STATUS AND FUTURE PROSPECTS OF ADULT LEARNING

Canadian Report

for the

CONFINTEA V Mid-Term Review of Adult Education
A Follow-Up to the Fifth International Conference on Adult Education

Prepared for the

Council of Ministers of Education, Canada
Canadian Commission for UNESCO
and Human Resources Development Canada

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Acknowledgments

CHAPTER 1   Introduction

Background

The present report on adult education was prepared at UNESCO's request, in preparation for the Mid-Term Review Conference on Adult Education (CONFINTEA + 6) that was held in Bangkok, Thailand from September 6 to 11, 2003. UNESCO invited all Member States to prepare a mid-term review on the progress made in the six years since the Fifth International Conference on Adult Education (CONFINTEA V), held in Hamburg from July 14 to 18, 1997. The *Hamburg Declaration* and the *Agenda for the Future* that emerged from that conference share the vision of "education for all throughout life" adopted by the World Education Forum in 2000, which produced the Dakar Framework for Action.

Bringing together representatives of governments and non-governmental organizations involved in different aspects of learning throughout life made CONFINTEA V a landmark conference that defined a new vision of adult education. *The Agenda for the Future* set out in detail this new commitment to the development of adult learning. It focused on common concerns facing humanity on the eve of the twenty-first century and on the vital role that adult learning has to play in enabling women and men of all ages to face these most urgent challenges with knowledge, courage, and creativity.

Consistent with the broad vision of adult education expressed by international bodies, UNESCO proposed that the country Mid-Term reviews should be structured along the 10 original CONFINTEA V themes, namely:
1. Adult learning and democracy: the challenges of the twenty-first century
2. Improving the conditions and quality of adult learning
3. Ensuring the universal right to literacy and basic education
4. Adult learning, gender equality and equity, and the empowerment of women
5. Adult learning and the changing world of work
6. Adult learning in relation to environment, health and population
7. Adult learning, culture, media and new information technologies
8. Adult learning for all: the rights and aspirations of different groups
9. The economics of adult learning
10. Enhancing international cooperation and solidarity

UNESCO also asked that Member States assess their progress along the following 8 Indicators of adult education:
1. Structures and institutional frameworks
2. Increasing investment in adult learning, at the provincial and federal levels
3. Increasing adult participation in education and training activities
4. Research studies in adult education
5. Status and training of adult educators and facilitators
6. Empowering adult learners
7. Examples of best practice and innovations

8. Future actions and concrete targets for 2009

To simplify the reporting process, UNESCO provided a Common Grid for Reporting, which appears on the next page.

As a Member State of UNESCO, Canada was thus asked to report on the progress made in policies and practices and on emerging trends and new priorities in adult education across the country. This country report on progress to date can serve as a benchmark for monitoring activities by all stakeholders over the next six years leading up to the Sixth International Conference on Adult Education, set to take place in 2009. Contributors were also asked to establish new targets for improving adult education and to develop an operational strategy for achieving their goals between now and the Sixth Conference.

Contributors to the Canadian report were also asked to link their assessments of the changing outlooks, initiatives, and strategies adopted in promoting education throughout life to other UNESCO-led initiatives with the same objective, namely: the United Nations Literacy Decade (2003–2012); International Adult Learners' Week, which was celebrated for the second time in Canada from September 7 to 13, 2003; and the World Summit on the Information Society, which will take place in two stages — in Geneva in December 2003 and in Tunis in 2005. The rationale behind this approach is that many of the issues surrounding these UNESCO initiatives hold special relevance for the adult education and vocational training communities, both at the government (federal and provincial) and non-governmental levels.

It should be noted that in Canada, the provincial/territorial governments have legislative responsibility for the formal education systems at the elementary, secondary and postsecondary levels. The Government of Canada plays an important role in supporting awareness, accessibility and capacity building in postsecondary education through the provision of information, early savings incentives; loans, grants, scholarships, tuition tax credits and scholarships, and through non-financial supports as well as through transfers to provinces. In addition, Labour Market Development Agreements (LMDAs) include active employment measures, funded through Employment Insurance (EI), which support education and skills development for eligible clients.

Adult or continuing education and training are shared among the provincial/territorial formal education systems, the governmental departments and agencies responsible for human resource development, and the many non-governmental organizations involved in learning throughout life. As such, all of these various stakeholders were invited to contribute to the present report. In a later section of this chapter, Education in Canada, readers will find an overview of the education systems in the ten provinces and three territories that make up the Canadian confederation.

The Common Grid for Reporting: A Diagrammatic Overview

CONFINTEA 1997–2003 Indicators/Themes	Theme 1: Adult Learning, Democracy, Peace and Critical Citizenship	Theme 2: Improving Conditions and Quality of Adult learning	Theme 3: Literacy and Basic Education	Theme 4: Promoting the Empowerment of Women	Theme 5. Adult Learning and the Changing World of Work	Theme 6: Adult Learning, Environment, Health, and Population	Theme 7: Adult Learning, Media and Culture, and ICTs	Theme 8: Adult Learning and Groups with Special Needs	Theme 9: Economics of Adult Learning Seen as an Investment	Theme 10: Enhancing Intern'l Co-operation, Solidarity, and Networking
1. Building Up Structures and Institutional Frameworks	1.1	1.2.	1.3	1.4	1.5	1.6	1.7	1.8	1.9	1.10
2. Increasing Investment in Adult Learning	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10
3. Increasing Participation	3.1	3.2	3.3	3.4	3.5	3.6	3.7	3.8	3.9	3.10
4. Research Studies in the Field	4.1	4.2	4.3	4.4	4.5	4.6	4.7	4.8	4.9	4.10
5. Adult Educators /Facilitators' Status and Training	5.1	5.2	5.3	5.4	5.5	5.6	5.7	5.8	5.9	5.10
6. Empowering Adult Learners	6.1	6.2	6.3	6.4	6.5	6.6	6.7	6.8	6.9	6.10
7. Examples of Best Practice and Innovations	7.1	7.2	7.3	7.4	7.5	7.6	7.7	7.8	7.9	7.10
8. Future Actions and Concrete Targets for 2009	8.1	8.2	8.3	8.4	8.5	8.6	8.7	8.8	8.9	8.10

Canadian Approach to the Mid-Term Review

The two organizations responsible for organizing this response to the UNESCO request for a country report are the Canadian Commission for UNESCO (CCUNESCO) and the Council of Ministers of Education, Canada (CMEC). Financial assistance for this report was provided by CCUNESCO and CMEC, as well as by the Government of Canada, through the Learning Branch, of Human Resources Development Canada.

The Canadian Commission for UNESCO operates under the aegis of the Canada Council for the Arts. Its role is to act as a forum for governments and civil society, and to catalyze the participation of Canadian organizations and committed individuals in UNESCO's mandated areas: education, natural and social sciences, culture and communication. http://www.unesco.ca

The CMEC provides a national voice for education in Canada. It is the forum in which the provincial/territorial education ministers discuss matters of mutual interest, undertake educational initiatives cooperatively, and represent the interests of the provinces and territories with national education-related organizations, the federal government, foreign governments, and international organizations. CMEC and, through CMEC, the provinces and territories work collectively on common objectives in a broad range of activities at the elementary, secondary, and postsecondary levels. http://www.cmec.ca

Given that Member States faced important time constraints in producing their report, and given the fact that UNESCO recommended a broad based approach seeking collaboration from all levels of society, coordinators from CCUNESCO and CMEC circulated the Common Grid for Reporting, along with relevant background materials, to authorities in the provincial/territorial jurisdictions, federal government departments and agencies, and literacy organizations and to NGOs, requesting that they provide input particularly on Themes 2, 3, and 7 of the Common Grid only, namely: Improving Conditions and Quality of Adult Education; Literacy and Basic Education; and Adult Learning, Media and Culture and ICTs. It was felt that, out of the 10 CONFINTEA V themes, these were the most closely associated to the chosen orientation for the Canadian report, as outlined in the previous section. At the same time, the contributors were made aware that they could respond to any or all of the other themes and indicators that they considered relevant to the work in progress in their jurisdiction or area of activity, and several of them did so.

Four of the thirteen provincial/territorial jurisdictions — Prince Edward Island, Quebec, Manitoba, and Saskatchewan — undertook the challenge of documenting progress made in these areas and submitted their responses in Grid format. Human Resources Development Canada (HRDC) took the lead for the Government of Canada, with contributions from its directorates and agencies, to report on the activities of federal departments involved in adult education and to document federal policies, activities, and investments in particular fields, especially those of employment training (HRDC), literacy (National Literacy Secretariat), equitable access to learning opportunities (Learning Strategies and Support, Canada Education Savings Grant, and Canada Student

Loans Program), the use of learning technologies (Office of Learning Technologies), Aboriginal education (Aboriginal Relations Office), support for workplace learning, particularly through sector councils (Human Resources Partnerships), and adult education in the prisons (Correctional Service Canada). Nongovernmental organizations (NGOs) involved in literacy efforts were also invited to highlight relevant projects, case studies, and research — either in progress or completed.

For clarity in the presentation of these contributions in the chapters, and for the reader's reference, this report has organized the responses of all contributors according to the eight Indicators. These indicators were originally accompanied, as below, by brief descriptions of suggested topics for contributors to review or questions that would guide their responses.

1. **Building Up Structures and Institutional Frameworks**
   Policies, legal provisions, delivery system and innovations (accreditation of prior informal and non-formal learning; second chance courses, diversification of provision and content; decentralizing decisions regarding needs identification, content of adult learning, mobilization and use of resources, etc. Education policies integrated with economic, social, health, employment policies; information, guidance and management systems). Fostering equality and access, serving special groups, and meeting learning needs and demands of individuals, groups, and communities.

2. **Increasing Investment in Adult Learning**
   Level and status of public investment in adult learning: statistics on participation and institutional grants; policies and strategies that promote public investment in adult learning and mobilize private sector and enlist contribution by all stakeholders.

3. **Increasing Participation**
   Information on new quantitative indicators of participation (persons and groups) in adult education; numbers and resources for specific beneficiary or participating groups. How has increased participation been made possible? Specify programs and activities and innovative cases in relation to the different themes.

4. **Research Studies in the Field of Adult Learning**
   Information on research studies being undertaken in the field of adult learning? What are the key questions addressed and how is research informing policies and practice.

5. **Adult Educators/Facilitators' Status and Training**
   Statistics on different categories of adult educators and facilitators (number, salaries, duration, and places of training). Specific activities and programs aimed at improving conditions of adult educators; training policies, improving quality of training through the use of new methods; professionalization and networking of adult educators.

6. **Empowering Adult Learners**
   Rights of learners, learner-centred curriculum, development of context
   and culturally relevant content, and evaluation of learning outcomes
   and impact on socio-economic development. Do you have national
   assessment systems to measure adult learning outcomes (literacy,
   numeracy, life skills etc)? If yes, can you describe processes and
   activities in this field? What quality indicators have been developed
   and what are the outcomes obtained?

7. **Examples of Best Practice and Innovations**
   Examples of real cases, good practice, and innovative approaches in
   relation to the CONFINTEA V themes.

8. **Future Actions and Concrete Targets for 2009**
   Future actions planned and concrete targets for 2009. In 2009, the 6th
   international Conference on Adult Learning is to be held; indicate to
   what extent your targets coincide with EFA targets in your country,
   and how Millennium Development Goals and other international
   targets are aimed at and met through adult learning.

Education in Canada

This summary of the organizations and institutions responsible for Canada's education
systems will help to put in perspective the responses described in this report. As a
confederation of ten provinces and three territories, the country's governments have
developed as a federal system of shared powers. Canada's *Constitution Act, 1867*,
provides that "[I]n and for each Province, the Legislature may exclusively make Laws in
relation to Education." The Government of Canada also draws from the act the powers
that it can exercise in the area of education, for example, using federal revenue in areas
within the public interest. In addition, the *Constitution Act* provides that the federal
government can make laws for the "Peace, Order and Good Government of Canada," for
spending measures that are meant to be of national interest.

While there are a great many similarities in the provincial/territorial education systems
across Canada, they each reflect the diversity of the region's geography, history, and
culture.

The historical and cultural events, culminating in confederation in the 19th century, led to
Canada's adoption of the *Official Languages Act* a century later (1969, revised in 1988).
This act establishes French and English as the official languages of Canada and provides
for special measures aimed at enhancing the vitality, and supporting the development, of
English and French linguistic minority communities. Canada's federal departments,
agencies, and Crown corporations reflect the equality of its two official languages by
offering bilingual services and information.

Across the country, according to the 2001 Census, 67 per cent of the population speak
English only, 13 per cent speak French only, and 18 per cent speak both English and

French. English is the mother tongue of about 59 per cent of the population, while French is the mother tongue of 23 per cent. In Quebec, 41 per cent of the population speak both languages, while another 54 per cent speak only French. In other provinces, the proportion of those who speak both languages decreases — for example, in New Brunswick, 34 per cent; in Ontario, 12 per cent; in Manitoba, 9 per cent. Education is available in either official language in Quebec and New Brunswick, and in other provinces and territories wherever numbers warrant.

The federal government's Department of Indian and Northern Affairs Canada (INAC) is responsible for the elementary and secondary education of Registered Indian children living on reserves, either through First Nations-operated schools on the reserves, provincially administered schools off the reserves, or federal schools operated by INAC on the reserves. The department also provides financial assistance (through administering authorities such as First Nations councils) to eligible Registered Indian students in postsecondary education programs, and it funds some programs designed for First Nations students at both First Nations and other postsecondary institutions. Educational services for Registered Indians in the Yukon and both Registered Indians and Inuit in the Northwest Territories are provided by the respective territorial governments. Registered Indians and Inuit in northern Quebec receive educational services from the province of Quebec under the *James Bay and Northern Quebec Agreement*.

The Government of Canada also provides education and training to those who serve in the Armed Forces and the Coast Guard, and to those inmates serving time in penitentiaries and other institutions of Correctional Service Canada. In addition, the federal government helps students access postsecondary education (through the Canada Student Loans Program, Canada Study Grants, the Canada Education Saving Grant Program, and the Canada Millennium Scholarship Foundation) and invests in postsecondary education through university research.

Although the provinces and territories have legislative responsibility for education at all levels, the Government of Canada plays an active role in education in the official languages and in other areas of federal responsibility, and in addressing financial barriers to postsecondary education through early savings incentives, loans, grants, tax credits, and scholarships as well as through non-financial supports. Each year, for example, over 350,000 students are supported by the Canada Student Loans Program and just over one-quarter of families with children have benefited from Canada Education Savings Grants. In total, the Government of Canada spends just under $4 billion in supports to individuals to access postsecondary education.

With society's growing recognition that formal education is not the beginning or the end of learning but one stage in people's lifelong learning process, many governmental and non-governmental organizations have been working in partnership to achieve Canada's evolving social and economic goals. These joint initiatives are based on the common federal–provincial/territorial objective of human resource development and on the federal government's overall responsibility for the well-being of the federation.

The Provinces and Territories

Elementary and Secondary Education

In Canada, each province or territory has a ministry or department of education that is responsible for providing elementary and secondary education free to all Canadian citizens and permanent residents until the age of 18. At the local level in all provinces and territories, members of school boards (or school districts, or school divisions, or the District Education Councils in New Brunswick) are elected by public ballot. The powers and duties of these "trustees," defined by provincial/territorial legislatures, are fairly consistent throughout Canada. Their authority usually includes the operation and administration (including financial) of the schools within their board, staffing responsibilities, enrolment of students, implementation of the provincial/territorial curriculum, and initiation of proposals for new construction or other major capital expenditures.

The ages for compulsory schooling vary from one jurisdiction to another, but most require attendance in school from age 6 or 7 to age 16. All provinces and territories also offer one-year kindergarten programs for 5-year-olds, which are operated by local education authorities. In addition, some jurisdictions provide early childhood services, including preschool programs or junior kindergarten. In most jurisdictions, elementary schools provide the first six to eight years of compulsory schooling, after which most children/adolescents go on to the secondary level where they can choose from a variety of programs leading to apprenticeships and the job market or to further studies at colleges and universities.

The first two years at the secondary level usually offer a core of compulsory subjects supplemented by some optional subjects. In the final two years, there are fewer compulsory subjects so that students can choose more optional courses in specialized programs that prepare them either to enter the job market or to meet the entrance requirements of the postsecondary college, university, or institution of their choice. Students who pass the required number of both compulsory and optional courses graduate with a Secondary School Diploma. For example in Ontario, since September 1999, students must complete 30 credits during the four-year secondary school program — 18 compulsory and 12 optional courses. They must also pass the Ontario Secondary School Literacy Test in order to graduate.

The point of transition from elementary to secondary school varies from jurisdiction to jurisdiction. Some school boards break up the elementary-secondary continuum by grouping kindergarten to grade 5, 6, 7, or 8 in elementary schools, or grades 6–8 in middle schools, or grades 7–9 in junior highs, and the remaining grades in secondary schools or collegiates. In Quebec, students choose either the general education branch or the vocational education branch at secondary level (grades 7–11) and may continue in the same branch with publicly funded studies at the college level (see below).

Most public schools accommodate special-needs students (the physically or mentally disabled or the gifted) in various ways, whether in separate programs and classrooms or

in a regular classroom where they follow the regular program but receive additional support and assistance.

Private or independent schools provide an alternative to publicly funded schools in any province or territory, but they must meet the general standards prescribed by that jurisdiction. In most cases, they follow closely the curriculum and diploma requirements of the ministry/department of education, except that they function independently of the public system and charge tuition fees. Some provinces — Alberta, British Columbia, Manitoba, Ontario, Quebec, and Saskatchewan — provide some form of financial assistance to these schools.

Postsecondary Education
In the graduating year of secondary school, students may apply to a college or a university, depending on the region and on their qualifications. Quebec students must obtain a college diploma if they want to proceed to a university program to obtain a degree. The Quebec colleges, called "collèges d'enseignement général et professionnel," or "Cégeps," are free to all students; they offer both a general program that leads to university admission and a training program that prepares students for the labour market. In all other provinces and territories, students pay tuition fees for college programs and courses.

Postsecondary education is available in both government-supported and private institutions. Colleges such as technical and vocational institutions, community colleges, Cégeps, and others offer programs varying in length from six months to three years. These programs serve to train and develop students' knowledge and skills for careers in business, the applied arts, technology, social services, and some of the health sciences. In general, colleges award diplomas or certificates — not academic degrees. Some colleges and technical institutions, in cooperation with business and industry partners, offer degrees in applied arts and sciences, such as professional development services, or they offer specialized programs in high-technology areas that prepare students for employment upon graduation.

The British Columbia community college system allows students to complete either a diploma program or two years of academic course work toward a bachelor's degree. At one of five university colleges in British Columbia, or at one of the six universities, students can earn an undergraduate degree. Only the universities may grant graduate degrees. In other provinces, students must have their completed college courses evaluated for equivalency in order to receive credit when they apply for admission to a university.

Most Canadian universities offer three-year or four-year programs leading to bachelor's degrees, depending on the program and the province. Universities, in some provinces, grant a general Bachelor of Arts (B.A) or a Bachelor of Science (B.Sc.) degree after three years, but require a fourth year (or four years in total) of specialized study for an honours degree (H.B.A. or H.B.Sc.). Other provinces require four years of study before granting either a general or an honours degree. The larger universities offer a complete range of programs; others are more specialized and have developed specific areas of excellence.

Along with specialized institutions that are not campus-based, some offer courses and programs through distance education, correspondence, or telecommunications.

It is possible to pursue specialized advanced studies through three levels — from the bachelor's degree to a master's degree, and on to a doctoral degree — at those universities that offer graduate studies and degrees. To achieve a master's degree, students pursue one or two years of further study, depending on whether their undergraduate degree was a general or honours degree. Some institutions require the student to produce a thesis or to work through a professional practicum for the master's degree. For the doctorate, students spend three to five more years after that, usually researching, writing, presenting, and defending a thesis, in addition to attending seminars and a specified number of courses.

Adult Education and Training
Beyond the formal course structures offered either in secondary or tertiary education institutions, most secondary schools, colleges, and universities have offered "continuing education" courses or programs for decades. Some courses have been designated for credit toward a diploma, others as non-credit personal interest classes. Through the for-credit courses or programs, adult students may complete the requirements for a Secondary School Completion Certificate or a General Education and Development (GED) diploma. In addition, through Canada's extensive network of colleges and universities, adults may follow a set program of courses to obtain a diploma or certificate describing the skills and knowledge acquired. The programs of study may have been developed in cooperation with industries that worked with the colleges and universities to devise programs of study that would prepare students to enter a particular trade or specialized field of endeavour.

The broader perspective on education, adopted at CONFINTEA V, recognizes that adults learn in many different ways throughout their lives; they develop social skills over the years and, through daily experiences, they necessarily develop technical skills at work and at home; and they further increase their learning in volunteer work and leisure-time pursuits. The knowledge and skills acquired through their life learning experiences cannot always be documented or even verified. In Canada, the new perspective of lifelong learning has encouraged the development of mechanisms for formally recognizing prior learning and work experience. Prior Learning Assessment and Recognition (PLAR) focuses on what adults know and can do. The PLAR processes that help adults demonstrate and obtain recognition for this "informal" learning are being adopted more and more within the formal networks of education and training.

PLAR is a process that involves the identification, documentation, assessment, and recognition of learning acquired through formal and informal study, including work and life experience, training, independent study, volunteering, travel, hobbies, and family experiences. The process may also lead to the award of academic credits or credentials, occupational/professional certification, or employment/labour market entry. Many partners, including governments, the private sectors and NGOs have a role to play in

building learning recognition, developing tools, and supporting the recognition of workplace learning.

Furthermore, the Quebec Ministry of Education, in its response, provides one example of the influence of CONFINTEA V on recent changes in the province's development of a revised policy for adult education. On May 2, 2002, Quebec's then-Premier, Bernard Landry, released the Government Policy on Adult Education and Continuing Education and Training, on the theme of "Learning Throughout Life," as well as an accompanying five-year action plan. The policy clearly stated that it was founded on the CONFINTEA V Declaration to which Quebec subscribed, and the benchmarks contained in that policy form the framework for adult education and continuing education and training in Quebec. The policy that was drafted included the experience of unions, the community, employers, and government stakeholders, and emphasized the partnership culture necessary for carrying out the policy action plan by 2007, and for evaluating outcomes and determining next steps, all in the spirit of CONFINTEA V commitments while acknowledging relevant major international trends prior to CONFINTEA VI. The policy and related action plan are available on the Quebec Ministry of Education Web site at http://www.mels.gouv.qc.ca.

The Government of Canada, Its Departments and Agencies

Human Resources Development Canada (HRDC) spoke for the federal government in its submission. They pointed out that the Government of Canada recognizes the need to develop a comprehensive approach to learning in Canada — while respecting provincial and territorial jurisdictions — as well as the need to gather, to create, and to disseminate information and research on learning.

In line with the *Hamburg Declaration on Adult Learning*, which promotes adult education as an integral part of an overall system of learning, the Government of Canada launched Canada's Innovation Strategy on February 12, 2002, with the release of two companion documents: *Achieving Excellence: Investing in People, Knowledge and Opportunity by Industry Canada*, and *Knowledge Matters: Skills and Learning for Canadians* by HRDC. The Innovation Strategy (www.innovationstrategy.gc.ca) puts lifelong learning at the centre of the Government's approach to innovation.

Following the launch of these papers, the Government of Canada solicited feedback on, and commitment to, the strategy, gathering in the process the participation and views of more than 10,000 Canadians and receiving over 250 formal submissions from organizations. The consultation process culminated in the National Summit on Innovation and Learning, in November 2002, where participants adopted 18 priority recommendations. The first of the Prime Minister's initiatives for the Action Plan on Innovation is relevant to this report:

> To make Canada a learning society, where learning and upgrading become continuous.

The National Summit confirmed support for an adult learning framework, as outlined in *Knowledge Matters: Skills and Learning for Canadians.*. HRDC's adult learning initiatives emphasize:

1. making lifelong learning and adult learning national priorities
2. addressing gaps in the learning system for adults
3. addressing the learning needs of disadvantaged adults

Its four priority areas are the following:

1. **Promoting an inclusive workforce**
   The Government of Canada supports an inclusive workforce through several initiatives. Skills development for Aboriginal people is promoted to equip Aboriginals to take advantage of employment opportunities in major economic development projects. By working with the provinces/territories, the Government of Canada is also addressing barriers for persons with disabilities. Through collaboration with provinces/territories and professional associations, mechanisms for foreign credential recognition are being improved and enhanced. And, by refocusing Youth Employment Strategy, the Government of Canada is ensuring that youth today have the skills they need for the knowledge-based economy and helping those who face barriers to the labour market.

2. **Expanding the knowledge base**
   The Government of Canada announced in its 2003 budget a unique contribution of $100 million for the **Canadian Learning Institute** http://www.hrdc-drhc.gc.ca/sp-ps/clip-pica/summary2003_02.shtml, which is expected to be operational in early 2004. It is planned as an independent, pan-Canadian organization, a collaborative venture engaging all learning partners, that promotes and supports evidence-based information on all areas of lifelong learning. It is planned to be a source of information on progress in learning, facilitating the exchange of knowledge and information, and supporting experimentation of innovative approaches to learning.

3. **Promoting lifelong learning**
   The Government of Canada is supporting the development of a country-wide learning culture by improving student financial assistance and by working with provinces and territories to increase access to early learning opportunities and to quality child care.

4. **Increasing workplace skills development**
   Supporting apprenticeship and skilled trades; improving essential skills and literacy; enhancing the role of sector councils and the development of innovative learning tools and workplace applications; and moving forward with prior learning assessment and recognition (PLAR) by integrating it into federal government practices and programs; building the tools, knowledge,

and awareness to support ongoing PLAR implementation and research; and supporting assessment and recognition of workplace learning.

This commitment to lifelong learning is also reflected in the Government of Canada's $285 million investment in 2002–03 and over the next two years to improve skills and learning opportunities for Canadians; in particular:
- $41 million over the next two years to attract and facilitate the integration of skilled immigrants into the Canadian labour market.
- $60 million over two years to improve the Canada Student Loans Program to increase access, put more money in the hands of students, and better enable student loan borrowers to manage their debt.
- $72 million in the next two years to improve educational outcomes for Aboriginal people and ensure they are provided with training and employment opportunities on major projects.

A pan-Canadian adult learning framework will respond to the specific needs of adult learners as well as to the unique requirements of groups of interest such as rural and remote citizens, persons with disabilities, Aboriginal Canadians, and other adult groups at risk.

The Government of Canada's policy directions share the principles of the *Hamburg Declaration* in which "adult education denotes the entire body of ongoing learning processes, formal or otherwise" (paragraph 3) and recognize that in "knowledge-based societies that are emerging around the world, adult and continuing education have become an imperative in the community and at the workplace" (paragraph 8).

Many of the programs and policies address priority areas of the *Hamburg Declaration*: adult literacy, diversity and equality, indigenous education, transformation of the economy, equitable access to information about learning opportunities, and opportunities for all Canadians including Aboriginal people, people with disabilities, and other under-represented groups.

Learning and Literacy Directorate
The Learning and Literacy Directorate (LLD) promotes the importance of lifelong learning in a knowledge-based society and economy. LLD works to increase access to learning opportunities for all Canadians by removing financial and non-financial barriers to their learning. It also works to strengthen the capacity of organizations and communities in their efforts to address adult literacy needs, improve education partnerships, provide international education opportunities, or develop community learning networks. LLD provides incentives for adults to save for their children's postsecondary education, and supports the efforts of business, labour, postsecondary institutions, and other community-based organizations.

National Literacy Secretariat and Partners
Written language is the basis on which most organizations of modern societies function, and consequently literacy becomes a key factor in fostering the concept of

learning throughout life. Literate societies make it possible for all citizens to participate in the social, political, economic, and cultural activities and institutions of life in the society. Literacy is also essential for individuals to contribute to the scientific and technological development of their society. In renewing and updating the country's vision of adult education after CONFINTEA V, the Government of Canada's literacy efforts are spearheaded by Human Resources Development Canada's National Literacy Secretariat (NLS) at the Learning and Literacy Directorate, which serves as a focal point for sharing information and expertise on literacy issues and acts as a catalyst for literacy action on behalf of Canadians, forging cooperative relationships with public and private sector partners in a national effort to increase literacy in Canada.

The NLS invests $28 million in literacy partnerships each year, providing funding to project applicants for projects that support its five mandated activities:
- developing learning materials
- increasing public awareness
- supporting research
- improving coordination and information sharing
- improving access to literacy programs so more people can receive literacy training

Working in partnership with every province and territory, the NLS promotes literacy practice and complements provincial/territorial literacy delivery systems. The NLS supports the creation of partnerships, tools, and models that benefit Canadians at the national, regional and local levels. Annual meetings of provincial and territorial government officials maximize efforts across the country.

Over the years, the NLS has established approximately 1,700 partnerships with a wide range of organizations, from local and regional literacy organizations, school boards, community colleges, voluntary organizations, to business associations and labour unions. Its ongoing partnerships with national organizations such as the Movement for Canadian Literacy (MCL), la Fédération canadienne pour l'alphabétisation en français (FCAF), Laubach Literacy of Canada (LLC), and Frontier College provide an overarching network for the literacy community.

To demonstrate the fact that literacy is an issue that touches every part of a person's life, the NLS has widened significantly the scope of literacy activity by forming partnerships with the voluntary sector and exploring the links between literacy and health, criminal justice, consumer rights, and social justice as well as by working collaboratively with representative organizations to deal with literacy issues as they affect specific target groups such as Aboriginal people and people with disabilities.

Partnerships with business and labour promote literacy practice in the workplace and encourage the support of workplace literacy programs, for example, the Union of Needle and Industrial Trades Employees (UNITE), the Canadian Labour Congress (CLC), the Canadian Manufacturers and Exporters, and the Atlantic Provinces Economic Council. The NLS often works in partnership with the provinces and territories to promote

workplace literacy in their own regions. It also works with ABC Canada, a private sector organization that speaks out to business and labour on literacy issues. The business community has shown its support for literacy through the LEARN page listing literacy programs in every Yellow Pages directory in the country. Another venture, The PGI Golf Tournaments for Literacy, begun by the late Canadian broadcaster Peter Gzowski, continues through volunteer effort and national corporate sponsorship.

Within the federal government, the NLS has helped the Department of Justice and Treasury Board with plain language workshops to enhance the process of drafting regulations. Collaborative partnerships with organizations involved in the criminal justice system have enhanced the efforts of the Department of Justice and Correctional Service Canada to deal with literacy and crime. Ongoing consultations with federal departments such as National Defence ensure that these groups have the benefit of the latest information on workplace literacy and basic skills training.

Human Resources Partnerships
Human Resources Partnerships (HRP) in HRDC fosters adult learning in Canadian workplaces through partnerships with public and private sector partners and provincial and territorial governments.

HRP supports the development and maintenance of sector councils, each of which acts to promote human resources development across a particular industry. Today, approximately 25 per cent of Canadian workers are employed in occupations covered by sector councils. Sector councils, in turn, develop assessment and training materials geared to current and prospective workers in their sector.

The Workplace Skills Development Strategy recognizes that the workplace is an important venue where both employers and workers experience firsthand the pressures of skills and labour shortages associated with the rapid technological and demographic changes which are transforming the Canadian economy.

HRDC's Workplace Skills Development Strategy supports five priorities:
1. Sectoral Initiatives
2. Apprenticeship
3. Essential Skills
4. Foreign Credential Recognition (FCR)
5. Prior Learning Assessment and Recognition (PLAR)

These priorities bring together industry partners – employers and workers – to address human resource development pressures collaboratively on a national basis.

HRP's Essential Skills Research Project (ESRP) identifies the generic skills required by adults working in all occupations in Canada. The ESRP's findings constitute the framework that sector councils and other partners use to develop adult assessment and training materials. For example, the Test of Workplace Essential Skills (TOWES) is used by firms in the oil, mining, marine shipping, and grain industries to provide authentic

workplace materials for assessing the training requirements of workers. With HRP support, the Trucking Council is adapting TOWES for its sector and developing corresponding curricula to help workers improve their essential skills.

Aboriginal Education
Consistent with the *Hamburg Declaration*'s statements on indigenous people, and in response to the recommendations of the Royal Commission on Aboriginal Peoples, the Government of Canada, through the Aboriginal Human Resources Development Strategy (ARDHS) started with a five-year $1.6 billion budget in 1999 to help Aboriginal communities and organizations take on the responsibility of developing and implementing their own employment and human resource programs. The strategy was designed to respect the wide-ranging cultural diversity of Canada's Aboriginal peoples. Aboriginal community-based entities assist their Aboriginal clients in preparing for and obtaining sustainable employment through an individual case-management approach which may consist of needs-assessment, employment counselling, skills development, work experience, or self-employment assistance.

The Government of Canada also recognizes that Canada's Aboriginal population can benefit greatly from targeted funding to support increasing literacy levels and has been working through the NLS to provide this support.

In June of 2000, the NLS supported the first National Aboriginal Literacy Gathering which brought together adult educators and literacy practitioners from Aboriginal communities in consultations to map the way forward.

Working in close collaboration with large and small Aboriginal organizations, the NLS has directed its national non-governmental funding stream at meeting the Gathering's top three objectives:
- launch an effective pan-Canadian voice for Aboriginal literacy;
- provide the means for practitioners and program designers to communicate; and,
- determine a self-sufficient means of supporting the first two objectives without continued reliance on the NLS.

Pan-Canadian Literacy NGOs

In Canada there are six national literacy organizations. Each one fills a particular need in the national literacy community.

The **Movement for Canadian Literacy** (MCL) and the **Fédération canadienne pour l'alphabétisation en français** (FCAF) are the anglophone and francophone coalitions of provincial/territorial literacy organizations.

ABC Canada focuses on public awareness such as the successful Learn Campaign and Family Literacy Day. The **National Adult Literacy Database** provides a national electronic database and service for the literacy community. **Frontier College** and **Laubach Literacy** provide literacy services across Canada.

Movement for Canadian Literacy
The Movement for Canadian Literacy (MCL) is a national non-profit organization representing literacy coalitions, organizations, and individuals from every province and territory. Their mission is to be a national voice for literacy for every Canadian through networking, research, government liaison, learner development, communication, collaboration and building the capacity to support the people and organizations involved with adult literacy education.

Since 1978 MCL has worked to
- inform the federal government and the general public about issues related to adult literacy in Canada;
- provide a national forum for provincial and territorial literacy organizations to work together to ensure that every Canadian has access to quality literacy education;
- strengthen the adult student/learner voice in Canada;
- support the development of a strong movement of people and organizations involved with adult literacy education.

Fédération canadienne pour l'alphabétisation en français
As a pan-Canadian organization, the Fédération canadienne pour l'alphabétisation en français (FCAF) (the Canadian Federation for Literacy in French) has, since its founding in 1991, represented francophone groups and associations dedicated to French literacy in Canada. In partnership with its members, the provincial and territorial organizations that include both adult education centres and literacy centres, the FCAF has developed and continues to develop expertise in the promotion of literacy, particularly early learning literacy for children, and in services focused on clear communication and plain writing.

Within the limits of this report, the FCAF's work is focused particularly on family literacy. Although several new projects have emerged in the last few months, the group's primary work is to support its member organizations in order to maintain and make accessible their literacy services, to keep the public and the government informed, and to coordinate promotion activities, research, and prevention. The group's philosophy is that knowing how to read and write contributes to a better quality of life for all.

CHAPTER 2

Theme 2: Improving Conditions and Quality of Adult Learning

Indicator 1 ~ Building Up Structures and Institutional Frameworks

Provinces

Prince Edward Island (PEI)

Prince Edward Island's literacy strategy requires that instructors in literacy/adult basic education (ABE) programs have a background in adult education and be eligible for PEI teacher certification. The literacy/ABE program is subjected annually to an evaluation of delivery methods, learning environment, and curriculum standards. The program operates on a broad-based funding model with the funding partners being the Department of Education, the Department of Social Services, the Department of Development, and the Labour Market Development Agreement. In PEI workplaces, literacy learning opportunities are supported by business, labour, and government

Quebec

The provincial government has worked to achieve a synergy on literacy through three government policies — the Policy on Adult Education and Continuing Education and Training, the Policy against Poverty and Social Exclusion, the Book Reading and Reading Policy, and the Community Action Policy. Implementation of the five-year action plan under the policy on adult education in the fall of 2002 was based on the principle of expressing demand. The policy's action plan has four focal points: enhancing the level of basic training, enhancing labour force competencies, recognizing learning and competencies, and eliminating obstacles to accessibility and staying in school. The plan includes the following specific populations: illiterate individuals, youth from 16 to 30, persons with disabilities, employed workers aged 45 and over, women with limited education who are working in certain job categories, Aboriginals, and correctional inmates. Also in this area, Quebec is revising its Basic Adult General Education Regulation.

Manitoba

Manitoba provides funding support to colleges to provide tuition-free adult basic education. A new measure, the *Adult Learning Centres Act* effective July 1, 2003, establishes a legislative and governance process and educational accountability framework for Adult Learning Centres, which are mandated to offer tuition-free educational programming that enables adults to earn credits leading to high school completion for which they receive a mature student diploma.

In November 2001, Manitoba released its Policy Framework for Prior Learning Assessment and Recognition (PLAR), which was designed to increase the expertise in, and the use of, PLAR in postsecondary institutions, to expand PLAR advisory services in Community Learning Centres and Employment Centres, as well as to increase PLAR activities in industry.

Also, through the province's Dual Credit Initiative (effective September 2001), postsecondary institutions can register selected courses with the Department of Education and Youth as designated dual credit courses, that is, learners can earn credits toward their high school diploma, whether undertaken at an Adult Learning Centre or a high school, while also gaining valid credits at a postsecondary institution.

Saskatchewan
Saskatchewan's Post-Secondary Sector Aboriginal Education and Training Action Plan is a policy initiative designed to ensure that Aboriginal people in Saskatchewan will participate fully in the provincial economy and have an equal opportunity for education and training, meaningful and sustainable employment, and individual and community well-being. The Action Plan includes the following goals:
1. Enhance the successful entrance and completion of primary, secondary and postsecondary education for Métis and First Nations people.
2. Prepare Métis and First Nations people to participate in a representative provincial workforce.
3. Ensure representative workforce participation by Métis and First Nations people in the provincial economy.

The Saskatchewan Institute of Applied Science and Technology (SIAST) has implemented a system-wide institutional policy for prior learning and assessment recognition (PLAR). The University of Saskatchewan's Academic Programs Committee submitted a Challenge for Credit Policy that was approved by Council in April 2002, to be reviewed in 3 years. The University of Regina together with its partners in education (Campion, Luther, and the Saskatchewan Indian Federated College) provides admission to certificate, diploma, and degree programs on the basis of mature admission (a form of recognition for life experience rather than high school academic achievement) and/or completion of an assessment profile for admission to Vocational Technical Education, Social Work, Education, and Indian Social Work. This admission is based on a portfolio of the applicant's life and work experience. A Provincial Framework for RPL in Saskatchewan (as recommended by the Saskatchewan Labour Force Development Board) has been developed. Details such as legislation and documentation are listed along with relevant Web sites, in the Resources/References section at the end of this report.

Government of Canada
Canadian Learning Institute Initiative
As part of its commitments to lifelong learning for Canadians, the Government of Canada committed funding in the 2003 Budget to be given to an independent, arm's length

organization, with the objective of broadening and deepening data and information on learning in Canada.

The Government of Canada has awarded the grant to the Canadian Council on Learning to promote and support evidence-based decision-making in all areas of lifelong learning, from early childhood development through to adult and workplace learning. This mandate will be achieved through two main functions:

- Informing Canadians by reporting regularly on Canada's progress on learning outcomes; and
- Promoting knowledge and information exchange among learning partners.

The Learning and Literacy Directorate

The Learning and Literacy Directorate at HRDC is working with partners to conduct research and develop tools that, by focusing on pan-Canadian initiatives that provide an enhanced level of coherence and coordination, will facilitate learner mobility in Canada's postsecondary system.

Essential Skills and Workplace Literacy Initiative

The Essential Skills and Workplace Literacy Initiative, overseen jointly by HRDC's National Literacy Secretariat and the Human Resources Partnerships Directorate, supports organizations undertaking essential skills and literacy development for the Canadian workplace. The Initiative represents an investment of over $11 million annually.

Sector Councils

The 2001 Budget increased support for sector councils, committing to double funding to $60M (over 5 years) to expand and strengthen the network.

Literacy Organizations

Fédération canadienne pour l'alphabétisation en français (FCAF)

In "Pour une Culture de l'éveil à l'écrit au sein de la francophonie canadienne," the FCAF noted that becoming literate in French or improving one's French amounts to little if the opportunities to read and to express oneself in French are rare or non-existent. In a minority-language setting, each community, each family, each individual must increase the opportunities to read, to write, and to speak French. The FCAF urges institutions to create "francophone spaces" where people, particularly francophones with French as their mother tongue, can use French and thus increase the "space" for living in French.

The FCAF views the "Culture de l'éveil à l'écrit en français" (An environment for early learning and literacy in French) as one means of expanding communities of official-language minorities (Communautés minoritaires de langues officielles — CMLO). With this initiative, the FCAF seeks to support both the family and the individual adult by allowing them to avoid the repercussions of choosing one language and to adopt, at any age, new attitudes and habits toward the written language. The ultimate objective of their initiative is to increase the quality and the quantity of family literacy services in Canada.

In response to the federal government's 2003 Action Plan for Official Languages, the FCAF proposes to set up a Network of Expertise in Family Literacy to develop an environment for early learning and literacy in the heart of the family and to encourage solid research. The network would develop the training, reinforce the resources and create new ones, and evaluate the tools by seeking out local, provincial, and national expertise among the groups and individuals interested in family literacy. It will also support the training of trainers and will collect and analyze the information and the data acquired in the process.

Indicator 2 ~ Increasing Investment in Adult Learning

Provinces

Prince Edward Island
Through the partnership of three provincial government departments and the HRDC's Labour Market Development Agreement (LMDA), PEI has total funding of approximately $1.2 million for adult learning programs. Approximately 1,000 adults participate in literacy/adult education learning opportunities. This number includes the learners associated with volunteer literacy programs, among them Laubach Literacy of Canada–PEI, which receives approximately $20,000 annually from the Department of Education.

Quebec
In Quebec, investments in adult and continuing education have included over the years $1.5 billion of public funding and $1.2 billion of private investment. Provincial ministries of agriculture, fisheries and food, industry and commerce, and culture and communications have each targeted interventions through private investment by encouraging employers in their sector to invest in continuing education. The province's *Act to Foster the Development of Manpower Training* of 1995 mandated participation in continuing education by medium-sized and large employers and provided support for their efforts through the provincial tax regime. The policy's action plan also considers different kinds of funding — individual training accounts and financial assistance reforms that recognize the diverse reality of adults with low incomes or who are self-employed.

Manitoba
Manitoba provides approximately $13 million in grants to adult learning centres to offer educational programming that enables adults to earn credits leading to high school completion. In 2002–03, over 9,000 adults accessed approximately 24,500 course enrolments at 44 adult learning centres across the province.

Saskatchewan
In Saskatchewan in 2003–04, total grants to all postsecondary institutions (including SIAST, the regional colleges, the Dumont Technical Institute, the Apprenticeship and Trade Certification Commission, and the two universities (University of Regina and

University of Saskatchewan) amounted to $344,610,544 (without capital expenditures) and $362,085,544 (with capital expenditures).

Government of Canada

Workplace Skills Development Strategy

In 2002, HRDC formulated the Workplace Skills Development Strategy, which was implemented to test innovative approaches to workplace learning and to foster strategic partnerships and leverage others (businesses and communities) to act. The strategy offers an integrated approach to improving the skills of Canada's workforce through instruments such as apprenticeship, sector councils, essential skills and workplace literacy, and prior learning assessment and recognition. Taken together, *Workplace Skills Development* will leverage action toward a culture of learning and the development of a highly skilled workforce. Elements of the strategy include:

Apprenticeship
The apprenticeship action plan is designed to address a number of important challenges facing apprenticeship in Canada, and represents a key element of the Government's strategy to increase apprenticeship completion rates as part of the skills and learning agenda.

Supporting Sector Councils
The key goals of the Sector Council Strategy are to increase coverage of the labour market from the current 25% to 50% by 2007, and to strengthen performance of exemplary Sector Councils and demonstrate impact on workforce skills development.

Essential Skills / Workplace Literacy
Essential Skills and Workplace Literacy activities will be harmonized under four streams of activity: outreach, synergy, applications and research. These activities will assist in promoting the importance of essential skills, supporting national and innovative projects, integrating essential skills, literacy and knowledge tools into other program areas, and undertaking key research that supports program development. The Essential Skills/Workplace Literacy Initiative will contribute to the ongoing investment in internationally recognized essentials skills research and the integration and development of innovative Workplace Literacy applications.

Prior Learning Assessment and Recognition (PLAR)
Under the Workplace Skills Development Strategy, HRDC is supporting PLAR activities under three streams: building learning recognition into the Government of Canada's practices and programs; building awareness, knowledge, and tools to assess individuals' learning; and, implementing initiatives that promote the recognition of workplace learning. HRDC is supporting initiatives that encourage individuals to become lifelong learners and maintain a more meaningful attachment to the labour force.

Official Languages

On March 12, 2003, Canada's Minister of Intergovernmental Affairs, Stéphane Dion, announced the government's Action Plan for Official Languages, in which funds would be allocated to early childhood programs in a minority-language setting. Following up on this commitment, Minister Stewart of HRDC announced the government's intention to increase access for francophone families in minority language settings to family literacy services by working in partnership with adult literacy NGOs. The National Literacy Secretariat is responsible for implementing this initiative. To put the program into action, the NLS will work in partnership with la Fédération canadienne pour l'alphabétisation en français (FCAF), the provincial and territorial organizations responsible for adult literacy, and the provinces and territories. A total of $7.4 million will be invested over five years (2003-2008) to increase access to family literacy for official-language minority communities (primarily francophone). The implementation of the initiative is in its beginning phase.

Aboriginal Relations Office (ARO)

The Aboriginal Relations Office (ARO) reported that the Aboriginal Human Resources Development Strategy (AHRDS) made a $1.6 billion commitment over 5 years to help Aboriginal communities and organizations take on the responsibility of developing and implementing their own employment and human resource programs. Over the period between April 1999 and January 2003, Aboriginal community-based entities have used the funding to manage the cases of 150,517 clients, to support 223,861 interventions, and to help 53,807 Aboriginal people find employment and 5,000 return to school.

The AHRDS includes the Aboriginal Human Resources Development Council of Canada, which fosters greater partnerships between Aboriginal delivery agents under the AHRDS and the private sector through sharing best practices, developing innovative training and counselling tools, and conducting education and awareness sessions to highlight Aboriginal recruitment and retention strategies within the private sector.

Office for Disability Issues (ODI)

The federal government, through the ODI and the Social Development Partnerships (Disability) program, provides funding to the National Educational Association of Disabled Students (NEADS).

Indicator 3 ~ Increasing Participation

Provinces

Prince Edward Island

Prince Edward Island increased participation through active partnerships and flexible guidelines for both the literacy/ABE program and for workplace learning programs.

Quebec

To increase participation in Quebec, the government has implemented liaison between intake and referral stakeholders in order to harmonize service approaches, including the implementation of prior learning assessment tools. It has also implemented two reference

frameworks for prior learning recognition, institutional and workplace-based, applying the assumptions that learning acquired outside formal education need not be repeated, and that competencies and learning sanctioned by an official system need not be recognized again. To ease the financial burden of potential learners, Quebec has established loan and bursary programs for part-time students, and created measures to encourage potential clients to express their needs at the organization, financial, and personal levels.

Saskatchewan

Saskatchewan, to encourage adults to continue learning, has produced the *Saskatchewan RPL Referral Guide: Pathways for Learning Recognition*, a centralized on-line guide for accessing information about RPL opportunities across the learning system in the province. SIAST has developed an online PLAR-Ready Inventory Database as a strategic counselling tool for student advisors providing information about PLAR opportunities at SIAST.

The Saskatchewan Indian Institute of Technologies (SIIT) has effectively implemented PLAR in two program areas — Certificate for Aboriginal Economic Development (CAED) and Construction Careers.

The department of education, Saskatchewan Learning, established the (PLAR) Enhancement Funding Initiative which provides targeted funding for 11 pilot projects in the postsecondary sector to build institutional capacity to deliver PLAR services for the benefit of adult learners.

Government of Canada

HRDC's 2002 Skills and Learning paper, *Knowledge Matters*, emphasizes the need for lifelong learning and sets the goal of ensuring that "Canada's current and emerging workforce is more highly skilled and adaptable." One of the milestones to achieve this goal is that "within five years, the number of adult learners increases by one million men and women throughout all segments of society."

In support of this goal, HRCD's Learning and Literacy Directorate (LLD) supports increased access to learning opportunities for all Canadians by removing financial and non-financial barriers to their learning. In 2002, LLD implemented the beginnings of its prior learning assessment and recognition (PLAR) strategy. The PLAR strategy is designed to support the improvement of adult learning by facilitating access to learning opportunities and enhancing cross-country learner mobility through policy and program development that responds to adult needs and circumstances.

National Literacy Secretariat (NLS)

The National Literacy Secretariat (NLS) supported promotion and public awareness to increase participation and investment in literacy and numeracy across Canada. The NLS also supported research about participation levels and barriers to participation (ABC Canada Research).

Office for Disability Issues (ODI)
The Office for Disability Issues increased the Canada Study Grants for students with disabilities from $6.3 million in 1996–97 to $12.2 million in 2001–02. Individual grants increased from $5,000 to $8,000 for disability-related expenses. Under the Canada Student Loans Program, a supplementary grant of $2,000 for disability expenses is also available. Portions of $30 million from the Opportunities Fund (introduced in 1997–98) and of $189 million from Employability Assistance for People with Disabilities (introduced in 1998–99, replacing VRDP) are used to fund postsecondary education and training programs in order to enhance the students' employment readiness.

Although the most recent data on postsecondary education achievement by persons with disabilities are from 1996, the data for 2001 was released in July 2003 from the Participation and Activity Limitation Survey. See Resources/References for Web sites and related documents.

Canada Student Loans Program (CSLP)
The Canada Student Loans Program supports accessible postsecondary education by providing loans and grants to students based on their financial need. It is the largest single program of financial assistance for students in Canada. Each year, over 340,000 students receive loans worth over $1.5 billion in total.

The Government of Canada has long played a key role in ensuring access to postsecondary education, especially by ensuring that financial need does not form a barrier to participation. Non-repayable assistance, in the form of Canada Study Grants, has ensured that groups of students with particularly high levels of need are able to access postsecondary education. Since 1995, Canada Study Grants have been available to assist students with permanent disabilities, high-need students with permanent disabilities, high-need part-time students and women in certain doctoral studies programs in which they are traditionally under-represented. Since 1998, Canada Study Grants have also been available to assist students with dependants and, in 2002, a new grant was introduced to further assist high-need students with permanent disabilities.

In 1998, as part of the Canadian Opportunities Strategy, the Government of Canada announced new measures aimed at improving access to postsecondary education and other learning opportunities, particularly for students who might find it difficult to pursue their education without financial assistance. Included as part of this strategy was the introduction of a Canada Study Grant for students with children or other dependants.

The 2001 Federal Budget improved support for students with permanent disabilities who were pursuing postsecondary education by increasing the maximum grant to cover their exceptional education-related costs from $5,000 to $8,000 per loan year. The federal government also announced a supplementary grant of up to $2,000 per loan year to assist high-need students with permanent disabilities. These two measures provide an additional $10 million in assistance annually.

The 2003 Federal Budget announced a number of enhancements to the CSLP, totalling $60 million over two years. These included improvements to access and affordability of postsecondary education, and enhancements to debt management measures for borrowers requiring repayment assistance.

Indicator 4 ~ Research Studies in the Field of Adult Learning

All contributors identified research topics either already underway in their jurisdiction or on their own wish list of information, that is, questions to which they would welcome answers obtained through solid research.

Provinces

Prince Edward Island
Prince Edward Island showed a particular interest in finding ways and means of involving more adults with few or low literacy skills in the programs already established.
- How do we attract low-level literacy adults to programs?
- What are the barriers faced by learners?
- What could make a difference in participation levels?
- How do we attract low-level literacy Aboriginal adults to programs?
- What are the barriers faced by Aboriginal learners?
- What could make a difference in participation levels of Aboriginals?

Their objective is to identify the barriers that these potential learners face so that they can reduce or eliminate them — with the expectation that they could then increase the number of participants in the programs.

Quebec
Quebec identified several research topics, either already completed or under investigation by different stakeholders:
- How can we support adults with learning difficulties? (Quebec Ministry of Education)
- What are the obstacles and barriers to adults' participation in training activities? How can adults' access to training activities be improved? [Two university studies in progress: Université du Québec à Montréal (UQAM) and Université du Québec à Rimouski (UQAR).]
- What are the new trends in national adult education and training policies in industrialized countries? (International UNESCO seminar organized by the ministry in December 1999 on the theme Adult Education and Training Policies.)
- What is the status of basic training in industrialized countries, especially those involved in reforming their adult education systems? (Ministry of Education)

Manitoba

In Manitoba, the major research project in progress is entitled "Aboriginal Learners in Selected Adult Learning Centres in Manitoba." The principal researcher is Jim Silver, working with Darlene Klyne and Freeman Simard and in partnership with the Manitoba Education Directorate, Research and Planning, Adult Learning and Literacy Branches, and five Adult Learning Centres (ALC) and their Aboriginal learners. The purpose of the study is to determine what keeps adult Aboriginal learners attending an ALC and what contributes to their success there. The study is based on interviews with Aboriginal adult learners, conducted by Aboriginal interviewers.

Manitoba's Adult Learning and Literacy (ALL) provides grants to adult learning centres and part-time community-based literacy programs and ongoing support in the development and delivery of adult focussed programming. See Resources/References for more detailed lists and Web sites.

Saskatchewan

Saskatchewan, having recently instituted a number of pilot projects on prior learning and recognition (PLAR), identified the following documentation of research either completed or in progress:

- The *Saskatchewan Learning PLAR Enhancement Funding Initiative: Progress Report* (March 2002) charts the progress of the PLAR pilots in 2001–02.
- A companion document, the *Saskatchewan Learning PLAR Enhancement Funding Initiative: Final Report* (March 2003), which outlines best practices and lessons learned from the PLAR pilots. Samples of tools/materials that were developed during the pilots are included.
- The Saskatchewan Universities PLAR Project.

Government of Canada

Learning and Literacy Directorate

Through the Learning and Literacy Directorate (LLD), HRDC is sponsoring research and innovations that support increasing knowledge, tools, and awareness of prior learning assessment and recognition (PLAR) as a key element in supporting mobility and opportunity for workers and learners across Canada. It has been demonstrated that the learning and personal change generated by this process pay direct dividends in terms of improved employment, incomes, and career prospects. To this end, through LLD, HRDC is working with partners to research and advance innovative approaches to PLAR as it relates to providing individuals with improved employment opportunities in the knowledge-based economy.

Through the Learning Initiatives Program at LLD, the Government of Canada sponsored research that has demonstrated that non-recognition of prior learning has serious consequences in three key areas — foreign credentials, non-recognition of prior learning, non-transferability of credentials. This seminal research has informed the PLAR initiative. In addition, the LLD has also focused research initiatives on the accessibility

and quality of postsecondary learning. The findings of this research have played a part in promoting awareness and understanding of learning issues among all players.

National Literacy Secretariat
In keeping with the recommendations from this report, the National Literacy Secretariat (NLS) has been leading Research-in-Practice, an approach from the United Kingdom developed by a network of learners, teachers, managers, and researchers in adult basic education (RaPAL Research and Practice in Adult Literacy). The NLS supported a similar network, RiPAL, in Alberta along with a series of national gatherings and conferences. In June 2003, a four-day Research-in-Practice Institute was held at Memorial University in St. John's at which event the Movement for Canadian Literacy launched their first issue of the bi-annual journal, *Literacies: Researching Practice, Practising Research.*

The International Adult Literacy Survey in 1994 was the first multi-country, multi-language assessment of adult literacy, and findings from it provided direction to policy makers, educators, media channels, and community service agencies in developing a vision for literacy in Canada during the last decade. The International Adult Literacy and Skills Survey is currently under way as a follow-up to compare results and assess adult literacy, numeracy, and problem solving skills. Survey data is expected to be released in 2004. The sample sizes were planned to provide new data to support literacy skill profiles for Aboriginal and non-Aboriginal populations.

"Valuing Literacy in Canada (VLC)" is a Strategic Joint Initiative of the Social Sciences and Humanities Research Council (SSHRC) in partnership with the National Literacy Secretariat to expand literacy research capacity in Canada. Its goals are to encourage and assist cooperation between researchers and literacy practitioners; to improve the dissemination and application of research results; to stimulate research into key areas of inquiry in the field of adult literacy; and to encourage the training of future researchers in the field of adult literacy.

The VLC funding supports the following key areas of research:
- Developing Numeracy in the Workplace
- Parent Involvement as Education
- Collaborative Learning Styles and Teaching Models in Adult Literacy Programs
- Aboriginal Literacies in Cultural Context: An Alternative Perspective
- Comparing Adult Literacy in Canada and Sweden
- Canadian Literacy and Health
- Workplace Literacy: Labour Contributions to Principles and Practice
- Expérimentation d'un modèle integer de prevention de l'illettrisme
- Outils informatisés dédiés à l'alphabétisation des adultes sourds

The Directory of Canadian Adult Literacy Research in English <http://www.nald.ca/crd/> and Le répertoire canadien de la recherche sur l'alphabétisation des adultes en français <http://www.alpha.cdeacf.ca/recraf/> offer comprehensive databases of Canadian research on adult literacy since 1994.

Past studies sponsored by the NLS include "Partnerships in Learning," a 2000–01 project whose final report was entitled "Action Research Improving Workplace Literacy Practice". Other major research initiatives include studies on effective practices, learner participation rates, plain language, needs within Aboriginal communities, youth programs, essential skills, ethnographic profiles, distant learning, and assessment tools.

Parliamentary Committee Study on Literacy and the Government of Canada's Response

In early 2003, at the request of the Minister of Human Resources Development, the Standing Committee on Human Resources Development and the Status of Persons with Disabilities agreed to undertake a study on adult literacy.

The Standing Committee's final report, *Raising Adult Literacy Skills: The Need for a Pan-Canadian Response*, was tabled in the House of Commons on June 12, 2003[1] and represented the first comprehensive analysis of literacy by a Parliamentary Committee in Canada.

The report contains 21 recommendations aimed at improving adult literacy skills. Overall, the report is supportive of current Government of Canada initiatives on adult literacy, but urges additional investments and federal leadership, working with provinces and territories to redress the problem of continued low adult literacy in Canada.

The Government of Canada' tabled its Response to the Standing Committee's Report on November 6, 2003. The Response reinforced the Government of Canada's commitment to and leadership on raising adult literacy and other essential skills as part of a culture of lifelong learning. It highlighted current Government of Canada investments and initiatives and set out the Government of Canada's commitment to:

- Engage partners in discussions and work that could lead to a pan-Canadian strategy on literacy and improved coordination and coherence across the range of joint and individual initiatives related to literacy;

- Develop a coherent literacy policy across Government of Canada departments, including establishing clear objectives, reviewing policies and programs in relation to the literacy policy, and developing appropriate reporting and accountability;

- Take into account the unique needs of Aboriginal people and the specific needs of target groups as recommended by the Committee, both in its work with partners and within its own purview; and

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[1] The Bloc Québécois filed a dissenting opinion to the Standing Committee conclusions, citing serious reservations around federal involvement in areas of provincial/territorial responsibility.

- Be guided by the Committee's analysis and advice on the importance of literacy strategies as part of a lifelong learning culture in families, communities and workplaces as well as in formal learning systems.

Human Resources Partnerships

The Essential Skills and Knowledge Development Initiative (ESKDI) funds research on the assessment, development, and application of essential skills among Canadians. A key component of the ESKDI is a strategic joint initiative with the Social Sciences and Humanities Research Council. Its goals are to:

- build multidisciplinary research capacity in Canada on Essential Skills at a national level.
- encourage the recognition of Essential Skills in Canadian places of work.
- expand networks of researchers and build partnerships within community agencies implicated by Essential Skills.
- support the knowledge-transfer of research funded through the initiative.
- support the development of policy-relevant documentation regarding Essential Skills research.

Two research themes were identified to build applied policy relevant research and increase program knowledge of Essential Skills: the impact of Essential Skills training in the workplace and the cultural differences in how people acquire Essential Skills.

Indicator 5 ~ Adult Educators/Facilitators' Status and Training

Provinces

Prince Edward Island

Prince Edward Island noted that it has 48 instructors in the literacy/ABE program, with an annual salary (amortized) of $40,000 for the duration of classes — 8 months per year. Training is made available annually for these instructors through the government, for example, professional development workshops with topics on new assessment tools for adults, learning disabilities, and the new curriculum. The sessions provide opportunities for instructors to network and share ideas. The University of Prince Edward Island (UPEI) offers a graduate program so that instructors can obtain a Diploma in Adult Education. Those instructors involved in workplace education have opportunities to attend training programs in similar workshops, as do those who volunteer in Laubach Literacy.

Quebec

Quebec offers an adult education certificate as a professional credential for adult education teachers with unstable employment.

Manitoba

Manitoba requires that instructors at all adult learning centres complete 40 hours of PLAR Foundation Training in order to provide PLAR services to adults. This training is provided tuition-free by the provincial staff or through college programs.

Saskatchewan

Saskatchewan Learning set up the PLAR Professional Development Fund, which provides funding for 10 learning institutions to coordinate 12 professional development activities for community/staff/ faculty. These professional development activities are designed to enhance the institution's capacity to deliver PLAR services for learners in the fall/winter term of 2003. See Resources/References for details.

Government of Canada

Human Resources Development Canada

HRDC promotes the importance of lifelong learning in a knowledge-based society and economy through a variety of innovative programs and projects across Canada.

In the western provinces, W/WestNet is a consortium of business, labour, education, and government representatives that raises awareness and acts as a catalyst for workplace literacy issues and activities by sharing information, hosting conferences, and publishing a quarterly newsletter. Building on its prior success in enabling industry trainers to integrate literacy into their technical training, WWestNet next focused on training adult educators from community colleges since workplace literacy is a relatively new area for many colleges. WWestNet, in collaboration with the Association of Canadian Community Colleges, held a symposium February 26–28, 2003, designed to familiarize instructors with the concepts of workplace literacy and demonstrate in practical terms how the concepts can be integrated into the college curriculum. Reports on the organization's projects are available from the National Literacy Secretariat.

In **Ontario**, the Ontario Literacy Coalition (OLC) developed and delivered a workplace literacy training plan. The first module was concerned with marketing and coordinating workplace literacy training opportunities, drawing on the marketing materials developed in previous successful workplace projects and on the protocols and strategies developed through OLC's "Raising the Profile of Workplace Literacy" project. The second module focused on the methodology of workplace literacy training, covering topics such as assessment, curriculum development, facilitation, and program evaluation; it was based on research on best practices and a needs assessment undertaken in the five pilot sites.

In **Nova Scotia**, workplace education is a partnership initiative with labour, business, and industry that leads to the development and delivery of essential skills programs for working Nova Scotians. The Nova Scotia Partners for Workplace Education, in partnership with the Association of Workplace Educators of Nova Scotia (AWENS), developed and implemented a strategy for creating a more viable network of instructors across Nova Scotia, conducting a needs-assessment among its members relating to the

structure of the organization, communication tools, accessibility to learning resources, and professional development.

An additional Government of Canada initiative is the development of Sector Councils. Sector Councils facilitate the collaboration of industry partners to help Canadians acquire the skills they need in the knowledge-based economy. In fact, the Government of Canada supports a range of sectoral skills activities including diagnostic studies on workplace trends, infrastructure support for sector councils, sectoral project activities such as the development of labour market information, national skills standards, core curricula, and tools to both encourage and facilitate workplace training.

Indicator 6 ~ Empowering Adult Learners

Provinces
Prince Edward Island
Prince Edward Island's Department of Education has established standards for their literacy/adult basic education program that ensure a learner-centred approach in classes. The workplace education literacy programs are based on a contextualized curriculum. In these programs, the ratio of learners to instructor is 6:1 for level one learners and a 12:1 ratio for levels 2 and 3 learners. Learners in the program have the opportunity to complete the requirements for the PEI High School Graduation Certificate for Mature Students, enrol in GED preparation programs, or participate in literacy/numeracy classes to strengthen their skills. The certificate also recognizes prior knowledge and experience through prior learning assessment.

Quebec
Quebec offers free general and professional training services for adults. It has also created associations of adult students and has ensured their participation in school councils by including them in the Education Act. To ensure that boards act on this, one of the indicators on the annual success plan for school boards is "total enrolment per education service, with number enrolled for all services, and for each service throughout a school year."

Manitoba
The Manitoba Government partnered with a number of community organizations to celebrate International Learners' Week through the "Spread the Word Festival" held September 8, 2002, at the Aboriginal Centre in Winnipeg with over 1,600 adults and children participating.

Saskatchewan
In Saskatchewan, faculty/staff at various Aboriginal institutions (including Saskatchewan Indian Federated College, Gabriel Dumont Institute, Saskatchewan Indian Institute of Technologies, and Dumont Technical Institute) have sponsored and undertaken PLAR workshops and seminars. The main focus has been on exploring PLAR and its applications for an Aboriginal Model of Holistic Learning (Diane Hill).

The University of Regina has published a *Portfolio Student Handbook* and sponsors portfolio workshops to support adult learners upon entering and while attending classes, and again upon exiting the institution.

Government of Canada

The Government of Canada has established several initiatives in the area of empowering adult learners including the Red Seal Program and the Agreement on Internal Trade. The Red Seal Program, designed through federal/provincial/territorial collaboration, facilitates the inter-provincial mobility of skilled workers through the harmonization of trades requirements and certification based on National Occupational Analyses.

Through the Forum of Labour Market Ministers (FLMM), the Government of Canada has worked collaboratively with provinces and territories to achieve substantial compliance with Chapter 7 of the Agreement on Internal Trade (AIT). Chapter 7 of the AIT is intended to enable any worker qualified to work in an occupation in one province or territory to be granted access to employment opportunities in that occupation in any other province and territory. Sustained federal–provincial/territorial cooperation has improved the mobility of workers between jurisdictions in Canada, creating a more efficient labour market.

Government of Canada initiatives also include HRDC programs supporting Aboriginal-managed literacy initiatives.

Indicator 7 ~ Examples of Best Practice and Innovations

Since 2002, Canada has been recognizing **International Adult Learners' Week** (IALW) as a means to celebrate and promote adult learning throughout the country. More particularly, IALW aims to:

- Increase the visibility of and promote learning throughout life for adults, both among the public and in the various learning environments (communities, associations, unions, governments, work places, educational institutions, etc.).
- Give a voice to adult learners, promote learning and stress its potential for transformation and development in every sphere of personal, professional, political, economic, social and cultural life.
- Reach out to adults, potential learners and marginalized groups wherever they are, to promote learning throughout life.
- Increase the numbers of adults involved in training activities and encourage adults to express their learning needs.
- Develop cooperation among partners in all learning environments at both governmental and non-governmental levels.

Pan-Canadian celebrations for IALW also offer evidence of a true partnership between various levels of government (federal and provincial) and non-governmental

organizations (NGOs) concerned with promoting and improving adult education in Canada. Under the leadership of the Canadian Commission for UNESCO, a Partners' Committee was formed to help develop activities and information materials for celebrations of IALW in Canada, and to promote the event and mobilize adult learning communities and adult learners throughout the country. The Partners' Committee is made up of representatives from the Council of Ministers of Education, Canada (CMEC), provincial and territorial educational authorities, the federal government (through the Department of Human Resources Development Canada and the National Literacy Secretariat), and representatives from various Canadian NGOs involved in adult education and adult literacy.

Provinces
Prince Edward Island
Prince Edward Island has established "Workplace Education PEI," which ensures learning opportunities for employed workers. The province has also established standards for adult learning programs to ensure consistency and quality in learning programs. The Conference Board of Canada <http://www.conferenceboard.ca/> lists the PEI companies that have been profiled for receiving awards for excellence in workplace literacy programs.

Quebec
Quebec has begun to deliver literacy services on a part-time basis, both daytime and evening courses, and has set up local daycare centres and adapted transportation systems to facilitate access by more adults. The programs and courses also allow continuous intake of clients and variable graduation times. One particular innovation has been the "street school" for youths aged between 16 and 18.

Manitoba
Manitoba is developing an articulated adult learning system that provides multiple entry points and pathways for adults to reach their personal, education, training, and employment-related goals. See details in Resources/References.

Saskatchewan
The department of education in Saskatchewan, Saskatchewan Learning, provides an overview of its recognition of prior learning (RPL) initiatives, documents, and resources of interest to education/training providers (K–12 and postsecondary), including contact information and/or Web links. Saskatchewan Learning has also instituted the PLAR Enhancement Funding Initiative: Final Report (March 2003), which outlines best practices and lessons learned from the PLAR pilots. Samples of tools/materials that were developed during the pilots are also included. See Resources/References for documents and Web sites.

Government of Canada
Human Resources Development Canada noted several positive actions taken in the area of providing literacy for Aboriginal people:

- The Nunavut Arctic College uses community-based adult learning and training, and other alternatives to classroom learning to take students from where they are and move them to where they want to be. The College works closely with AHRDS Aboriginal delivery agents to identify training needs.
- The Aboriginal Human Resource Development Council of Canada (AHRDCC) is involved with the Alberta Aboriginal Apprenticeship Committee on an apprenticeship training project taking place in three communities that will lead to training and employment opportunities for up to 180 Aboriginal people.
- The Port Hope Simpson Moulder of Dreams project, which is supported by the Labrador Métis Nation's AHRDS delivery agents, helps bring people in the community living with disabilities into the workforce through training in pottery. Along with the therapeutic benefits of creating the pottery, project participants are helping preserve part of their cultural heritage by recreating native designs, as well as earning a living for themselves and their families.

Learning and Literacy Directorate

The Learning and Literacy Directorate is supporting a number of initiatives that explore and support prior learning assessment and recognition (PLAR) as it relates to increasing Canadians' participation in their social and economic environments. Current initiatives focus on the development of PLAR tools and knowledge that address emerging shortage areas in the workplace and aim at better serving the learning-in-transition needs of Canadians.

LLD also launched in 2003 the PLAR Initiative with the objective of ensuring comprehensive recognition of all learning, whether acquired formally in the classroom, non-informally in the workplace, or informally through life experience. The initiative has supported research-based innovation that will develop and test original approaches to recognizing learning.

National Literacy Secretariat

The National Literacy Secretariat named the following eight projects as examples of best practice.

1. The Consortium Model: A Workplace Literacy Best Practice
2. AlphaRoute, first on-line literacy learning environment in Canada.
3. Enhancing Family Literacy
4. The National Aboriginal Literacy Gathering
5. Aboriginal Literacy Strategy for Saskatchewan (2000)
6. An Endowment Fund: The Braille Literacy Fund
7. The New Glasgow Black Education Committee- Building a Community Foundation for Learning Project
8. Family Literacy Foundations – an Interprovincial Project

Details are provided in the Appendix.

Literacy Organizations

Fédération canadienne pour l'alphabétisation en français
Learners are at the centre of the FCAF and the impact of their presence has results. For example, thanks to the learners, FCAF's policy representations about literacy and marketing of literacy services are infused with the reality of the learner's point of view. More and more, government agencies solicit the FCAF to use its network to evaluate the messages they address to this public.

Indicator 8 ~ Future Actions and Concrete Targets for 2009

Provinces

Prince Edward Island
In identifying targets for 2009 that relate to the improvement of the conditions for and the quality of adult learning, Prince Edward Island noted that they will have programs available to transition mature learners to postsecondary education; that those individuals interested in obtaining trades certification through apprenticeship will have the required literacy skills; that they will have implemented innovative delivery approaches; that benchmarks, indicators, and outcomes will be identified; and that the programs created will be comprehensive, collaborative, and learner-focused.

By 2009, PEI expects to be well on its way to being recognized as a province where learning is valued within its families, throughout its communities, and within its business sector — it will have established a learning culture. Family members of all ages will be increasing literacy skills and participating in learning opportunities. Communities will be valuing and supporting knowledge and skills development. Industry and unions will be modelling workplace learning. Young people will be striving for excellence in knowledge and skills development, and the education system will be responding to the unique needs of individual learners within an evidence-based decision making paradigm.

PEI will have reduced significantly the percentage of the population in the lowest two IALS literacy categories; increased number of adults entering apprenticeship programs; seamless funding model for adult learning programs regardless of Employment Insurance eligibility; communications and marketing component in support of goals and tactics; renegotiate Labour Market Agreements for funding in support of learning opportunities for working poor, underemployed, and unemployed Islanders; PEI also expects that adults will have more opportunities to "earn while they learn" through workplace education programs and that core funding for workplace education programs will be sustained.

PEI plans to have established a barrier-free learning system (including Literacy, Adult Basic Education, and Postsecondary Education), including the identification of barriers and the identification of people with learning disabilities. Academic research, as a vital component of evidence-based decision making, will be supported and there will be support for a PEI Literacy Research Centre that will focus on emergent literacy, family

literacy, adult literacy to ensure that the literacy needs of Islanders are appropriately addressed and that there is sustained funding for PLAR services.

Quebec

Quebec expects to see full implementation of measures contained in the policy action plan, including those mentioned above. The action plan covers the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also planning activities to be implemented as part of the Decade of Literacy.

Saskatchewan

Saskatchewan outlined plans to develop and implement formal RPL policies in accredited institutions across the learning system in Saskatchewan.

CHAPTER 3.

Theme 3:   Literacy and Basic Education

The provinces reported on their individual education system for adults and focused on activities for the theme of Literacy and Basic Education over the last six years. The responses they submitted — along with those from the federal government departments involved and stakeholder groups in the literacy community — are categorized below with reference to the eight indicators described in the Common Grid.

Indicator 1 ~ Building up Structures and Institutional Frameworks

Provinces

Prince Edward Island
Prince Edward Island described a "structured adult learning system that is accessible and affordable, in fact, free to adult learners." They define "adult learners" as people 18 years of age and older who have been out of the formal school system for at least one year. Their program operates in a community learning environment, and offers flexible scheduling of courses. The provincial government, in collaboration with the Government of Canada, has contracted with the province's Holland College to administer, manage, and deliver the program. The leadership and coordination of the roles of partners are clearly identified. The courses are led by instructors who have been trained in portfolio development for the clientele – using prior learning assessment and recognition (PLAR) techniques. The PEI Learner Assessment Service that was established identifies each individual learner's strengths and disabilities and works with them to develop learning plans.

Quebec
The province of Quebec conducted a major review of its basic training curriculum for adults, a curriculum that leads to either a diploma of vocational studies (DVS) or a secondary school diploma (SSD) to assess how well clients acquire the multipurpose disciplinary competencies — the generic, personal, and social competencies that allow adults to face the challenges of today's society. The key recommendations of the review were:
- Legal recognition for autonomous community action groups working in adult education.
- Expansion, enhancement and harmonization of intake, referral, and assistance services involving assessment of prior learning.
- A regional approach to expanding enrolment, developing mechanisms to encourage individual expressions of demand, and meeting regional labour force needs.

- Illiteracy prevention measures among parents of children aged 0 to 6 years and those aged 6 to 12 years
- Implementation of sustained writing initiation and parenting programs.
- Development of a confidence-building approach to writing literacy.
- Promotion of basic training in the workplace.

Saskatchewan

Describing its provincial literacy strategy, the Government of Saskatchewan stated, as its underlying premise, a belief that literacy is the foundation for full participation in society and affirmed its commitment to promoting and developing a highly literate and skilled workforce.

The department of education, Saskatchewan Learning, is in the process of developing a provincial literacy strategy to set the framework for the provision of literacy training in the province. They have developed an Intake and Assessment Framework for Adult Basic Education and related programs. The framework is intended to describe best practices in the assessment, placement, and management of client information.

In partnership with the Saskatchewan Literacy Network, Saskatchewan Learning is currently developing literacy benchmarks to establish program standards for lower level literacy programs that will assist learners in making the transition to more formal learning.

In addition, the department is redesigning its Adult Basic Education programs. The redesign includes the development of new Adult 10 curricula that include full integration of Aboriginal perspectives, the addition of a Life/Work Studies course, and a shift to transactional and transformation approaches to teaching. It also includes the review of the current Adult 12 program.

Literacy Organizations

Movement for Canadian Literacy

One of the partners of the National Literacy Secretariat (NLS), the Movement for Canadian Literacy (MCL) noted that the federal government's Innovation Agenda provided an opportunity to look at literacy as a national issue, and to bring the perspective of the literacy community to the development of adult literacy policies and frameworks at the pan-Canadian level.

In the fall of 2002, MCL developed a Draft National Literacy Action Agenda which has since been vetted with and endorsed by the wider literacy community. The first two priority areas in their agenda are "Developing Policies" and "Developing a Quality System." In October 2002, as a contribution to the Innovation Agenda consultations, MCL also developed specific recommendations for the federal government in consultation with five other national literacy organizations and the wider literacy community. The first recommendation was that "the federal government should take the lead in developing a pan-Canadian literacy and essential skills strategy built on renewed

partnerships between federal, provincial, and territorial governments, national and provincial literacy organizations, and community stakeholders."

At the National Summit on Innovation and Learning in November 2002, participants also identified literacy as the number one learning priority and called for "the development of a pan-Canadian learning system." The Movement for Canadian Literacy (MCL)'s recommendations call for interdepartmental as well as intergovernmental cooperation. MCL elaborated these themes in a brief to the Parliamentary Standing Committee studying literacy in April 2003

The fifth priority area in MCL's National Literacy Action Agenda, "Developing Partnerships," elaborates the need for broad-based commitment and integrated approaches to literacy and other issues. MCL has developed a series of fact sheets which outline the links between literacy and other social and economic issues, make recommendations for integrated solutions, and list resource organizations and materials. Refer to the MCL heading in the Resources/References section or the Web site http://www.literacy.ca.

Indicator 2 ~ Increasing Investment in Adult Learning

Provinces

Prince Edward Island
Prince Edward Island has a partnership model that ensures a continuum of learning in adult literacy/education programs.

Quebec
Quebec has made a $1.5 billion public investment in literacy and in basic education, including $640 million in general and vocational training and $2 million in popular education.

Manitoba
Manitoba currently provides $1.3 million, a 40% increase over 1997, in grants to 35 community-based literacy programming, for adults in need of literacy upgrading to meet employment, training, and personal literacy-related goals. Approximately 2,500 adults accessed literacy programming in 2002–03, a 31% increase over 1997 enrolment levels.

Government of Canada

Human Resources Development Canada is investing $7.4 million over 5 years to increase access to family literacy for official-language-minority communities (primarily francophones). The 1997 federal budget increased the budget of the National Literacy Secretariat by 30% with specific reference to workplace literacy and family literacy initiatives as well as infrastructure for literacy. In 2002, Minister Jane Stewart of Human

Resources Development Canada formed the Workplace Skills Development Strategy that included an additional $1.5 million for workplace literacy efforts.

Through HRDC, the Office of Learning Technologies has invested $32 million since 1998 in Community Learning Networks which support local capacity-building by using on-line technology for individual learning, community networking, and the creation of employment opportunities.

Literacy Organizations

Movement for Canadian Literacy
The Movement for Canadian Literacy is concerned "that investments in adult literacy are decreasing, not increasing, especially at the basic level. The demands on delivery agencies and the umbrella groups that support the field are escalating, while government funding remains static or even decreases." The MCL is nevertheless appreciative of "the support that the field receives from the National Literacy Secretariat of HRDC.

Fédération canadienne pour l'alphabétisation en français
On the policy level, the FCAF participated in several initiatives, produced reference documents, and sat on different committees. For example, FCAF addressed the Parliamentary Standing Committee. For ten years, the FCAF has sat on the committee of the Advisory Group on Direct Government, the Government of Canada's program aimed at offering information and governmental services on the Internet by 2005. It also participated in the National Summit on Innovation and Learning, the culminating point of government consultation on the Innovation Strategy for Canada. For ten years, it has organized , in collaboration with the Movement for Canadian Literacy (MCL), the Day of Action for Literacy on Parliament Hill in Ottawa.

Under the heading of conceptual documents, the FCAF participated in the consultation on the document *Development of a Pan-Canadian Strategy for Literacy and the Improvement of Basic Skills: Recommendations to the Federal Government*, produced by MCL, in which twelve recommendations have been developed. It also prepared the paper *Literacy and Health* presented to the Commission on the Future of Health Care in Canada and is to develop an implementation document in the framework of the Official Languages Action Plan of the Government of Canada.

Indicator 3 ~ Increasing Participation

Provinces

Prince Edward Island
Prince Edward Island increased participation because of the funding of programs by both the federal and provincial governments. As well, they undertook major public awareness and outreach initiatives through radio ads, TV, testimonials, other media and places

where potential learners "hang out." One such campaign was entitled "Want to read better?"

Quebec

In 2000–01, Quebec had 222,395 adults enrolled in adult general and vocational education. A literacy promotion campaign was implemented in 2001 on a continuing basis, aimed at the general population and focusing on places frequented by people with limited education. The campaigns included promotion for Info Alpha, a literacy referral line; the development and implementation of a lifelong learning awareness campaign aimed at the general population, which included promotion for Info Apprendre, a learning referral line; a continued vocational and technical training awareness campaign including promotional activities (shows, competitions); development of a promotion campaign for recognition of prior learning; development of a promotion campaign for continuing labour force training; implementation of the first Quebec Adult Learners Week in 2002; participation in the awareness activities of the Fondation pour l'alphabétisation; and implementation of a communications strategy aimed at immigrants.

Literacy Organizations

Movement for Canadian Literacy

The MCL pointed out that because demands on programs are increasing without any increase in funding, the effect is that programs are, in fact, serving fewer learners. In order to really increase participation, the MCL must address the barriers that keep disadvantaged individuals out of training programs.

Fédération canadienne pour l'alphabétisation en français

The FCAF pointed out that, as a non-governmental organization, it does not have the means necessary to produce statistics and quantitative information on the participation of individuals and literacy groups.

On March 12, 2003, Intergovernmental Minister Stéphane Dion announced, in his Official Languages Action Plan, that funding would be directed to early childhood programs in a minority setting. Following up on this commitment, the Minister of HRDC noted that the government intended to increase "access of francophone families in minority language settings to family literacy services in partnership with the literacy organizations." The National Literacy Secretariat will, of course, coordinate the implementation activities, and the FCAF will be its principal partner. The investment of $7.4 million will be spread over five years (2002–2008) and the implementation of the initiative is in its initial phase. The FCAF welcomes this initiative while acknowledging that there is still much to be done in order to ensure stable and sufficient funding for the network of Canadian literacy organizations.

Indicator 4 ~ Research Studies in the Field of Adult Learning

Provinces

Quebec

Quebec outlined the research studies in this area that are currently underway in the province:

- What are the links between health and literacy? (University study by Université Laval and Université de Montréal on literacy and health)
- What reading and writing practices are in use among adults in underprivileged settings? (Inventory of reading practices and determination of implicit representation by persons with low reading skills collected by various support and service-providers in the Eastern Townships, University of Sherbrooke.)
- How can we support parents with low education to break the illiteracy cycle? (Several studies on the prevention of literacy and parenting competencies undertaken by the Ministry; a research-action project on parents with low schooling undertaken by two community groups, Le Groupe Alpha Laval and Entraide Pont-Viau/Laval-des-Rapides; experimenting with an integrated illiteracy prevention model by Université de Montréal and the Fondation pour l'alphabétisation).
- What is confidence-building in reading and writing? What does this reality involve in the adult literacy process? How can we refresh the practices of literacy workers through a better understanding of the relationship with the written word? (cooperation between Université du Québec a Montréal (UQAM) and La Boîte à lettre de Longueuil).
- How can we improve the development work done by literacy groups? Analysis of development projects funded by the Joint Federal-Provincial Literacy Training Initiative (JFPLTI) program.
- What group is targeted by basic training? Analysis of the characteristics of this population. (MEQ)
- What are the effects of contacts between adults with low schooling and literacy services? (Université Laval in collaboration with la Table de concertation en alphabétisation de L'Île de Montréal).
- Study on the recognition and transferability of experience-based knowledge among literacy trainers (University of Sherbrooke).
- What are the emerging "learning society" models that promote lifelong learning? How is continuing education viewed in social systems? Implementation of an interdisciplinary research model on continuing education via a collaborative approach. (UQAM and the Fondation québécoise pour l'alphabétisation).
- How can employers be made more aware of basic training? (Analysis of presentations at three symposia, Fondation québécoise pour l'alphabétisation).

Manitoba

Manitoba described the study "Align and Revise Manitoba Stages within Framework of Emerging National Standard of Literacy and Essential Skills (1999–2001)," whose purpose was to align the Manitoba Stages of Literacy and Learning to the measure of literacy skills outlined in the International Adult Literacy Survey (IALS) levels and the

complexity levels of Canada's Essential Skills profiles. The study resulted in a literacy curriculum framework for adults that facilitates the integration of literacy and other forms of learning and basic skills relevant to people's socio-economic and cultural contexts and the interconnection between personal goals and employment training goals.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) noted several encouraging trends in this area: a new literacy research journal launched with the aim of making research more accessible to the field and promoting reflection and dialogue; two Canadian resource centres — the National Adult Literacy Database (NALD) and the AlphaPlus Centre — which make research and other materials available through the Internet; and an overview of research structures and initiatives prepared for the NLS.

Fédération canadienne pour l'alphabétisation en français

The FCAF described current research projects in family literacy, the area of its particular interest.

1. *Group of researchers on family literacy* (project in progress)

    The FCAF is interested in family literacy in a francophone setting and has gone to great lengths in the past year to create an impetus around "Culture de l'éveil à l'écrit en français" or "Environment favouring early learning in literacy in French." To do so, it has been working to set up a Network of expertise, made up of researchers from several Canadian universities. After holding several consultations in 2002, the FCAF gathered together experts and researchers and formed a consultative committee on training and has been working with its member groups who are expert in family literacy.

    The FCAF is thus creating partnerships to bring to fruition the research that will allow the initiative to have a scientific basis rather than an anecdotal basis. A lot of research in family literacy or in early literacy describe interventions and experiments in Canada, the United States, and elsewhere. However, there is very little theoretical or empirical research on the topic and even less in the communities of official-language minorities (communautés minoritaires de langues officielles — CMLO). In spite of this, current research allows us to state the following realities about the choice of language in early learning of written French:

    - The choice of language for emergent literacy is intimately bound to the larger questions of linguistic populations.
    - The choice of language for emergent literacy has a huge influence on the child's future identity.

    In January 2003, both researchers and contributors from the ministries and the communities participating in the forum organized by the FCAF confirmed their interest with regard to "l'éveil à l'écrit en français." The forum allowed us to

define the following seven lines of research, likely to increase knowledge about how to create an environment of early learning in literacy in French:

- Literacy and society
- Family, identity, and language
- Skills in the domain of "l'éveil à l'écrit" in children of preschool age
- Intervention programs in a family setting
- What influences literacy and the choice of language?
- Family-School relationships
- Tools for "l'éveil à l'écrit" and the training needed to be able to use them.

The consensus is clear that "l'éveil à l'écrit en français" in a family setting influences the development of the individual as much as it does the francophone public, and the FCAF is working toward the goal of having research on the issue.

2. ***Alphabétisme et alphabétisation des francophones au Canada : Résultats de l'Enquête internationale sur l'alphabétisation des adultes (EIAA)*** (recherche publiée)

The FCAF undertook this research in order to know and understand the better practices in reading and writing so that they might respond better to the needs of francophones. This inquiry, led by the HRDC, Statistics Canada, and the Organisation for Economic Co-operation Development (OECD), had the objective of tracing comparable profiles of literacy among various social groups in different countries. It began in 1994 and ended at the beginning of 1999.

The conclusions of this research can be regarded in these terms: francophones are involved in an unfinished process of transition and remediation on the education front. Their future lies in their capacity to carry out the transition to a knowledge society in which mastery of oral and written language is more and more indispensable. According to the majority of indicators from the EIAA, the results of francophones are low compared to those of anglophones.

Statistics Canada is currently working on a new survey that should present more precise data for francophones because of the oversampling of the populations of New Brunswick, Ontario, and Manitoba.

3. ***Eight fields of intervention to improve the literacy of francophones*** (published study)
Following up on the above-mentioned research from Statistics Canada, FCAF, in collaboration with Serge Wagner from the Université du Québec à Montréal, coordinated the preparation of a report that proposes eight areas of intervention for improving francophone literacy in Canada:
- Integrate the wider vision of literacy
- Enhance literacy (in French)

- Improve the quality and equity of initial schooling
- Strengthen literacy at home, particularly the prevention of illiteracy
- Stimulate literacy in community life and culture
- Promote literacy at work and in connection with employment
- Increase access for adults to literacy services and to basic education
- Mobilize civil society and public bodies to act in concert

4. *Characteristics of TV advertisements designed for the general public that provide information to an audience with low literacy skills* (published research)

The FCAF held focus groups to obtain qualitative information for discussion during the provincial conferences on the topic of improving the effectiveness of public informational materials targeted to an audience with low literacy skills. The focus groups brought together 54 people with low literacy skills in four large Canadian cities, to discuss the following:

- the elements that pose obstacles to comprehension for people with low literacy skills.
- the kind of techniques used in creating ads that prevent comprehension among this audience.
- the main communicative attributes that characterize an "effective" televised informational ad, that is, that make the message understood in the way that you want it to be understood.

Public relations communicators are very reluctant to change their current practices,. but considering the study's results they had the following reactions to the possible consequence for public relations and advertising:

- They were surprised and astonished by the phenomenon — they could scarcely believe that half the Canadian population has problems linked to a low literacy level.
- They are frightened and somewhat out of their depth by the possible consequences for current PR campaigns (wondering if advertisements should be put through a levelling down process).
- They ended up denying the importance of the phenomenon or by minimizing its import (In any case, people with low literacy skills are not a significant group of clients, because they no economic weight).
- They put forward different logical arguments to minimize the fact that communications has a real stake in the matter.

5. *Toward a fully literate society* (published document)

In June 2000, more than 250 people participated in the conference "Toward a fully literate society" organized by the FCAF, the Canadian Institute for Adult Education, and the Federation of Francophone and Acadian Communities. The document produced serves three purposes — in part, a record of the conference; in part an agenda for the future of literacy in French in Canada; and in part, a tool for reflection and action. To make the Canadian francophone community fully literate, Serge Wagner, in his opening speech, identified three main routes for development :

- Ensure an good supply of resources and sort out regional differences in literacy efforts.
- Bring together again the marginalized populations who are greatly in need of literacy services.
- Promote literacy and strengthen reading environments

Indicator 5 ~ Adult Educators /Facilitators' Status and Training

Provinces

Quebec
In Quebec, in-service teacher training has been provided throughout the development of the new basic training curriculum. As well, continuing education is provided to literacy workers on six key approaches to the development of parenting skills, confidence-building in writing, partnership, introduction to reading and writing, learning problems, and workplace training.

Manitoba
Manitoba sets out the Annual Manitoba Adult Learning and Literacy Training Schedule to provide tuition-free professional development opportunities for community-based literacy practitioners and volunteers to ensure quality and sustainability of learner-centred, contextually relevant adult education..

Saskatchewan
In Saskatchewan, as part of the Basic Education Redesign project, Saskatchewan Learning has delivered in-service training for adult basic education practitioners, province-wide, using the Saskatchewan Communications Network.

Literacy Organizations

Movement for Canadian Literacy
The Movement for Canadian Literacy noted that "it is generally felt within the adult literacy community that our field is marginalized, and that is an issue that needs attention if we want a fully literate society. "Although formal training and credentials for literacy workers are available through several universities and community colleges, probably the majority of paid literacy workers have trained on the job. As well, much of the work is done by volunteers, some of whom receive limited training. Literacy workers also need much more time and support for professional development, study and reflection. Several jurisdictions are interested in developing standards and certification processes for workers, and in some, there has been meaningful involvement of the field in this process. Some provinces have provincial certification systems and there is a need to share best practices across the country." Refer to Priority 2 in the National Literacy Action Agenda and goal 2b.

Fédération canadienne pour l'alphabétisation en français
The FCAF again focused on family literacy in describing the training available for adult educators/facilitators. The FCAF wanted to bring together experts in "l'éveil à l'écrit" (a culture of awareness and appreciation of written French) in the areas of research and evaluation, programming, training, and promotion/dissemination of this information and to put in place a means of linking contributors dedicated to this concept and to family literacy in French in Canada. In 2001–2002, the FCAF conducted an evaluation of *Foundational Training in Family Literacy* of the Centre for Family Literacy in Edmonton, Alberta. Concluding that the training program and material could be very useful to francophone participants, the FCAF obtained financial support to adapt the training to the needs and conditions of francophone trainers in Canada. In 2003, after signing an agreement of understanding with the Centre for Family Literacy, they set up a consultative committee, whose first meeting took place in March 2003 in Edmonton. They also had the training manual *Practitioners Resources* translated and adapted, with the goal of piloting the training program in 2004 with a small group of participants before publishing the manual later in the year.

Indicator 6 ~ Empowering Adult Learners

Provinces
The provinces offer a variety of means of recognizing the individuals who complete different levels of training.

Prince Edward Island
Prince Edward Island has outlined the following indicators of quality — qualified instructor, materials/resources, technology, learner achievement, numbers proceeding to postsecondary, hundreds of learners earn General Educational Development (GED) certificates annually — for assessing programs and instructors. They also offer a High School Graduation Certificate for Mature Learners. Quebec has integrated units on cultural life and the exercise of citizenship in their new basic training curriculum.

Manitoba
In Manitoba, the new Stages in Literacy and Learning (STAGES 1–3) involves reading, writing, and oral skills, based on the accomplishment of real-life learner-appropriate tasks. They include the use of individual portfolios. Learners may receive a Department certificate and may also receive credit toward the Mature Student High School Diploma, which facilitates a learner's smoother transition into further education, training, or employment.

Literacy Organizations
Movement for Canadian Literacy
Among the literacy organizations, MCL and a number of the provincial and territorial literacy coalitions are committed to ensuring that the perspective of learners is reflected

in all their work. To that end, MCL supports a Learners Advisory Network (LAN) with a seat for one adult learner from each province and territory. Relevant materials are listed under MCL in the Resources/References section.

Fédération canadienne pour l'alphabétisation en français
The FCAF again focused on family literacy in describing how to empower adult learners:

> *Committee of Literacy Learners*
> Learners have always had a major role in the Federation since its beginnings in 1991, and four of the people who sit on the administrative council are learners. Similarly, the creation of the Pan-Canadian Committee of Literacy Learners put in place in 2001 has the goal of contributing to the training of spokespersons among the learners, to help the FCAF reach its objectives and to be representatives of the need. By taking advantage of their experience, the learners bring a very concrete perspective of their reality — which is very useful both to the training and to the promotion of the organization.
>
> As an example, the members of the Committee participated in the Day of Action for Literacy, a day of lobbying on Parliament Hill in Ottawa. The members, after having participated in a training meeting on lobbying, are doubtless the people most listened to. They also mapped out a notebook of procedures which serves to clarify certain aspects of how their committee functions and which is available for all literacy groups.
>
> *Effective Communicators*
> Still in an inclusive movement, the FCAF has formed discussion groups composed of literacy learners. So thanks to the participation of learners, communicators in all spheres can verify and evaluate how well their messages are being understood. For example, the FCAF has developed an enterprise offering services for simple writing and clear language, called "Communicateurs efficaces" (Effective Communicators). Within the framework of this undertaking, FCAF speaks to the learners in its network. The advantages of having the Committee of Learners can be seen in the following:
> - Since the Committee of learners promoted the Prix de la francophonie en alphabétisation, the FCAF has seen an increase in the number of texts submitted — the number of participants went from 25 in 2000 to 80 in 2003.
> - The committee participated in the organization of the only pan-Canadian activity "Le printemps des lettres" (A Spring of Letters) to mark International Week for Adult Learning. On this occasion, 126 learners each wrote a letter to Daniel Lavoie, spokesperson for FCAF. The Federation collected the letters and sent 700 copies of the collection to the participants and to literacy groups.
> - The FCAF activities in representing and promoting literacy on a policy level spring from the real needs of learners. The Committee sends the *Bulletin des apprenants* to more than 6,000 people. For each edition of the

Bulletin, the FCAF adds about a hundred addresses of learners to its mailing list.

Le printemps des lettres
In the fall of 2002, on the occasion of the International Week for Adult Learning, the FCAF launched its pan-Canadian activity "Le printemps des lettres." The Federation invited all learners to write a letter to Daniel Lavoie, author-composer-translator, their spokesperson. The learners were to reply to one of the following questions: "What did you first want to read or write when you learned to read or to write?" or "What did you first want to read or write when you decided to return to school?"

In all, 126 learners wrote to Daniel Lavoie. The FCAF subsequently made a collection of the letters which was distributed in the spring to all the participants and to the literacy centres. Daniel Lavoie recorded 10 letters from among 126 letters received from learners, and community radio stations outside Quebec distributed the recording.

Le Prix de la francophonie en alphabétisation
Since 1995, the FCAF, in cooperation with the Association canadienne d'éducation de langue française (ACELF), put back in place le Prix de la francophonie en alphabétisation. The Federation ensures the promotion of the pan-Canadian competition, an excellent way to make known the positive results of literacy.

In 2003, 80 learners participated in the competition, sending touching accounts of their progress in literacy. Monsieur Gilles Vaudry, this year's winner, received his prize at the Quebec Parliament. The Committee of Literacy Learners served as advocates in the promotion of the contest.

Indicator 7 ~ Examples of Best Practice and Innovations

Provinces
The contributors described in detail those elements of their work that they consider innovative or that have proved successful.

Prince Edward Island
In Prince Edward Island, literacy/adult basic education is available province-wide and free of charge to learners. The program is funded through a federal/provincial partnership. The programs offered are community-based.

Quebec
In Quebec, the innovative programs that are currently the focus of special efforts are family literacy, introduction to writing (l'éveil à l'écrit), and confidence-building in

writing. In addition, the transfer of learning both within and outside of school is encouraged through community enterprises (e.g., popular restaurants, second-hand clothing stores) and through participating in adult democratic structures and adult education organizations.

Literacy Organizations

Movement for Canadian Literacy
MCL noted the "growing trend toward integration," seeking literacy solutions in partnership, sometimes with another NGO, for example, "Weaving Literacy into Family and Community Life," and increasingly in the form of wider community partnerships as in the "Learning Communities" model. Several provinces have developed Quality Standards and Best Practices frameworks.

Fédération canadienne pour l'alphabétisation en français
The FCAF described the following areas of innovative best practice:

Effective Communicators

The FCAF has been interested in clear communications since 1994 with the recognition that, even if an adult is literate, he or she often comes up against administrative texts and text passages that are inaccessible, that is, incomprehensible. In order to make information accessible et comprehensible to francophone adults with low literacy skills, FCAF created, en 2000, training courses entitled "Écrire simplement" (Writing Simply) et "Pour des communications orales claires." (For Clear Oral Communications). These courses train editors and other professional in communications in the public, para-governmental, and private arenas how to rewrite documents in a clear and accessible language. In collaboration with Communication Canada, the FCAF initiated a series of forums seeking to promote these notions among contributors and participants.

La trousse Montre-moi

In March 1999, the FCAF launched the kit "Montre-moi" in the framework of its family literacy project "Apprendre, ça commence à la maison." *Montre-moi* is designed for parents who have low literacy skills and who have children between 0 and 5 years of age. The specific objectives of the kit (which includes a manual for facilitators), as outlined in the initial pedagogical plan, are:
- To sensitize parents by ensuring they understand the importance of the role of guide and first educator of their children.
- To validate parents by helping them identify the actions that they already use to help their children learn.
- To allow parents to acquire new knowledge on the stages of child development, and new skills and know-how that will allow them to read stories to their children.
- To show how parents can use daily life to help their children learn.

- To give parents a taste for going further, for themselves and for their children, to go out and explore what their community offers, to participate in these activities, and to share their experiences with others.

From its beginnings, *Montre-moi* evolved through collaboration with the parents and contributors who were consulted at the beginning of the project in the framework of a marketing focus group. Subsequently, the FCAF consulted them again to obtain their impressions of the prototype of the kit before finalizing production. These consultations were intended to ensure that they would produce a kit that would answer the needs of the field. The post-publication evaluation of the kit considered it a total success, considering that 5,000 copies were shipped in less than 18 months. The evaluation results indicate clearly that parents' and participants' need for tools like this are great and that they are doubly necessary for francophone parents living in a minority situation.

Offre active de services
Adult education must be presented in a continuum of training. In a minority setting, adults are better served if they have access to an institution that offers training services, from basic skills to post-literacy. That's why a single window for literacy and training, as offered by the member organizations of the FCAF, are approaches that have been validated through use.

Indicator 8 ~ Future Actions and Concrete Targets for 2009

Provinces
Prince Edward Island
For the next phase of its work in this field, PEI plans to increase the number of adults returning to school, to increase the number of adults who obtain a grade 12 certificate or equivalency, and to undertake initiatives to further develop public awareness in order to increase participation in adult education programs.

Quebec
Quebec aims for full implementation of the measures contained in its policy action plan, including those already mentioned. The province's action plan covers the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also planning activities to be implemented as part of the United Nations Literacy Decade (2003–2012).

Government of Canada
In responding to the request for future plans to 2009, the National Literacy Secretariat carried out a preliminary analysis of government documents, policies, and legislation. The Government of Canada has identified the following priorities in this context:
1. the need to create a literacy and basic education system

2. the need to enhance access and increase retention rates
3. the need to enhance research

1. Literacy and Basic Education System

The NLS analysis of government documents, policies, and legislation indicated support for a coordinated and integrated educational system with a funding model that ensures sustainable service delivery. In the arena of literacy and basic education, this type of system would provide a continuum of educational programs that meet the needs of adults — from basic literacy to high school graduation. One benefit of an articulated system would be that adults would have improved accessibility to and mobility among educational programs because learning credentials are portable.

Every province/territory recognizes the need for a structured, yet flexible educational system that allows different delivery agencies to work together in a complementary manner. Yet, each province/territory is at a different stage in terms of supporting a high-quality literacy and basic education system. The elements of a literacy and basic education system include the establishment of: literacy levels and benchmarks; curriculum and a common credential; accountability frameworks; assessment tools; standards and/or best practices; a process for adult educator certification; and partnerships.

The development and implementation of these elements depends upon a combination of five factors: a coordinated infrastructure, strong leadership, a policy framework, sustained funding, and/or legislation.

It is evident that each province/territory is following its own path towards a similar destination, which is, of course, the establishment of an adult literacy and basic education system. Some provinces/territories are just beginning their journey, while others are in a position to reflect on the lessons they have learned during the implementation of an adult literacy and basic education system. Nonetheless, the 13 provinces/territories are paving 13 paths that are all leading to a common destination. This is undoubtedly resulting in duplication of effort, services, and resources. Two questions need to be posed: "Is it possible for provinces/territories to share the same path?" and "How could provincial/territorial issues be overcome if provinces/territories want to follow the same path?"

2. Enhancing Access and Increasing Retention Rates

An analysis of policy documents and governments' service, strategic, and business plans indicates that the issues of access and retention in adult literacy and basic education programs are a high priority within the 13 provinces and territories.

The provinces/territories are introducing initiatives to enhance access, including recognition of prior learning, provision of support services such as child care and

income support, and provision of alternate delivery methods such as distance and on-line education. Some provinces/territories have developed literacy strategies that highlight the necessity of launching public awareness campaigns in the hope that this will lead to an increase in student participation.

The provinces/territories also recognize the importance of meeting the needs of communities and students. The assumption is that community-based and learner-centred programs will result in higher retention and lower attrition levels. The provinces/territories are also looking at ways to support students with disabilities. They want to assist students in making the transition to employment.

Finally, the provinces/territories are developing policies, strategies, and initiatives that will enhance access to programs and services for specific populations, including First Nations, Métis, and Inuit people, people with disabilities, and visible minorities. As a case in point, policies and strategies for First Nations people, Métis, and Inuit have been released that address the importance of developing culturally relevant curriculum, instructional methods, assessment tools, and restoring the role of Aboriginal languages in literacy and learning. Some provinces/territories are channelling their efforts toward postsecondary students in college and university degree programs, while others are specifically targeting adult literacy and basic education students.

3. Enhancing Research

Across Canada, a few provinces/territories are supporting research studies, gatherings, and networks. The Ontario Ministry of Training, Colleges, and Universities (MTCU) has taken the lead in the development of a research culture, releasing the *Setting the Agenda: The Ontario Literacy Research Strategy* in 2000. MTCU funded a research-in-practice conference for Ontario practitioners in June 2003. The objective of this strategy is to establish a systematic way of identifying research needs, conducting research, and ensuring dissemination of research results. The Ministry of Alberta Learning funds the RiPal Network, which supports adult literacy educators in linking research and practice and doing research about practice. This network also hosted Bearing Blossoms, Sowing Seeds, a gathering about adult literacy research in practice. In British Columbia, the Ministry of Advanced Education is funding research initiatives for literacy practitioners who are interested in research-in-practice. For example, the Ministry funded a pre-conference event before the University of British Columbia's Literacy Research Conference called Portraits in Literacy. The practitioners who attended this event decided to explore the idea for a research-in-practice network in British Columbia. In Newfoundland, the Literacy Development Council is funding an institute in research in practice in adult literacy in June 2003.

Human Resources Partnerships

To strengthen and expand the network of exemplary sector councils in strategic areas of the economy, Sectoral Initiatives goal is doubling coverage of the labour market from 25% to 50% over five years.

HRP's Sectoral Initiatives objectives are:

- Within four years, the number of adult learners increases by one million men and women throughout all segments of society;
- Within four years, businesses increase by one-third their annual investment in training per employee.

To help address these challenges, HRP is pursuing a strategy to revitalize apprenticeship in Canada. Elements include:

- Increasing enrolment in apprenticeship programs;
- Increasing completion rates;
- Promoting a more coherent apprenticeship system;
- Improving the existing system for interprovincial recognition of trades credentials through the Red Seal program.

HRP's Essential Skills Initiative will contribute to attaining the goals established by the federal government in Canada's Innovation Strategy launched in 2002, in particular:

- To reduce the number of adult Canadians with low literacy; and
- To increase the number of adult learners throughout all segments of society.

Literacy Organizations

Movement for Canadian Literacy

The Movement for Canadian Literacy (MCL) noted that their National Literacy Action Agenda could be a guide for action by governments, national and provincial literacy umbrella groups, and the wider literacy community. The MCL's vision for adult literacy requires action by many players, including the federal government; provincial and territorial governments; national, provincial/territorial and local literacy organizations; business and labour; other community partners; and individual learners and literacy workers.

Fédération canadienne pour l'alphabétisation en français

The FCAF described its goals for the future as follows:

1. **To support literacy and adult education** in the following ways:
   - The development of a "Culture de l'éveil à l'écrit" (Environment for literacy awareness) by a network of experts in family literacy, continuing participation of learners and the development of the Effective Communicators undertaking. Offer basic training to trainers in family literacy by adapting the English version of *Foundational Training*.
   - To heighten public awareness of the reality of those with weak reading skills by organizing a series of symposia entitled "Pour des communications plus claires (Towards Clearer Communications)."
   - To increase the number of members on the Committee of Learners from six to twelve, to develop a continuous training program for learning leaders

and edit and disseminate a working document on the importance and the impact of the participation of learners.
- To follow through with promotion activities directed to both governments and the public in favour of actively offering literacy programs, both francisation and refrancisation.

2. **Promoting Literacy**
As a non-profit non-governmental organization, the FCAF has made promotion a fundamental element of its work, and this promotional element pervades all its activities. For example, the two principal publications of the FCAF and its partners are *La revue à lire* and *Le bulletin de A à Z* . The former, produced in collaboration with the Canadian International Development Agency (CIDA), is the only magazine in French that deals with literacy. Published once a year, on the occasion of the International Day for Literacy, the articles seek to sensitize the wider public to literacy and to the importance of the education of adults in French. It is the FCAF publication with the largest printing, that is, 40,000copies. Its 2002 theme was "Apprendre durant toute la vie." The theme of the next edition is "l'éveil à l'écrit en français." The title of the 9th edition is "Apprendre : ça commence à la maison" (Learning begins at home.)

The FCAF publishes a bulletin entitled *Le bulletin de A à Z* which deals with different subjects linked to francophone literacy. The Autumn 2002 issue presented the activities and projects undertaken by provincial and territorial groups and highlighted the strength of literacy groups. The next issue deals with employability, basic training, and the world of work. This publication is printed in a quantity of 2,000 and is distributed across the country.

In addition, the Federation each year prepares shipments of 50 to 300 press releases to its members, to francophone associations, and to literacy groups with the goal of promoting literacy and adult education.

CHAPTER 4

Theme 7:   Adult Learning, Media and Culture, and ICTs

The provinces reported on their individual education system for adults and focused on activities for the theme of Adult Learning, Media and Culture, and ICTs over the last six years. The responses they submitted — along with those from the federal government departments involved and stakeholder groups in the literacy community — are categorized below with reference to the eight indicators described in the Common Grid.

Indicator 1 Building Up Structures and Institutional Frameworks

Provinces

Quebec
Quebec has been expanding distance and on-line learning and experimenting with model programs in this area. Other efforts have included the promotion of cultural activities related to continuing education, including library visits; the integration of a cultural component, including media, in a revision of basic training curriculum; support for simple writing activities and publication of a magazine based on that approach; integration into the basic training curriculum of skills in the information and communications technologies (ICT) and artistic and cultural products, including media.

Saskatchewan
Through a provincial telecommunications network known as CommunityNet, the Saskatchewan government is working to ensure that institutions and learners have access to high-speed Internet connectivity and services for learning in various formats, including on-line, television, and multi-mode.

Saskatchewan Learning, the provincial department of education, is working with the provincial postsecondary education institutions (universities, the technical institute, the regional colleges, and Aboriginal institutions) to enhance quality and increase access through effective use of technology.

The Campus Saskatchewan partnership was established to develop strategies and actions to address critical success factors in technology-enhanced learning (TEL), including content development (program coordination, credit transfer); faculty development and support (training and technical support); and learner services (advising and registration, library services, help desk).

Indicator 2 ~ Increasing Investment in Adult Learning

Provinces

Prince Edward Island
In Prince Edward Island, the partnership of business, labour, and government for workplace learning opportunities has meant increased investment in learning for adults.

Quebec
In Quebec, the public investment in distance and on-line education amounts to $2,555,000.

Government of Canada

Office of Learning Technologies
At the federal level, the Office of Learning Technologies (OLT) within Human Resources Development Canada (HRDC) has, since 1997, provided financial support to close to 500 projects, totalling $35M.

The Office of Learning Technologies (OLT) helps to implement policy responses and strategies to guide the evolution and application of learning technologies in ways that best meet the lifelong learning needs of Canadians. Human Resources Development Canada (HRDC) focuses OLT's programming in support of Community Learning Networks (CLN). The Community Learning Networks initiative engages partners and sponsors to help adult Canadians upgrade their skills to participate fully in the workplace and their community in the knowledge-based economy. Key components of CLNs are: the use of technology as a tool to support and enable learning and networking; strong community participation through partnerships with the public, voluntary and/or private sectors; the promotion of individual and community development of an understanding of the needs for skills and learning opportunities by developing community-based inventories of learning assets and gaps.

Indicator 3 ~ Increasing Participation

Provinces

Quebec
Quebec has increased participation through several promotion campaigns in both print and electronic media. It has also demonstrated an openness to and greater use of Quebec cultural structures such as libraries, publishers, theatres, and museums.

Government of Canada

Office of Learning Technologies
HRDC's Office of Learning Technologies (OLT) funds projects that help individuals who, for a variety of reasons, are less likely to have integrated technologies into their lives. These include Aboriginal populations and persons with disabilities. One significant

contribution of ICTs to lifelong learning is the flexible accommodation they offer to a large variety of learning styles, not only defined by disability.

Indicator 4 ~ Research Studies in the Field of Adult Learning

Provinces

Quebec

The province of Quebec identified the questions below as those that are currently the topic of specific research:

- How can ICTs be integrated appropriately and harmoniously in adult education? (Research and analyses by several groups, including Centre francophone d'informatisation des organisations [CEFRIO] and Réseau d'enseignement francopohone à distance du Canada [REFAD])
- How can adult participation in training activities be improved through relevant distance education offerings? (Studies and analyses conducted by the Ministry of Education).
- How can distance education offerings be developed to target individuals with low education? (Ministry of Education)

In addition, an inventory of distance education practices in literacy, in Quebec and elsewhere, has been documented in a status report on distance education practices produced by the Ministry of Education.

Indicator 5 ~ Adult Educators/Facilitators' Status and Training

Provinces

Quebec

Quebec offers continuing education for literacy workers in the use of computers and computer applications, including the use of the Internet

Saskatchewan

Saskatchewan provides professional development, instructional design, and technical support for technology-enhanced learning (TEL) to faculty and instructional staff through the institutions' teaching and learning centres. In addition, the institutions collaborate to provide workshops on effective use of technology, innovative teaching strategies, cataloguing standards and practices for learning objects and repositories, accessibility guidelines for people with disabilities, and building teaching and learning communities of practice.

Indicator 6 ~ Empowering Adult Learners

Provinces

Prince Edward Island
Prince Edward Island describes its International Computer Driving Licence (a certificate verifying the holder's computer user skills in home, office, and educational environments) as an innovation that empowers clients in adult education. The certification covers specific credits in computers, in keyboarding, and in the use of e-mail messaging.

Quebec
Quebec notes that the increased use of ICTs as a learning tool can empower adult learners, particularly when the training can be delivered in diverse locations, such as adult education centres, vocational training centres, colleges and universities, workplaces, community settings, family settings, and in correctional centres, as on-line or via distance education, or through virtual workplace learning, whether individual or lecture-style.

Indicator 7 ~ Examples of Best Practice and Innovations

As examples of best practices and innovation in the area of media and culture and Information and communications technology, the contributors focused particularly on distance education.

Provinces

Prince Edward Island
However, the Prince Edward Island department of education identified its International Computer Driver's Licence (a certificate verifying the holder's computer user skills in home, office, and educational environments) as an innovation also suitably described as a best practice.

Quebec
The Quebec Ministry of Education notes their coordination necessary to expand distance education at the secondary, college, and university levels as an example of best practice.

Government of Canada

Office of Learning Technologies
HRDC's Office of Learning Technologies (OLT) notes that the success of ICT-based projects is as dependent on knowing the learners and their needs as it is on the ease of access to learning technologies. The OLT offers the following sage advice for describing a project as successful, that is, as an example of a best practice:

> "Successful projects consider effective pedagogical practices. They tend to view the introduction of technology-based learning practices as a process of change —

to recognize the importance of involving learners early on, to acknowledge their efforts, to encourage and provide feedback, and to create a sense of shared purpose.

"Attention to process is fundamental. For example, the advantage of "anytime-anywhere" offered by ICTs must be balanced with measures to counter the feeling of isolation among learners.

"Successful projects recognize the importance of offering a variety of technical and learning supports to the individual learners, as well as opportunities for interaction.

"Organizations that carry successful projects [to fruition] tend to 'institutionalize' the innovative ICT-based learning practices tested during projects, by integrating their key features into their overall programming."

Indicator 8 ~ Future Actions and Concrete Targets for 2009

Provinces
The ministries of education from two jurisdictions responded, outlining their future targets and plans for 2009.

Prince Edward Island
PEI plans to develop an on-line program for Literacy/Adult Basic Education for those who prefer that learning method.

Quebec
The Quebec Ministry of Education plans full implementation of the measures contained in the policy action plan, covering the period 2002 to 2007, with an evaluation to be performed between 2007 and 2009 to determine the next steps. The Ministry is also reflecting on activities to be implemented as part of the United Nations Literacy Decade (2003–2012).

Literacy Organizations
Fédération canadienne pour l'alphabétisation en français
The FCAF contributes to the development, advancement, and promotion of adult education. It has presented its activities in the different fields of intervention set out by the Canadian Commission for UNESCO in the framework of the mid-term review of CONFINTEA.

The FCAF plans to put in place a Network of Experts in Family Literacy, consisting of several Canadian researchers in order to create the new means of intervention: "la Culture de l'éveil à l'écrit" or "Environment of early learning in literacy." It will also seek to

sensitize communicators to the specific needs of people with low literacy skills. It will seek to train trainers in family literacy and will ensure that learners are included at most levels.

In short, the FCAF believes its efforts have resulted in concrete steps and political gains. In fact, the announcement of the new Official Languages Plan by Minister Stéphane Dion, to invest funds in family literacy, is one more step toward the establishment of a pan-Canadian literacy strategy. The right to education is a value that the FCAF upholds and defends, all the while ensuring the full participation of learning adults in its structure and in society.

Resources/References

Provinces and Territories

Provincial and Territorial Departments and Ministries Responsible for Education in Canada
http://www.cmec.ca/educmin.en.stm

Prince Edward Island
Contacts:
Mike Clow, Director, Continuing Education and Training, gmclow@edu.pe.ca
http://www.gov.pe.ca/education/peb-info/index.php3
Barbara MacNutt, Manager Literacy Initiatives Secretariat, 902-368-6286
http://www.edu.pe.ca/continuinged/literacy/adult_educ.asp

Available Reports (Adobe Acrobat format)
- *Get Your Career in Gear Career Expo for Youth Final Report*
- *Tough Challenges, Great Rewards Evaluation of Literacy/Adult Basic Education Program 2002*
- *Summer Tutoring Program for Kids 2002 Final Report*

Quebec
Contact:
Alain Mercier, Directeur de la Formation générale des adultes
http://www.mels.gouv.qc.ca/DFGA/portail.html

Gouvernement du Québec, Ministère de l'Éducation,
http://www.mels.gouv.qc.ca/

http://www.mels.gouv.qc.ca/REFORME/formation_con/Politique/politique_a.pdf

Act to Foster the Development of Manpower Training
http://www1.oecd.org/els/pdfs/EDSFLLDOCA027.pdf

Manitoba
Contacts:
Barbara Waynes, Department of Advanced Education and Training
http://www.edu.gov.mb.ca/aet/index.html
Anna Beauchamp, Adult Learning and Literacy (ALL), a department of Manitoba's
Advanced Education and Training: http://www.edu.gov.mb.ca/aet/all/index.html

Adult Secondary Education Council (ASEC)
Literacy Partners of Manitoba (LPM)
Prior Learning Assessment in Manitoba

Workplace Education Manitoba
Centre for Education and Work
Curriculum in Collaboration with Adult Learning Centres (PDF 1.8 MB)
Report on Curriculum Benchmarking Committees by Robin Millar
The *Adult Learning Centres Act*
Manitoba Dual Credit Initiative
Policy Framework for PLAR
Manitoba Stages of Literacy and Learning

Saskatchewan
Contact:
Sharon Markesteyn, Senior Policy Advisor, Saskatchewan Learning
http://www.sasked.gov.sk.ca/P/index.html

Recognition of Prior Learning (RPL) Referral Guide
Saskatchewan RPL Referral Guide: Pathways for Learning Recognition, a centralized
on-line guide for accessing information about RPL opportunities across the learning
system in the province.
See: http://www.sasked.gov.sk.ca/P/rpl/docs/RPL_Referral_Guide_24_04_03.pdf

Saskatchewan Learning PLAR Enhancement Funding Initiative: Final Report
http://www.sasked.gov.sk.ca/P/rpl/docs/Enhancement_plar_03_19.pdf (March 2003)
This Final Report is a companion document to the Saskatchewan Learning PLAR
Enhancement Funding Initiative: A progress report (March 2002) See: See:
http://www.slfdb.com/plar/whatsnew/PLARreport.pdf

See: http://www.siast.sk.ca/policies/316.pdf for the Saskatchewan Institute of Applied
Science and Technology (SIAST)'s system-wide institutional policy for PLAR.

See: http://www.usask.ca/university_council/acad_prog/reports/04-21-02.shtml for the
University of Saskatchewan's Challenge for Credit Policy.

See: http://www.slfdb.com/rplpolicy.pdf. for the Provincial Framework for RPL, as
recommended by the Saskatchewan Labour Force Development Board.

See the Saskatchewan Universities PLAR Project at:
http://www.extension.usask.ca/ExtensionDivision/resources/PLAR/index.html
See also:
- *Prior Learning Assessment & Recognition: A Guide for University Faculty &*
  Administrators. (Author: Angelina T. Wong). Contact: University Extension Press,
  University of Saskatchewan. Phone: (306) 966-5565 Fax: (306) 966-5567
- *University-Level Prior Learning Assessment and Recognition: Building capacity*
  for institutional response. (Author: Angelina T. Wong) Contact:
  Angie.Wong@Usask.ca)
- *PLAR and its applications for an Aboriginal Model of Holistic Learning* (Diane
  Hill). See: http://www.tyendinaga.net/fnti/prior/diane

Government of Canada

Parliamentary Standing Committee on Human Resources
http://www.parl.gc.ca/InfoComDoc/37/2/HUMA/Studies/Reports/humarp03-e.htm

Human Resources Development Canada (HRDC)
http://www.hrdc-drhc.gc.ca.

Government of Canada Innovation Strategy
http://www.innovationstrategy.gc.ca

Labour Market Development Agreement (LMDA),
http://labour.hrdc-drhc.gc.ca//index.cfm/doc/english

Labour Mobility Coordinating Group
http://hrdc.gc.ca/sp-ps/lmp/mobility/flmm.shtml

Canadian Learning Institute
http://www.hrdc-drhc.gc.ca/sp-ps/clip-pica/summary2003_02.shtml

Learning and Literacy Directorate (LLD)
http://www.hrdc-drhc.gc.ca/hrib/learnlit/lld.shtml

National Literacy Secretariat (NLS)
http://www.nald.ca/nls/ials/ialsreps/ialsbk1.htm

Valuing Literacy in Canada
http://www.sshrc.ca/web/apply/program_descriptions/valuing_literacy_e.asp

Learning Initiatives Program (LIP)
http://www18.hrdc-drhc.gc.ca/programs/lip/desc.asp

Research and Innovations
http://www18.hrdc-drhc.gc.ca/programs/researchinnovation/desc.asp

International Academic Mobility Initiative (IAM)
www.hrdc-drhc.gc.ca/hrib/learnlit/iam/index.shtml

Human Resources Partnerships (HRP) Directorate
http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/

Office for Disability Issues (ODI)
http://www.hrdc-drhc.gc.ca/hrib/sdd-dds/odi/menu/home.shtml

How to Accommodate Workers with Disabilities — JAN Canada
http://janweb.icdi.wvu.edu/

The data for 2001 was released in July 2003 from the Participation and Activity Limitation Survey.
http://www.statcan.ca/english/sdds/3251.htm
http://www.statcan.ca/english/sdds/document/3251_D3_T9_V1_E.pdf

Office of Learning Technologies (OLT)
http://olt-bta.hrdc-drhc.gc.ca/

Statistics Canada
http://www.statcan.ca/english/freepub/89-573-XIE/free.htm
http://www.statcan.ca/english/freepub/89-552-MIE/89-552-MIE2002010.pdf

Disabled Students
http://www.statcan.ca/english/sdds/3251.htm
http://www.statcan.ca/english/sdds/document/3251_D3_T9_V1_E.pdf

Aboriginal Sources

Aboriginal Human Resources Development Agreement (AHRDA)
Aboriginal Human Resource Development Council of Canada (AHRDCC)
http://www.ahrdcc.com
Aboriginal Human Resources Development Strategy (AHRDS)
AHRDS Renewal Committee (ARC)
Aboriginal Relations Office (ARO)
Assembly of First Nations (AFN)
Congress of Aboriginal Peoples (CAP)
Inuit Tapiriit Kanatami (ITK)
Métis National Council (MNC)
Native Women's Association of Canada (NWAC)

Education and Learning Sources

Council of Ministers of Education, Canada (CMEC)
http://www.cmec.ca/

International Gateway to Education in Canada
http://www.educationcanada.cmec.ca/

Canadian Information Centre for International Credentials
http://www.cicic.ca/

Association of Canadian Community Colleges (ACCC)
Association des collèges communautaires du Canada (ACCC)
http://www.accc.ca

Association of Universities and Colleges of Canada
http://www.aucc.ca/index_e.html

Association of Registrars of Universities and Colleges of Canada (ARUCC)
National Transcript Guide http://arucctranscriptguide.homeunix.org:8080/

Canadian Association for the Study of Adult Education (CASAE)
L'Association Canadienne pour l'Etude de l'Education des Adultes (ACÉÉA)
http://www.oise.utoronto.ca/CASAE/

Canadian Association for Prior Learning Assessment
http://www.capla.ca/Resources.php

The Alliance of Sector Councils (TASC)
L'Alliance des conseils sectoriels (ACS)
http://www.councils.org

The Canadian Apprenticeship Forum (CAF)
Forum canadien sur l'apprentissage (FCA)
http://www.caf-fca.org

Conference Board of Canada

http://www.conferenceboard.ca/

Areas of interest within the Conference Board:
- National Education and Learning Centre (NELC
- National Council on Education and Learning and Skills Solutions Forum.
- Innovation Skills Profile (July 2003)
- Strength from Within: Overcoming the Barriers to Workplace Literacy Development (April 2003)
- eLearning in Canada: Survey Findings and Presentation (April 2003)
- 2003 Business and Education IdeaBook profiles initiatives of the award-winners for 2003 and a selection of initiatives chosen to illustrate the diversity of activities among the participating organizations.
- 1st Annual Global Business-Education Partnerships Issues and Trends Survey

NGO Literacy Organizations

World Literacy Canada
http://www.worldlit.ca/

La Fédération canadienne pour l'alphabétisation en français (FCAF)
http://www.fcaf.net
FCAF Bibliography
Cadotte, Loraine. Évaluation de la trousse Montre-moi, synthèse, FCAF, septembre 2000.
Golin, Grégoire. Caractéristiques des annonces TV grand public qui informent une audience peu alphabétisée, FCAF, 2002.
Pouliot, Diane. Rapport annuel, FCAF, 2002-2003.
Wagner, Serge. Avec la collaboration de Jean-Pierre Corbeil, Pierre Doray et Évelyne Fortin. Alphabétisme et alphabétisation des francophones au Canada : Résultats de l'Enquête internationale sur l'alphabétisation des adultes, Statistique Canada, 1998.
Wagner, Serge. Huit champs d'intervention pour améliorer l'alphabétisme des francophones, FCAF, 2002.
Wagner, Serge. Pour une société pleinement alphabétisée, travaux et premier suivi d'un colloque pancanadien, FCAF, 2000.
Publications de la FCAF
Le Bulletin des apprenants
De À à Z
La revue à lire

Movement for Canadian Literacy (MCL)
http://www.literacy.ca/
MCL Fact Sheets
- Creating a National Literacy Agenda, Priority 1 ("Developing Policies"), Priority 2 ("Developing a Quality System"), and Priority 5 ("Developing Partnerships")
- Building a Pan-Canadian Strategy on Literacy and Essential Skills: Recommendations to the Federal Government, October 21, 2002
- Strengthening Our Literacy Foundation is Key to Canada's Future: Recommendations for the House of Commons Standing Committee on Human Resources Development and the Status of Persons with Disabilities
- "Who Wants to Learn? Patterns of Participation in Canadian Literacy and upgrading Programs, ABC Canada / Literacy BC, 2001
- Priority 3 ("Ensuring Access to the System") in the National Literacy Action Agenda
Other MCL materials
- The brochure "What Adult Learners would like YOU to know," developed by the MCL Learners Advisory Committee

- The handbook Provincial Learner Support Networks (2001) includes four sections: Successful learner projects / models across Canada; Best practices, tolls and resources; Guidelines for supporting meaningful participation on boards and committees; and a Survey of provincial and territorial literacy coalitions.
- The Book of Changes, available on-line and searchable by province, is a collection of personal accounts by learners of how literacy has changed their lives.
- A submission, based on a survey of over 150 adult learners, from the Learners Advisory Committee to the parliamentary Standing Committee on Human Resources Development and the Status of Persons with Disabilities. (June 2003)

National Adult Literacy Database (NALD)
http://www.nald.ca/
Web page of literacy organizations in Canada and around the world.
http://www.nald.ca/litorg/litorg.htm

Canadian Language and Literacy Research Network CLLRNet (2000–2005)
University of Western Ontario, London, Ontario
(519) 661-3619

Info-Alpha
http://www.fqa.qc.ca/menu4/infoalpha.html

Ligne Info Apprendre
1-888-488-3888

Fondation pour l'alphabétisation
http://www.fqa.qc.ca
info@fqa.qc.ca
> Programme de soutien aux organismes d'alphabétisation populaire autonomes (PSAPA), programme de financement du ministère de l'Éducation

Laubach Literacy of Canada (LLC)
http://www.laubach.ca/

International
Canadian Commission for UNESCO
http://www.unesco.ca/english/home.htm

UNESCO Institute for Education (UIE)
http://www.unesco.org/education/uie/activities/CONFVReviewindex.shtml

International Council for Adult Education (ICAE)
http://www.web.net/icae/

WSIS: The World Summit on the Information Society
http://www.itu.int/wsis/documents/background.asp?lang=en&c_type=dt

United Nations Literacy Decade (2003–2012)
http://www.un.org/av/photo/subjects/literacy.htm
"Literacy as Freedom" is the theme of the Decade.
http://portal.unesco.org/education/ev.php?URL_ID=5000&URL_DO=DO_TOPIC&URL_SECTION=201&reload=1045089465

Appendix

National Literacy Secretariat (NLS)

Examples of Best Practice

1. The Consortium Model: A Workplace Literacy Best Practice
In keeping with the NLS mandate of creating partnerships, collaborative efforts with four provinces have created provincial workplace literacy consortia (Manitoba, Nova Scotia, Prince Edward Island, and Alberta).

The Manitoba model is the oldest model and perhaps the exemplar of how this model works. In 1991, the Manitoba Literacy Office and the NLS joined together with the Canadian Manufacturers and Exporters, Manitoba Division and the Manitoba Federation of Labour to form Workplace Education Manitoba (WEM). The mandate of this group is to encourage and promote awareness of workplace literacy issues and responses.

Business and labour each have two representatives on the committee demonstrating the equality of the partnership.

Outcome
About 20 workplace literacy training programs occur in the province each year funded by the provincial government. Just as many programs continue to operate with industry funds, supported by Workplace Education Manitoba. Moreover, the level of understanding about workplace education in the province is high and workplace literacy as an issue is 'owned' by the partners and has flourished in the province.

The success of this model lies in having peers speaking to peers and shaping the issue in a way that makes sense to the various constituent groups. It also ensures a shared responsibility for the issue. Moreover, it develops a base of support for workplace literacy that goes well beyond any particular government funding program.

2. AlphaRoute
AlphaRoute is the first on-line literacy learning environment to be developed in Canada. It provides Literacy and Basic Skills delivery agencies in Ontario with the tools and resources necessary for distance or alternative delivery of literacy training for the four literacy delivery streams: Anglophone, Francophone, Deaf, and Native. AlphaRoute has been developed in partnership with Centre AlphaPlus Centre, the Ontario Ministry of Training, Colleges and Universities, and the National Literacy Secretariat, Human Resources Development Canada. In 2002, AlphaRoute was piloted in Ontario and included six to eight pilot sites across the country.

Outcomes
In the fall of 2001, AlphaRoute for the Native and Deaf streams of literacy was launched and is now being piloted in these literacy communities. AlphaPlus is currently carrying out the recommendations of Learning and Basic Skills agencies, mentors, learners, content developers and other partners.

In June 2001, AlphaPlus received the results of the Anglophone and Francophone pilot study and has been working this year to respond to the requested revisions. They will also prepare and deliver training to Literacy and Basic Skills Agency AlphaRoute users in 2002.

Two research reports were co-funded by the Ontario Ministry of Training, Colleges and Universities and the National Literacy Secretariat.
- AlphaRoute Phase II - Research Report (1999) produced by AlphaPlus and Research Interaction Network Inc.
  This report indicated that even basic level adult literacy learners can gain literacy skills on-line using AlphaRoute.
- Using AlphaRoute in Rural Northern Ontario Communities not serviced by Literacy and Basic Skills (LBS) Delivery Agencies (by Contact North –January 2002)
  This research study found that adult literacy learners can effectively learn on-line using AlphaRoute

3. Enhancing Family Literacy
The University of Prince Edward Island (UPEI), in partnership with the National Centres of Excellence (NCE), is undertaking a project to facilitate the development of community-based family literacy programs. This project is implementing the recommendations that resulted from a needs-assessment conducted earlier this year by UPEI. This project involves researching educators' roles in family literacy and developing materials and workshops to increase their understanding of the issues.

Outcomes
This project is on-going, however the outcomes expected are to foster awareness and appreciation of family literacy initiatives in Prince Edward Island, as well as the design of a program that other rural, resource based communities in the Atlantic provinces can implement over the next several years. The development of partnerships between the research community, the school board, and the Department of Education, as well as with community members, provides an example of an integrated approach to policy development and service provision.

4. The National Aboriginal Literacy Gathering
This project, based on widespread consultation with Aboriginal service-providers and administrators, provided for such a first-time gathering. Advance planning indicated that participation rates would be extremely high. This gathering was to provide the context required to develop the best possible models for the promotion and delivery of aboriginal

literacy. Substantial funding was contributed by businesses controlled by aboriginal people.

Outcomes
The National Aboriginal Gathering could address issues such as: networking, better assessment tools for aboriginal literacy organizations, practitioner support/development, and research to support and enhance the Aboriginal literacy field.
NLS created the first opportunity for a national gathering of Aboriginal literacy teachers and students in mid-2000. The meeting marked a beginning to a growing dialogue among the major stakeholders about how best to approach the varied learning needs of aboriginal youth and adults. That dialogue is slowly moving toward the creation of a national body of practitioners to promote tested methods and successful strategies — NLS/HRDC provides the support and encouragement, the people directly affected supply the know-how and momentum.

5. Aboriginal Literacy Strategy for Saskatchewan (2000)
Following the National Aboriginal Literacy Gathering in the spring of 2000, the nine delegates from Saskatchewan formed a Provincial Aboriginal Literacy Steering Committee to support the development of an Aboriginal literacy strategy for Saskatchewan. The Provincial Aboriginal Literacy Steering Committee represents learners, literacy practitioners, Aboriginal organizations, the Department of Post-Secondary and Skills Training (Saskatchewan government) and the Saskatchewan Literacy Network (provincial coalition). From the provincial Aboriginal Literacy Gathering in the spring of 2002, the recommendations were to strengthen the current approaches, to identify the gaps in programming and/or to improve programming were submitted to the provincial government as input for the Aboriginal component of the Saskatchewan Literacy Strategy.

Outcomes
There will be an Aboriginal literacy strategy as part of the provincial literacy strategy

6. An Endowment Fund: The Braille Literacy Fund
Blind learners face substantial barriers to literacy including program offerings, learning materials, and trained tutors. The NLS worked with the Canadian National Institute for the Blind to create the Braille Literacy Foundation. It is now a self-supporting source of financial support for Braille literacy that has given out over one million dollars in grants to programs in every province and territory.

The Foundation is reaching out to learners who previously had little or no opportunity to improve their literacy skills. The resulting effect on the quality of their employment has surpassed even the CNIB's high expectations. The CNIB is able to document that the improvement in employability, and more importantly for their clients, income levels was increased nearly 55% for learners who completed their grade two in Braille proficiency.

7. The New Glasgow Black Education Committee- Building a Community Foundation for Learning Project
The New Glasgow Black Education Committee (NGBEC), in partnership with the African Canadian Services Division and the Adult Education Division of the Nova Scotia Department of Education, are undertaking a needs assessment to determine the adult literacy needs of African-Canadians living in the New Glasgow area. Focus groups, one-on-one interviews and public information sessions are being conducted to identify adult learners and their needs and to identify gaps in current programming, as well as to raise community awareness of adult learning opportunities.

At various times throughout the project, stakeholders are brought together to discuss goals and objectives and to provide feedback on the project's progression. A mid-term evaluation will be performed and all partners will be provided with an initial draft of the final report. The final report and recommendations will be distributed to all partners, and local education/literacy professionals will meet to discuss their impact within the local communities.

This project is ongoing; however, the expected outcomes are that it will identify community literacy needs, promote learning, and improve access to programming, forge partnerships, and help lay the foundation for future programming of adult literacy in the New Glasgow area.

This project provides a good example of what can be accomplished with partnerships between community groups and educational institutions, goals which neither could achieve alone.

8. Family Literacy Foundations – an Interprovincial Project
The Centre for Family Literacy of Alberta worked with family literacy practitioners and universities across Canada to train a team of family literacy trainers in each of the five regions of Canada.

Based on the highly successful **Family Literacy Foundational Training** developed for Alberta, this training approach was developed to meet the family literacy training needs of all potential family literacy program deliverers, including community agencies, family resource centres, early childhood educators and aboriginal programs.

The training includes all aspects of family literacy practice: emergent and adult literacy, facilitation skills, working with families and groups, program models, program management, and evaluation. Five teams of 10 people each were trained for the five regions: Atlantic, Quebec and Ontario, NWT and Nunavut, Saskatchewan and Manitoba, and Alberta, British Columbia and Yukon. In addition, the *Training Manual* and *Facilitator's Guide* were revised to reflect needs across the regions. This project made it obvious that training has to be adapted to the needs of program deliverers. As family literacy expands beyond the literacy community into mainstream organizations, more comprehensive training is needed to ensure good practices.

Addendum to CONFINTEA V Mid-Term Review ofAdult Education
August 2004

Scope of Review

It must be noted that, although the CONFINTEA V Mid-Term Review on Adult Education is dated June 2004, the scope of the report is the status and future prospects of adult learning as at September of 2003. The document was prepared for the Mid-Term Review Conference on Adult Education which took place in September of 2003 in Bangkok, Thailand. As such, the CONFINTEA V Mid-Term Review on Adult Education provides a snapshot of adult learning in September of 2003.

There have been changes and progress in the realm of adult learning since September of 2003. Human Resources and Skills Development Canada has reviewed the CONFINTEA V Mid-Term Review on Adult Education and wishes to make the following addenda to more accurately reflect the current state of adult learning:

Human Resources and Skills Development Canada

Numerous references in CONFINTEA V Mid-Term Review on Adult Education are made to Human Resources Development Canada (HRDC). On December 12, 2003 the Prime Minister announced that Human Resources Development Canada (HRDC) would become two departments: Human Resources and Skills Development Canada (HRSDC) and Social Development Canada. HRSDC is currently building a new Learning Branch which will focus on development and implementation of measures to overcome financial barriers to learning through the Canada Student Loan and Savings Incentives Programs; as well as development and implementation of measures to overcome non-financial barriers to adult learning. The Grants and Contributions learning programs all target elimination and/or reduction of non-financial barriers to adult learning.

Canadian Council on Learning

References are made in the CONFINTEA report to the "Canadian Learning Institute Initiative". The Canadian Learning Institute Initiative became the Canadian Council on Learning early in 2004. The Canadian Council on Learning (formerly the Canadian Learning Institute Initiative) was established in 2004 to inform Canadians regularly on Canada's progress on learning outcomes and to promote knowledge and information exchange amongst learning partners.

Canada Student Loans Program (CSLP) Directorate, HRSDC and Canada Education Savings Grant (CESG) Division, Learning and Literacy Directorate, HRSDC

Lifelong Learning was referred to in Budget 2004 as one of the Government of Canada's priorities. The Budget outlined a series of enhancements to the Canada Student Loans Program (CSLP) and the Canada Education Savings Grant Program (CESG).

CSLP enhancements include a new grant for first-year students from low-income families, an up-front grant for students with disabilities, increased loan limits, reduced expectations for parental contributions and, extended eligibility to debt management

measures, including Interest Relief and Debt Reduction in Repayment, which will all come into effect for August 2005.

The Government of Canada also announced improvements to the CESG that will help low-income families save for the post-secondary education of their children. These include higher CESG match rates and the new Canada Learning Bond, an incentive to help low-income families kick-start saving for their children's education.

These changes represent an investment of approximately $400 million between 2004 and 2006.

National Literacy Secretariat Division (NLS), Learning and Literacy Directorate, HRSDC
In 2004, the NLS consulted with its stakeholders to identify research priorities which will help guide the NLS in supporting the Canadian literacy community. The following five priority areas for development were identified: develop a research advisory group; explore accountability and effectiveness in literacy education; develop aboriginal and francophone research; support research-in-practice; and ensure the accessibility of knowledge. NLS also conducted a review of its funded research projects from 1998 to 2003; recommendations were made to ensure an overall coherent approach to research.

Past studies sponsored by the NLS include "Partnerships in Learning," a 2000–01 project whose final report was entitled "Action Research Improving Workplace Literacy Practice". Other major research initiatives include studies on effective practices, learner participation rates, plain language, needs within Aboriginal communities, youth programs, essential skills, ethnographic profiles, distant learning, and assessment tools.

Human Resources and Skills Development Canada (NLS and Learning Policy) are collaborating with Statistics Canada to undertake the International Survey of Reading Skills (ISRS). The ISRS aims to provide information on the social characteristics and linguistic skills of those who tested at Levels 1 and 2 in the International Adult Literacy and Skills Survey (IALSS - 2003). The study will administer reading tests to identify particular strengths or weaknesses in respondents' reading skills, and will provide information on the relationships between five component reading skills. The main collection is scheduled to take place Fall 2004 with results available in 2006.

Policy Research and Coordination Directorate, Strategic Policy and Planning Branch,, HRSDC
Demonstration projects are an important part of evidence-based policy making. The Policy Research and Coordination Directorate is currently sponsoring an Individual Development Account (IDA) demonstration project called *learn$ave* to help low-income individuals build savings for skills development. Depending on where the individual resides, *learn$ave* matches participants' contributions to the IDA at an average ratio of 3:1 to boost savings for skills development, schooling or small business start-up. *Learn$ave* is a nine-year research experiment with 4,788 participants, covering 10 communities across Canada. Results will be shared over the next few years as

participants are tracked, with the final results scheduled for 2009. *Learn$ave* promotes skill development and provides low-income Canadians with an opportunity to break the poverty cycle through better jobs and improved labour market attachment.

Human Resources Partnerships Directorate (HRP), Workplace Skills Branch, HRSDC
HRP's Essential Skills Initiative (ESI) supports research and application development using essential skills. Essential skills are the common, generic skills used in all occupations: reading text, document use, numeracy, writing, oral communication, thinking skills, working with others, computer use and continuous learning. Under the ESI, the Essential Skills Research Project (ESRP) is profiling the essential skills requirements for all occupations in Canada. The ESRP's findings are used by sector councils and other partners to develop adult assessment and training materials.

The ESI also provides financial support to partners developing essential skills assessment and training tools, identifying best practices, and conducting new research on essential skills applications. For example, the Test of Workplace Essential Skills (TOWES), initially developed with NLS support, is now used by firms in the oil, mining, marine shipping, and grain industries to provide authentic workplace materials for assessing the training requirements of workers. With HRP support, the Trucking Council has adapted TOWES for its sector and is developing corresponding curricula to help workers improve their essential skills.

HRP and the Social Sciences and Humanities Research Council of Canada have partnered to support the Essential Joint Initiative. Under the Joint Initiative, seven academic teams across Canada have received funding for a two-year period ending in March, 2006, to conduct research into the development and application of essential skills. The seven research projects are:
- Autodidactic strategies for essential skills acquisition in the workplace
- Thought for food: essential skills and food system performance
- Essential skills training for workers with disabilities to enhance negotiations for accommodations
- Contexts and representations of essential skills training in Quebec according to sectoral committees
- Typology of training diagnostics used by HR directors in the framework of context development
- Essential skills and the labour market attachment of vulnerable peoples
- Effectiveness of formal and informal learning processes of learning essential skills: a study of immigrant service organizations.

The Essential Skills Joint Initiative will also sponsor two research workshops on essential skills; the first workshop is scheduled to take place in Edmonton in February, 2005.

HRP is conducting an Essential Skills Symposium in October, 2004, for researchers, practitioners and policy-makers from across and outside Canada with an interest in

developing new research and policy agendas for essential skills. Symposium papers, which are to be published in a book in early 2005, include topics such as:
- An academic and international comparative perspective on contemporary frameworks for work-related learning
- Informal learning, essential skills, and adults with limited literacy
- Essential skills and the rural workforce: using the essential skills framework to foster rural economic development and sustainability
- Essential skills and at-risk populations: best practices in integration, delivery and assessment"

Sector Council Program Division, Human Resources Partnerships Directorate (HRP), HRSDC
HRP, through its Sector Council Program, supports the development and maintenance of sector councils, each of which acts to promote human resource development across a particular industry. Today, approximately 40 per cent of Canadian workers are employed in occupations covered by sector councils. Sector councils, in turn, address HR and skills issues in their particular sector, by, for example, providing skills development and career information products and services.

Learning Strategies and Support Division, Literacy & Learning Directorate, HRSDC
The Learning Strategies and Support Division (LSS) is developing approaches and strategies that seek to reduce non-financial barriers to lifelong learning. These strategies include the following:

Prior Learning Assessment and Recognition (PLAR)
- HRSDC is committed to building prior learning assessment and recognition into Government of Canada practices and programs, promoting the development of the knowledge base and new tools to assess individuals' prior learning, and in promoting the recognition of workplace learning.

Learner Supports
- HRSDC is conducting research on policies and practices that could be adapted to make learning opportunities for adults more accessible and remove barriers. Of particular note is the concept of learner support centres which would assist adult learners using comprehensive interventions such as outreach, life and career planning and literacy support to strengthen adults' capacity to become self-directed adult learners. Two pilot learner support centres are under development.

International Academic Mobility Initiative (IAM)
- Since 1995, HRSDC (including its predecessor department) has offered the IAM Initiative which supports international education opportunities within North America (Canada-US-Mexico); with the European Union; and more recently in the Circumpolar Region. The objective of the international academic mobility initiative is to help Canadian students gain the international skills they need to compete in today's global economy, achieved through the movement and exchange of both students and knowledge across borders.

Office of Learning Technologies (OLT), Learning and Literacy Directorate, HRSDC
OLT promotes innovative lifelong learning opportunities which make use of technology to help enhance the skills of Canadians. More specifically, OLT facilitates the development and evolution of Community Learning Networks (CLN). Key features of CLN are a thorough understanding of the needs and learning opportunities in communities, the use of existing network technologies, individual and community development, and strong partnerships.

Human Resources and Skills Development Canada (Learning Policy with Office of Learning Technologies) is co-chairing a task group on e-learning with Industry Canada (Information Highway Applications Branch). The work of the task group will inform the development of a federal government e-learning policy framework.

Learning Initiatives Across the Government of Canada
There are initiatives across the Government of Canada that contribute to a national agenda for lifelong learning that are outside the purview of the Department of Human Resources and Skills Development:

Canada Revenue Agency
Registered Education Savings Plan (RESP)
An education savings plan is a savings vehicle generally used by parents to save for their children's post-secondary education. Under the RESP initiative, the money provided by the government and families is put in a separate account that can only be used to finance the cost of post-secondary education. In short, a registered education savings plan is an education savings plan that has been registered with Canada Revenue Agency. There are non-family, family and group plans.
http://www.ccra-adrc.gc.ca/tax/registered/resp-e.html

Lifelong Learning Plan (LLP)
The Lifelong Learning Plan allows a person to withdraw amounts from RRSPs to finance training or education for himself/herself or spouse / common-law partner**.** One may not use the RRSP funds to finance a child's education, such as one's own child or the child of a spouse or common-law partner. Students with disabilities using RRSPs for lifelong learning will be exempt from the requirement that their studies be on a full-time basis.
http://www.ccra-adrc.gc.ca/tax/individuals/topics/rrsp/withdrawals/llp/menu-e.html

Deductions and credits for Students
Common deductions and credits relating to tuition and education amounts, interest paid on student loans, moving expenses, child-care expenses, and the GST/HST.
http://www.ccra-adrc.gc.ca/tax/individuals/segments/students/deductions-e.html

Canada Child Tax Benefit (CCTB)
The Canada Child Tax Benefit is a tax-free monthly payment made to eligible families to help them with the cost of raising children under age 18.
http://www.ccra-adrc.gc.ca/benefits/childbenefit-e.html

Tax deduction for tuition assistance received for adult basic education (ABE)
ABE is primary- or secondary-level education or other forms of training that do not qualify for the tuition tax credit. This includes courses taken to: finish high school, develop stronger literacy skills, or upgrade secondary-school credentials in order to prepare you for specific occupations or fields of higher learning. If one has received (and included in one's income) assistance to cover all or part of the tuition fees one paid for primary or secondary school courses, one can claim a deduction for the amount of qualifying assistance.

The provinces of Manitoba, Alberta, Saskatchewan and New Brunswick as well as the Northwest Territories have a labour market agreement with Human Resources Development Canada (HRDC) and issue T4E's to clients who have received financial assistance while participating in an approved employment initiative (i.e. Part II benefits under the Employment Insurance Act, adult basic education tuition assistance etc.).
http://www.cra-arc.gc.ca/E/pub/tg/5000-g/5000-g-11-03e.html#P904_129414

Children's Special Allowances
Children's Special Allowances are tax-free monthly payments to help federal or provincial departments, child care agencies, or institutions with the care and education of children who are under 18 and physically reside in Canada.
http://www.ccra-adrc.gc.ca/benefits/children_special_allowances-e.html

Student forms and publications portal
Access to all information forms and publications a student may need for tax purposes.
http://www.cra-arc.gc.ca/tax/individuals/segments/students/menu-e.html

Students and Income Tax Pamphlet
http://www.ccra-adrc.gc.ca/E/pub/tg/p105/p105-e.html

Information for international students in Canada
International students studying in Canada may have to file a Canadian income tax return. They must first determine residency status to know how if taxation is required in Canada. They may contact the International Tax Services Office at 1-800-267-5177 about the special rules that may apply.
http://www.cra-arc.gc.ca/tax/nonresidents/individuals/students-e.html

Tuition and Education Tax Certificate
Under the authority of the *Income Tax Act*, educational institutions must apply and be approved for certification so that they may issue a Tuition and Education Tax Certificate (T2202A) to enrolled students. Under the authority of the *Income Tax Act* (Sections 118.5 and 118.6) HRSD is responsible for determining the eligibility of a private educational institution offering courses - other than those designed for university credits - that are specifically designed to furnish a person with skills for, or to improve a person's skills in, a recognized occupation. Authority for all decisions related to income tax remains the mandate of the Minister of Revenue.

Canada School of Public Service
The Canada School of Public Service is the common learning service provider for the
Public Service of Canada. It was created to bring a more unified approach to serving the
common learning and development needs of public servants and to help ensure that all
Public Service employees across Canada have the knowledge and skills they need to
deliver results for Canadians.

The School brings together three well-established federal organizations – Training and
Development Canada and Language Training Canada, from the Public Service
Commission, and the Canadian Centre for Management Development – to provide one-
stop access to the common learning public servants need to effectively serve Canada and
Canadians.
http://www.myschool-monecole.gc.ca/main_e.html

Pan Canadian Learners Forum
The (the Forum) is comprised of representatives from key federal Public Service
interdepartmental networks with an interest in learning and federal Departments and
organizations that offer learning opportunities. Members of this network assume the role
of ambassador or champion of learning within their own spheres of influence and will
contribute, by their participation to the forum, to making a difference towards positive
results for the clients of the Canada School of Public Service (the School).
http://www.myschool-monecole.gc.ca/events/special/pancan/index_e.html

Campusdirect
Campus*direct* is a pilot project designed to provide public servants with an e-learning
portal and library of self-directed courses, made possible by new and innovative
technological applications for teaching and learning. Campus*direct* is governed by the
Network of Learning and Development Institutes (NLDI) and managed by
the Canada School of Public Service (CSPS). The Treasury Board has funded the pilot
for a three-year term.
http://www.campusdirect.gc.ca/default.cfm?Entreprise=ccmd&langue=e

International and Organizational Consulting Services
Learning interventions are designed to assist governments in their efforts to modernize
their public administration in the areas of institutional development and sustainable
capacity building. The School also provides technical assistance for international
development projects using Canadian Government expertise.

Through partnership agreements with international development organizations, other
Canadian government departments or public sector institutions, The School offers
programs in human resources management; institutional coaching, public sector
management; leadership development, change management; second language training;
operational and financial management; and review of public administration structures.
http://www.myschool-monecole.gc.ca/services/ilp_e.html

Canadian Heritage
Canadian Studies Program
The Canadian Studies Program was established in 1984, with the mandate to encourage Canadians to learn about Canada. To help achieve this goal, a funding program supports the development of a variety of learning materials, for use at any educational level, including continuing education, or for the general public, in specific content areas considered to be underdeveloped or neglected in the field of Canadian studies.

The Program provides support for up to 50 per cent of the development costs for print, and the development and production costs for film, audio-visual and computer-based or computer-assisted Canadian studies learning materials. In addition to its capacity as a funding source, the Program coordinates ventures with other federal, provincial or territorial departments and agencies to promote and animate Canadian studies activities in Canada, and cooperates with the Department of Foreign Affairs to encourage the development of Canadian studies abroad.
http://www.canadianheritage.gc.ca/progs/pec-csp/info_e.cfm

Official Languages in Education
This program is designed to help the provinces and territories provide the members of minority official-language communities (Anglophones in Quebec and Francophones outside Quebec) with an education in their mother tongue, and provide Canadians with the opportunity to learn English or French as a second language at the elementary and secondary levels.

Under a five-year multilateral protocol signed with the Council of Ministers of Education, Canada (CMEC), and bilateral agreements concluded with each of the provincial and territorial governments (Departments of Education), the Government of Canada provides financial support toward part of the supplementary costs incurred in order to offer minority official-language education and second official-language instruction programs, including immersion: (infrastructure support, program expansion and development, teacher training and development, and student support).
http://www.canadianheritage.gc.ca/progs/lo-ol/progs/efpe-fpae_e.cfm

Young Canada Works
Young Canada Works offers students and young graduates the chance to put their skills to the test, build career equity, earn money for their education or get started on the right career path. Summer jobs and internships that are available give young people access to unique opportunities to learn and work, whether it be to practice their first language in a museum, field-work in one of Canada's great National Parks, or even an internship in Canada or abroad.
http://www.canadianheritage.gc.ca/special/ycw-jct/html/welcome_e.htm

Recognition of foreign credentials: a survey of recent community-based and Research projects (c. 1995-2001)
Funded by the Multiculturalism Program, Department of Canadian Heritage

Marilyn Smith, International Comparative Research Group, Strategic Research and Analysis (SRA), Strategic Planning and Policy Coordination, Department of Canadian Heritage.
http://www.canadianheritage.gc.ca/progs/multi/pubs/sra-ras/sra-ras_e.pdf

Canadian International Development Agency

Action Plan on Basic Education

The action plan outlines how, together with its Canadian and developing-country partners, the Canadian International Development Agency (CIDA) will work toward the goals of Education for All. CIDA's efforts will focus on universal access to primary education, gender parity at both the primary and secondary levels, and the improvement of the quality of basic education for learners of all ages. Between 2000 and 2005, CIDA will quadruple its investment in basic education.

http://www.acdi-cida.gc.ca/cida_ind.nsf/vLUallDocByIDEn/3F648C430C5537E385256975004CF35A?OpenDocument

Universities and Colleges Program

The Universities and Colleges Program (UCP) works with universities and colleges to build the capacity of educational and training institutions in developing countries to address their respective development priorities.

http://www.acdi-cida.gc.ca/cida_ind.nsf/vall/D4B00ECD9A0E394D85256D7B006959C2?OpenDocument

Citizenship and Immigration Canada

Language Instruction for Newcomers to Canada (LINC)

By providing basic language instruction to adult newcomers in English and French, LINC facilitates the social, cultural and economic integration of immigrants and refugees into Canada. In addition, the LINC curriculum includes information that helps to orient newcomers to the Canadian way of life. This, in turn, helps them to become participating members of Canadian society as soon as possible.

http://www.cic.gc.ca/english/newcomer/linc-2e.html
http://www.cic.gc.ca/english/newcomer/welcome/wel-22e.html

Education information for newcomers

http://www.cic.gc.ca/english/newcomer/fact_education-adv.html
http://www.cic.gc.ca/english/newcomer/fact_education.html

Department of Foreign Affairs

Federal, Provincial, and Multilateral Relations in education

The department oversees Canadian foreign policy positions and priorities relating to international education. In this respect, it coordinates Canada's relations in international education, at the bilateral level as well as at the multilateral level, in particular with organizations such as APEC, the Commonwealth, OAS, the OECD, and UNESCO, as well as at forums such as the Summit of the Americas and the G8.

The department works in close collaboration on Canada's relations in international education with the Council of Ministers of Education, Canada (CMEC), relevant federal departments and representatives from civil society, including the participation of Canadian delegations to international and multilateral education-related meetings and events.

http://www.dfait-maeci.gc.ca/culture/iear/academic_relations/relations-en.asp

Co-op Education Programs

Co-operative Education Programs Work/Study Abroad sponsored by Canadian colleges and universities. To promote international relations and intensify co-operation in education and research, Canadian colleges and universities enter into agreements with

foreign educational institutions that have similar objectives. Exchange co-op students may study and work abroad for up to one year depending on the agreement with the host institution.

http://www.dfait-maeci.gc.ca/123go/coop-en.asp

Government of Canada Awards

The Government of Canada Awards enable foreign nationals of high academic standing to undertake graduate studies or post-doctoral research in Canadian institutions. Awards may be applied to research or studies in all areas of the arts, the social sciences and humanities, commerce and business administration, the natural sciences and engineering. Proposed programs of study must focus on a Canadian subject or include significant Canadian content. Awards are normally for a maximum of one academic year.

Canadian Studies Programs

A series of programs that offer support to academics outside Canada for teaching, research and publication about Canada in a variety of disciplines. Twenty four national and multinational Canadian Studies associations exist around the world.

http://www.dfait-maeci.gc.ca/culture/iear/academic_relations/studies-en.asp

Canadian and International Scholarship Programs Portal

http://www.scholarships-bourses-ca.org/menu-en.html

Canadian Missions Abroad

Many Canadian Missions abroad have websites that include information and forms for studying in Canada and receiving a Study Permit.

http://www.dfait-maeci.gc.ca/abidjan/information_study-en.asp
http://www.beijing.gc.ca/beijing/en/navmain/visa/study/index.htm

The Canada-U.S. Fulbright Program

The Canada-U.S. Fulbright Program is a joint, bi-national program supported by the Government of Canada through the Department of Foreign Affairs and International Trade and the Government of the United States through the United States Department of State. The Program strives to enhance understanding between Canada and the United States by providing grants to the best Canadian and American graduate students, faculty, professionals and independent researchers to conduct research, study or lecture in the other country. This educational exchange contributes to the development of our future leaders and enables scholars of each country to tackle important contemporary issues in the public debate.

http://www.fulbright.ca/en/home.asp

Health Canada

Community Action Program for Children (CAPC)

CAPC provides long term funding to community coalitions to deliver programs that address the health and development of children (0-6 years) who are living in conditions of risk. It recognizes that communities have the ability to identify and respond to the needs of children and places a strong emphasis on partnerships and community capacity building.

http://www.hc-sc.gc.ca/dca-dea/programs-mes/capc_goals_e.html

Aboriginal Head Start in Urban and Northern Communities
Aboriginal Head Start in Urban and Northern Communities is a comprehensive early intervention program for First Nations, Inuit and Métis children and their families living in urban centres and large northern communities. It is primarily a preschool program that prepares young Aboriginal children for school by meeting their spiritual, emotional, intellectual and physical needs. The primary goal of the initiative is to demonstrate that locally controlled and designed early intervention strategies can provide Aboriginal children with a positive sense of themselves, a desire for learning, and opportunities to develop fully as successful young people. There are 114 AHS sites in urban and northern communities across Canada.
http://www.hc-sc.gc.ca/dca-dea/programs-mes/ahs_main_e.html

Aboriginal Head Start On Reserve
The Aboriginal Head Start On Reserve initiative is designed to prepare young First Nations children for their school years, by meeting their emotional, social, health, nutritional and psychological needs. This initiative encourages the development of projects that are comprised of the following program components: culture and language, education, health promotion, nutrition, social support and parental involvement.

The program encourages the development of locally controlled projects in First Nation communities that strive to instil a sense of pride and a desire to learn; provide parenting skills and improve family relationships; foster emotional and social development and increase confidence. It is also designed to assist parents enhance their skills which contribute to their child's healthy development.
http://www.hc-sc.gc.ca/fnihb-dgspni/fnihb/cp/ahsor/index.htm

Indian Affairs and Northern Development Canada
Elementary/Secondary Education
The Department of Indian Affairs and Northern Development (DIAND) provides funding to band councils or other First Nation education authorities to support instructional services for status Indians residing on reserve. This includes provisions for instructional services in on-reserve schools (First Nation-operated and federal), the reimbursement of costs of on-reserve students attending provincial schools and funding for the provision of student support services such as transportation, counseling, accommodation and financial assistance. http://www.ainc-inac.gc.ca/ps/edu/elem_e.html

Post-Secondary Education Programs
DIAND provides Post-Secondary Education (PSE) support to eligible Indian and Inuit students through the Post-Secondary Student Support Program (PSSSP) and the University College Entrance Preparation Program (UCEP) to assist First Nation students with the cost of tuition fees, books and travel, and living allowances, when applicable
http://www.ainc-inac.gc.ca/ps/edu/ense_e.html

Cultural/Educational Centres Program (CECP)
The CECP provides financial assistance to First Nations, tribal/district councils, Inuit communities and First Nation/Inuit non-profit corporations to preserve, develop and promote First Nations and Inuit culture and heritage, through the delivery of programs and services developed at the community levels. This is accomplished through the

funding of established centres, which develop and operate cultural/educational programs for First Nations/Inuit people to participate in, and for the general public to experience.
http://www.ainc-inac.gc.ca/ps/edu/cecp_e.html

Child/Day-care Program – Alberta, Ontario
The Government of Canada has a financial and administrative agreement with the Governments of Alberta and Ontario whereby Canada will directly fund some First Nations child care spaces on reserve. The services are to provide early childhood development programming and learning services comparable to those offered by the provincial government to people living off reserve.
http://unionsociale.gc.ca/ecd/2003/report1_e/c8e.html#3cat42

Aboriginal Canada Learning Portal
Centralized Aboriginal-related information source on education and training, bursaries and scholarships, schools, and universities and colleges.
http://www.aboriginalcanada.gc.ca/acp/site.nsf/en/ao28010.html

Aboriginal Bursary System
The purpose of the Aboriginal Bursaries System is to provide Aboriginal students with a tool to facilitate their pursuit of post-secondary studies. These awards are made available by various organizations and institutions. Bursaries may be searched by regions, disciplines, providers and key words. To apply for bursaries the organizations that are awarding them must be contacted.
http://sdiprod1.inac.gc.ca/abs/main.asp?lang=E

Special Education Training Opportunities
http://sdiprod1.inac.gc.ca/seto/about.asp?pLang=E

International Trade Canada
Education Marketing Unit
The mandate of the Education Marketing Unit is the international promotion and marketing of Canadian education and training products, services and expertise. Through Canada's embassies, high commissions and consulates, trade fairs, market research and co-operative efforts, the Unit provides a consolidated and co-ordinated service to Canadian education and training providers both publicly, and privately funded, seeking international opportunities. The Unit also works with other federal departments, provincial and territorial governments and marketing agencies, non-governmental organizations and academic institutions to advance the Canadian education and training sector internationally. The Unit also manages the Canadian Knowledge Industry Home Page.

The department hosts a semi-annual national education marketing roundtable with participation from provincial ministries of education, provincial education marketing agencies, national education associations and other federal government departments to more effectively and collaboratively market Canada as an attractive study destination offering leading edge education and learning services and products through its world class education institutions. This forum provides an effective means to establish a

common approach and synergies. The Government is also actively supporting the programs of implementation of those provinces which have developed international promotion and marketing strategies.

The Education Marketing Advisory Board, which advises the Minister for International Trade, is a representative high level body with experts drawn from all provinces, which includes national education associations and provincial and federal officials, as observers.
http://www.dfait-maeci.gc.ca/culture/iear/academic_relations/marketing-en.asp http://www.dfait-maeci.gc.ca/ics-cki/menu-en.asp

Industry Canada
SchoolNet
SchoolNet is a partnership with the provincial and territorial governments, the education community and the private sector, which promotes the effective use of information and communications technologies (ICT) in learning. The SchoolNet partnership connected Canada's publically-funded schools (including First Nation schools) and public libraries to the Internet on March 30, 1999 - a global first. Delving deeper into this initiative, SchoolNet and its partners extended connectivity from schools to the classrooms. As of May 2000, there were close to half a million connected computers in Canadian schools.
http://www.schoolnet.ca/home/e/

Canada's Campus Connection
At the post-secondary level, the federal government has supported greater public access to learning through the Campus Connection initiative – an Internet portal that connects learners to more than 2,500 on-line courses from over 80 participating Canadian colleges and universities.
http://www.campusconnection.ca/index.jsp?lang=eng&cleaner=yes

Campus Canada
Campus Canada works in cooperation with post secondary institutions – universities and colleges aimed at providing learners greater access to university and college credentials through online learning. The services offered by Campus Canada will provide learners with access to university or college credentials that best address their individual goals and learning requirements.

The Campus Canada website provides information on university and college degrees, diplomas, and certificates available online through our partner institutions. Campus Canada also helps adults who have considerable workplace training and experience determine if this training and experience can be assessed for academic credit. Credit for work experience means you may be able to complete a diploma, certificate, or degree more quickly. Campus Canada works with Canada's Campus Connection to provide learners with an even wider selection of courses and programs.
http://www.campuscanada.ca/about/default.asp?LANG=e

Computers for Schools
Computers for Schools helps young Canadians gain greater access to computers technology in a learning environment so they can acquire the computer skills to succeed in a technology driven economy and society.
http://cfs-ope.ic.gc.ca/Default.asp?lang=en

EducSpecs

Industry Canada's <u>EduSpecs</u> Initiative is Canada's contribution to international efforts to develop common technical specifications and standards for e-learning. The underlying vision is to provide Canadians with universal access to quality on-line education and training resources to support their individual and collective learning needs and interests. Activities under EduSpecs include representing Canada on international e-learning bodies, ensuring that information on specifications and standards is available to Canada's e-learning community, conducting research in the area of e-learning standards and specifications, and encouraging application of specifications and standards within the Canadian e-learning community.

http://eduspecs.ic.gc.ca/pub/index.html?iin.lang=en

Generations CanConnect

Generations CanConnect (GCC) invites students to interview older Canadians on themes related to their life experiences and write stories, prepare images or other media, and publish their work on the GCC Web site using the templates available. It is a unique initiative of Industry Canada's SchoolNet GrassRoots Program that helps Canadians develop Internet skills. Visitors to the Web site can view completed projects, apply on-line, use the project toolbox, check out the educational resources, and read the guides.

http://www.schoolnet.ca/grassroots/gcc/about/gcc_e.asp

Prime Minister's Awards for Teaching Excellence

The Prime Minister's Awards for Teaching Excellence recognize the efforts of outstanding teachers who have excelled in innovative teaching practices, have demonstrated commitment and leadership and have contributed to the development of student skills, participation and performance. The site provides guidelines for nominations, details of previous award recipients and information on best practices in teaching.

http://pma-ppm.ic.gc.ca/home-e.asp

Prime Minister's Awards for Excellence in Early Childhood Education

http://www.ic.gc.ca/cmb/welcomeic.nsf/859afa4f64ae6b1f852565e60060bc68/85256a5d006b972085256dc5006d2665!OpenDocument

Toile scolaire francophone

A partnership project of SchoolNet, the Government of New Brunswick and the Agence intergouvernementale de la Francophonie, Toile scolaire francophone allows young Canadian professionals to travel to member countries of La Francophonie to give teachers, students and young people an introduction to and training in information and communications technologies (ICT).

http://www.schoolnet.ca/toile/e/index.html

Department of National Defence

Canadian Defence Academy

In April 2002, the Department of National Defence (DND) created the Canadian Defence Academy to forge partnerships with centres of learning in Canada and around the world. Each year, nearly 600 Canadian Forces members receive degrees and diplomas from more than 40 colleges and Universities, including Royal Military College.

Dependent Education Management
Dependent Education Management deals with the education and related care of DND dependent students both inside and outside Canada. It provides extensive information on teaching opportunities in Europe, regulations on overseas administration and policy, and on screening personnel and dependents for postings outside Canada. Other areas of responsibility include allowances for education outside Canada; benefits for dependents educated in Canada; and guidelines for senior officers. It also provides extensive outside links to information on Canadian Forces International Schools, to organizations of alumni of DND overseas schools and to other sources of information on education, in Canada and around the world.

Public Service Commission

Interchange Canada
Interchange Canada is a developmental program that promotes and facilitates the exchange of employees through temporary assignments between federal public service departments and agencies and all other sectors both within Canada and internationally. By taking assignments in a new sector, employees develop personally and professionally while their organizations benefit from new skills, knowledge and approaches.

Public Works and Government Services Canada

The Knowledge Institute
The Knowledge Institute provides Information and Communications Technologies (ICT) education, professional development and training to government professionals. In partnership with post-secondary educational institutions, The Knowledge Institute has developed an ICT government-specific curriculum for both technical and non-technical public sector employees.

Payments in Lieu of Taxes
Through the Payments in Lieu of Taxes program, every year the Government of Canada distributes more than $400 million to some 1,700 realty property taxing authorities (RTAs), such as municipalities, provinces, school boards, local services boards and First Nations. It does this to contribute toward the cost of local government in communities where it owns property.

Going to Canada - Study (Portal)
Provides information and links on studying in Canada. All Canadian Missions abroad have links to this site.

1-800-0-CANADA
Provides similar support as the above portal, but over the telephone.
http://canada.gc.ca/directories/infor_e.html

Social Development Canada
National Child Benefit
A unique partnership of the Government of Canada, Provinces and Territories and First Nations. The National Child Benefit aims to prevent and reduce the depth of child poverty in Canada, promote labour market attachment by ensuring that families will always be better off as a result of working, and reduce overlap and duplication by harmonizing program objectives and benefits across jurisdictions.
http://www.sdc.gc.ca/en/cs/sp/collaboratives/9999-000109/ncb.shtml

Call For Proposals: Early Childhood Learning and Care and Social Inclusion
http://www.sdc.gc.ca/asp/gateway.asp?hr=en/hip/sd/02_infoguide000.shtml&hs=cyd

Statistics Canada
Education Statistics Program / Centre for Education Statistics
Statistics Canada's Centre for Education Statistics develops surveys, provides statistics and conducts research and analysis relevant to current issues in education, training and literacy. Its program is developed in consultation with the Canadian Education Statistics Council (a partnership of Statistics Canada and the Council of Ministers of Education, Canada) and other education stakeholders.
http://www.statcan.ca/english/edu/edstat.htm

Pan-Canadian Education Indicators Program (PCERA)
The Canadian Education Statistics Council (CESC), a partnership between Statistics Canada and CMEC, initiated the Pan-Canadian Education Research Agenda (PCERA) in 1997 to bring inter-provincial/territorial research issues that are important to ministers of education and training to the attention of the research community in Canada and to promote open discussion of these issues with different partners in education. By commissioning research on selected topics and holding symposia, PCERA promotes and advances policy-relevant research and encourages communication among stakeholders in education.
http://www.statcan.ca/english/freepub/81-582-XIE/2003001/educ.htm

University Liaison Program
Statistics Canada's University Liaison Program helps post-secondary instructors identify Statistics Canada information and products for use in lectures, course assignments and textbooks. This program includes a sabbatical or work-leave visitorship. This visitorship supports research and feasibility studies related to Statistics Canada databanks, ongoing research and reports. The Program serves faculties of education and selected social science departments throughout Canada.
http://www.statcan.ca/english/liaison/index.htm

E-STAT
Statistics Canada's E-STAT is an interactive teaching and learning tool for the education community. It offers statistics about Canada and its people. E-STAT contains Canada

wide community information including 25,000,000 current CANSIM (Canadian Socio-economic Information Management System) Time Series (multi-dimentional format) plus current and historical census data. Teachers and students can transform these statistics into maps and graphs as well as prepare tables of data using E-STAT. The E-STAT product is marketed exclusively to educational institutions.
http://www.statcan.ca/english/Estat/licence.htm

The Research Data Centres Program
The Research Data Centres (RDC) program is part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council and university consortia to help strengthen Canada's social research capacity and to support the policy research community. RDCs provide researchers with access, in a secure university setting, to microdata from population and household surveys. The centres are staffed by Statistics Canada employees.
http://www.statcan.ca/english/rdc/index.htm

Education Quarterly Review
Statistics Canada's periodical on education and training in Canada. Drawing data from administrative records and surveys, *EQR* provides analysis of current educational issues and trends. (to be discontinued in March 2004, and replaced with new periodical)
http://www.statcan.ca/english/ads/81-003-XPB/index.htm

Education Matters: Insights on Education, Learning and Training in Canada
A free online publication which provides summary information on issues and gives access to education indicators and Canadian education analysis.
http://www.statcan.ca/english/freepub/81-004-XIE/free.htm

Education Skills and Learning - Research Papers
http://www.statcan.ca/cgi-bin/downpub/listpub.cgi?catno=81-595-MIE

List of Learning Resources
http://www.statcan.ca/english/edu/list.htm

List of Education Surveys
http://www.statcan.ca/english/sdds/0020t.htm

Census
http://www12.statcan.ca/english/census01/Products/standard/themes/DataProducts.cfm?S=1

Granting Councils
Canadian Foundation for Innovation (CFI)
The Canada Foundation for Innovation (CFI) was created by an independent, non-profit organization by the federal government in 1997. The Foundation's goal is to strengthen the capacity of Canadian universities, colleges, research hospitals, and other not-for-profit institutions to carry out world-class research and technology development. By investing in research infrastructure projects, the CFI supports research excellence, and helps strengthen research training at institutions across Canada.
http://www.innovation.ca/index.cfm

Canadian Millennium Scholarship Foundation (CMSF)
The Canada Millennium Scholarship Foundation is a private and autonomous organization established by an Act of Parliament in 1998 with an endowment of $2.5 billion to help Canadians meet the challenges of a rapidly changing economy and society by creating opportunities for them to pursue their post-secondary education.
http://www.millenniumscholarships.ca/en/main.html

Natural Sciences and Engineering Research Council (NSERC)
NSERC is the national instrument for making strategic investments in Canada's capability in science and technology. It supports both basic university research through discovery grants and project research through partnerships among universities, governments and the private sector, as well as the advanced training of highly qualified people. NSERC is a separate employer of the Government of Canada, reporting to Parliament through the Minister of Industry. It is governed by a Council of 22 members selected from the private and public sectors, and the universities.
http://www.nserc.ca/index.htm

Social Sciences and Humanities Research Council of Canada (SSHRC)
The Social Sciences and Humanities Research Council of Canada is an arms-length federal agency that promotes and supports university-based research and training in the social sciences and humanities. Created by an act of Parliament in 1977, SSHRC is governed by a 22-member Council that reports to Parliament through the Minister of Industry.
http://www.sshrc.ca/web/home_e.asp