

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION

Canada's Submission to the Third Global Report on Adult Learning and Education (GRALE III) 2015



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Council of
Ministers
of Education,
Canada

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ministres
de l'Éducation
(Canada)



United Nations
Educational, Scientific and
Cultural Organization



UNESCO Institute
for Lifelong Learning

3rd GLOBAL REPORT ON ADULT LEARNING AND EDUCATION



The following presents the survey results for Canada as submitted to the Third Global Report on Adult Learning and Education (GRALE III) in 2015. It responds to the commitments made at the Sixth International Conference on Adult Education (CONFINTEA VI) in 2009, as laid down in the Belém Framework for Action (BFA), specifically in monitoring progress on adult learning and education (ALE). UNESCO has provided detailed guidelines for the preparation of this document, in the form of a survey that seeks information on adult education and literacy, in areas such as policies, governance, financing, participation, and quality. This submission is Canada's response to that survey, developed jointly by Canada's 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 (CCU).

Background and Participation: In Canada, the provision of education is the responsibility of the country's provinces and territories. Twelve out of Canada's 13 provinces and territories prepared submissions in response to the GRALE III survey, and these are consolidated in this document. In addition to provincial and territorial jurisdictions, select federal departments and non-governmental organizations are involved in the development and delivery of ALE programs. ESDC reviewed and provided feedback on the responses to the survey. Five non-profit stakeholders were contacted through the Canadian Commission for UNESCO: the Canadian Association for the Study of Adult Education, the Canadian Association for Prior Learning Assessment, Colleges and Institutes Canada, Institut de coopération pour l'éducation des adultes, and Centre interdisciplinaire de recherche et développement sur l'éducation permanente. These five organizations are involved in various aspects of ALE, including advocating for adult education as a field of study; advancing the awareness, acceptance, and quality practice of prior learning assessment and recognition in Canada and internationally; representing publicly supported colleges, institutes, cégeps, and polytechnics in Canada and internationally; and bringing together networks and civil society organizations active in adult education and training in order to support lifelong learning and facilitate inclusion and equal opportunities. These non-profit stakeholders completed an abridged version of the survey.

Methodology: For this submission, multiple choice answers were tabulated, and long answers were synthesized. Not all of the information submitted by the stakeholders could be incorporated here. Additionally, due to insufficient information or lack of consensus, it was not possible to provide a pan-Canadian response in a number of instances.

For question 5.2, results from the Programme for the International Assessment of Adult Competencies (PIAAC) were incorporated into this submission. Both descriptive and regression analyses were performed using PIAAC data in order to supplement the information provided by provincial, territorial, federal, and NGO stakeholders in response to this question. Descriptive analyses were done using variables obtained from those items in the PIAAC background questionnaire that corresponded most closely to the question of interest in the survey, and logistic regression was performed for each variable while adjusting for age, gender, highest level of educational attainment, immigrant status, and language of the PIAAC assessment.

1. DEFINITIONS OF ADULT LEARNING AND EDUCATION (ALE)

1.1. DOES YOUR COUNTRY HAVE AN OFFICIAL DEFINITION OF ALE?

- No
 Yes

1.1.1. If yes, ENTER THE OFFICIAL DEFINITION OF ALE BELOW:

1.2. HAS THE OFFICIAL DEFINITION OF ALE CHANGED SINCE 2009?

- No
 Yes, a little
 Yes, a lot

1.2.1. WHAT WERE THE REASONS FOR THIS CHANGE?

1.3. ARE LITERACY AND BASIC SKILLS A TOP PRIORITY FOR ALE PROGRAMMES IN YOUR COUNTRY?

- No
 Yes

1.3.1. DESCRIBE HERE THE KEY POINTS OF YOUR COUNTRY'S POLICY APPROACH TO LITERACY AND BASIC SKILLS.

All provinces and territories, and some NGO respondents, asserted that literacy and basic skills are a top priority for ALE programs. ALE programs in Canada are offered through a variety of stakeholders, including provincial and territorial education (elementary and secondary), advanced education (postsecondary), labour market, and immigration ministries; federal departments; and non-profit stakeholders. Therefore, there is no cohesive, single policy approach to ALE in Canada. Even within provinces and territories, ALE programs are delivered through multiple avenues.

In Ontario, for example, the Ministry of Training, Colleges and Universities administers the province's Literacy and Basic Skills (LBS) program for adults. LBS primarily serves adult learners who want to improve their literacy and numeracy skills in order to achieve their goals of further education and training, employment, and/or increased independence; whose literacy skills are below those expected in Grade 12 of the Ontario curriculum; and who speak English or French. The Ontario Ministry of Citizenship, Immigration and International Trade funds the Adult Non-Credit Language Training Program and courses for adult immigrants at most levels of language ability, including English as a second language (ESL) or French as a second language (FSL) literacy. The Ontario Ministry of Education provides opportunities for adults to complete their Ontario Secondary School Diploma and/or to complete specific courses required for entry into postsecondary institutions and apprenticeship programs. The Ministry also offers literacy and numeracy courses for parents and guardians of pupils enrolled in a day-school program whose principal refers them for these courses.

Similarly, in British Columbia (BC), the elementary/secondary system, which is managed through the Ministry of Education, provides instruction in basic and advanced skills, and the Ministry of Advanced

Education offers a comprehensive adult education system delivered through community-based organizations and public postsecondary institutions. In BC, non-formal adult education is offered through the Community Adult Literacy Program (CALP) to meet the literacy and numeracy needs of diverse adult learners and the demands of the labour market. Formal, credit-based, fundamental, intermediate, and advanced literacy programs are offered through public postsecondary institutions.

In Alberta, Basic Skills Training is an element in Human Services' Work Foundations program and is designed to assist unemployed or marginally employed adult Albertans in developing the basic competencies needed to obtain employment and/or to pursue further employment-related training. Although not a primary focus of Human Services, literacy, along with basic skills, is supported through its available programs and services.

In Prince Edward Island, Literacy and Adult Basic Education (including GED preparation and academic credits) and essential skills opportunities for employed and unemployed workers are available free of charge.

Several jurisdictions have developed literacy strategies or legislation regarding ALE.

New Brunswick's Comprehensive Literacy Strategy focuses on literacy across the lifespan and highlights the link between literacy and essential skills.

In Saskatchewan, ALE is embedded in the provincial labour force strategy and seeks to eliminate the wait list for Adult Basic Education programs, add 300 additional apprenticeship spaces, accelerate essential skills training, increase First Nations and Métis employment, and increase settlement support services such as language training to assist in the attraction of new Canadians to Saskatchewan and their retention in the province.

Manitoba has an Adult Literacy Act, which requires ongoing support for adult literacy activities and the development of an adult literacy strategy. Manitoba recognizes that literacy and basic skills are part of the learning continuum and prioritizes strong linkages between literacy programming and adult secondary education and further learning opportunities. Manitoba also has an Adult Learning Centres Act, which governs a unique network of centres delivering adult secondary education and, in some cases, literacy programming.

In Nova Scotia, the Adult Learning Act (2010) and accompanying regulations (2014) formalized the role of the Nova Scotia School for Adult Learning (NSSAL) in legislation, reaffirmed the government's commitment to adult learning, increased governance and accountability, and raised public awareness of the importance of literacy and essential skills development.

1.4. WOULD YOUR COUNTRY'S ALE STAKEHOLDERS AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS? (*We are not asking for your personal views.*)

- Youth education and ALE are seen as part of an integrated whole.

Agree Tend to agree Tend to disagree Disagree

- ALE policy addresses learning processes and teacher-learner relations.

Agree Tend to agree Tend to disagree Disagree

- ALE is such a diverse sector of provision that it is difficult to define precisely.

Agree Tend to agree Tend to disagree Disagree

- Adult learning and adult education are the same thing.

Agree Tend to agree Tend to disagree Disagree

- ALE and continuing vocational education and training are not integrated.

Agree Tend to agree Tend to disagree Disagree

- New technologies have fundamentally changed the scope of our ALE practice.

Agree Tend to agree Tend to disagree Disagree

- Demographic trends (e.g. ageing societies and migration patterns) are making ALE policy much more important than it used to be.

Agree Tend to agree Tend to disagree Disagree

- ALE policy identifies non-formal and informal learning as important.

Agree Tend to agree Tend to disagree Disagree

1.5. HAS YOUR COUNTRY FORMULATED A CONFINTEA VI ACTION PLAN FOLLOWING THE BFA?

No

Yes

1.5.1. If yes, WHAT AREAS DOES IT COVER?

Adult literacy

Policy

Governance

Financing

Participation

Quality

Other

2. POLICY: POLITICAL COMMITMENT TO ALE

2.1. OVERALL, WOULD YOU SAY THAT SINCE 2009 YOUR COUNTRY ...

- has regressed on ALE policy?
- is at the same level as in 2009?
- has made significant progress on ALE policy?

2.1.1. Provide the most significant indicator of this progress here.

The majority of provinces and territories in Canada responded that ALE policy is at the same level as in 2009; however, many jurisdictions highlighted policy shifts that are leading toward significant progress on ALE policy.

- Northwest Territories conducted a review of its adult literacy and basic education programming, and has since established new priorities, developed a new policy, implemented a recognition-of-prior-learning process, and developed and piloted new modularized curriculum.
- New Brunswick has implemented both an Adult Literacy Strategy and a Workplace Essential Skills Strategy, which are leading toward the development of a Comprehensive Literacy Strategy and a 10-Year Education Plan. Additionally, ALE features as a key theme in other service areas in the province, and is integrated into strategies focused on poverty reduction, culture, labour force skills, wellness, and disability.
- Nunavut introduced a new adult high school diploma in 2013 but has not yet seen many graduates, as it is still fairly new.
- The British Columbia Ministry of Advanced Education recently announced funding to support public postsecondary institutions to transition toward a tuition-based model for adult upgrading programs. The Ministry also increased the annual budget supporting grants for adult upgrading at public postsecondary institutions. The province has recently aligned community-based adult literacy programs with literacy and non-credit skills development in areas such as life skills and English as a second language.

2.2. WHICH TARGET GROUPS OF (POTENTIAL) LEARNERS ARE ESPECIALLY IMPORTANT IN ALE POLICIES IN YOUR COUNTRY?

(Check up to five groups.)

- Individuals seeking personal growth and widening of knowledge horizons
- Individuals seeking to update work-relevant knowledge and skills
- Women and men in mid-life transitions (e.g. change in employment status; personal, health and family challenges)
- Individuals seeking recognition for prior learning (especially non-formally and informally acquired)
- Socially excluded groups (e.g. homeless people, [ex-]prisoners; adults with mental health problems)
- Adults with low-level literacy or basic skills
- Workers in low-skill, low-wage or precarious positions
- Long-term unemployed people
- Adults living with disabilities
- Residents of rural or sparsely populated areas
- Parents and families

- Lone or single parents
- Senior citizens/retired people (third-age education)
- Young persons not in education, employment or training
- Migrants and refugees from other countries
- Minority ethnic, linguistic or religious minorities and indigenous peoples

2.3. DOES YOUR COUNTRY HAVE A POLICY FRAMEWORK TO RECOGNIZE, VALIDATE AND ACCREDIT NON-FORMAL AND INFORMAL LEARNING?

- Yes, a policy framework existed before 2009
- Yes, a policy framework was developed after 2009
- No

2.4. SINCE 2009, HAS YOUR COUNTRY ENACTED ANY IMPORTANT NEW POLICIES WITH RESPECT TO ALE?

- No
- Yes

2.4.1. PROVIDE THE NAME OF THE POLICY, THE YEAR OF ADOPTION AND IF POSSIBLE A LINK TO THE DOCUMENT.

BRITISH COLUMBIA

New Adult Upgrading Model (2015), <https://news.gov.bc.ca/stories/funding-to-support-transition-to-new-adult-upgrading-modelAdult>

Funding Policy Statement (2015), <http://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/adult-funding>

MANITOBA

Manitoba's Postsecondary Education Strategy: A Partnership for Excellence and Student Success (2015), http://www.edu.gov.mb.ca/edu/docs/post_sec_strategy.pdf

ALL Aboard: Manitoba's Poverty Reduction and Social Inclusion Strategy (2011), <http://www.gov.mb.ca/allaboard/>

Manitoba's Strategy for Sustainable Employment and a Stronger Labour Market (2013), http://www.gov.mb.ca/jec/eia/pubs/public_strategy_workforce_development.pdf

NEW BRUNSWICK

Ensemble Together: The Impact of New Brunswick's 2009–2014 Economic and Social Inclusion Plan (2015), <http://www2.gnb.ca/content/gnb/en/departments/esic/report.html>

A Learning Agenda: 2013–2018 (2012), <http://www.learninginnb.ca/wp-content/uploads/2014/05/Learn - For Life - Final1.pdf>

An Employment Action Plan for Persons with a Disability in New Brunswick, 2012–2017 (2012), <http://www2.gnb.ca/content/dam/gnb/Departments/pcsdpcpmcph/pdf/publications/EAPReport2012ENG.pdf>

New Brunswick’s Labour Force and Skills Development Strategy, 2013–2016 (2013), <http://www2.gnb.ca/content/dam/gnb/Departments/petlepft/PDF/LabourForceAndSkillsDevelopmentStrategy.pdf>

Live Well, Be Well: New Brunswick’s Wellness Strategy, 2009–2013, <http://www2.gnb.ca/content/dam/gnb/Departments/sd-ds/pdf/Wellness-MieuxEtre/NewBrunswickWellnessStrategy2009-2013.pdf>

NEWFOUNDLAND AND LABRADOR

Live Here, Work Here, Belong Here: A Population Growth Strategy for Newfoundland and Labrador, 2015–2025, <http://www.gov.nl.ca/populationgrowth/>

NORTHWEST TERRITORIES

Adult Recognition Model Policy Accountability Framework for the Education and Training of Adults in the Northwest Territories (2012)

NOVA SCOTIA

Adult Learning Act (2010), http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm

Adult Learning Regulations made under section 15 of the *Adult Learning Act* (2014), <https://www.novascotia.ca/just/regulations/regsg/adlearn.htm>

3. GOVERNANCE IN ALE

3.1. WHICH OF THESE STATEMENTS APPLY TO YOUR COUNTRY?

Since 2009, the governance of ALE has ...

- increased stakeholder participation

Agree Tend to agree Tend to disagree Disagree

- developed more effective monitoring and evaluation systems

Agree Tend to agree Tend to disagree Disagree

- introduced better coordination arrangements

Agree Tend to agree Tend to disagree Disagree

- become more decentralized

Agree Tend to agree Tend to disagree Disagree

- strengthened capacity-building initiatives

Agree Tend to agree Tend to disagree Disagree

- strengthened inter-ministerial cooperation

Agree Tend to agree Tend to disagree Disagree

3.2. SINCE 2009, HAS YOUR GOVERNMENT CONSULTED STAKEHOLDERS AND CIVIL SOCIETY ABOUT THE FORMULATION, IMPLEMENTATION AND EVALUATION OF ALE POLICIES?

- No, and there is no plan to do so
 Not yet, but the government plans to do so
 Yes

3.2.1. DESCRIBE HOW THE GOVERNMENT CONSULTS ON ALE POLICY.

Provinces and territories highlighted a variety of ways in which they consult with stakeholders and civil society, including the following:

- establishment of a minister's advisory council for advanced education;
- biannual meetings (i.e., Provincial Advisory Committee) with non-governmental organizations that support the delivery of adult learning programs and with whom the jurisdiction has formed strategic partnerships. At these meetings, input on policy and programming is gathered;
- consultation with school boards about a regional and more collaborative approach among school boards that will foster a shared responsibility for adult learning, improve accountability for learner

outcomes, identify and address gaps and opportunities, and ensure availability of a wide range of accessible program delivery options and supports for adult learners.

Provinces and territories also outlined their responsive approaches to stakeholder consultations, including the following:

- implementation of changes after consultation with community adult literacy program service providers aimed at meeting labour market demand, supporting low literacy and non-credit skills development, and establishing a multi-year funding option for longstanding community recipients;
- formal consultation processes with a variety of stakeholders as part of the development of strategies in all policy areas. These processes involve leaders going out into communities and engaging in roundtables, open-hall discussions, or facilitated meetings with non-governmental organizations and/or the public;
- stakeholder consultations through regional planning team meetings prior to the introduction of a new act and regulations concerning adult learning.

3.3. HAS THERE BEEN ANY SIGNIFICANT INNOVATION/DEVELOPMENT IN ALE GOVERNANCE IN YOUR COUNTRY SINCE 2009 THAT COULD BE OF INTEREST TO OTHER COUNTRIES?

No

Yes

3.3.1. GIVE DETAILS HERE. PROVIDE SOURCES AND HYPERLINKS (URLS) IF POSSIBLE.

Some provinces and territories responded “yes,” and others responded “no” to the above question. Below are links provided by jurisdictions that responded that there has been significant innovation/development in ALE governance since 2009.

The Advanced Education Administration Act (Manitoba, 2010),
<http://web2.gov.mb.ca/laws/statutes/ccsm/a006-3e.php>

The Poverty Reduction Strategy Act (Manitoba, 2011),
http://web2.gov.mb.ca/laws/statutes/ccsm/_pdf.php?cap=p94.7

Saskatchewan Community Literacy Fund, <http://www.education.gov.sk.ca/literacy/sclF>

Adult Learning Act (Nova Scotia, 2010), http://nslegislature.ca/legc/bills/61st_2nd/3rd_read/b126.htm

Adult Learning Regulations made under section 15 of the Adult Learning Act (Nova Scotia, 2014),
<https://www.novascotia.ca/just/regulations/regs/adlearn.htm>

4. FINANCING: PUBLIC INVESTMENT IN ALE

4.1. WHAT PERCENTAGE OF PUBLIC EDUCATION SPENDING CURRENTLY GOES TO ALE?

- 0–0.4%
- 0.5%–0.9%
- 1%–1.9%
- 2%–3.9%
- 4% or more
- Do not know/figures not available

4.2. BETWEEN 2009 AND 2014, PUBLIC SPENDING ON ALE AS A PROPORTION OF PUBLIC EDUCATION SPENDING IN YOUR COUNTRY HAS ...

- increased
- stayed about the same
- decreased
- do not know

4.3. DOES YOUR GOVERNMENT PLAN TO INCREASE OR DECREASE SPENDING ON ALE?

- The government plans to increase spending.
- The government plans to keep spending about the same.
- The government plans to decrease spending.
- Do not know.

4.4. HAS YOUR GOVERNMENT INTRODUCED ANY SIGNIFICANT INNOVATION IN ALE FINANCING SINCE 2009 THAT COULD BE OF INTEREST TO OTHER COUNTRIES?

- No
- Yes

4.4.1. GIVE DETAILS AND PROVIDE REFERENCES WHERE APPROPRIATE AND URL LINK IF POSSIBLE.

The vast majority of provinces and territories responded that they have not introduced any significant innovation in ALE financing since 2009. However, in 2013, the federal government of Canada introduced the Canada Job Grant program, which was a new initiative implemented through federal-provincial/territorial labour market agreements. The program provides flexible support for employers to train new or existing employees for jobs that need to be filled. For more information, see http://www.esdc.gc.ca/eng/jobs/training_agreements/cjg/index.shtml?utm_source=VanityURL&utm_medium=onlineCoffline&utm_term=eng&utm_content=September08.

5. PARTICIPATION: ACCESS TO AND PARTICIPATION IN ALE PROGRAMMES

5.1. SINCE 2009 AND FOR THE ADULT POPULATION OVERALL, THE PARTICIPATION RATE (%) IN ALE HAS ...

- increased
- stayed about the same
- decreased
- do not know – this information is not available

5.1.1. INSERT THE OVERALL ALE PARTICIPATION RATE (%) FOR THE MOST RECENT YEAR AVAILABLE.

[Participation rate (%):]

In the majority of Canadian provinces and territories, precise information regarding the participation rate in ALE programs is not available. In Nunavut, for example, enrolments in ALE programs fluctuate from one year to the next due to factors such as available funding (provincial/territorial and federal) as well as the strength of the economy. When funding weakens or the economy strengthens, enrolment tends to decrease. However, various indications point to a strong ALE sector. In Northwest Territories, for example, participation in ALE has increased by 17% since 2009. In Alberta, adult participation in Human Services Basic Skills Training accounts for 84% of the total number of clients enrolled in these programs.

[Reference year:]

2013–2014 or 2014–2015

[Reference age group:]

The reference age group for adult participation in ALE programs varies. In some jurisdictions, participation begins at 17; in others, at 25. The majority of provinces and territories do not cap participation in ALE programs at a specific age.

[Definition of “participation”:]

Overall, jurisdictions defined participation in ALE as being registered or enrolled in a basic adult literacy, education, or skills training program.

[Data source with URL:]

5.2. WHAT DIFFERENCES ARE THERE BETWEEN WOMEN AND MEN IN TERMS OF THEIR PARTICIPATION RATES (%) IN ALE PROGRAMMES?

(Check each that applies)

	Women participate more	Men participate more	Equal participation
Overall	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
General education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Technical and vocational education and training (TVET)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-formal and informal education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5.3. FOR EACH OF THE FOLLOWING GROUPS, HOW HAS ALE PARTICIPATION CHANGED SINCE 2009?

- Migrants and refugees from other countries

decreased no change increased do not know

- All those seeking recognition for prior learning (especially non-formally and informally acquired)

decreased no change increased do not know

- Adults with low-level literacy and basic skills

decreased no change increased do not know

- Minority ethnic, linguistic and religious minorities and indigenous peoples

decreased no change increased do not know

- Senior citizens/retired people (third-age education)

decreased no change increased do not know

- Long-term unemployed people

decreased no change increased do not know

- Adults living with disabilities

decreased no change increased do not know

- Young persons not in education, employment or training

decreased no change increased do not know

- Residents of rural and remote areas

decreased

no change

increased

do not know

- Workers in low-skill, low-wage and precarious employment

decreased

no change

increased

do not know

5.4. HAS YOUR GOVERNMENT INTRODUCED ANY SIGNIFICANT INNOVATION IN ALE TO IMPROVE ACCESS AND PARTICIPATION SINCE 2009 THAT COULD BE OF INTEREST TO OTHER COUNTRIES?

No

Yes

5.4.1. GIVE DETAILS. PROVIDE SOURCES AND URL LINK IF POSSIBLE. ALSO INCLUDE REFERENCES TO RECENT SURVEYS OR MAJOR STUDIES OF ALE PARTICIPATION IN YOUR COUNTRY PUBLISHED SINCE 2009.

Although the majority of provinces and territories responded that they had not introduced significant innovation to ALE to improve access and participation, several jurisdictions did report key innovations in this area.

- New Brunswick has established a Provincial Aboriginal Coordinator position, in partnership with the Joint Economic Development Initiative (JEDI). The coordinator has facilitated activities to promote awareness of the value of lifelong learning, increase enrolment in programs, and foster new projects with First Nations communities in the province.
- Ontario is investing in information and communications technology (ICT) to improve access and to address adult learners' need for flexible learning options. Supports include the following:
 - the e-Channel service, which provides web-based learning to improve access for learners, especially in rural and remote communities. For more information, see www.tcu.gov.on.ca/eng/eopg/programs/lbs.html;
 - Ontario Online (to be rebranded as eCampusOntario in the fall of 2015), a collaborative centre of excellence in online and technology-enabled learning that will improve online learning opportunities for registered students at Ontario's publicly assisted colleges and universities through high-quality online courses that are recognized across multiple institutions and comprehensive online student supports;
 - the development of new tools and guidelines to enhance the delivery of the Ministry of Citizenship, Immigration and International Trade's Adult Non-Credit Language Training Program. The guidelines will be available in an online interactive environment, which will have tools to guide instructors in developing courses of study, as well as unit and lesson plans and in-class assessments, so that these elements are in line with the curriculum guidelines for the program.
- Saskatchewan has introduced several initiatives since 2009, including the following:
 - funding from the Ministry of the Economy for on-reserve Adult Basic Education programs for First Nations adults (over 18 years of age) who are seeking to improve their academic credentials. This has increased First Nations' access to adult literacy and basic education programs;

- Job Connection buses offering mobile career services to First Nations communities across the province. Funded by the government of Saskatchewan and the Saskatchewan Indian Institute of Technologies (SIIT), the mobile career services offer people convenient access to the services they need to research career and training opportunities, develop a career action plan, connect with employers, and ultimately find employment. For more information, see <http://www.saskatchewan.ca/government/news-and-media/2015/july/29/siit-buses>;
- funding from the Ministry of the Economy for Adult Basic Education – Essential Skills for the Workplace (ABE-ESWP) programs, which focus on providing learners with enhanced literacy and employment-readiness skills, and assist participants to enter the workforce. For more information, see <http://www.economy.gov.sk.ca/LabourMarketPrograms>.

6. QUALITY OF ALE

6.1. DOES YOUR COUNTRY SYSTEMATICALLY COLLECT INFORMATION ABOUT THE FOLLOWING ALE OUTCOMES?

(Multiple responses possible – except for last option, which precludes the others)

- Completion rates
- Certificates or qualifications issued
- Employment outcomes (or labour market outcomes)
- Social outcomes in the areas of health, well-being and community cohesion
- Other (please specify – box pops up if checked)
- None of these – this information is not systematically available

6.2. ARE THERE INITIAL, PRE-SERVICE EDUCATION AND TRAINING PROGRAMMES FOR ALE TEACHERS/FACILITATORS IN YOUR COUNTRY?

- Yes
- No

6.3. ARE INITIAL, PRE-SERVICE QUALIFICATIONS A REQUIREMENT TO TEACH IN ALE PROGRAMMES?

- Yes, in all cases
- Yes, in some cases
- No

6.4. ARE THERE CONTINUING, IN-SERVICE EDUCATION AND TRAINING PROGRAMMES FOR ADULT EDUCATION TEACHERS/FACILITATORS IN YOUR COUNTRY?

- Yes, with sufficient capacity
- Yes, but inadequate capacity
- No

6.5. SINCE 2009, HAVE THERE BEEN ANY SUBSTANTIAL ANALYSES OF THE FOLLOWING ISSUES IN YOUR COUNTRY?

(Check those that apply)

- Learning outcomes of ALE

- Quality criteria for teaching and learning, e.g. curricula and methods
- Diversity of providers
- Impact of new technologies on ALE
- Equity issues in ALE
- Barriers to ALE participation and provision
- Other issues

6.5.1. GIVE REFERENCES AND URL LINK(S).

6.6. HAS YOUR GOVERNMENT INTRODUCED ANY SIGNIFICANT INNOVATION REGARDING THE QUALITY OF ALE SINCE 2009 THAT COULD BE OF INTEREST TO OTHER COUNTRIES?

- No
- Yes

6.6.1. GIVE DETAILS AND PROVIDE SOURCES AND URL LINKS IF POSSIBLE.

While the majority of provinces and territories responded “no,” several jurisdictions did report significant innovation regarding the quality of ALE since 2009.

- Manitoba developed a new credential for adult literacy instructors and partnered with the University of Manitoba to deliver a course on adult literacy instruction, which is now a component of the new credential.
- New Brunswick developed a quality framework for providers of community adult learning services. For more information, see http://www2.gnb.ca/content/gnb/en/departments/post-secondary_education_training_and_labour/Skills/content/AdultLearningAndEssentialSkills/Literacy.html.
- Northwest Territories has developed modularized curriculum and resources for low-level literacy math courses, which will be piloted in 2015/16.
- Ontario developed the following innovations:
 - the Ontario Adult Literacy Curriculum Framework (OALCF), released in April 2012. OALCF is a competency-based framework that supports the development of adult learners and literacy programming delivered through the Literacy and Basic Skills program. For more information, see www.tcu.gov.on.ca/eng/eopg/publications/OALCF_Curriculum_Framework_Mar_15.pdf;
 - the development of a core set of curriculum guidelines by the Ontario Ministry of Citizenship, Immigration and International Trade (MCIIT) for its Adult Non-Credit Language Training Program. The guidelines will be available in an online interactive environment with tools to guide instructors in developing courses of study, as well as unit and lesson plans and in-class assessments, so that these elements are in line with the principles of the curriculum guidelines;
- a Recognition of Prior Learning (RPL) Quality Assurance project, funded by Employment and Social Development Canada (ESDC) in 2013, to be rolled out in October 2015. The outcomes include (but are not limited to) an RPL manual containing new pan-Canadian RPL guiding principles, six steps for quality RPL, and self-audit checklists.

6.7 SINCE 2009, HOW MUCH HAS THE KNOWLEDGE BASE ON THE BENEFITS OF ALE FOR THE FOLLOWING AREAS IMPROVED FOR POLICYMAKERS, RESEARCHERS AND PRACTITIONERS?

- Health and well-being

not at all somewhat a lot

- Society and community

not at all somewhat a lot

- Employment and labour market outcomes

not at all somewhat a lot

7. HEALTH AND WELL-BEING

7.1. INDICATE THE EXTENT TO WHICH YOUR COUNTRY'S ALE POLICY AND PRACTICE:
(Responses by marking a five-point scale – 0 = not at all, 5= a great deal)

- Recognizes the contribution ALE can make to personal health and well-being

1 2 3 4 5

- Follows the World Health Organization's holistic approach to health and well-being, including mental as well as physical health

1 2 3 4 5

7.1.1. EXPLAIN YOUR RESPONSE HERE.

Provinces, territories, and non-profit stakeholders recognize the important role of literacy, numeracy, and basic competencies in overall health. Increasingly, jurisdictions in Canada are highlighting the role of continuous lifelong learning, literacy, and education in their health strategies, policies, frameworks, and resources.

7.2. DO YOU HAVE EVIDENCE TO SHOW THAT IN YOUR COUNTRY, ALE HAS A POSITIVE IMPACT ON:
(Check which apply)

- Competencies needed for health, including knowledge, attitudes, skills and values needed for prevention, accessing treatment, etc.
- Self-reported health
- Maternal healthcare
- Mental health and well-being (such as self-efficacy)
- Preventing, but also living with, HIV/AIDS and its social consequences
- Prevention and control of other infectious diseases, including epidemics (such as SARS, cholera, hepatitis)
- Sexual and reproductive health
- Preventing, but also living with, chronic illnesses (such as diabetes, heart disease, Alzheimer's)
- Healthy lifestyles (such as diet, exercise, stress reduction)
- Making the local environment more healthy (e.g. through community action)

- None of the above, but there is evidence that ALE has a positive impact on other aspects of health
 No evidence at all for any aspect

7.2.1. PLEASE PROVIDE YOUR SOURCES.

7.3. FOR YOUR COUNTRY, INDICATE HOW IMPORTANT THE FOLLOWING ARE AS FACTORS INFLUENCING THE EFFECTIVENESS OF ALE FOR HEALTH AND WELL-BEING:

(Scale 1= not important – 4 = very important)

• Illiteracy

1 2 3 4

• Household income inequalities

1 2 3 4

• Lack of access to information on ALE programmes

1 2 3 4

• Poor quality of pedagogy, training materials, staff training and capacity

1 2 3 4

• Poor interdepartmental or inter-sectoral collaboration

1 2 3 4

• Community resistance

1 2 3 4

• Inadequate or misdirected funding

1 2 3 4

7.4. HOW FAR DO DIFFERENT STAKEHOLDERS (PUBLIC EDUCATION AGENCIES, PUBLIC HEALTH AGENCIES, NGOS, PRIVATE PROVIDERS, ETC.) COLLABORATE IN THE DESIGN AND DELIVERY OF ALE PROGRAMMES IN YOUR COUNTRY?

- Hardly at all
 Not much, but to an increasing extent
 In theory, but not much in practice
 Effectively and successfully

7.5. DOES YOUR COUNTRY HAVE AN INTERDEPARTMENTAL OR CROSS-SECTORAL COORDINATING BODY FOR ALE FOR PROMOTING PERSONAL HEALTH AND WELL-BEING?

- No
 Yes

[Name of coordinating body:]

[Briefly describe its mandate and activities:]

8. SOCIETY AND COMMUNITY

8.1. DO YOU HAVE EVIDENCE TO SHOW THAT ALE HAS A POSITIVE IMPACT ON THE FOLLOWING ISSUES?
(Check which apply. If yes to any, give sources for checked options.)

- Participation in social, civic and political activities

Yes No

- Social trust

Yes No

- Social integration/inclusion

Yes No

- Diversity tolerance

Yes No

8.1.1. GIVE SOURCES FOR CHECKED OPTIONS.

Because it was not possible to check “no,” and the system does not permit us to continue to the next page without checking a box, we checked the first one. However, we do not have evidence to show that ALE has a positive impact on the above issues.

8.2. TO WHAT EXTENT ARE THE FOLLOWING DIMENSIONS IMPORTANT FOR ALE POLICY IN YOUR COUNTRY?

(4-point scale: not at all, to a small extent, to a limited extent, to a large extent)

- Non-economic outcomes and benefits for individuals (such as personal development, quality of life, well-being and social and cultural participation)

not at all to a small extent to a limited extent to a large extent

- Non-economic outcomes and benefits for collective and civil society (such as positive and trustful social relations, active and sustainable communities, and social integration)

not at all to a small extent to a limited extent to a large extent

- Economic returns for individuals, communities and society (such as employability, innovation capacity, financial autonomy, living standards, skills levels improvement and structural labour market evolution)

not at all to a small extent to a limited extent to a large extent

8.3. TO WHAT EXTENT DO LITERACY AND BASIC SKILLS PROGRAMMES CONTRIBUTE TO STRENGTHENING THE FOLLOWING CULTURAL AND SOCIAL RESOURCES IN YOUR COUNTRY?

(4-point scale: not at all, to a small extent, to a limited extent, to a large extent)

- Multilingualism and cultural diversity

not at all to a small extent to a limited extent to a large extent

- Increased access to education, literature, the arts and cultural heritage

not at all to a small extent to a limited extent to a large extent

• Environmental sustainability in local communities

not at all to a small extent to a limited extent to a large extent

• Active citizenship and political and community participation

not at all to a small extent to a limited extent to a large extent

• Community solidarity and social justice

not at all to a small extent to a limited extent to a large extent

• Democratic values and peaceful co-existence

not at all to a small extent to a limited extent to a large extent

8.3.1. PLEASE SPECIFY.

We have no specifics.

8.4. TO WHAT EXTENT DO ALE PROGRAMMES IN GENERAL CONTRIBUTE TO STRENGTHENING THE FOLLOWING CULTURAL AND SOCIAL RESOURCES IN YOUR COUNTRY?

(4-point scale: not at all, to a small extent, to a limited extent, to a large extent)

• Multilingualism and cultural diversity

not at all to a small extent to a limited extent to a large extent

• Increased access to education, literature, the arts and cultural heritage

not at all to a small extent to a limited extent to a large extent

• Environmental sustainability in local communities

not at all to a small extent to a limited extent to a large extent

• Active citizenship and political and community participation

not at all to a small extent to a limited extent to a large extent

• Community solidarity and social justice

not at all to a small extent to a limited extent to a large extent

• Democratic values and peaceful co-existence

not at all to a small extent to a limited extent to a large extent

• None of these – adult learning and education programmes mostly have other purposes

not at all to a small extent to a limited extent to a large extent

• Other

not at all to a small extent to a limited extent to a large extent

8.5. HOW FAR DOES THE STATEMENT BELOW REFLECT THE POLICY APPROACH IN YOUR COUNTRY?

Youth and adult literacy and basic skills programmes are not directed towards social and cultural development – they teach people to read, write and deal with numbers.

not at all to a small extent to a limited extent to a large extent

8.6. TO WHAT EXTENT DO YOUR COUNTRY'S ALE PROGRAMMES INCLUDE PROVISIONS FOR THE DEVELOPMENT OF THE FOLLOWING CULTURAL RESOURCES?

• Arts and crafts

not at all somewhat a lot

• Cultural rituals and traditional knowledge systems

not at all somewhat a lot

• Spirituality

not at all somewhat a lot

• Ecology and the environment

not at all somewhat a lot

• Sports

not at all somewhat a lot

• Dance and theatre

not at all somewhat a lot

Groups that are the hardest to reach with ALE programmes

Refugees	Not selected
Those with no valid residency documents (sans-papiers)	Yes
Residents of rural or remote areas	Yes
Residents of institutions (prisons, hospitals, etc.)	Not selected
Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples	Yes
Migrants (not refugees) and their families	Not selected
People living with chronic illnesses or disabilities	Not selected
Senior citizens (as defined in your country)	Not selected
Other	

Groups where ALE programmes have had some success

Refugees	Not selected
Those with no valid residency documents (sans-papiers)	Not selected
Residents of rural or remote areas	Not selected
Residents of institutions (prisons, hospitals, etc.)	Yes
Members of cultural, ethnic, linguistic and religious minority groups and indigenous peoples	Yes
Migrants (not refugees) and their families	Yes

People living with chronic illnesses or disabilities
 Senior citizens (as defined in your country)
 Other

Not selected
 Not selected

9. EMPLOYMENT AND LABOUR MARKET

9.1. DO YOU HAVE EVIDENCE TO SHOW THAT IN YOUR COUNTRY, ALE HAS A POSITIVE IMPACT ON THE FOLLOWING?

- Company/organization success (in terms of profitability, efficiency, quality of service, etc.)
- Innovative capacity
- Adaptability to change
- Inclusiveness in respect of disadvantaged groups (e.g. disabled, older workers)

9.1.1. PROVIDE SOURCES FOR THE SELECTED OPTIONS.

9.2. DO YOU HAVE EVIDENCE FOR THE POSITIVE IMPACT OF ALE ON THE FOLLOWING INDIVIDUAL ISSUES?

	Women	Men	Both
Employability (entry into labour market, remaining in employment)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Performance in current job (individual productivity, quality of work, achievement)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Career prospects	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Employee salary levels	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Job satisfaction, motivation and commitment to work	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Continuing professional and skills development leading to recognized certification or qualification	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

9.2.1. PROVIDE SOURCES FOR THE SELECTED OPTIONS

BRITISH COLUMBIA (Ministry of Advanced Education – AVED)

2014 Student Developmental Outcomes Survey: Report of Findings,

[http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-](http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx)

[30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx](http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx)

NOVA SCOTIA

2014 NSSAL Graduate Follow-up Study (Nova Scotia Department of Labour and Advanced Education, October 2014). Report is expected to be accessible online by approximately mid-September, 2015.

ONTARIO

Upskill: A Credible Test of Workplace Literacy and Essential Skills Training (SRDC, August 2014),

<http://www.srdc.org/publications/UPSKILL-A-Credible-Test-of-Workplace-Literacy-and-Essential-Skills-Training-details.aspx>

Meeting Expectations: Measuring the Impacts of Workplace Essential Skills Training (The Centre for

Literacy, March 2013), http://www.centreforliteracy.qc.ca/sites/default/files/MOS_ExecSummary.pdf

9.3. HOW STRONGLY DO ALE POLICYMAKERS PERCEIVE THE EFFECTS OF THE FOLLOWING KINDS OF ALE PROVISION ON PRODUCTIVITY AND EMPLOYMENT IN YOUR COUNTRY?

	Perceived productivity effect				Perceived employment effect			
	Strong	Modest	No effect	Do not know	Strong	Modest	No effect	Do not know
Literacy and basic skills	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initial vocational education and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing vocational education and training	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Informal workplace learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Company training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-directed learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced professional education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Distance education and e-learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.4. SINCE 2009, HAVE THERE BEEN ANY MAJOR SURVEYS OR STUDIES IN YOUR COUNTRY THAT ASSESS THE OUTCOMES OR RESULTS OF ALE PROGRAMMES FOR EMPLOYMENT AND THE LABOUR MARKET?

No

Yes

9.4.1. GIVE DETAILS AND PROVIDE REFERENCES AND URL LINKS IF POSSIBLE.

The Programme for the International Assessment of Adult Competencies (PIAAC) is a large-scale international survey of skills of youth and adults between the ages of 16 and 65. Canada is one of 24 countries and sub-national regions participating in this initiative. In addition to surveying the entire country, Canada collected data for every province and territory. The PIAAC survey is made up of three main parts: a background questionnaire, a direct assessment, and a module on the use of skills. The PIAAC background questionnaire puts the results of the skills assessment into context, classifying survey participants according to a range of factors that influence the development and maintenance of skills. In particular, the questionnaire facilitates the analysis of skill distribution across socio-demographic variables. (Source: *Skills in Canada: First Results from the Programme for the International Assessment of Adult Competencies (PIAAC)* (Pan-Canadian report),

<http://www.cmec.ca/Publications/Lists/Publications/Attachments/315/Canadian-PIAAC-Report.EN.pdf>)

BRITISH COLUMBIA

The British Columbia Ministry of Advanced Education has conducted a survey assessing the outcomes of ALE programs for employment and the labour market. Highlights from the survey include the following:

- 70% of respondents were in the labour force at the time of the survey
- 57% of the former Adult Basic Education students were employed
- 51% of those who were employed were working full-time
- 20% of employed respondents had more than one job
- the median hourly wage was \$13
- 80% of those who spoke English at work said their ESL training helped them use the language

(Source: *2014 Student Developmental Outcomes Survey: Report of Findings*,

[http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-](http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx)

[30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx](http://outcomes.bcstats.gov.bc.ca/whatsnew/15-04-30/2014_Developmental_Student_Outcomes_Survey_Report_of_Findings.aspx)) (Due to lack of funding, this survey will be discontinued after this year.)