken any actions to support the development of capacities of other countries as described in the Recommendation?
- Yes
- **No**

If you selected "yes," which of the following actions have been taken to support the development of capacities of other countries? **N/A**
- Sharing experiences
- Increasing mutual cooperative assistance
- Organizing capacity development workshops
- Other

If you selected "yes," please indicate which country/countries have been supported.

6. Has your country taken any action to improve data collection on the Recommendation's implementation?
    - Yes
    - **No**

If you selected "yes," which of the following actions have been taken to improve data collection on the Recommendation's implementation? **N/A**
    - Request information from other institutions/organizations/departments
    - Include questions on the Recommendation in existing data gathering processes, such as surveys
    - Feed existing databases with relevant information
    - Create a specific mechanism to monitor the Recommendation's implementation
    - Other

7. Please indicate whether your country has faced any constraints, in particular related to global or national crises, including natural disasters, in implementing the Recommendation during the reporting period.
    - Yes
    - **No**

If you selected "yes," please elaborate.